

# ELEMENTARY GRAMMAR *Worksheets*

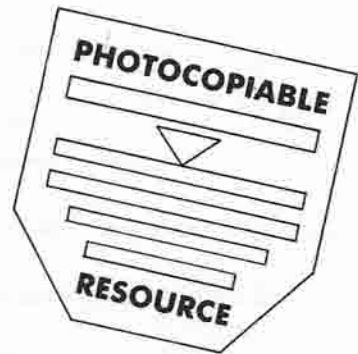


ANDY and AUDREY JACKSON

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ANDY and AUDREY JACKSON



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ELT

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 Worksheets marked with this symbol have accompanying cassette tape drills. The tapescripts for these drills are at the end of the book. They are numbered 1 to 22.

## Introduction

These worksheets form the first level of a structural self-access system. They are intended for elementary students of English and deal with most of the basic grammatical points covered in elementary course books, giving a brief explanation or illustration of each point before providing a practice exercise, with the answers inverted at the bottom of the page. They present broad rules, leaving the exceptions and more complex explanations to grammar and course books. They are not intended as an alternative to a course book or a grammar, which are more comprehensive in their explanations and exercises, and of which there is now a wide choice on the market. The purpose is to offer students the opportunity to practise individual grammatical points on their own in a simple style, in order to consolidate an initial model of the language. They are designed to be photocopied and placed in self-access or resources centres, and to be written on by the students and corrected by themselves. For this reason, they are in A4 format, with simple line drawings for illustration and ample space for students to write in their answers. They could also be used by teachers to follow up lessons, rather than allowing students to write in the textbook, where the space provided for writing is often inadequate. In this case, the teachers may wish to cover up the answer section while photocopying, and go over the answers in class.

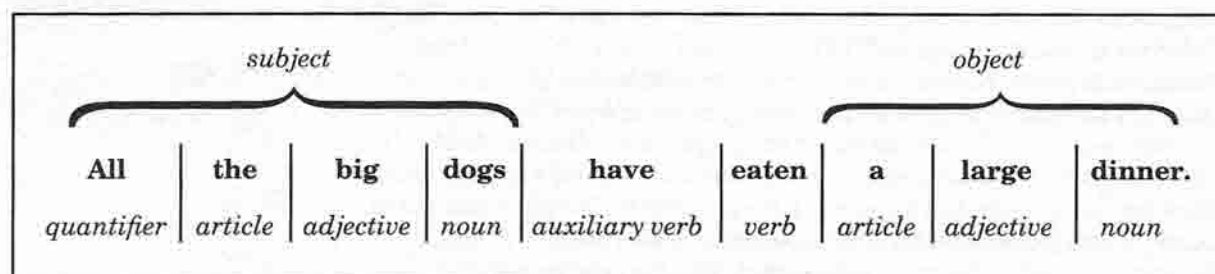
There is a simple glossary sheet (overleaf) giving illustrations of the terms used which students should use in association with the worksheets, and on sheet 68 there is a list of irregular verbs with a space for students to write in their translation of the verbs.

The accompanying cassette provides simple drills, revising much of the vocabulary used in the exercises, in order to give students the opportunity to listen to and pronounce new words or structures in association with the writing exercises. Not all the Worksheets have related cassette exercises but teachers are advised to make extra copies of Worksheets with cassette symbols to place in their listening centre.

Note that the Worksheets are arranged in alphabetical order for ease of reference and for filing in the resource centre.

Note the Worksheet numbers are preceded by **E** to indicate Elementary level. Similarly in the Intermediate and Advanced Books the numbers are preceded by **I** and **A** respectively. This classification will be of use if it is decided, for example, to group all Worksheets dealing with tenses of the verb together in a self-access centre.

## Glossary



<b>adjective</b>	<i>nice, tall, comfortable, green</i>	The <i>fat</i> lady had a <i>new</i> dress.
<b>adverb</b>	<i>easily, often, heavily, fast</i>	The boys <i>never</i> play <i>quietly</i> .
<b>article</b>	<i>the, a, this</i>	<i>The</i> boy climbed <i>a</i> tree.
<b>auxiliary verb</b>	<i>have, be, do, was, did</i>	They <i>have</i> made a mistake.
<b>conditional</b>	<i>if</i>	It will break <i>if</i> you drop it.
<b>conjunction</b>	<i>and, but, so, when, as soon as</i>	He smiled <i>as</i> he walked out.
<b>gerund</b>	<i>going, writing, playing</i>	He likes <i>singing</i> .
<b>infinitive</b>	<i>(to) go, (to) write</i>	You must <i>stay</i> with us.
<b>modal</b>	<i>can, must, should</i>	It <i>may</i> rain tonight.
<b>noun</b>	<i>man, idea, table, freedom</i>	This <i>book</i> tells a good <i>story</i> .
<b>passive</b>	<i>is done, was done</i>	The window <i>was broken</i> last night.
<b>phrasal verb</b>	<i>make for, look after</i>	She <i>got over</i> her illness quickly.
<b>preposition</b>	<i>at, in, under, before, of</i>	I'll be <i>in</i> the house <i>at</i> six.
<b>present tense</b>	<i>is doing, does</i>	He <i>is working</i> hard as he always <i>does</i> .
<b>present perfect</b>	<i>has done, has been doing</i>	We <i>have been waiting</i> for a long time.
<b>pronoun</b>	<i>I, we, them, myself, mine</i>	<i>She</i> can do it <i>herself</i> .
<b>quantifier</b>	<i>some, both, a few</i>	<i>None</i> of them has <i>any</i> money.
<b>tense</b>	<i>is, was, will be</i>	It <i>will be</i> ready when they <i>come</i> .
<b>verb</b>	<i>eat, swim, break</i>	He <i>worked</i> very hard.

# E 1 Adjectives: position

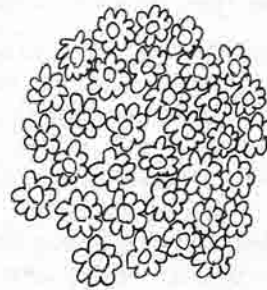
a tall man, a big house



This is Mr Adams.  
He is a policeman.  
He is fat.  
Mr Adams is a fat policeman.



This is Miss Brookes.  
She is a nurse.  
She is tall.  
Miss Brookes is a tall nurse.



These are daisies.  
They are small.  
Daisies are small flowers.

## Exercise A

Example: Mary / girl / young

Mary is a young girl.

- 1 David / man / old
- 2 New York / city / big
- 3 Elephants / animals / large
- 4 Peas / vegetables / green
- 5 Marlon Brando / actor / famous

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## Exercise B

Nouns: weights building car birds swimmer sheep men

Adjectives: white old heavy tall black fast strong

Use these nouns and adjectives in the following sentences:

Examples:



This is a white sheep.  
(adjective) (noun)



These are heavy weights.  
(adjective) (noun)

1



These are \_\_\_\_\_.

2



This is a \_\_\_\_\_.

3



This is a \_\_\_\_\_.

4



This is a \_\_\_\_\_.

5



These are \_\_\_\_\_.

**ANSWERS**  
A 1 David is an old man. 2 New York is a big city.  
3 Elephants are large animals. 4 Peas are green vegetables.  
5 Marlon Brando is a famous actor.  
B 1 These are old men. 2 This is a tall building. 3 This is a strong swimmer. 4 This is a fast car. 5 These are black birds.



# E 2 Adjectives: comparison

2 bigger than, more intelligent

## Spelling rules for comparatives

- For one syllable words with one vowel and one consonant at the end, double the last consonant and add *er*  
*big - bigger fat - fatter hot - hotter sad - sadder thin - thinner*
- For one syllable words with one or two vowels or ending in two consonants, just add *er*  
*long - longer tall - taller black - blacker weak - weaker soon - sooner*
- For words of one or two syllables ending with *e*, just add *r*.  
*nice - nicer wide - wider simple - simpler*
- For words of two syllables ending with a consonant and *y*, change the *y* to *i* and add *er*.  
*pretty - prettier easy - easier funny - funnier smelly - smellier*
- For most three syllable words and all longer ones, use *more*.  
*capable - more capable intelligent - more intelligent difficult - more difficult*



Mr Adams  
A



Miss Brookes  
B



Mr Church  
C



Ms Dangerfield  
D

**Examples:** Mr Adams is *older than* Miss Brookes.  
Miss Brookes is *prettier than* Ms Dangerfield.  
Ms Dangerfield is *more intelligent than* Miss Brookes.  
Mr Church is *more handsome than* Mr Adams.

### Exercise A

Make sentences about the people above:

**Example:** fat

A / C Mr Adams is fatter than Mr Church.

1 thin

B / D

2 happy

C / A

3 sad

D / B

4 rich

C / A

5 poor

D / B

6 intelligent

A / B

7 strong

C / D

### Exercise B

Do Exercise 1 on the cassette.

**ANSWERS**  
A 1 Miss Brookes is thinner than Ms Dangerfield. 2 Mr Church is happier than Mr Adams. 3 Ms Dangerfield is sadder than Miss Brookes. 4 Mr Church is richer than Mr Adams. 5 Ms Dangerfield is poorer than Miss Brookes. 6 Mr Adams is more intelligent than Miss Brookes. 7 Mr Church is stronger than Ms Dangerfield.

I – my book

he – his book

we – our book

Mary – Mary's book

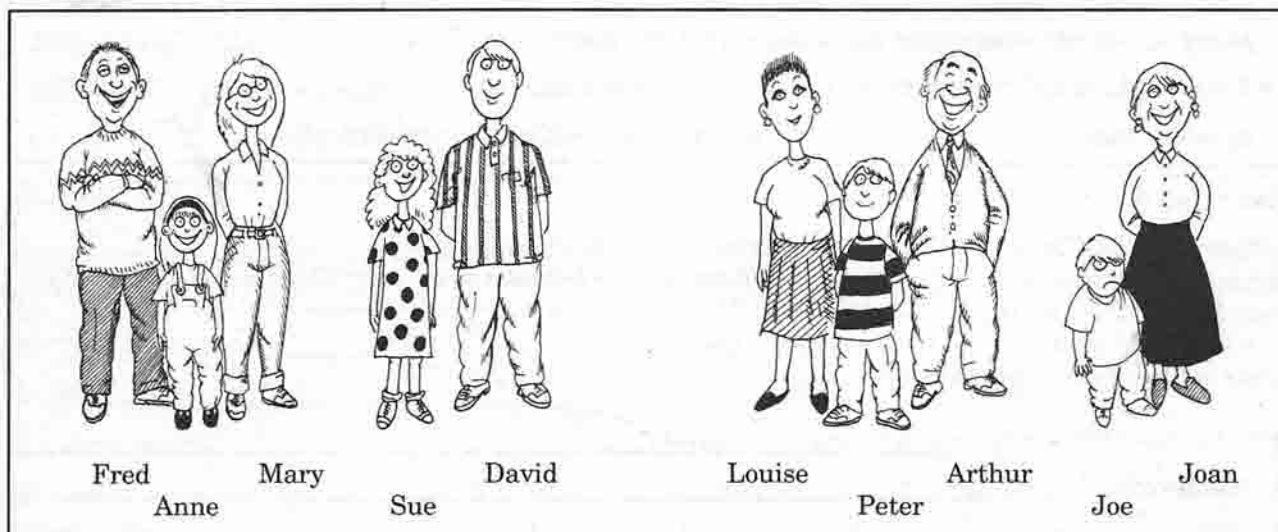
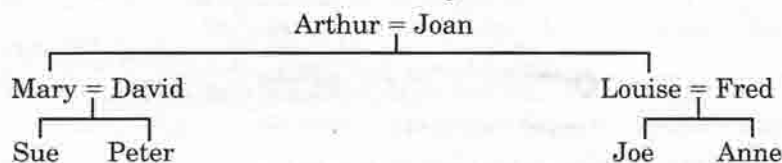
you – your book

she – her book

they – their book

Jack – Jack's book

## The Smith's family tree



## Exercise A

Diane is talking to Mary. Use the family tree above to fill in the gaps.

*Example:*

Diane: Who is the man in the centre?      Mary: It's my husband, David.

- |                                                          |                                       |
|----------------------------------------------------------|---------------------------------------|
| 1 Is Joan your sister?                                   | No, she's _____ mother!               |
| 2 And is Anne your daughter?                             | No, she's _____ niece.                |
| 3 Is Peter her brother?                                  | No, he's _____ cousin.                |
| 4 And who's Joe?                                         | He's _____ brother.                   |
| 5 Is Louise Fred's sister?                               | No, she's _____ wife.                 |
| 6 So is Louise _____ sister?                             | Yes, she is.                          |
| 7 And Peter is _____ son?                                | Yes, he is.                           |
| 8 So that means David is Peter and Sue's uncle?          | No, he's _____ husband, _____ father! |
| 9 And this person, Arthur, is your and Louise's brother? | No, he's _____ father.                |
| Your mother looks very young!<br>You have a nice family. | Thank you.                            |

## Exercise B

Do Exercise 2 on the cassette.

ANSWERS  
1 A 1 my; 2 my; 3 her; 4 her; 5 his; 6 your; 7 your; 8 my/their; 9 our.

# E 4 Adjectives: superlative

the *biggest*

## Spelling rules for superlatives

- For one syllable words with one vowel and one consonant at the end, double the last consonant and add *est*.

*big – biggest fat – fattest hot – hottest sad – saddest thin – thinnest*

- For one syllable words ending in two consonants or with two vowels, just add *est*.

*long – longest tall – tallest black – blackest weak – weakest*

- For words of one or two syllables ending with *e*, just add *st*.

*nice – nicest wide – widest simple – simplest*

- For words of two syllables ending with a consonant and *y*, change the *y* to *i* and add *est*.

*pretty – prettiest easy – easiest funny – funniest smelly – smelliest*

- For most three syllable words and all longer ones, use *most*.

*capable – most capable intelligent – most intelligent difficult – most difficult*

## Exercise A

Arthur, Brenda, Charles and Delia are friends.

*Examples:* Arthur is *the tallest* of the four. Brenda is *the happiest* of the four. Charles is the oldest of the four. Delia is *the most intelligent* of the four.

Make sentences like the examples.

- 1 Charles – fat \_\_\_\_\_
- 2 Delia – slim \_\_\_\_\_
- 3 Arthur – strong \_\_\_\_\_
- 4 Brenda – elegant \_\_\_\_\_

## Exercise B

*Example:* High mountains (world): Mont Blanc / Everest / Kilimanjaro

Everest is the highest mountain *in* the world.

Make sentences like the example.

- 1 Long rivers (Europe): the Danube / the Rhine / the Seine  
\_\_\_\_\_
- 2 Big animals (Africa): the rhino / the elephant / the hippopotamus  
\_\_\_\_\_
- 3 Busy airports (England): Gatwick / Heathrow / Manchester  
\_\_\_\_\_
- 4 Expensive metals (world): platinum / silver / gold  
\_\_\_\_\_
- 5 Fast passenger planes (world): Concorde / the 747 / the Airbus  
\_\_\_\_\_

## Exercise C

Do Exercise 3 on the cassette.

**ANSWERS**  
 A 1 Charles is the fattest of the four. 2 Delia is the slimmest of the four. 3 Arthur is the strongest of the four. 4 Brenda is the most elegant of the four. 5 Concorde is the fastest passenger plane in the world.  
 B 1 The Danube is the longest river in Europe. 2 The elephant is the biggest animal in Africa. 3 Heathrow is the busiest airport in England. 4 Platinum is the most expensive metal in the world. 5 Concorde is the fastest passenger plane in the world.

# 5 Adjectives: plus prepositions

I'm interested in . . .

Some adjectives in English are often followed by a special preposition.

PLEASED WITH: My mother was very *pleased with* me because I passed my exams. (person)

PLEASED ABOUT: My father was very *pleased about* his new job. (thing)

WORRIED ABOUT: The doctor is *worried about* my brother. He's very ill.

GOOD/BAD AT; Yoko is very *good at* sport but *bad at* languages.

READY FOR: My suitcase is packed and I'm *ready for* a holiday.

DIFFERENT FROM: American English is not very *different from* British English, but they say 'different than' in America!

INTERESTED IN: Peter is very *interested in* football; he plays twice a week.

AFRAID OF: Many people are *afraid of* spiders, but most of them are not dangerous.

TIRED OF: We're *tired of* this game. Let's do something else.

USED TO: Don't stay too long in the sun until you are *used to* it.

## Exercise A

Choose the best adjective and preposition from the list above for each sentence.

- You don't need to be \_\_\_\_\_ the dog: it doesn't bite.
- The farmers are \_\_\_\_\_ their crops because it hasn't rained for weeks.
- My sister was \_\_\_\_\_ the present I got her. She loves it.
- If you are not \_\_\_\_\_ exercise, you should go carefully at first.
- Your new car is very \_\_\_\_\_ your last one. It's much better!
- I'm really \_\_\_\_\_ tennis: I lose every game I play.
- I'll just put my shoes on and then I'll be \_\_\_\_\_ a walk.
- Our boss was \_\_\_\_\_ our hard work, and gave us a holiday.
- She is so \_\_\_\_\_ mathematics, she gets 100% in all her exams.
- If you are not \_\_\_\_\_ this kind of drama, why did you come to the theatre?

If you want to use a verb after the adjective and preposition, it must end in *(ing)*.

Example: I am very interested in *work(ing)* abroad.

Greta is very good at *play(ing)* the violin.

My French friend is not used to *driv(ing)* on the left in England.

## Exercise B

Write in the correct preposition and then choose the best verb from the list below to complete these sentences.

- My little brother is afraid \_\_\_\_\_ on his own so we share a bedroom.
- Jeanne is worried \_\_\_\_\_ her exams, so she is working very hard.
- Playing professional football is very different \_\_\_\_\_ in an amateur league.
- Ben is bad \_\_\_\_\_ lies. He always goes red in the face.
- I'm tired \_\_\_\_\_ the dinner. Why don't you do it today?

failing / cooking / telling / sleeping / playing

B 1 of sleeping; 2 about failing; 3 from playing; 4 at

A 1 afraid of; 2 worried about; 3 pleased about; 4 used to; 5 different from; 6 bad at; 7 ready for; 8 pleased with; 9 good at; 10 interested in

ANSWERS

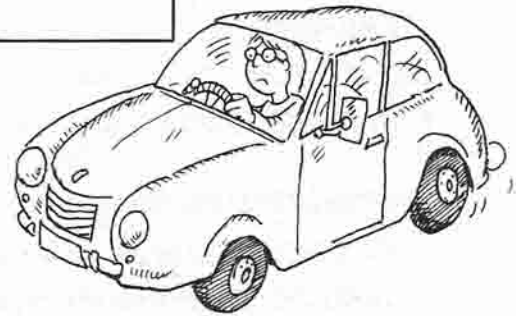
# 6 Adverbs: formation



She plays *beautifully*.

ADJECTIVE			ADVERB
strong	+ ly =		strongly
cheerful	+ ly =		cheerfully
happy	y > i + ly =		happily

Example: Susan is a careful driver. She drives carefully.



## Exercise A

Make a sentence for each picture.

1 John is a quick runner.



He \_\_\_\_\_

2 Mohammed is a brave fighter.



He \_\_\_\_\_

3 Geoffrey is a bad writer.



He \_\_\_\_\_

4 Maria is a beautiful singer.



She \_\_\_\_\_

5 Sheila is a strong swimmer.



She \_\_\_\_\_

6 Andy is a noisy eater.



He \_\_\_\_\_

7 Ilanova is a graceful dancer.



She \_\_\_\_\_

8 Ann is a dangerous driver.



She \_\_\_\_\_

9 Joe is a careless painter.



He \_\_\_\_\_

10 The bird is a loud singer.



It \_\_\_\_\_

## Exercise B

Do Exercise 4 on the cassette.

**ANSWERS**

A 1 He runs quickly. 2 He fights bravely. 3 He writes badly. 4 She sings beautifully. 5 She swims strongly. 6 He eats noisily. 7 She dances gracefully. 8 She drives dangerously. 9 He paints carelessly. 10 It sings loudly.

# E 7 Adverbs: position

She *never* goes to the cinema.

ADVERBS tell us more about the VERB in a sentence. We usually put them *after the OBJECT*, if there is one.

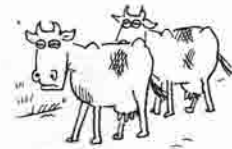
Examples:



Carmen plays the violin *beautifully*.



Julio placed the box *carefully* on the floor.



The cows walked *slowly* along the road.

However, some adverbs, which tell us *how often*, come *between the SUBJECT and the VERB*. Here are some of the common ones:

always / usually / frequently / often / sometimes / occasionally / rarely / never

Examples: Banks *never* open on Sundays.  
The boss *occasionally* comes to work late.

Rewrite the following in the correct order to make good sentences.









Example: quickly / the door / Simon / opened

*Simon opened the door quickly.*

- 1 all day / the soldiers / bravely / fought
- 2 mistakes / our teacher / rarely / makes
- 3 on time / never / arrives / this train
- 4 on the floor / Ben / his clothes / carelessly / dropped
- 5 his gun / in the air / dangerously / waved / the soldier
- 6 brushes / Anna / her teeth / always / before bed
- 7 held / the little girl / tightly / her mother's hand
- 8 the injured man / gently / examined / the doctor
- 9 neatly / her car / between two lorries / parked / Birgit
- 10 play / tennis / the boys / on Wednesdays / usually
- 11 late / works / Catherine / often
- 12 yesterday / was shining / the sun / brightly

**ANSWERS**  
1 The soldiers fought bravely all day. 2 Our teacher rarely makes mistakes. 3 This train never arrives on time. 4 Ben dropped his clothes carelessly on the floor. 5 The soldier waved his gun dangerously in the air. 6 Anna always brushes her teeth before bed.  
7 The little girl held her mother's hand tightly. 8 The doctor examined the injured man gently. 9 Birgit parked her car neatly between two lorries. 10 The boys usually play tennis on Wednesdays. 11 Catherine often works late. 12 Yesterday the sun was shining brightly.











What is this? - It is a/an ...

consonants		vowels	
b c d f g h j k l m n p q r s t v w x y z		a e i o u	
a man			an apple
a car			an egg
			an island
			an orange
a woman			an umbrella

Exercise A

Write a or an.




















Example: a bed an office

 1 \_\_\_ house  
  2 \_\_\_ fish  
  3 \_\_\_ ice-cream  
  4 \_\_\_ mountain  
  5 \_\_\_ igloo  
 6 \_\_\_ taxi  
  7 \_\_\_ ashtray  
  8 \_\_\_ book  
  9 \_\_\_ elephant  
  10 \_\_\_ pen

Exercise B

What is this / that?

Write the question and answer.

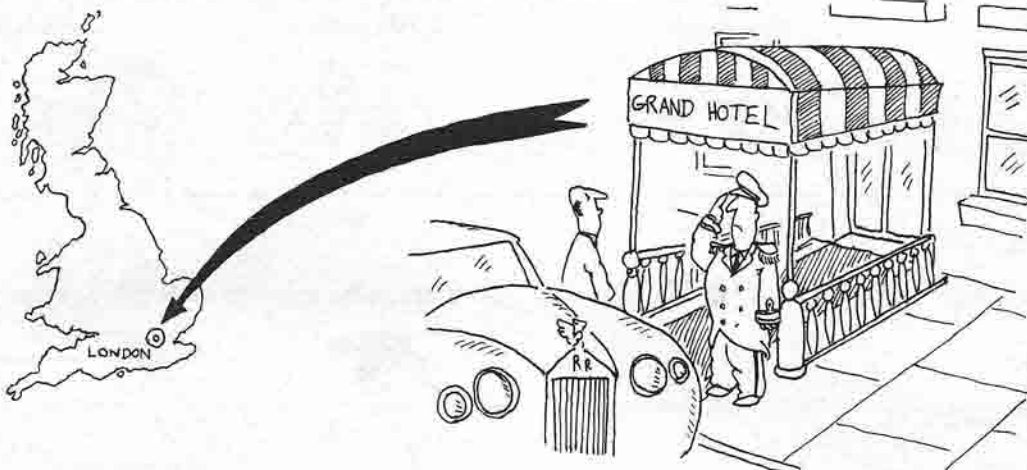
			It	is	a / an	_____
1	What is this?		_____	_____	_____	_____
2	What is that?			_____	_____	_____
3	_____?			_____	_____	_____
4	_____?			_____	_____	_____
5	_____?			_____	_____	_____
6	_____?			_____	_____	_____
7	_____?			_____	_____	_____
8	_____?			_____	_____	_____
9	_____?			_____	_____	_____
10	_____?			_____	_____	_____

**ANSWERS**

A 1 a; 2 a; 3 an; 4 a; 5 an; 6 a; 7 an; 8 a; 9 an; 10 a.  
 B 1 It is a book. 2 It is an elephant. 3 What is this? It is an umbrella. 4 What is this? It is an ashtray. 5 What is that? It is a fish. 6 What is that? It is an igloo.

7 What is this? It is an ice-cream. 8 What is that? It is a house. 9 What is this? It is a taxi. 10 What is that? It is a mountain.

## The Grand Hotel in London



We use *the* when we know which person or thing we are talking about. (*the girl over there*)

We use *the* when there is only one example. (*the President of France, the Pope*)

We use *the* with the names of hotels, museums, public buildings or rivers.

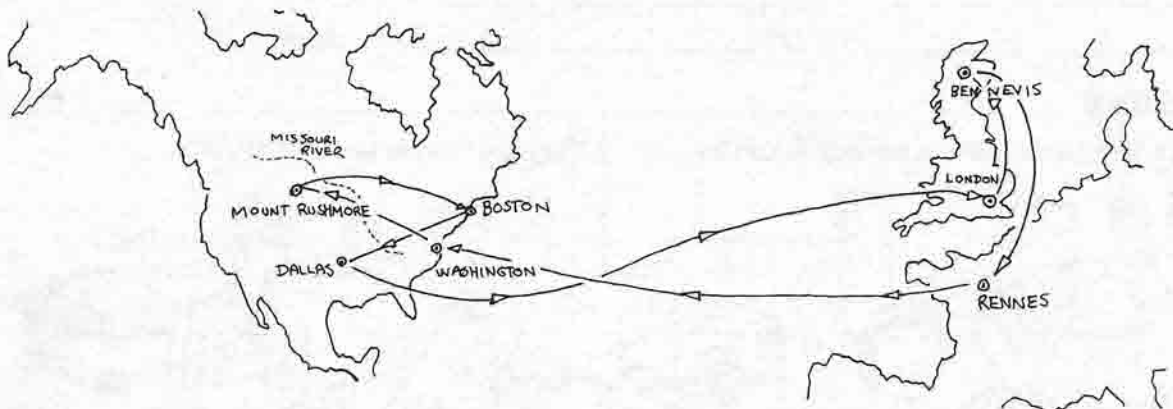
(*the Hilton Hotel | the British Museum | the Central Library | the Mississippi*)

BUT

We do not use *the* with the names of streets, stations, towns, mountains or countries.

(*Oxford Street | Victoria Station | Berlin | Everest | Turkey*)

Exceptions: We say *the UK, the USA* and *the West Indies*.







Put *the* in the gaps in the text **only where necessary**.

Michel lives in (1) \_\_\_\_\_ Rennes, a town in the west of (2) \_\_\_\_\_ France. He has a flat on the bank of (3) \_\_\_\_\_ Rance, a river which flows through (4) \_\_\_\_\_ centre of (5) \_\_\_\_\_ town. He is a journalist, and last year he visited (6) \_\_\_\_\_ Washington, (7) \_\_\_\_\_ capital of (8) \_\_\_\_\_ United States. He spent a lot of time in (9) \_\_\_\_\_ Smithsonian Museum doing research. He saw (10) \_\_\_\_\_ President outside (11) \_\_\_\_\_ White House, but didn't meet him. Then he travelled around (12) \_\_\_\_\_ States for three weeks, visiting places such as (13) \_\_\_\_\_ Mount Rushmore, (14) \_\_\_\_\_ Boston and (15) \_\_\_\_\_ Dallas, and he took a boat trip on (16) \_\_\_\_\_ Missouri.

On the way home, he spent five days in (17) \_\_\_\_\_ UK, including two days in (18) \_\_\_\_\_ London. He did a lot of shopping in (19) \_\_\_\_\_ Oxford Street, and stayed in (20) \_\_\_\_\_ Grand Hotel. He even had time to visit (21) \_\_\_\_\_ Scotland, but was not able to climb (22) \_\_\_\_\_ Ben Nevis, because (23) \_\_\_\_\_ weather was too bad. When he got home he was very tired!

ANSWERS  
1 -; 2 -; 3 the; 4 the; 5 the; 6 -; 7 the; 8 the; 9 the; 10 the; 11 the; 12 the; 13 -; 14 -; 15 -; 16 the; 17 the; 18 -;



<p>this bottle</p> 	<p>that bottle</p> 	<p>these bottles</p> 	<p>those bottles</p> 
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

### Exercise A

Mr and Mrs Smith are returning from holiday.

They are going through customs at the airport.



Examples: What's this?

It's a camera.

What are these?

They're cigarettes.

- 1 \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?
- 5 \_\_\_\_\_ ?

- \_\_\_\_\_ bottle of whisky.
- \_\_\_\_\_ chocolates.
- \_\_\_\_\_ presents.
- \_\_\_\_\_ watch.
- \_\_\_\_\_ box of cigars.

### Exercise B

Mr and Mrs Tanaka are on holiday in London.

They are talking to a tourist guide.



Examples: What's that?

It's a double-decker bus.

What are those?

They're pigeons.

- 1 \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?
- 5 \_\_\_\_\_ ?

- \_\_\_\_\_ taxi.
- \_\_\_\_\_ traffic lights.
- \_\_\_\_\_ police officers.
- \_\_\_\_\_ post-box.
- \_\_\_\_\_ bus-stop.

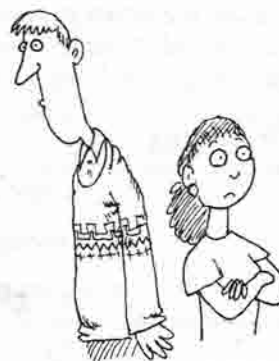
**ANSWERS**

A 1 What's this? It's a bottle of whisky. 2 What are these? They're chocolates. 3 What are these? They're presents. 4 What's this? It's a watch. 5 What's this? It's a box of cigars.

B 1 What's that? It's a taxi. 2 What are those? They're traffic lights. 3 What are those? They're police officers. 4 What's that? It's a post-box. 5 What's that? It's a bus-stop.

# 11 Conjunctions

## John and Mary



**AND**

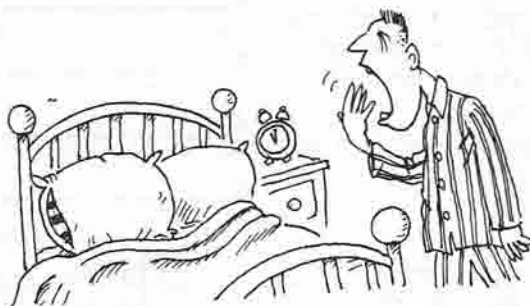
+      +  
-      -

John is tall and Mary is tall.  
I like ice-cream and you like chocolate.  
Saudi Arabia is hot and sunny.  
I am sad and you are lonely.

**BUT**

+      -  
+      -

Tom is tall but Carol is short.  
I like ice-cream but I don't like fish.  
Sweden is small but strong.  
She is rich but he is poor.



**SO (result)**

● → ●

I'm tired so I'm going to bed.  
It was wet so she stayed at home.  
I like ice-cream so I eat a lot of it.

**BECAUSE (reason)**

● ← ●

I'm going to bed because I'm tired.  
She stayed at home because it was wet.  
I eat ice-cream because I like it.

Join the pairs of sentences. Write *a* to *l* in the numbered spaces below.

- |                                    |                                        |
|------------------------------------|----------------------------------------|
| 1 The shop was closed              | a so we had a long swim.               |
| 2 My father shouted at me          | b but she hates sport.                 |
| 3 The water was very warm          | c and it has green eyes.               |
| 4 Our cat has a long tail          | d and has a big car.                   |
| 5 Mikki loves pop music            | e but I haven't finished.              |
| 6 The Nile is a very long river    | f because he was very angry.           |
| 7 They missed the bus              | g so we couldn't buy any cigarettes.   |
| 8 My boss was very pleased         | h because he is a good Muslim.         |
| 9 Tomoko asked me to a party       | i and it flows through many countries. |
| 10 Mustapha prays five times a day | j but I didn't want to go.             |
| 11 I've been working very hard     | k so they had to walk.                 |
| 12 He lives in a large house       | l because I worked hard.               |

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

**ANSWERS**  
1 g; 2 f; 3 a; 4 c; 5 b; 6 i; 7 k; 8 h; 9 j; 10 h; 11 e; 12 d

# 12 Nouns: countable/uncountable

a chair, some furniture

All nouns in English are either countable or uncountable.  
 We can count tables and chairs, but we cannot count furniture.  
 We can count newspapers and books but we cannot count information.

COUNTABLE		UNCOUNTABLE
one table (is)	two tables (are)	(some) furniture (is)
a book (is)	three books (are)	(some) information (is)
an orange (is)	(some) oranges (are)	(some) fruit (is)

Here are some common examples:

### COUNTABLE

- vegetables    games    bottles
- apples        chairs    plates
- coins         pens      matches
- cans          pencils   tables
- cups          notes

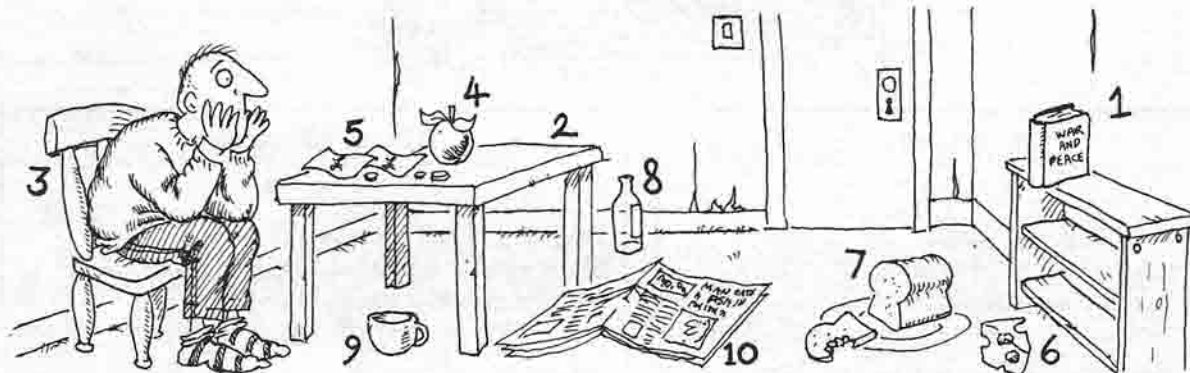
### UNCOUNTABLE

- fruit        golf        liquid
- ink          cheese     sugar
- money      furniture   tennis
- oil          paper
- food        cash

### Exercise A

Jim is not married and he lives alone. He has no friends, so he only buys one of everything. Here is a picture of Jim's flat. Make a list of the numbered things in his flat. For countable things, write *a* or *an*. For uncountable things, write *some*.

- 1 \_\_\_\_\_ 6 \_\_\_\_\_
- 2 \_\_\_\_\_ 7 \_\_\_\_\_
- 3 \_\_\_\_\_ 8 \_\_\_\_\_
- 4 \_\_\_\_\_ 9 \_\_\_\_\_
- 5 \_\_\_\_\_ 10 \_\_\_\_\_



### Exercise B

Do Exercise 5 on the cassette.

### Exercise C

If we want to count 'uncountable' nouns, we have to use an expression like *a bottle of*. . . or *a kilo of*. . . .

Draw a line to link the following uncountable nouns with the correct expression.

a bar of	a jar of	a bottle of	a loaf of	a bag of	a packet of	a litre of
bread	sugar	petrol	chocolate	coffee	milk	rice

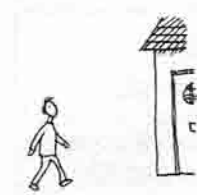
**ANSWERS**

A 1 a book; 2 a table; 3 a chair; 4 an apple; 5 some money; 6 some cheese; 7 some bread; 8 a bottle; 9 a cup; 10 a newspaper

C a bar of chocolate; a jar of coffee; a bottle of milk; a loaf of bread; a bag of sugar; a packet of rice; a litre of petrol



to the house, along the road, down the stairs



TOWARDS



TO



THROUGH



INTO



UP



DOWN



OUT OF



(AWAY) FROM



ALONG



OVER



ACROSS



UNDER



ONTO



OFF

### Exercise A

Pierre is a soldier. He must be very fit. Every day he has to train on an assault course. Fill in the correct prepositions.

- At 6.30 am Pierre goes \_\_\_\_\_ the start line.
- Then he runs \_\_\_\_\_ a track \_\_\_\_\_ a river.
- When he reaches the river, he climbs \_\_\_\_\_ a tree.
- He goes \_\_\_\_\_ the river on a rope bridge.
- Then he climbs \_\_\_\_\_ a wall and \_\_\_\_\_ a tunnel.
- He goes \_\_\_\_\_ the tunnel.
- When he comes \_\_\_\_\_ it, he has to crawl \_\_\_\_\_ barbed wire.
- Then he runs \_\_\_\_\_ a hill and jumps \_\_\_\_\_ a platform.
- He has to jump \_\_\_\_\_ the platform \_\_\_\_\_ the water.
- Finally, he runs \_\_\_\_\_ the water and back \_\_\_\_\_ the start line.

He is exhausted!



### Exercise B

Do Exercise 6 on the cassette.

ANSWERS  
A1 to; 2 along; towards; 3 up; 4 over or across; 5 over; into; 6 through; 7 out of; under; 8 down; onto; 9 off; into; 10 through; to

for me, with you, by us

**WITH:** I went to the cinema *with* a friend.

She opened the box *with* a knife.

**WITHOUT:** Kurt prefers coffee *without* sugar.

I can't do this *without* help.

**BY:** Julia doesn't like travelling *by* train.

I can do this *by* myself.

**FOR:** they've been living here *for* three years.

Is that present *for* Inga?

**OF:** We ate half *of* the food.  
That dress is made *of* silk.

**AT:** She's been *at* the dentist's today.  
The car was travelling *at* 80 kilometres an hour.

**BECAUSE OF:** The match was stopped *because of* the bad weather.  
We were late *because of* the accident.

**IN SPITE OF:** She enjoyed the walk *in spite of* the bad weather.  
*In spite of* my father's anger, I am going to go to the party.

Suzi is only fifteen but last week she decided to go to London.

Write in the correct prepositions.



- 1 Her mother wanted her to go \_\_\_\_\_ a friend.
- 2 But she went \_\_\_\_\_ herself.
- 3 She went \_\_\_\_\_ bus, because it was cheaper. She spent the morning shopping.
- 4 She bought a jacket made \_\_\_\_\_ soft green leather.
- 5 It was expensive, and \_\_\_\_\_ the cost, she had very little money left.
- 6 It was a very hot afternoon, but \_\_\_\_\_ the high temperature, she wore her new jacket.
- 7 She walked around the streets \_\_\_\_\_ three hours.
- 8 When it was dark, she waited \_\_\_\_\_ the bus station, but there was no bus before 8 o'clock.
- 9 She finally got home \_\_\_\_\_ 11 o'clock. Her father was very angry.

ANSWERS  
1 with; 2 by; 3 by; 4 of; 5 because of; 6 in spite of; 7 for; 8 at; 9 at

# E 15 Prepositions: place

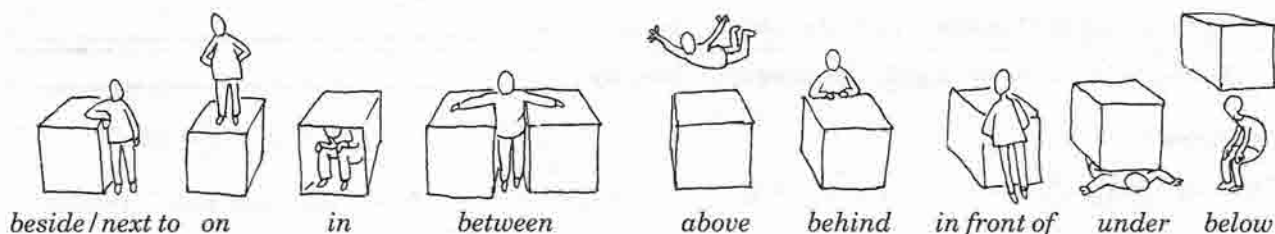
## at home in bed

AT	IN	ON
at home/work/school at the beginning/end at the theatre/cinema at the station/airport at a party/dance/concert	in Rome (town or city) in France (country) in a car in a room/house/garden in your tea/drink in bed/hospital/prison in the air	on the table/shelf on the ground/floor on a bus/train/plane on the wall/ceiling on the left/right

### Exercise A

Write in the correct prepositions.

- |                                             |                                             |
|---------------------------------------------|---------------------------------------------|
| 1 Where's John? He's not _____ work today.  | No, he's _____ bed _____ hospital.          |
| 2 Where's your cup?                         | It's _____ the table.                       |
| 3 Do you take sugar _____ your coffee?      | No thanks.                                  |
| 4 Has the plane arrived _____ the airport?  | No, it's still _____ the air.               |
| 5 Where were you last night, _____ a party? | No, I was _____ the theatre _____ London.   |
| 6 Have you seen my football?                | Yes, it's _____ the grass _____ the garden. |
| 7 Where do you live?                        | _____ Trento, a small town _____ Italy.     |
| 8 I can't find my shoes.                    | They're _____ the floor _____ the kitchen.  |
| 9 Did you meet him _____ the station?       | No, he wasn't _____ the train.              |
| 10 Where is Mr Smith?                       | He's _____ the third room _____ the left.   |



### Exercise B

Now look at the picture and answer the questions.

Example: Where is the car? *It's in front of* the taxi.

- |                            |                            |
|----------------------------|----------------------------|
| 1 Where is the taxi?       | _____ the car and the bus. |
| 2 Where is the plane?      | _____ the helicopter.      |
| 3 Where is the bus?        | _____ the taxi.            |
| 4 Where is the lorry?      | _____ the bus.             |
| 5 Where is the helicopter? | _____ the plane.           |
| 6 Where is the boat?       | _____ the lorry.           |
| 7 Where is the bicycle?    | _____ the car.             |
| 8 Where is the dog?        | _____ the car.             |

**ANSWERS**

A 1 at, in, in; 2 on; 3 in; 4 at, in; 5 at, at, in; 6 on, in; 7 in, in; 8 on, in; 9 at, on; 10 in, on  
 B 1 It's between the car and the bus. 2 It's above the car. 8 It's in the car.



AT (times / festivals)	ON (days / dates)	IN (months / years / seasons)
at four o'clock at 3.15 at Christmas at the weekend	on Monday on 15th May on April 3rd	in July in 1992 in winter in the morning

### Exercise A

Example: When does the plane leave?



It leaves at 6.30.

1 When did you arrive?



2 What time shall we start?



3 When do the shops close?



4 What time does the film begin?



### Exercise B

Example: When is Christmas Day?

Friday

Christmas Day is on 25th December.

1 When is New Year's Day?

4th July

2 When is American Independence Day?

25th December

3 On which day do Christians go to church?

1st January

4 On which day do Muslims go to the mosque?

Sunday

### Exercise C

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

1 \_\_\_\_\_ Monday, Susan woke up \_\_\_\_\_ five o'clock \_\_\_\_\_ the morning.

2 In England they play football \_\_\_\_\_ winter and cricket \_\_\_\_\_ summer.

3 My sister arrived \_\_\_\_\_ half past three \_\_\_\_\_ the afternoon.

4 I usually play badminton \_\_\_\_\_ Wednesdays and tennis \_\_\_\_\_ Saturdays.

### Exercise D

Do Exercise 7 on the cassette.

**ANSWERS**

A 1 I arrived at seven o'clock. 2 We'll start at 7.15.  
 3 They close at 5.30. 4 It begins at eight o'clock.  
 B 1 New Year's Day is on 1st January. 2 American  
 Independence Day is on 4th July. 3 Christians go to church  
 on Sunday. 4 Muslims go to the mosque on Friday.  
 C 1 on, at, in; 2 in, in; 3 at, in; 4 on, on

# 17 Pronouns: compound

Is there *anybody* there?



## SOME...

### Positive verb

There's somebody / someone in the house.

There's something in the box.

## ANY...

### Question or negative verb

Is there anybody / anyone in the house?  
There isn't anybody / anyone in the house.

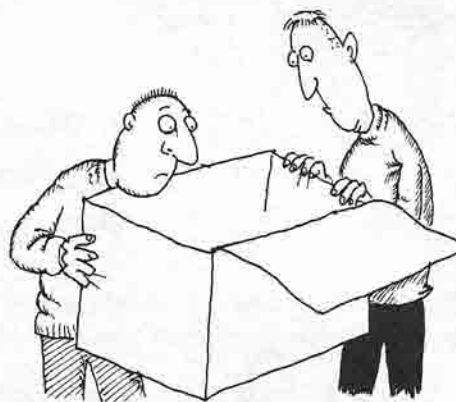
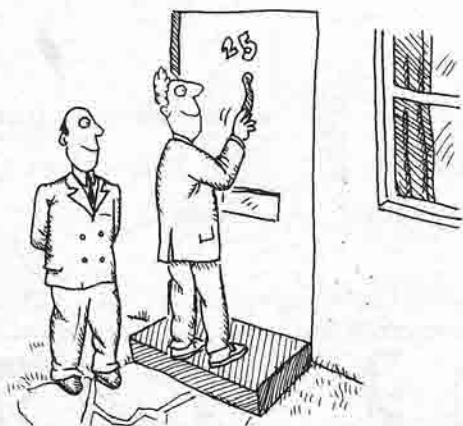
Is there anything in the box?  
There isn't anything in the box.

## NO...

### Positive verb

There's nobody / no-one in the house.

There's nothing in the box.



## Exercise A

Complete the following with:

**somebody/someone anybody/anyone nobody/no-one something/anything/nothing**

- 1 Look! \_\_\_\_\_ has jumped into the river!
- 2 I didn't buy \_\_\_\_\_ in that shop.
- 3 Ouch! \_\_\_\_\_ in the sand has bitten me.
- 4 I'm really hungry but there's \_\_\_\_\_ in the fridge.
- 5 Did \_\_\_\_\_ see that film on TV last night?
- 6 She was very sad because \_\_\_\_\_ had remembered her birthday.
- 7 He didn't dance with \_\_\_\_\_ at the party.
- 8 I did my homework myself. \_\_\_\_\_ helped me.
- 9 I'm bored. I've got \_\_\_\_\_ to do.
- 10 What are we going to eat? I'll have to buy \_\_\_\_\_ for dinner.

## Exercise B

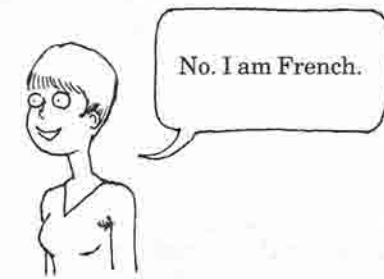
Do Exercise 8 on the cassette.

**ANSWERS**  
 1 Somebody / someone; 2 anything; 3 something; 4 nothing; 5 anyone / anybody; 6 no-one / nobody;  
 7 anyone / anybody; 8 Nobody / No-one; 9 nothing; 10 something



# 18 Pronouns: personal

you and I



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

Fill in the gaps.



1 A: Hello, who are \_\_\_\_\_?  
B: \_\_\_\_\_ am a new student.

2 A: Welcome to the class.  
\_\_\_\_\_ am David and this is Maria. \_\_\_\_\_ is from Italy.

3 B: And who is that?  
A: That is Hans. \_\_\_\_\_ is from Germany.



4 B: And who are \_\_\_\_\_?  
A: \_\_\_\_\_ are new students from Qatar.

5 C and D: Hello. Are \_\_\_\_\_ a new student?  
B: Yes, \_\_\_\_\_ am.  
C and D: So are \_\_\_\_\_.  
\_\_\_\_\_ are from Qatar.

6 A: Where is Qatar?  
D: \_\_\_\_\_ is near Saudi Arabia.



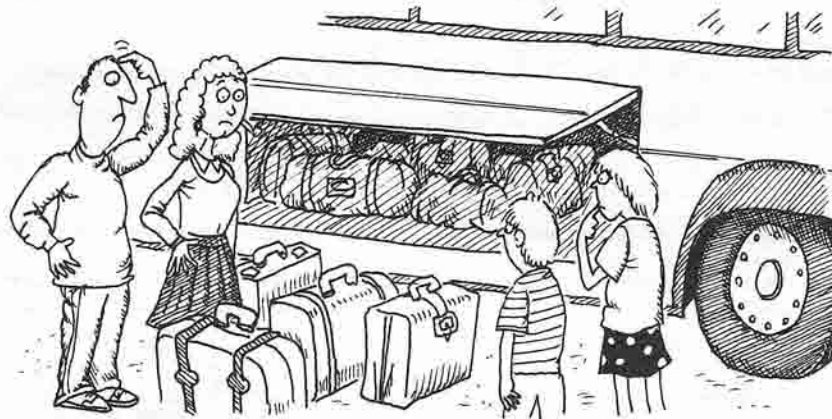
7 D: Do you know Maria?  
B: No, I don't know \_\_\_\_\_.

8 D: Do you know the teacher?  
B: No, I don't know \_\_\_\_\_.

9 C and D: Well, don't worry. Now you know \_\_\_\_\_.  
B: Yes, and you know \_\_\_\_\_, and soon I will know \_\_\_\_\_ as well.

**ANSWERS**  
1 you, I; 2 I, she; 3 He; 4 you, We; 5 you, I, we, We; 6 It; 7 her; 8 him; 9 us, me, him.

adjective	pronoun
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs



### Exercise A

The Smiths, Mary and David, are going on holiday with their children, Sue and Peter. They have four new suitcases, a red one, a blue one and two brown ones for the children. They must take them from the bus. Fill in the gaps.

*David:* Now, this is my suitcase, isn't it?

- Mary:* No, it's not \_\_\_\_\_, it's \_\_\_\_\_. I have the red one. \_\_\_\_\_ is blue.
- David:* Yours? Well, where is \_\_\_\_\_?
- Peter:* Here's \_\_\_\_\_, Daddy, this blue one here.
- Sue:* No, that's not \_\_\_\_\_. It's this one.
- David:* Ah, good. Yes, this one is \_\_\_\_\_. Now, where are \_\_\_\_\_, children?
- Mary:* \_\_\_\_\_ are brown, David. I think they are over there.
- David:* I see . . . These ones?
- Sue:* No, Daddy. Those are not \_\_\_\_\_. They're too big. These ones here are \_\_\_\_\_.
- David:* Good. Now we have all \_\_\_\_\_. One, two, three, . . . Where's Mummy's?
- Sue:* You are holding \_\_\_\_\_, Daddy.  
*David:* Oh yes, how silly of me!

### Exercise B

Do Exercise 9 on the cassette.

ANSWERS  
1 your, mine, Yours; 2 mine; 3 yours; 4 his; 5 mine, yours; 6 Theirs; 7 —; 8 ours, ours; 9 ours; 10 hers



The little girl dressed *herself*.



I – myself	he – himself	she – herself	it – itself
you – yourself ( <i>singular</i> )	you – yourselves ( <i>plural</i> )		
we – ourselves	they – themselves		

**Examples:**

At first, the mother feeds the baby. Then, when the baby is older, *it can feed itself*.

David often takes a taxi, but sometimes *he drives himself*.

**Exercise A**

Finish the sentences, using each of these verbs once, with the correct reflexive pronoun.

**hurt / dress / kill / clean / keep . . . warm / teach / cut / look after**

1



Bill lit the fire to \_\_\_\_\_.

3



We are trying to \_\_\_\_\_ Chinese.

5



If you boys fall, you will \_\_\_\_\_.

7



If he rides that motorbike as fast as that, he will surely \_\_\_\_\_.

2



Patricia is three. She can \_\_\_\_\_ now.

4



Don't play with that knife, Ron. You will \_\_\_\_\_ if you're not careful.

6



Don't worry, the children are old enough to \_\_\_\_\_.

8



The cat \_\_\_\_\_ after every meal.

**Exercise B**









Do Exercise 10 on the cassette.

**ANSWERS**

A 1 keep himself warm; 2 dress herself; 3 teach ourselves; 4 cut yourself; 5 hurt yourselves; 6 look after themselves; 7 kill himself; 8 cleans itself.



I've got a *little* money.

COUNTABLE	UNCOUNTABLE
 <p>a few bottles</p>	 <p>a little money</p>
 <p>a few people</p>	 <p>a little sugar</p>
 <p>a few sweets</p>	 <p>a little milk</p>
 <p>There are a few biscuits on the plate.</p>	 <p>There is a little water in the glass.</p>

### Exercise A

Complete the sentences with *a few* or *a little*.

- There are only \_\_\_\_\_ students in the class. Where are the others?
- There is \_\_\_\_\_ bread in the cupboard, but most of it has gone.
- Can I have \_\_\_\_\_ sugar in my coffee? I don't like it without.
- We ate \_\_\_\_\_ sandwiches and gave the rest to the birds.
- There was \_\_\_\_\_ snow on the ground this morning. Winter is coming.
- He only smoked \_\_\_\_\_ cigarettes today. He's slowly giving up.
- I gave the cat \_\_\_\_\_ milk. It looked thirsty.
- There were \_\_\_\_\_ people on the beach, although it was very early.
- I only have \_\_\_\_\_ money in the bank, so I'm not having a holiday.
- She's got \_\_\_\_\_ friends, so she is not usually lonely.

### Exercise B

Do Exercise 11 on the cassette.

ANSWERS  
 1 a few; 2 a little; 3 a little; 4 a few; 5 a little; 6 a few; 7 a little; 8 a few; 9 a little; 10 a few

# E 22 Quantifiers: Both/all/none/neither . . . nor

Tom and Jerry *both* speak English.



Both Tom and Jerry like ice-cream.



Neither Tom nor Jerry like(s) fish.



All the children like ice-cream.



None of the children like(s) fish.

	POSITIVE STATEMENTS	NEGATIVE STATEMENTS
<b>Two people</b>	<b>Both . . . (and . . .)</b> ( + plural verb)	<b>Neither . . . (nor . . .)</b> ( + plural or singular verb)
<b>More than two people</b>	<b>All</b> ( + plural verb)	<b>None</b> ( + plural or singular verb)

*Examples:*

Tom and Jerry are friends.

*Both* (of them) like ice cream. (They like ice-cream.)

*Neither* of them like(s) fish. (They don't like fish.)

Mr and Mrs Finn have five children.

*All* of them like ice-cream. (They like ice-cream.)

*None* of them like(s) fish. (They don't like fish.)

Complete the dialogue with *both, neither, all* or *none*.

**Serge:** Which of these shirts do you like? The red one or the yellow one?

**Catherine:** (1) \_\_\_\_\_ of them. I don't like the colours.

**Serge:** Well, I like (2) \_\_\_\_\_ of them. (3) \_\_\_\_\_ are made of cotton, and I prefer cotton.

**Catherine:** What about this white one, and this grey one?

(4) \_\_\_\_\_ of these colours are smart.

**Serge:** But I don't want another smart shirt. (5) \_\_\_\_\_ of my shirts are smart. (6) \_\_\_\_\_ of them is casual. I need a casual shirt for the weekends.

**Catherine:** Well, (7) \_\_\_\_\_ of these shirts are expensive, so why don't you get (8) \_\_\_\_\_ of them? Then we'll (9) \_\_\_\_\_ be satisfied.

**Serge:** OK. I'll buy (10) \_\_\_\_\_ four of them.

**Catherine:** And when you wear the yellow one, I'll wear my sunglasses!



**ANSWERS**  
1 Neither; 2 both; 3 Both; 4 Both; 5 All; 6 none; 7 none; 8 all; 9 both; 10 all



STATEMENT	NEGATIVE
a) Countables: I've got <i>a lot of</i> friends.	a) Countables: I haven't <i>many</i> friends.
b) Uncountables: I've got <i>a lot of</i> money.	b) Uncountables: I haven't got <i>much</i> money.



Syd



Arthur



John



Fred



Michael



Bill



David

### Exercise A

Jane has a problem. She wants to get married, but doesn't know which man to choose. Fill the gaps with *a lot of*, *much* or *many*.

John's got (1) \_\_\_\_\_ cars, but he hasn't got

(2) \_\_\_\_\_ patience.

David's got (3) \_\_\_\_\_ money, but he hasn't got (4) \_\_\_\_\_ friends.

Michael hasn't got (5) \_\_\_\_\_ money, but he's got

(6) \_\_\_\_\_ charm.

Arthur's (7) \_\_\_\_\_ fun, but he hasn't got (8) \_\_\_\_\_ sense of fashion.

Bill hasn't got (9) \_\_\_\_\_ clothes, but he's (10) \_\_\_\_\_ fun.

Syd's got (11) \_\_\_\_\_ style, but he hasn't got

(12) \_\_\_\_\_ humour.

Fred hasn't got (13) \_\_\_\_\_ style, but he's got (14) \_\_\_\_\_ luck.

Jane is very lucky, because all the men love her and want to marry her

because she's got (15) \_\_\_\_\_ charm,

(16) \_\_\_\_\_ personality and (17) \_\_\_\_\_ nice friends. But

she hasn't got (18) \_\_\_\_\_ money, so she hasn't got

(19) \_\_\_\_\_ clothes, although she dresses with

(20) \_\_\_\_\_ elegance.

Which man do you think would be the best for her?

### Exercise B

Do Exercise 12 on the cassette.

ANSWERS  
A 1 a lot of; 2 much; 3 a lot of; 4 many; 5 much; 6 a lot of; 7 a lot of; 8 much; 9 many; 10 a lot of; 11 a lot of; 12 much; 13 much; 14 a lot of; 15 a lot of; 16 a lot of; 17 a lot of; 18 much; 19 many; 20 a lot of

**E** **24** **Quantifiers: so/such**

It's not so difficult.



The car was *so expensive* that Tony couldn't buy it. It was *such an expensive car* that Tony couldn't buy it.



He ran *so quickly* that he won the race.



There were *so many* holes in his shirt that he threw it away.

**SO** is followed by an *adjective* (so expensive) or an *adverb* (so quickly) or *much / many*  
**SUCH** is followed by *a(n) + adjective + noun* (an expensive car)

Complete the letter, putting in *so* or *such*.

c/Colom  
Barcelona  
  
19th March

Dear Kay,

How are you? We're having a wonderful time here in Barcelona. It's (1) \_\_\_\_\_ a beautiful city and the people are (2) \_\_\_\_\_ friendly. The weather has been (3) \_\_\_\_\_ hot that we're already quite brown. The streets are very crowded, though. There are (4) \_\_\_\_\_ many people that it's difficult to cross the road, and the Spaniards drive (5) \_\_\_\_\_ quickly that I'm afraid we'll see an accident.

I love Spain, though. It's (6) \_\_\_\_\_ an interesting country, with (7) \_\_\_\_\_ much to see. Our guide is (8) \_\_\_\_\_ handsome and has (9) \_\_\_\_\_ a good sense of humour that I never stop laughing. He says my Spanish is (10) \_\_\_\_\_ bad that he is going to give me private lessons . . . In fact, I'm thinking of staying in Spain and getting a job here!

Adios!

Love  
Claire

**ANSWERS**  
1 such; 2 so; 3 so; 4 so; 5 so; 6 such; 7 so; 8 so; 9 such; 10 so

# 25 Quantifiers: some/any

I've got *some*. Have you got *any*?

STATEMENT	NEGATIVE	QUESTION
<b>a) Plural nouns</b> I've got <i>some</i> chocolates.	I haven't got <i>any</i> chocolates.	Have you got <i>any</i> chocolates?
<b>b) uncountable nouns</b> I need <i>some</i> money.	I don't need <i>any</i> money.	Do you need <i>any</i> money?
<b>c) Singular nouns</b> I'd like <i>a</i> cigarette.	I wouldn't like <i>a</i> cigarette.	Would you like <i>a</i> cigarette?
<b>NOTE</b> In questions where you expect the answer <i>yes</i> , we use <i>some</i> instead of <i>any</i> . <i>Example:</i> Could you give me <i>some</i> advice?		



The Smiths are going on holiday and are discussing what to take. Fill in the gaps in their conversation.

Mr Smith: I don't need (1) \_\_\_\_\_ sunglasses, but I'm taking (2) \_\_\_\_\_ books to read.

Mrs Smith: You don't need (3) \_\_\_\_\_ books. There won't be (4) \_\_\_\_\_ time to read. But don't forget to take (5) \_\_\_\_\_ shorts for the beach.

Mr Smith: I'll take my swimming costume.

Mrs Smith: You haven't got (6) \_\_\_\_\_ swimming costume.

Mr Smith: Oh yes. I must buy one. Can you give me (7) \_\_\_\_\_ money?

Mrs Smith: I haven't got (8) \_\_\_\_\_ money left. I bought (9) \_\_\_\_\_ new clothes this morning.

Mr Smith: More clothes? Haven't you got (10) \_\_\_\_\_ from last year?

Mrs Smith: Yes of course, but I needed (11) \_\_\_\_\_ sandals and (12) \_\_\_\_\_ sun dress.

Mr Smith: But you've got (13) \_\_\_\_\_ sun dress and (14) \_\_\_\_\_ sandals!

Mrs Smith: But they are last year's fashion.

Mr Smith: OK, OK. But have you put (15) \_\_\_\_\_ sports socks in for me? If I take my sandals, I'll need (16) \_\_\_\_\_ sports socks.

Mrs Smith: Yes, here you are. (17) \_\_\_\_\_ white ones and (18) \_\_\_\_\_ red ones.

Mr Smith: No blue ones?

Mrs Smith: You haven't got (19) \_\_\_\_\_ blue ones. Shall I buy (20) \_\_\_\_\_ ?

Mr Smith: No, don't bother. Two pairs are enough. There probably won't be (21) \_\_\_\_\_ sun while we are there.

ANSWERS  
1 any; 2 some; 3 any; 4 any; 5 some; 6 a; 7 some; 8 any; 9 some; 10 some; 11 some; 12 a; 13 a; 14 some; 15 any; 16 some; 17 some; 18 some; 19 any; 20 any; 21 any



too much work and not *enough* money

Example:

It's *very hot* in the summer. I like it.



It's *too hot* for me in the summer. I hate it!



(*Too* expresses a negative idea.)

*Too* and *enough* with adjectives:

Examples: (*too* + adjective) = (not + opposite adjective *enough*)  
 It's *too hot* for me in the summer. = It's *not cool enough* for me in the summer.  
 The car is *too expensive* for me. = The car is *not cheap enough* for me.

### Exercise A

Complete the sentences, using *too* ... or *not* ... *enough* and one of the adjectives from the list below.

#### ADJECTIVES AND THEIR OPPOSITES:

hot ≠ cool / cold	dark ≠ light	poor ≠ rich
expensive ≠ cheap	high ≠ low	comfortable ≠ uncomfortable
far ≠ near	sweet ≠ sour	difficult ≠ easy

Example: The wall is not low enough for me to jump. The wall is *too high* for me to jump.

- London isn't near enough for me to visit. London is \_\_\_\_\_ for me to visit.
- Martin isn't rich enough to buy a Rolls-Royce. Martin \_\_\_\_\_
- This chair is too uncomfortable for me to sit on. This chair \_\_\_\_\_
- These apples aren't sweet enough for me to eat. These apples \_\_\_\_\_
- It's too dark to play football. It \_\_\_\_\_
- This exercise isn't difficult enough! This exercise \_\_\_\_\_

*Too* and *enough* with *much* / *many* (see Unit 23):

Examples: (*too* + *much* + noun) (not + *enough* + noun)  
 There's *too much milk* in my tea. ≠ There's *not enough milk* in my tea.  
 There are *too many people* at the party. ≠ There aren't *enough people* at the party.

### Exercise B

Complete the sentences, using *too much*, *too many* or *enough*.

Examples: He eats *too many* cakes. He doesn't eat *enough* fruit.

- You drink \_\_\_\_\_ beer. 2 You don't drink \_\_\_\_\_ water.
- She doesn't do \_\_\_\_\_ homework. 4 She spends \_\_\_\_\_ time watching television.
- There are \_\_\_\_\_ children in the class. 6 There aren't \_\_\_\_\_ books for all of them.
- England has \_\_\_\_\_ rain. 8 It doesn't get \_\_\_\_\_ sunshine.

**ANSWERS**  
 A 1 London is too far for me to visit.  
 2 Martin is too poor to buy a Rolls-Royce. 3 This chair isn't comfortable enough for me to sit on.  
 4 These apples are too sour for me to eat. 5 It isn't light enough to play football. 6 This exercise is too easy!  
 B 1 too much; 2 enough; 3 enough; 4 too much; 5 too many; 6 enough; 7 too much; 8 enough



I want to know *what time it is*.

When we ask a question, we normally put a verb *before* the subject.

*Examples:* Where *do* you live? What *is* your name? Are you happy? Is it raining?

But when we ask an indirect question, we put the verb *after* the subject, as in a normal statement.

*Examples:* I would like to know where you *live*. Can you tell me what your name *is*?  
Please tell me if you *are* happy. Do you know if it *is* raining?

We often use indirect questions to be more polite.

Here are some opening phrases for indirect questions.

Can you tell me . . . Do you know . . .  
I would like to know . . . Please could you tell me . . .  
Could you tell me . . .

### Exercise A

British police officers are usually friendly and happy to answer your questions.  
But of course it is best to be polite!

Use the phrases given above to change these people's questions into indirect questions.

What time is it?

1 Could \_\_\_\_\_  
\_\_\_\_\_?

When does the bank open?

6 I would \_\_\_\_\_  
\_\_\_\_\_

Where is the nearest post office?

2 Do \_\_\_\_\_  
\_\_\_\_\_?

Can I cross the road here?

7 Please \_\_\_\_\_  
\_\_\_\_\_

Are the pubs open?

3 Can \_\_\_\_\_  
\_\_\_\_\_?



When do the shops close?

8 Do you \_\_\_\_\_  
\_\_\_\_\_?

Is there a toilet near here?

4 Please \_\_\_\_\_  
\_\_\_\_\_

Is this Oxford Street?

9 Can \_\_\_\_\_  
\_\_\_\_\_?

How far is it to the station?

5 Could \_\_\_\_\_  
\_\_\_\_\_?

Where can I buy some stamps?

10 I would \_\_\_\_\_  
\_\_\_\_\_

### Exercise B

Do Exercise 13 on the cassette.

**ANSWERS**

**A** 1 Could you tell me what time it is? 2 Do you know where the nearest post office is? 3 Can you tell me if the pubs are open? 4 Please could you tell me if there is a toilet near here. 5 Could you tell me how far it is to the station? 6 I would like to know when the bank opens. 7 Please could you tell me if I can cross the road here. 8 Do you know when the shops close? 9 Can you tell me if this is Oxford Street? 10 I would like to know where I can buy some stamps.

### What is this?

Wh- questions begin with question words like *What, When, Who, Whose, Why, Which, Where, and How.*



QUESTION	ANSWER
What is your name? <i>(verb) (subject)</i>	My name is Maria. <i>(subject) (verb)</i>
Where are the children? <i>(verb) (subject)</i>	The children are in the garden. <i>(subject) (verb)</i>
When is she coming? <i>(verb) (subject) (verb)</i>	She is coming at 8 o'clock. <i>(subject) (verb)</i>
<b>The verb comes before the subject.</b>	<b>The verb comes after the subject.</b>

### Exercise A

Write the questions.

- What \_\_\_\_\_? His name is Juan.
- Where \_\_\_\_\_? The pyramids are in Egypt.
- Who \_\_\_\_\_? Alain was sick at the party.
- Why \_\_\_\_\_? I am learning English because of my job.
- How old \_\_\_\_\_? She is 20.
- Whose car \_\_\_\_\_? It's my car.

PRESENT TENSE	PAST TENSE
<p>a) Joan knows Mike. <i>(subject) (verb) (object)</i></p> <p>Joan knows <u>who?</u> Who ← does Joan know? <i>(object) (subject)</i></p>	<p>Joan knew Mike. <i>(subject) (verb) (object)</i></p> <p>Joan knew <u>who?</u> Who ← did Joan know? <i>(object) (subject)</i></p>
<p>b) Joan knows Mike. <i>(subject) (verb) (object)</i></p> <p><u>?</u> knows Mike? Who knows Mike? <i>(subject) (verb) (object)</i></p>	<p>Joan knew Mike. <i>(subject) (verb) (object)</i></p> <p><u>?</u> knew Mike? Who knew Mike? <i>(subject) (verb) (object)</i></p>

### Exercise B

Write the questions.

Examples: *Who arrived at 7 o'clock?*  
*Who did he see yesterday?*

- Where \_\_\_\_\_? He went to ? last week.
- How many books \_\_\_\_\_? John bought ? books last year.
- Who \_\_\_\_\_? ? bought a new car last month.
- When \_\_\_\_\_? Phyllis went to China ?
- Which car \_\_\_\_\_? I like the ? car.
- What \_\_\_\_\_? ? happened.
- What \_\_\_\_\_? ? You want?
- Whose pen \_\_\_\_\_? She took ?'s pen.

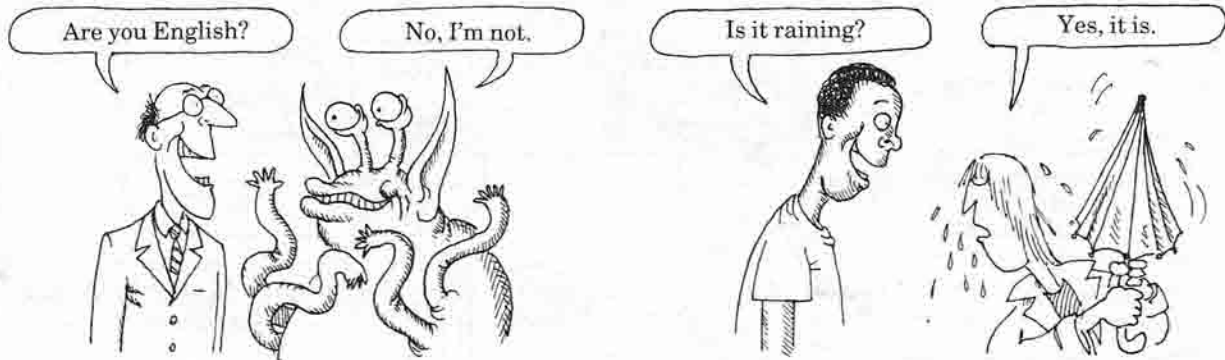
**ANSWERS**

A 1 What is his name? 2 Where are the pyramids? 3 Who was sick at the party? 4 Why are you learning English? 5 How old is she? 6 Whose car is it? 7 Who bought a new car last month? 8 Whose pen did she take?

B 1 Where did he go last week? 2 How many books did John buy last year? 3 Who bought a new car last month? 4 When did Phyllis go to China? 5 Which car do you like? 6 What happened? 7 What do you want? 8 Whose pen did she take?

# 29 Questions: yes/no

## Are you a student?



Yes/no questions begin with a verb and expect the answer *yes* or *no*.

STATEMENT	QUESTION	SHORT ANSWER
You <i>are</i> English.	<i>Are</i> you English?	No, I'm not.
She <i>can</i> swim.	<i>Can</i> she swim?	Yes, she can.
It <i>is</i> raining.	<i>Is</i> it raining?	No, it isn't.
You <i>smoke</i> .	<i>Do</i> you smoke?	No, I don't.
They <i>will</i> help me.	<i>Will</i> they help me?	Yes, they will.
We <i>made</i> a mistake.	<i>Did</i> we make a mistake?	Yes, we did.

### Exercise A

Change these statements into questions.

- Examples:* Rhona is studying law. ✓ *Is Rhona studying law? Yes, she is.*
- Les went to Hong Kong last week. ✗ *Did Les go to Hong Kong last week? No, he didn't.*
- Tony has gone to university. ✗ \_\_\_\_\_ ?
  - Phyllis likes her new motorbike.? ✓ \_\_\_\_\_ ?
  - Vanessa is going to work hard. ✓ \_\_\_\_\_ ?
  - Robert will be two years old next week. ✗ \_\_\_\_\_ ?

### Exercise B

Write the questions.

- Example:* Meg / be / an artist? ✓ *Is Meg an artist? Yes, she is.*
- Bill / like / fruit? ✗ \_\_\_\_\_ ?
  - It / rain / yesterday? ✓ \_\_\_\_\_ ?
  - you / watch TV / this evening? ✓ \_\_\_\_\_ ?
  - Kerry / be born / in England? ✗ \_\_\_\_\_ ?
  - Ben / play football / every Sunday? ✓ \_\_\_\_\_ ?

**ANSWERS**

**A** 1 Has Tony gone to university? No, he hasn't. 2 Does Phyllis like her new motorbike? Yes, she does. 3 Is Vanessa going to work hard? Yes, she is. 4 Will Robert be two years old next week? No, he won't.

**B** 1 Does Bill like fruit? No, he doesn't. 2 Did it rain yesterday? Yes, it did. 3 Are you going to watch TV this evening? Yes, I am. 4 Was Kerry born in England? No, she wasn't. 5 Does Ben play football every Sunday? Yes, he does.

# 30

This is easy, isn't it?

Question tags are used to check information.



Positive statements with negative tags expect a positive answer.

POSITIVE STATEMENT	NEGATIVE TAG	EXPECTED ANSWER
It is raining,	isn't it?	Yes, it is.
You are Spanish,	aren't you?	Yes, I am.
She lives in London,	doesn't she?	Yes, she does.
He went to the disco,	didn't he?	Yes, he did.
You have a car,	don't you?	Yes, we do.

Negative statements with positive tags expect a negative answer.

NEGATIVE STATEMENT	POSITIVE TAG	EXPECTED ANSWER
It isn't raining,	is it?	No, it isn't.
You aren't Spanish,	are you?	No, I'm not.
She doesn't live in London,	does she?	No, she doesn't.
He didn't go to the disco,	did he?	No, he didn't.
You don't have a car,	do you?	No, we don't.

A police officer is checking information about a suspected thief. Write the tags.

- You're Bill Grant, \_\_\_\_\_ ?
- You have a house in Priory Park, \_\_\_\_\_ ?
- Your wife's name is Meg, \_\_\_\_\_ ?
- You will be fifty next year, \_\_\_\_\_ ?
- You know this area well, \_\_\_\_\_ ?
- You don't like police officers, \_\_\_\_\_ ?
- You went to the pub last night, \_\_\_\_\_ ?
- You didn't go home last night, \_\_\_\_\_ ?
- You stole a white Renault car, \_\_\_\_\_ ?
- You're not telling the truth, \_\_\_\_\_ ?




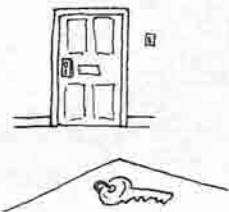


Do you think Bill Grant will give the expected answers every time?

**ANSWERS**

1 aren't you? 2 don't you? 3 isn't it? 4 won't you? 5 don't you? 6 do you? 7 didn't you? 8 did you? 9 didn't you? 10 are you?

I know a girl who plays football.

PEOPLE	
	
<p>I know a girl. <i>She</i> plays football. (Subject)</p> <p>I know a girl <i>who</i> plays football.</p>	<p>A girl plays football. <i>She</i> lives near me. (Subject)</p> <p>A girl <i>who</i> lives near me plays football.</p>
THINGS	
	
<p>This is the key. <i>It</i> opens the door. (Subject)</p> <p>This is the key <i>which</i> opens the door.</p> <p>This is the key <i>that</i> opens the door.</p>	<p>The key is on the table. <i>It</i> opens the door. (Subject)</p> <p>The key <i>which</i> is on the table opens the door.</p> <p>The key <i>that</i> is on the table opens the door.</p>

Join these sentences using *who*, *which* or *that*.

Example: The men are here. They want to talk to you. The men who want to talk to you are here.

1 The dog is in the garden. It is very dangerous.

The dog \_\_\_\_\_ is very dangerous.

2 I want to meet the girls. They did this work.

I want to \_\_\_\_\_.

3 A person wanted to see me. Are you the person?

Are you \_\_\_\_\_?

4 Somebody has just telephoned. He was interested in buying the car.

Somebody \_\_\_\_\_.

5 The train is on platform 4. It goes to Birmingham.

The train \_\_\_\_\_.

6 I am reading a book. It is about the life of Elvis Presley.

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

7 We saw a boy. He was standing on his head.

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

8 There is the house. It is for sale.

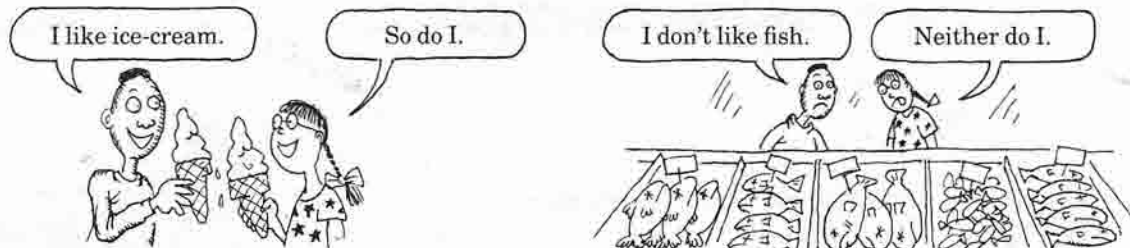
There \_\_\_\_\_.

**ANSWERS**  
 1 The dog that / which is in the garden is very dangerous.  
 2 I want to meet the girls who did this work. 3 Are you the person who wanted to see me? 4 Somebody who was interested in buying the car has just telephoned.  
 5 The train that/which goes to Birmingham is on platform 4  
 6 I am reading a book that / which is about the life of Elvis Presley. 7 We saw a boy who was standing on his head.  
 8 There is the house that / which is for sale.





'I like ice-cream.' 'So do I.'



When someone makes a statement, you can agree by saying *So . . . I* or *Neither . . . I*  
 (verb) (verb)

POSITIVE STATEMENT	AGREEMENT	NEGATIVE STATEMENT	AGREEMENT
I <i>am</i> hungry. I <i>was</i> here yesterday. I <i>live</i> in a city.  He <i>lives</i> in Paris. We <i>ve been</i> to Rome. She <i>ll be</i> angry.	So <i>am</i> I. So <i>was</i> I. So <i>do</i> I. (NOT so <i>live</i> I.) So <i>does</i> she. So <i>have</i> they. So <i>will</i> he.	I <i>m not</i> hungry. I <i>wasn't</i> here yesterday. I <i>don't live</i> in a city.  He <i>doesn't live</i> in Paris. We <i>haven't been</i> to Rome. She <i>won't be</i> angry.	Neither <i>am</i> I. Neither <i>was</i> I. Neither <i>do</i> I. (Not Neither <i>live</i> I.) Neither <i>does</i> she. Neither <i>have</i> they. Neither <i>will</i> he.

When someone makes a statement, you can disagree by saying *(But) I . . .*

POSITIVE STATEMENT	DISAGREEMENT	NEGATIVE STATEMENT	DISAGREEMENT
I <i>am</i> hungry. I <i>was</i> here yesterday. He <i>lives</i> in Paris. They <i>ll be</i> angry.	I <i>m not</i> . I <i>wasn't</i> . She <i>doesn't</i> . We <i>won't</i> .	I <i>m not</i> hungry. I <i>wasn't</i> here yesterday. He <i>doesn't live</i> in Paris. They <i>won't be</i> angry.	I <i>am</i> . I <i>was</i> . He <i>does</i> . We <i>will</i> .

### Exercise A

Mike makes a statement. Peter agrees, but David disagrees.

Example: I live in a big house. So do I. But I don't.  
 My father has a big car. So has mine. But mine hasn't.

- |                             |          |          |
|-----------------------------|----------|----------|
| 1 I can't swim.             | a) _____ | b) _____ |
| 2 I have two cats.          | a) _____ | b) _____ |
| 3 My sister has a big dog.  | a) _____ | b) _____ |
| 4 I'm nine years old.       | a) _____ | b) _____ |
| 5 I'll be ten next month.   | a) _____ | b) _____ |
| 6 I don't like girls.       | a) _____ | b) _____ |
| 7 My football is new.       | a) _____ | b) _____ |
| 8 I've cleaned my shoes.    | a) _____ | b) _____ |
| 9 I went to school today.   | a) _____ | b) _____ |
| 10 My mother doesn't smoke. | a) _____ | b) _____ |

### Exercise B

Do Exercise 14 on the cassette.

**ANSWERS**

A 1 a) Neither can I. b) But I can. 2 a) So do I. b) But I don't. 3 So does mine. b) Mine doesn't. 4 a) So am I. b) I'm not. 5 a) So will I. b) I won't.

Neither does mine. b) Mine does.  
 6 a) Neither do I. b) I do. 7 a) So is mine. b) Mine isn't.  
 8 a) So have I. b) I haven't. 9 a) So did I. b) I didn't. 10 a)



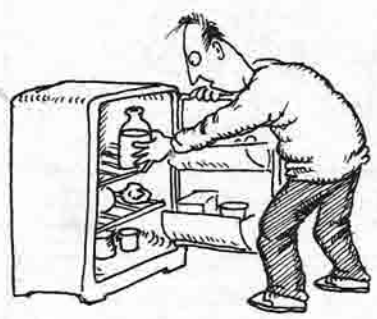
# E 34 Verbs: conditional I

if . . .

Conditional I is used when things *usually* happen, or *are likely* to happen.

## Exercise A

### GENERAL CONDITIONS



Example: If you *put* milk into the fridge, it *stays* cold.  
(present simple) (present simple)

or: Milk *stays* cold if you *put* it into the fridge.

Choose the correct endings.

- 1 Water boils if \_\_\_\_\_
- 2 If I am late for work, \_\_\_\_\_
- 3 My teacher gets angry if \_\_\_\_\_
- 4 If I feel tired, \_\_\_\_\_
- 5 I don't like driving if \_\_\_\_\_
- 6 If the weather is cold, \_\_\_\_\_

my boss gets very angry  
 I always wear a coat  
 I don't do my homework  
 the roads are busy  
 you heat it to 100°C  
 I usually go to bed early

## Exercise B

### LIKELY CONDITIONS



Example: You *will catch* the bus if you *hurry*.  
(future) (present tense)

or: If you *hurry*, you *will catch* the bus.  
(present simple) (future)

Choose the correct endings.

- 1 If it rains, \_\_\_\_\_
- 2 My teacher will be pleased if \_\_\_\_\_
- 3 If I study hard, \_\_\_\_\_
- 4 I'll be disappointed if \_\_\_\_\_
- 5 If you're not busy this evening, \_\_\_\_\_
- 6 The boys will play football \_\_\_\_\_

I do my homework tonight  
 will you come to the party?  
 I won't go for a walk  
 if they have time  
 I don't pass my exams  
 my English will improve

**ANSWERS**

A 1 you heat it to 100C. 2 my boss gets very angry.  
 3 I don't do my homework. 4 I usually go to bed early.  
 5 the roads are busy. 6 I always wear a coat.  
 B 1 I won't go for a walk. 2 I do my homework tonight.  
 3 my English will improve. 4 I don't pass my exams.  
 5 will you come to the party? 6 If they have time.

if I were you . . .

Conditional II is used for imaginary situations, or situations which are not likely to happen.

Examples:



If I *met* a rich young man, I *would marry* him.  
 (past simple) (would + verb)  
 If I *married* him, I *would buy* a lot of clothes.  
 (or: I *would buy* a lot of clothes if I *married* him.)

Exercise A

Complete the following sentences.

- If he \_\_\_\_\_ harder, he \_\_\_\_\_ the exam.  
 (work) (pass)
- She \_\_\_\_\_ to America if she \_\_\_\_\_ enough money.  
 (go) (have)
- If England \_\_\_\_\_ better weather, more tourists \_\_\_\_\_ to visit.  
 (have) (come)

Conditional II is also used for giving advice.

Example:



If	I / we / you he / she / it / they	were. . .
----	--------------------------------------	-----------

NB: In spoken English, some people say *I was, he was or she was.*

Exercise B

Give advice to these people.

1 \_\_\_\_\_, \_\_\_\_\_ (eat less)



2 \_\_\_\_\_, \_\_\_\_\_ (stop smoking)



3 \_\_\_\_\_, \_\_\_\_\_ (go to the dentist)



**ANSWERS**  
 A 1 If he worked harder, he would pass the exam.  
 2 She would go to America if she had enough money.  
 3 If England had better weather, more tourists would come to visit.  
 B 1 If I were you, I'd eat less. 2 If I were you, I'd stop smoking. 3 If I were you, I'd go to the dentist.



I am going to sing.

STATEMENT		
I	am 'm am not 'm not	going to sing.
You We	are 're are not aren't	
He She	is 's is not isn't	
It	isn't	

QUESTION		
Am Aren't	I	going to sing?
Are Aren't	you we they	
Is Isn't	he she it	

SHORT ANSWER		
Yes, No,	I	am. 'm not.
Yes, No,	you we they	are. aren't.
Yes, No,	he she it	is. isn't.

We use *going to* when we know what is going to happen, or we think the other person knows what is going to happen.

Examples:



### Exercise A

What is going to happen?

- 1 She / read / a book \_\_\_\_\_
- 2 They / watch / TV \_\_\_\_\_
- 3 He / not play / the drums \_\_\_\_\_
- 4 She / not do / her homework \_\_\_\_\_
- 5 I / do / my homework \_\_\_\_\_
- 6 You / do / your homework? \_\_\_\_\_
- 7 It / rain \_\_\_\_\_
- 8 It / not / rain \_\_\_\_\_
- 9 It / rain? \_\_\_\_\_
- 10 They / not come / to the party \_\_\_\_\_

### Exercise B

Do Exercise 15 on the cassette.

**ANSWERS**

A 1 She is going to read a book. 2 They are going to watch TV. 3 He is not going to play the drums. 4 She is not going to do her homework.  
 5 I am going to do my homework. 6 Are you going to do your homework? 7 It is going to rain. 8 It isn't going to rain. 9 Is it going to rain? 10 They are not going to come to the party.

I am leaving tomorrow.

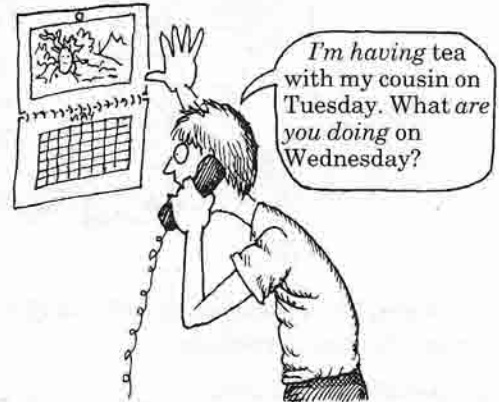
STATEMENT		
I	am 'm am not 'm not	coming.
You We	are 're are not aren't	
He She	is 's is not isn't	
It	isn't	

QUESTION		
Am Aren't	I	coming?
Are Aren't	you we they	
Is Isn't	he she it	

SHORT ANSWER		
Yes, No,	I	am. 'm not.
Yes, No,	you we they	are. aren't.
Yes, No,	he she it	is. isn't.

We use the *present continuous* to talk about the future when we have plans or arrangements.

Examples:



Write about the following plans.

- 1 She / see / the bank manager at 3 o'clock. \_\_\_\_\_
- 2 He / have dinner / at 8.30 pm. \_\_\_\_\_
- 3 You / fly / to Paris / tomorrow? \_\_\_\_\_
- 4 What time / they / leave London? \_\_\_\_\_
- 5 We / not play / golf / on Sunday. \_\_\_\_\_
- 6 She / have / a party / next Saturday. \_\_\_\_\_
- 7 I / meet / my girlfriend / at the cinema. \_\_\_\_\_
- 8 He / not come / to tea / tomorrow. \_\_\_\_\_
- 9 The new supermarket / open / on 28th June. \_\_\_\_\_
- 10 I / not go / to the dentist / until next year. \_\_\_\_\_

**ANSWERS**

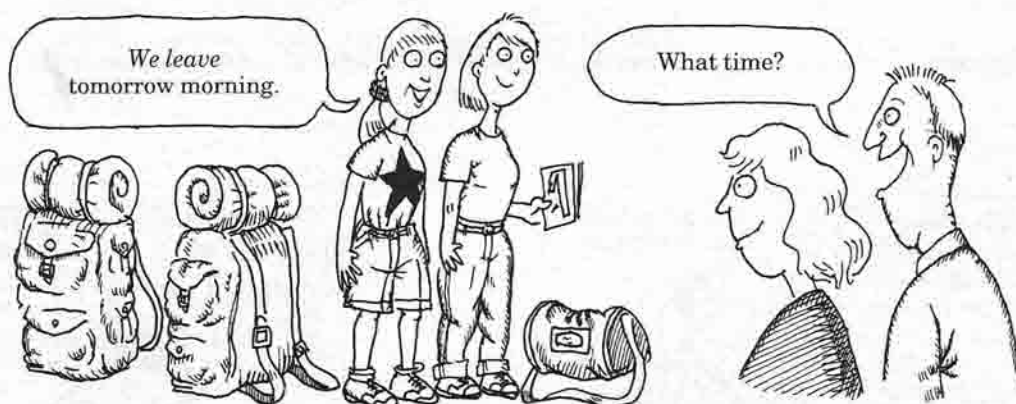
1 She's seeing the bank manager at three o'clock. 2 He's having dinner at 8.30 pm. 3 Are you flying to Paris tomorrow? 4 What time are they leaving London? 5 We're not playing golf on Sunday. 6 She's having a party next Saturday. 7 I'm meeting my girlfriend at the cinema. 8 He's not coming to tea tomorrow. 9 The new supermarket is opening on 28th June. 10 I'm not going to the dentist until next year.

# E 38 Verbs: future with present simple

The plane *leaves* at 6 o'clock.

STATEMENT		QUESTION			SHORT ANSWER		
I You We They	leave. don't leave.	Do Don't	I you we they	leave?	Yes, No,	I you we they	do. don't.
He She It	leaves. doesn't leave.	Does Doesn't	he she it		Yes, No,	he she it	does. doesn't.

We use the *present simple* for the future when we talk about timetables, programmes and schedules.  
Example:



Anne and Mary have booked a holiday in Europe. Anne is telling her parents about it.  
Complete the conversation.

Mr Smith: What time \_\_\_\_\_ the plane \_\_\_\_\_? (take off)

Anne: It \_\_\_\_\_ at 9.30 am and \_\_\_\_\_ (land) in Paris at 10.30.

Mr Smith: How many days \_\_\_\_\_ you \_\_\_\_\_ in Paris? (spend)

Anne: Two. We're staying in a hotel on the Champs Elysées. Then on Monday morning we \_\_\_\_\_ a train to Marseilles. (take)

Mrs Smith: How long \_\_\_\_\_ that journey \_\_\_\_\_? (take)

Anne: Only four hours. We \_\_\_\_\_ at 2.30 pm. (arrive)

Mrs Smith: What about your lunch?

Anne: We'll buy some sandwiches. The ticket \_\_\_\_\_ food. (not include)

Mr Smith: How long \_\_\_\_\_ you \_\_\_\_\_ in Marseilles? (have)

Anne: Four days. But we \_\_\_\_\_ on day trips to Nice and St Tropez. (go)

Mrs Smith: How lovely!

**ANSWERS**  
Mrs Smith: What time does the plane take off? Anne: It takes off at 9.30am and lands in Paris at 10.30. Mrs Smith: How many days do you spend in Paris? Anne:—Then on Monday morning we take a train to Marseilles.  
Mrs Smith: How long does that journey take? Anne:—We arrive at 2.30pm. Mrs Smith:—The ticket doesn't include food. Mrs Smith: How long do you have in Marseilles? Anne:— But we go on day trips to Nice and St Tropez.

*I'll tell him when I see him.*

These conjunctions can be used to refer to the future, but they are followed by a verb in the present tense.

- when* I'll tell him *when* I see him. / *When* I see him, I'll tell him.
- as soon as* We'll start *as soon as* he comes. / *As soon as* he comes, we'll start.
- before* He'll phone *before* he leaves. / *Before* he leaves, he'll phone.
- by the time* It'll be dark *by the time* they arrive. / *By the time* they arrive, it'll be dark.
- the moment* They'll do it *the moment* they get here. / *The moment* they get here, they'll do it.
- until* She'll stay *until* it ends. (Don't start with *until*)

### Exercise A



Link the two halves of the following sentences.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1 We'll go for a walk            | until the fog clears.                |
| 2 When the summer comes,         | the teacher will tell us the answer. |
| 3 The terrorist will be arrested | as soon as it stops raining.         |
| 4 The plane won't take off       | it'll be much warmer.                |
| 5 Before he ends the class,      | the moment he enters the country.    |

### Exercise B

In the following sentences, choose the correct pairs of verbs from the list below and put them in the correct tense.

- 1 My mother \_\_\_\_\_ very pleased when I \_\_\_\_\_ her.
- 2 As soon as I \_\_\_\_\_ school, I \_\_\_\_\_ the army.
- 3 The meeting \_\_\_\_\_ until they \_\_\_\_\_ agreement.
- 4 By the time they \_\_\_\_\_ here, we \_\_\_\_\_ ready for them.
- 5 The boss \_\_\_\_\_ before the shop \_\_\_\_\_.

get/be   leave/join   return/close   continue/reach   be/visit
----------------------------------------------------------------

<p><b>ANSWERS</b></p> <p>A 1 We'll go for a walk as soon as it stops raining. 2 When the summer comes, it'll be much warmer. 3 The terrorist will be arrested the moment he enters the country. 4 The plane won't take off until the fog clears. 5 Before he ends the class, the teacher will tell us the answer.</p>	<p>B 1 My mother will be very pleased when I visit her. 2 As soon as I leave school, I'll join the army. 3 The meeting will continue until they reach agreement. 4 By the time they get here, we'll be ready for them. 5 The boss will return before the shop closes.</p>
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I'll go...

STATEMENT		
I You We They	will 'll	come.
He She It	won't	

QUESTION		
Will	I you we they  he she it	come?

SHORT ANSWER		
Yes,	I you we they	will.
No,	he she it	won't.

We use the future with *will* to express the following.

### PREDICTION



### QUICK DECISION



### PROMISE



Example:

I think I / stay / in bed tomorrow.

I think I'll stay in bed tomorrow.

- I don't think she / go / to the party.
- The weather / be / sunny in June.
- You / help / me?
- There / not be / enough water next summer.
- I think I / go / to the bank.
- He / pay / you tomorrow.
- I / have / soup, please.
- The government says we / have / more money next year.
- You / marry / me?
- No, I / not lend / you any money.

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**ANSWERS**

1 I don't think she'll go to the party. 2 The weather will be sunny in June. 3 Will you help me? 4 There won't be enough water next summer. 5 I think I'll go to the bank. 6 He'll pay you tomorrow. 7 I'll have soup, please. 8 The government says we'll have more money next year. 9 Will you marry me? 10 No, I won't lend you any money.

talking about the future

In English there is no one special tense to talk about the future. The tense we use depends on the situation. Look at Worksheets 36 to 40 and complete the following.

1 The car is dirty!



I'm not \_\_\_\_\_ wash the car,  
I'm \_\_\_\_\_ clean the windows.

2 I've got a headache.



I \_\_\_\_\_ get an aspirin for you.

3 Let's tidy this room.



My parents \_\_\_\_\_ What time \_\_\_\_\_  
(come) at 8 o'clock. their train \_\_\_\_\_  
(arrive)

4 What would you like to drink?



I \_\_\_\_\_ have a cup of tea, please.

5



We \_\_\_\_\_ (not be) back late.  
The film \_\_\_\_\_ (finish) at 10 o'clock.

6 Did you feed the cat?



No, I \_\_\_\_\_ do it now.

7



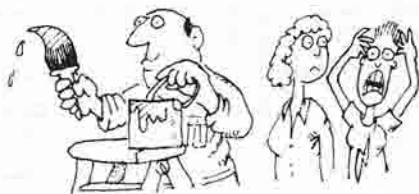
Look at those clouds. It \_\_\_\_\_ to rain.

8



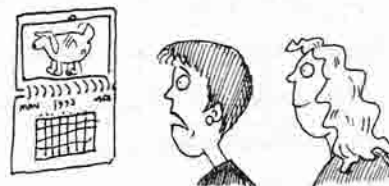
We must come here tomorrow. The Scroggs \_\_\_\_\_ (play).

9



\_\_\_\_\_ he \_\_\_\_\_ paint  
the room that colour?

10



I \_\_\_\_\_ (be) thirty next year!

5 We won't be back late. The film finishes at 10 o'clock. 6 I'll do it now. 7 It's going to rain. 8 The Scroggs are playing next year. 9 Is he going to paint the room that colour? 10 I'll be thirty

1 I'm not going to wash the car, I'm going to clean the windows. 2 I'll get an aspirin for you. 3 My parents are 4 I'll have a cup of tea, please.

ANSWERS



I enjoy *studying*. He offered *to help*.

He *likes* playing football.

She *enjoys* dancing.

He *loves* cycling.

They *dislike* jogging.

We *hate* writing letters.

I don't *enjoy* reading magazines.

The teacher doesn't *like* marking homework.

### Exercise A

Write a sentence for each of the pictures. Choose a verb from the list below:

cook / swim / play tennis / write letters / play the piano / sing / watch TV

JOHN (*like*)



Example:

John likes fishing.

MARY (*enjoy*)



1 \_\_\_\_\_

SUE (*like*)



2 \_\_\_\_\_

AHMED (*hate*)



3 \_\_\_\_\_

NINA (*not enjoy*)



4 \_\_\_\_\_

SVEN (*love*)



5 \_\_\_\_\_

YOKO (*not like*)



6 \_\_\_\_\_

DAVID (*dislike*)



7 \_\_\_\_\_

Some other verbs also have an *-ing* verb following them: stop / start / keep / deny + *-ing*

**BUT:** the following verbs take *to* + infinitive: want / promise / learn / expect / offer.

### Exercise B

Use the verb given to complete the sentence, with either *to* + infinitive or *-ing* (gerund).

Example: Where did you learn to do that? (*do*)

- You must stop \_\_\_\_\_ . It's bad for you. (*smoke*)
- When do you expect \_\_\_\_\_ your new car? (*get*)
- My boyfriend keeps \_\_\_\_\_ me to marry him. (*ask*)
- He has offered \_\_\_\_\_ his sister with her work. (*help*)
- My husband promised \_\_\_\_\_ the meal this evening. (*cook*)
- The thief denied \_\_\_\_\_ the old lady's handbag. (*steal*)
- Nobody wants \_\_\_\_\_ this exercise. (*do*)
- The orchestra started \_\_\_\_\_ when they walked in. (*play*)

**ANSWERS**  
 A 1 Mary enjoys playing the piano. 2 Sue likes playing tennis. 3 Ahmed hates writing letters. 4 Nina does not enjoy cooking. 5 Sven loves swimming. 6 Yoko does not like watching TV. 7 David dislikes singing.  
 B 1 smoking; 2 to get; 3 asking; 4 to help; 5 to cook; 6 stealing; 7 to do; 8 playing or to play (start can take either).

I've got ...

STATEMENT		
I You We They	have 've have not haven't	got...
He She It	has 's has has not hasn't	

QUESTION		
Have	I you we they	got...?
Has	he she it	

SHORT ANSWER		
Yes, No,	I you we they	have. haven't.
Yes, No,	he she it	has. hasn't.

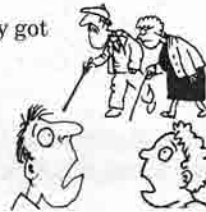
Examples:

Has he got a ticket?

Yes, he has.



Have they got a car?



No, they haven't.

I've got a headache.

Have you?



### Exercise A

Write out the following sentences in full.

Example: Mr and Mrs Smith / not got / a car. Mr and Mrs Smith haven't got a car.

- How much money / Anne / got?
- What / you / got / in your hand?
- My sister / got / three cats.
- We / not got / much time.
- You / got / change for £5?
- Our friends / not got / a big house.

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Have got means the same as have.

STATEMENT		
I You We They	have 've do not have don't have	
He She It	's has doesn't have	

QUESTION		
Do	I you we they	have...?
Does	he she it	

SHORT ANSWER		
Yes, No,	I you we they	do. don't.
Yes, No,	he she it	does. doesn't.

### Exercise B

Write the first four sentences again, using *have* instead of *have got*.

Example: Mr and Mrs Smith / not have / a car Mr and Mrs Smith don't have a car.

- 
- 
- 
- 

**ANSWERS**

A 1 How much money has Anne got? 2 What have you got in your hand? 3 My sister's got three cats. 4 We haven't got much time. 5 Have you got change for £5? 6 Our friends haven't got a big house.

B 1 How much money does Anne have? 2 What do you have in your hand? 3 My sister has three cats. 4 We don't have much time.

I like dancing. I'd like to dance.

We use *like* to talk about general things.

It can be followed by a noun: I like pop music.

or a verb with *-ing*: I like dancing.



We use *would like* ('*d like*) to talk about things we want now.

It can be followed by a noun: I would (I'd) like a cup of coffee.

or a verb with *to*: I would (I'd) like to dance.



### Exercise A

Fill in the gaps in these sentences with *like(s)* or *would like*.

- I \_\_\_\_\_ to stay longer, but I must go home now.
- John \_\_\_\_\_ football. He plays every week.
- Maria \_\_\_\_\_ to speak to you.
- Who \_\_\_\_\_ another drink?
- Most English people \_\_\_\_\_ tea in the afternoon.

### Exercise B

Put the verb in the correct form (*to* . . . or *-ing*) in the following sentences:

- My husband doesn't like \_\_\_\_\_ to the cinema. He prefers TV. (go)
- I would like \_\_\_\_\_ you but I'm rather busy. (help)
- I don't like \_\_\_\_\_ early on Sunday mornings. (get up)
- This government would like \_\_\_\_\_ taxes. (raise)
- Would you like \_\_\_\_\_ to my party? (come)

ANSWERS  
 A 1 would / 'd like, 2 likes, 3 would / 'd like, 4 would / 'd like, 5 like.  
 B 1 going, 2 to help, 3 getting up, 4 to raise, 5 to come.

I can, I could...

STATEMENT		
I		
You	can	swim.
We		
They	can't	
He		
She		
It		

QUESTION		
Can	I you we they	swim?
Can't	he she it	

SHORT ANSWER		
Yes,	I you we they	can.
No,	he she it	can't.

Can = I know how to do it, or it is possible for me to do it.

Example: Can you swim? Yes, I can. Can you ski? No, I can't. You can't dive in here.

### Exercise A

Write statements with *can* or *can't*.



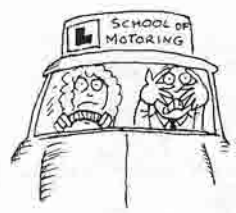
1 They \_\_\_\_\_ dance.

2 He \_\_\_\_\_ ski.

3 \_\_\_\_\_ drive.

### Exercise B

The past tense of *can/can't* is *could/couldn't*. Complete these sentences.



1 Last year they \_\_\_\_\_  
dance.

2 Last year he \_\_\_\_\_

3 Last year she \_\_\_\_\_

We also use *can* or *could* for making requests. (*Could* is very polite.)

Example:



### Exercise C

Write requests using *can* or *could*.

- You want to read someone's newspaper.
- You want a friend to post a letter for you.
- You want someone to pass the salt.
- You want to watch TV.

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**ANSWERS**

**A** 1 They can dance. 2 He can't ski. 3 She can drive.  
**B** 1 They couldn't dance. 2 He couldn't ski. 3 She couldn't drive.  
**C** 1 Can/Could I read your newspaper, please? 2 Can/Could you post this letter for me, please? 3 Can/Could you pass the salt, please? 4 Can/Could I watch TV, please?

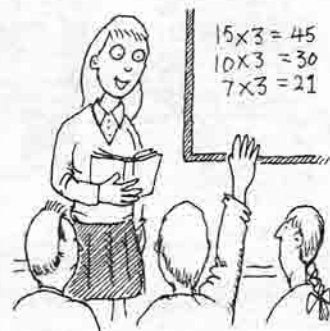
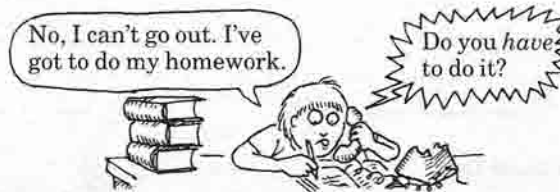
STATEMENT		
I	have to	go.
You		
We	don't have to	come
They		
He	has to	work.
She		
It	doesn't have to	
I	have got to	go.
You	've got to	
We	haven't to	come
They		
He	has got to	work.
She	's got to	
It	hasn't got to	

QUESTION			
Do	I		go?
Don't	you		
	we	have to	come?
	they		
Does	he		work?
Doesn't	she		
	it		
Have	I		go?
Haven't	you		
	we	got to	come?
	they		
Has	he		work?
Hasn't	she		
	it		

SHORT ANSWER		
Yes,	I	do.
No,	you	don't.
	we	
	they	
Yes,	he	does.
No,	she	doesn't.
	it	
Yes,	I	have.
No,	you	haven't.
	we	
	they	
Yes,	he	has.
No,	she	hasn't.
	it	

Have got to and have to mean it is necessary, usually because of another authority. The negatives (don't have to / haven't got to) mean it is not necessary. (See Worksheet 48 on must / mustn't).

### Exercise A



Sally is a teacher.



John is a shop assistant.

What do they have to do?

- Example: Sally has to go to university. ✓ go to university    X John doesn't have to go to university.
- 1 \_\_\_\_\_ X work on Saturdays ✓ \_\_\_\_\_
- 2 \_\_\_\_\_ ✓ mark homework    X \_\_\_\_\_
- 3 \_\_\_\_\_ ✓ write reports    X \_\_\_\_\_
- 4 \_\_\_\_\_ X serve customers ✓ \_\_\_\_\_
- 5 \_\_\_\_\_ X take money ✓ \_\_\_\_\_

### Exercise B

Do Exercise 16 on the cassette.

**ANSWERS**

A 1 Sally doesn't have to (hasn't got to) work on Saturdays.  
 John doesn't have to (hasn't got to) write reports.  
 2 Sally has to ('s got to) work on Saturdays.  
 John has to (has to) mark homework. John doesn't have to (hasn't got to) mark homework.  
 3 Sally has to ('s got to) write reports.  
 John doesn't have to (hasn't got to) take money.  
 4 Sally doesn't have to (hasn't got to) serve customers. John has to ('s got to) serve customers.  
 5 Sally doesn't have to (hasn't got to) take money.

# 47

## Verbs: modal auxiliaries with may/might

We *may* do that.

I/You We/They He/She/It	may (not)  might (not)	go. come. work.
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We use *may* or *might* when we think something is possible.  
*May* is often more possible than *might*.

*Examples:* What are you going to do this afternoon? We don't know yet. We *may* watch a video.  
We *might* not like this video. No, this one *might* be better.

### Exercise A

Write sentences with *may (not)* and *might (not)* for the following situations.

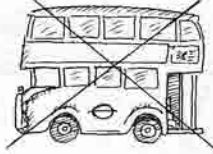
1 BE SUNNY?



RAIN?

- a) It \_\_\_\_\_  
b) \_\_\_\_\_

2 GO BY BUS?



GO BY TAXI?

- a) They \_\_\_\_\_  
b) \_\_\_\_\_

3 PEACE IN THE WORLD?



ANOTHER WAR?

- a) There \_\_\_\_\_  
b) \_\_\_\_\_

4



- a) She \_\_\_\_\_  
b) \_\_\_\_\_

### Exercise B

*May I . . . ?* means *Is it OK if I . . . ?*  
*Example:* May I use your pen? Yes, here you are.  
Ask:

- 1 You want to read someone's newspaper. \_\_\_\_\_ ?  
2 You want to open a window. \_\_\_\_\_ ?  
3 You want to turn on the TV. \_\_\_\_\_ ?

<p><b>ANSWERS</b> A 1 a) It may be sunny. b) It might not rain. 2 a) They may go by taxi. b) They might not go by bus. 3 a) There may be peace in the world. b) There might not be another war. 4 a) She may go to her homework. b) There might not be another war. 5 a) She might not do her homework. b) There might not be another war. 6 a) She might not do her homework. b) There might not be another war.</p>	<p>B 1 May I read your newspaper? 2 May I open a window? 3 May I turn on the TV?</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

We must do this.

I		go.
You	must	work.
We		
They		
He		
She	mustn't	be...
It		

I	don't need to	go.
You	need not	
We	needn't	
They		work.
He	doesn't need to	be...
She		
It		
	needn't	

Must or mustn't means it is is necessary. Needn't means it is not necessary.

**Authority:**

You *must* drive on the left in England.  
You *must not* drive on the right.

You *must* take this medicine.  
You *needn't* stay in bed.

You *mustn't* walk on the grass.  
You *needn't* go home yet.

**Exercise A**

Use *must / mustn't / needn't*.

1



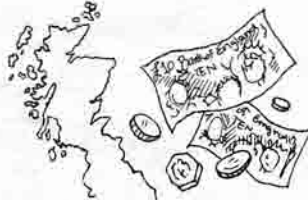
You \_\_\_\_\_ when you go to England.

2



You \_\_\_\_\_ be late for school.

3



You \_\_\_\_\_ change your English money when you go to Scotland.

4



You \_\_\_\_\_ smoke in the classroom.

**Personal opinion:**

Examples: We *must* hurry or we'll be late. I *mustn't* make any mistakes.

You *needn't* clean the window. I did it yesterday.

**Exercise B**

Use *must / mustn't / needn't*.

1



You \_\_\_\_\_ take an umbrella.

2



I \_\_\_\_\_ go to the bank.

3



I \_\_\_\_\_ be late.

<b>ANSWERS</b>
A 1 You must have a passport when you go to England. 2 You mustn't be late for school.
3 You needn't change your English money when you go to Scotland. 4 You mustn't smoke in the classroom.
B 1 You needn't take an umbrella. 2 I must go to the bank. 3 I mustn't be late.

We should do that.

I/You We/They He/She/It	should should not shouldn't	go. come. work.
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We use *should* when it is a good thing to do.

We also use it to give advice.

We use *should not* or *shouldn't* when it is a bad thing to do.

Examples: You *shouldn't* bite your finger nails! You *should* study hard and go to university.

### Exercise A

Change these orders into advice.

Examples: Write to your mother!

*You should write to your mother.*

Don't put your feet on the table!

*You shouldn't put your feet on the table.*

- It's a nice day. Don't stay in the house!
- Go for a walk!
- Visit your aunt!
- Respect older people!
- Don't watch TV all day!

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### Exercise B

Now use *should* or *shouldn't* to give advice to these people.



1 She \_\_\_\_\_ eat so much.



2 He \_\_\_\_\_



3 He \_\_\_\_\_ to the dentist.



4 He \_\_\_\_\_  
to the police.



5 They \_\_\_\_\_



6 He \_\_\_\_\_  
his car.

**ANSWERS**

A 1 You shouldn't stay in the house. 2 You should go for a walk. 3 You should visit your aunt. 4 You should respect older people. 5 You shouldn't watch TV all day.

B 1 She shouldn't eat so much. 2 He shouldn't smoke. 3 He should go to the dentist. 4 She should go to the police. 5 They should take an umbrella. 6 He shouldn't drive his car.





We were understood.

STATEMENT		
I	was was not wasn't	understood. (past participle)
You We They	were were not weren't	
He She It	was was not wasn't	

QUESTION		
Was	I	understood? (past participle)
Were	you we they	
Was	he she it	

SHORT ANSWER		
Yes, No,	I	was. was not. wasn't.
	you we they	were. were not. weren't.
	he she it	was. was not. wasn't.

The *passive tense* is used:

a) if the subject is not known.



Example: Someone stole my bicycle yesterday. (ACTIVE)  
(subject) (object)

My bicycle was stolen yesterday. (PASSIVE)

or b) if the object is more important than the subject.



Example: Fire destroyed the Smiths' house last week. (ACTIVE)  
(subject) (object)

The Smiths' house was destroyed by fire last week. (PASSIVE)

### Exercise A

Change these sentences from active to passive.

- Bombs killed many people during the war.
- Someone made this car in Japan.
- The gardener didn't cut the grass this morning.
- The teacher didn't correct the exam papers last night.
- Did someone invite the Queen to the wedding?

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### Exercise B

Do Exercise 17 on the cassette.

**ANSWERS**

A 1 Many people were killed during the war. 2 This car was made in Japan. 3 The grass wasn't cut this morning. 4 The exam papers weren't corrected last night. 5 Was the Queen invited to the wedding?

# E 51 Verbs: passive, present simple

We are understood.

STATEMENT		
I	am 'm am not	understood. (past participle)
You We They	are 're are not aren't	
He She It	is 's 's not isn't	

QUESTION		
Am	I	understood? (past participle)
Are	you we they	
Is	he she it	

SHORT ANSWER		
Yes, No,	I	am. am not.
Yes, No,	you we they	are. aren't.
Yes, No,	he she it	is. isn't.

The *passive tense* is used:

a) if the subject is not known:



Example: Someone repairs my car in that garage. (ACTIVE)  
(subject) (object)

My car is repaired in that garage. (PASSIVE)

or b) if the object is more important than the subject:



Example: Every year the manager invites the prince to the exhibition. (ACTIVE)  
(subject) (object)

Every year the prince is invited to the exhibition (by the manager). (PASSIVE)

Change these sentences from active to passive.

- 1 People speak English all over the world. \_\_\_\_\_
- 2 Does the gardener water the flowers every day? \_\_\_\_\_
- 3 I'm sorry but we don't accept credit cards here. \_\_\_\_\_
- 4 People grow coffee in Brazil. \_\_\_\_\_
- 5 Does the teacher allow smoking in the classroom? \_\_\_\_\_

**ANSWERS**

1 English is spoken all over the world. 2 Are the flowers watered every day? 3 I'm sorry but credit cards aren't accepted here. 4 Coffee is grown in Brazil. 5 Is smoking allowed in the classroom?

# E 52 Verbs: past continuous

I was sleeping.

STATEMENT		
I	was wasn't	reading.
You We They	were weren't	
He She It	was wasn't	

QUESTION		
Was Wasn't	I	reading?
Were Weren't	you we they	
Was Wasn't	he she it	

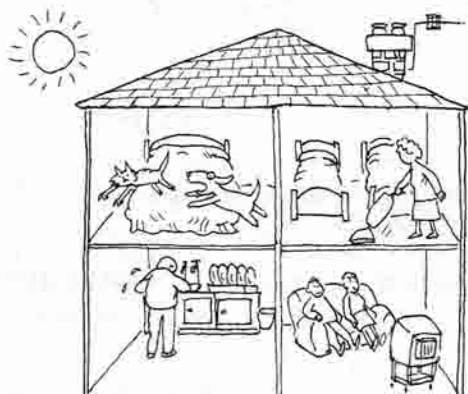
SHORT ANSWER		
Yes, No,	I	was. wasn't.
	you we they	were. weren't.
	he she it	was. wasn't.

We use the *past continuous tense* to describe what was happening at a particular time.

## Saturday afternoon

The dog was chasing the cat.

Mrs Smith was cleaning the bedroom.



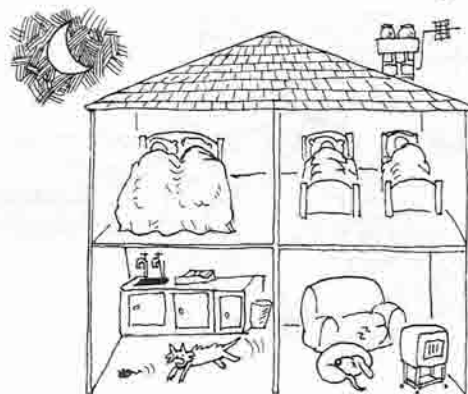
Mr Smith was washing the dishes.

The children were watching TV.

## Saturday night

Mr and Mrs Smith were sleeping.

The children were sleeping.



The cat was chasing a mouse.

The dog was lying on the floor.

Look at the picture and answer the following questions.

Example: What was the dog doing at 3 pm?

*It was chasing the cat.*

- What was Mrs Smith doing at 3 pm?
- Was Mr Smith sleeping at 3 pm?
- Where was the dog lying at 3 am?
- What was the cat doing at 3 am?
- Were the children sleeping at 3 am?
- What were Mr and Mrs Smith doing at 3 am?
- Was the cat sleeping at 3 am?
- What were the children doing at 3 pm?
- Was the cat chasing the dog at 3 pm?
- What was Mrs Smith cleaning?

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**ANSWERS**

1 She was cleaning the bedroom. 2 No, he wasn't. 3 It was lying on the floor. 4 It was chasing a mouse. 5 Yes, they were. 6 They were sleeping. 7 No, it wasn't.

I used to play football.



She used to dance, but now she plays golf.

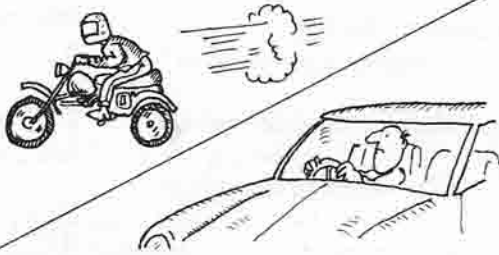


He used to play football but now he likes to watch it.

*We used to do something regularly in the past, but we don't do it now.*

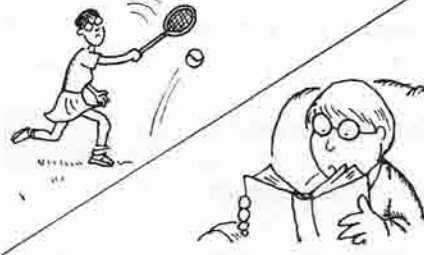
### Exercise A

Look at these pictures and write a sentence about each, using the words given.



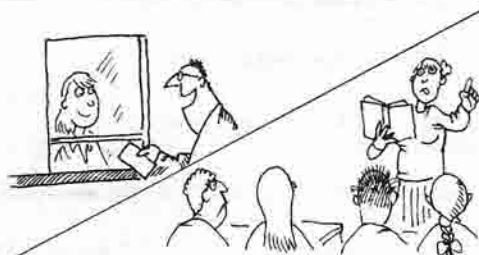
ride a motorbike / but now / drive a car

1 John \_\_\_\_\_



play tennis / but now / read books

2 Mary \_\_\_\_\_



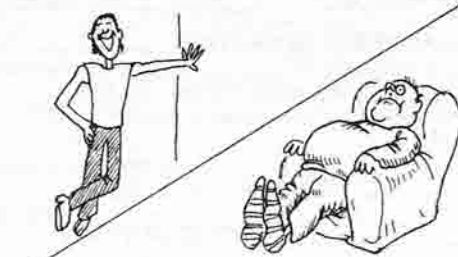
work in a bank / but now / teach

3 She \_\_\_\_\_



live in Paris / but now / live in Rome

4 I \_\_\_\_\_



be very slim / but now / eat too much

5 He \_\_\_\_\_



smoke heavily / but now / go jogging

6 They \_\_\_\_\_

### Exercise B

Do Exercise 18 on the cassette.

**ANSWERS**

A 1 John used to ride a motorbike, but now he drives a car. 2 Mary used to play tennis, but now she reads books. 3 She used to work in a bank, but now she teaches. 4 I used to live in Paris, but now I live in Rome. 5 He used to be very slim, but now he eats too much. 6 They used to smoke heavily, but now they go jogging.

I came, he went.

STATEMENT		NEGATIVE			QUESTION			SHORT ANSWER		
I	got up. woke up.	I		get up. wake up.	I	get up? wake up?		I		
You	had. . .	You		have. . .		have?		you		
We	went. drank.	We		go. drink.	we	go? drink?		we		
They	ate. left.	They	didn't	eat. leave.	Did Didn't	eat? leave?	Yes, No, didn't.	they he	did.	
He	came.	He		come.		come?		she		
She	read.	She		read.	he she	read?		it		
It	wrote.	It		write.	it	write?				

7:00

Mr and Mrs Smith got up.

4:00

Mrs Smith came home.

8:00

The children got up.

4:00

The children left school.

8:30

Mr Smith had his breakfast and then drove to work.

6:00

The Smith family had dinner.

8:45

The children ran to school. They didn't go by car.

9:00

The children went to bed.

9:00

Mrs Smith went to work.

10:00

Mr Smith read the newspaper.

10:30

Mr Smith drank a cup of coffee. The children didn't drink anything.

10:00

Mrs Smith wrote a letter.

12:00

Mr Smith ate his sandwiches at the office.

11:00

Mr and Mrs Smith went to bed.

What did the Smith family do today? Fill in the blanks.

Mr Smith: I \_\_\_\_\_ at 7 o'clock and \_\_\_\_\_ my breakfast at 8.30 and then \_\_\_\_\_ to work. At 10.30 I \_\_\_\_\_ a cup of coffee. At 12 o'clock \_\_\_\_\_ my sandwiches. In the evening I \_\_\_\_\_ my newspaper and \_\_\_\_\_ to bed at 11.

My wife \_\_\_\_\_ at 7 o'clock and at 9 o'clock \_\_\_\_\_ to work. She \_\_\_\_\_ at 4 o'clock and at 6 o'clock we \_\_\_\_\_ dinner. \_\_\_\_\_ a letter at 10 o'clock and \_\_\_\_\_ to bed at the same time as me. The children \_\_\_\_\_ at 8 o'clock. They \_\_\_\_\_ to school at 8.45. \_\_\_\_\_ didn't \_\_\_\_\_ by car. They \_\_\_\_\_ school at 4 and \_\_\_\_\_ dinner with us at 6 o'clock. Then at 9 o'clock \_\_\_\_\_ to bed.

**ANSWERS**

Mr Smith: I got up at 7 o'clock and had my breakfast at 8.30 and at 10.30 I drank a cup of coffee. At 12 o'clock I ate my sandwiches. In the evening I read my newspaper and I went to bed at 11. My wife got up at 7 o'clock and at 9 o'clock she went to work. She came home at 4 o'clock and at 6 o'clock we had dinner. The children got up at 8 o'clock. They ran to school at 8.45. They didn't go by car. They left school at 4 and had dinner with us at 6 o'clock. Then at 9 o'clock they went to bed.

I listened, he talked.



STATEMENT		QUESTION			SHORT ANSWER		
I You We They He She It	listened. didn't listen.	Did Didn't	I you we they he she it	listen?	Yes, No,	I you we they he she it	did. didn't

The *past simple tense* is used for regular actions in the past, or single actions.

### What did the Smith family do yesterday?

8:15	At 8.15 the children washed their hands and faces.	3:30	At 3.30 the children finished school.
9:00	At 9 o'clock Mr Smith arrived at the office.	7:00	At 7 o'clock Mr Smith cleaned the car.
10:00	At 10 o'clock the children played with their friends.	8:30	At 8.30 the children cleaned their teeth. They didn't brush their hair.
12:30	At 12.30 Mr Smith walked to the pub for lunch. He didn't stay in the office.	10:00	At 10 o'clock Mr Smith talked to his wife.

### Exercise A

Mrs Smith worked at the hospital all day. When she arrived home she asked the family some questions.

Fill in the blanks in the conversations below.

- Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ your hands and faces this morning?'  
Family: 'Yes, \_\_\_\_\_.'
- Mrs Smith: 'What \_\_\_\_\_ you do at school?'  
Family: 'We \_\_\_\_\_ with our friends.'
- Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ in the office for lunch?'  
Family: 'No, I \_\_\_\_\_ I \_\_\_\_\_ to the pub.'
- Mrs Smith: 'Who \_\_\_\_\_ the car?'  
Family: '\_\_\_\_\_.'
- Mrs Smith: '\_\_\_\_\_ the children \_\_\_\_\_ their teeth and \_\_\_\_\_ their hair?'  
Family: 'They \_\_\_\_\_ their teeth but \_\_\_\_\_ their hair.'

### Exercise B

Do Exercise 19 on the cassette.

<p><b>ANSWERS</b></p> <p>A 1 Did you wash your hands and faces this morning? Yes we did. 2 What did you do at school? We played with our friends. 3 Did you stay in the office for lunch? No, I didn't. 4 Who washed the car? I did. 5 Did the children clean their teeth and brush their hair? They cleaned their teeth but they didn't brush their hair.</p>	<p>I walked to the pub.</p>
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**E** **56** Verbs: past simple or past continuous?

*I was reading when she came.*

We use the *past simple tense* for completed actions.  
We use the *past continuous tense* for actions which weren't completed.



When he *got up*,  
the sun *was shining*.

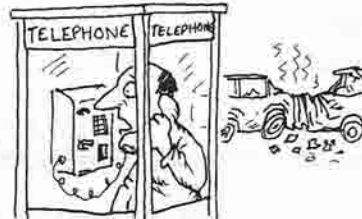


While he *was eating* breakfast  
the phone *rang*. He *got up* and  
*answered* it.



While they *were playing*  
football it *began* to rain.

Make complete sentences for the following pictures.



1 Jack / walk / down the street / when / see / an accident. He / go / to a phone box / and / call / the police.

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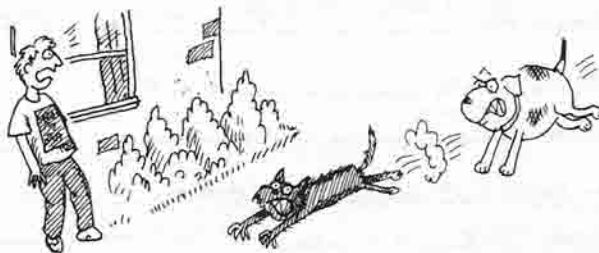


2 While Mr and Mrs Smith / watch / TV, a burglar / come / into the room / and / steal / their money.

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3 John / work / in his room / when / hear / a noise. He / go / outside / and / see / his dog. It / chase / a cat.

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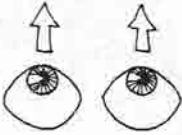

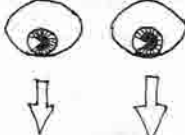

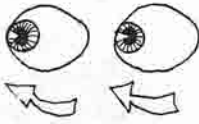





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**ANSWERS**  
I John was walking down the street when he saw an accident. He went to a phone box and called the police. 2 While Mr and Mrs Smith were watching TV, a burglar came into the room and stole their money. 3 John was working in his room when he heard a noise. He went outside and saw his dog. It was chasing a cat.

# 57 Verbs: phrasal verbs I: look...

Look it up!

A phrasal verb is a verb + preposition(s) where the preposition(s) changes the meaning of the original verb.

VERB + PREPOSITION	PHRASAL VERB	VERB + PREPOSITION	PHRASAL VERB
 look up	 look up (a word) (find the meaning)	 look down	 look down on (someone) (despise)
 look round	 look round (a museum) (visit)	 look through	 look through (his suitcase) (examine)
 look over	 look over (his work) (check)		

More phrasal verbs with look



Complete these sentences with one of the phrasal verbs above.

- The policeman \_\_\_\_\_ the thief's bag.
- If you don't know the word you must \_\_\_\_\_ it \_\_\_\_\_ in the dictionary.
- Mary \_\_\_\_\_ our dog when we went on holiday.
- You should not \_\_\_\_\_ people who are less intelligent than you.
- Have you seen my pen? I've \_\_\_\_\_ it everywhere.
- Would you like to \_\_\_\_\_ our new house?
- I'm \_\_\_\_\_ the summer holidays.
- Now you should \_\_\_\_\_ these sentences to find any mistakes.

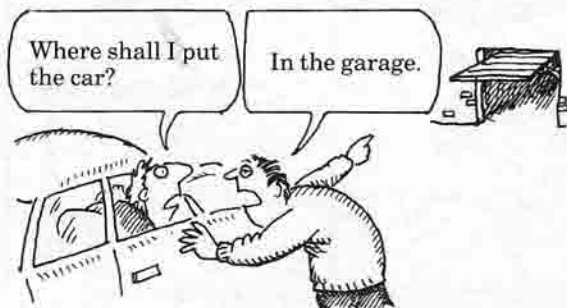
**ANSWERS**

1 looked after; 2 look (it) up; 3 looked after; 4 look down on; 5 looked for; 6 looked for; 7 looking forward; 8 look over



### Put it out!

The verb *put* in its original meaning, needs a preposition or particle to tell us where. We never use *put* on its own, and we can ask a question with *where?*



Sometimes the preposition or particle can change the meaning of the original verb. Then we cannot ask the question *where?* There is sometimes another single verb with the same meaning.

### Exercise A

Use the dictionary to find the meaning of the words on the right, and then link them to the correct sentence.

- |                                                                         |              |
|-------------------------------------------------------------------------|--------------|
| 1 The firemen <i>put</i> the fire <i>out</i> with water.                | (kill)       |
| 2 They had to <i>put off</i> the football match because it was raining. | (increase)   |
| 3 I am <i>putting aside</i> a little every month for my holiday.        | (extinguish) |
| 4 The horse was so badly injured that they had to <i>put it down</i> .  | (postpone)   |
| 5 When I stopped smoking I started to <i>put on</i> weight.             | (save)       |

### Exercise B

Choose one of the phrasal verbs in Exercise A to complete each of these sentences.

- The dog was very old, so John had it \_\_\_\_\_
- This dress is very tight. I have \_\_\_\_\_ at least three kilos.
- If you can do it today, don't \_\_\_\_\_ it \_\_\_\_\_ until tomorrow.
- Never try to \_\_\_\_\_ an electrical fire \_\_\_\_\_ with water.
- He is \_\_\_\_\_ 10% of his salary for a pension.

**ANSWERS**

A 1 put out; extinguish; 2 put off; postpone; 3 put aside; B 1 put down; 2 put on; 3 put . . . off; 4 put . . . out; 5 putting aside.

Look after the children.

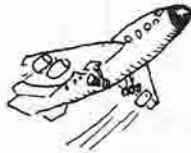
Look at these phrasal verbs.

1



look after

2



take off

3



lie down

4



switch on

5



get into

6



put on

7



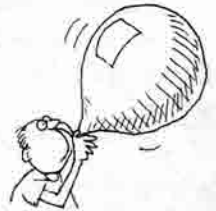
hang up

8



break down

9



blow up

10



sit down

11



get up

12



be in

Now use them again in sentences. Make sure you use the correct tense.

- 1 He was so tired after the football game that he \_\_\_\_\_ for a rest.
- 2 She will be late – she hasn't \_\_\_\_\_ her make-up \_\_\_\_\_ yet.
- 3 I feel rather ill – I must \_\_\_\_\_ on this chair for a minute.
- 4 The weather is too bad for the planes to \_\_\_\_\_.
- 5 I dropped my wallet as I was \_\_\_\_\_ the taxi.
- 6 I'm afraid Mr Jones \_\_\_\_\_ not \_\_\_\_\_ at the moment – can you call again?
- 7 Mr Smith always \_\_\_\_\_ his coat on the hook before he sits down.
- 8 Can you help me to \_\_\_\_\_ these balloons \_\_\_\_\_ for the party?
- 9 My cousin \_\_\_\_\_ my dogs for me while I was on holiday.
- 10 My car has \_\_\_\_\_ five times this winter.
- 11 I never enjoy \_\_\_\_\_ very early in the morning.
- 12 Quick – \_\_\_\_\_ the radio \_\_\_\_\_. I want to hear the news!

10 broken down; 11 getting up; 12 switch . . . on.  
 1 lay down; 2 put . . . on; 3 sit down; 4 take off; 5 getting into; 6 is . . . in; 7 hangs up; 8 blow . . . up; 9 looked after.

ANSWERS

I am going.

STATEMENT		
I	am 'm 'm not	going.
You We They	are 're are not 're not	
He She It	is 's is not isn't 's not	

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

SHORT ANSWER		
	I	am. 'm not.
Yes,	you we they	are. aren't.
No,	he she it	is. isn't.

The present continuous tense talks about what is happening now.

Look at the picture. It's 3 o'clock on Sunday afternoon.



The dog is chasing the cat.

The children are playing with a ball.

The fish is swimming.

Grandad is sleeping.

Examples: What is the fish doing?  
Is the fish swimming?

It's swimming.  
Yes, it is.

- 1 What is Mrs Smith doing?
- 2 Is Grandad reading?
- 3 What is the cat doing?
- 4 Is the dog sleeping?
- 5 What are the children playing with?
- 6 What is the dog doing?
- 7 What is Mr Smith doing?
- 8 Are Mrs Smith and Grandad working?
- 9 Is Mr Smith working?
- 10 Are you working?!

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**ANSWERS**

1 She's reading. 2 No, he isn't. 3 It's hiding in the tree. 4 No, it isn't. 5 They're playing with a ball. 6 It's chasing a cat. 7 He's cutting the grass. 8 No, they aren't. 9 Yes, he is. 10 Yes, I am!

# 61 Verbs: present perfect continuous

I have been working.

STATEMENT			QUESTION			SHORT ANSWER		
I You	have 've	been working.	Have	I you we they	been working?	Yes, No,	I you we they	have. haven't.
We They	have not haven't		Has	he she it		Yes, No,	he she it	has. hasn't.

The present perfect continuous tense looks in the present at an action which started in the past and may have finished or may be continuing.



Why is she crying?  
She's been chopping onions.



I'm tired. I've been painting this room all day.

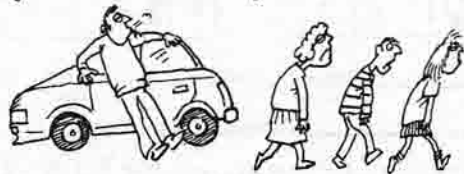


They're fed up. They've been waiting for the bus for 30 minutes.

### Exercise A

Why is the Smith family tired?

1



Mr Smith \_\_\_\_\_ (drive)

4



The dog \_\_\_\_\_ (chase) the cat.

2



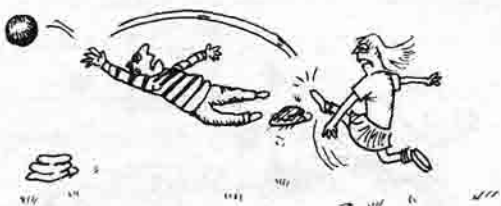
Mrs Smith \_\_\_\_\_ (garden)

5



Grandma and Grandpa \_\_\_\_\_ (walk) in the park.

3



The children \_\_\_\_\_ (play) football.

### Exercise B

Do Exercise 20 on the cassette.

**ANSWERS**

A 1 Mr Smith has been driving. 2 Mrs Smith has been gardening. 3 The children have been playing football. 4 The dog has been chasing the cat. 5 Grandma and Grandpa have been walking in the park.

# 62 Verbs: present perfect simple

I have seen...

STATEMENT		
I	have	seen... (past participle)
You	've	
We	have not	
They	haven't	
He	has	seen...? (past participle)
She	's	
It	has not	
	hasn't	

QUESTION		
Have	I you we they	seen...? (past participle)
Has	he she it	

SHORT ANSWER		
Yes, No,	I you we they	have. haven't.
	he she it	has. hasn't.

The present perfect tense looks in the present at actions completed in the past.



He's cleaned the car.



She's finished her homework.



They've eaten a Chinese meal.

Fill in the blanks.



1 What have they done?

\_\_\_\_\_ a film. (see)



2 What \_\_\_\_\_ he done?

\_\_\_\_\_ the dishes. (wash)



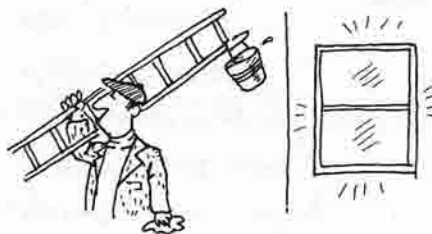
3 What \_\_\_\_\_ she done?

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



4 What's \_\_\_\_\_ done?

\_\_\_\_\_ the milk. (drink)



5 What's he done?

\_\_\_\_\_ the windows. (clean)



6 What have they done?

\_\_\_\_\_ the window! (break)

**ANSWERS**  
 1 They've seen a film. 2 What has he done? He's washed the dishes. 3 What has she done? She's written a letter.  
 4 What's it done? It's drunk the milk. 5 He's cleaned the windows. 6 They've broken the window.

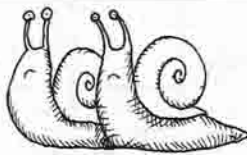
I have done/ I did

We use the *present perfect tense* to talk about our experience.  
We use the *past simple tense* when we say *when*.

Examples:



Have you ever been to Paris?  
(there/in 1987)  
Yes, I have. *I went* there in 1987.



Have you ever eaten snails? ( )  
No, *I haven't*.



Have you ever seen a penguin? (one/in  
London Zoo)  
Yes, I have. *I saw* one in London Zoo.

Make a question and answer as in the examples above.

- 1 climb a high mountain (one/when I was at school)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 2 swim in the Mediterranean (in it/last year)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 3 catch a fish (one/last Sunday afternoon)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 4 work in a hospital (in one/as a student)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 5 play baseball ( )  
\_\_\_\_\_? No, \_\_\_\_\_
- 6 win a lot of money (a lot/in 1977)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 7 drink whisky (some/yesterday evening)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 8 ride a motorbike (one/when I was on holiday)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 9 shoot an animal ( )  
\_\_\_\_\_? No, \_\_\_\_\_
- 10 go skiing (last Christmas)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 11 paint a picture (one/at primary school)  
\_\_\_\_\_? Yes, \_\_\_\_\_
- 12 sleep in a tent (in one/last summer)  
\_\_\_\_\_? Yes, \_\_\_\_\_

## ANSWERS

I Have you ever climbed a mountain? Yes, I have. I climbed one when I was at school. 2 Have you ever swum in the Mediterranean? Yes, I have. I swam in it last year. 3 Have you ever caught a fish? Yes, I have. I caught one last Sunday afternoon. 4 Have you ever worked in a hospital? Yes, I have. I worked in one as a student. 5 Have you ever played baseball? No, I haven't. 6 Have you ever won a lot of money? Yes, I have. I won a lot in 1977. 7 Have you ever drunk


whisky? Yes, I have. I drank some yesterday evening. 8 Have you ever ridden a motorbike? Yes, I have. I rode one when I was on holiday. 9 Have you ever shot an animal? No, I haven't. 10 Have you ever been skiing? Yes, I have. I went skiing last Christmas. 11 Have you ever painted a picture? Yes, I have. I painted one at primary school. 12 Have you ever slept in a tent? Yes, I have. I slept in one last summer.

I sleep/ he sleeps

STATEMENT		NEGATIVE			QUESTION			SHORT ANSWER		
I You We They	sleep.	I You We They	don't.	sleep.	Do	I you we they	sleep?	Yes,	I you we they	do.
He She It	sleeps.	He She It	doesn't		Does	he she it		No,	he she it	doesn't.

The present simple tense is used to describe things we do regularly, every day.

### What do the Smith family do every day?



Mr Smith goes to bed at 11 o'clock.      At 7 o'clock Mr Smith gets up.

Mr Smith reads the newspaper.  
The children go to bed at 9 o'clock.      At 8 o'clock the children get up.

The children finish school.  
Mr Smith doesn't finish work.      At 8.30 Mr Smith goes to work.

The children go home for lunch.  
Mr Smith stays at work.      At 9 o'clock the children go to school.

At 10.30 am Mr Smith drinks coffee.  
The children don't drink coffee; they play.

Use the diagram above to answer these questions.

- 1 What does Mr Smith do at 7 o'clock? \_\_\_\_\_
- 2 Do the children get up at 7 o'clock? \_\_\_\_\_
- 3 What does Mr Smith do at 8.30 am? \_\_\_\_\_
- 4 Do the children drink coffee at 10.30 am? \_\_\_\_\_
- 5 What do the children do at 10.30 am? \_\_\_\_\_
- 6 Do the children go home for lunch? \_\_\_\_\_
- 7 Does Mr Smith finish work at 3.30 pm? \_\_\_\_\_
- 8 What does Mr Smith do in the evening? \_\_\_\_\_
- 9 When do the children go to bed? \_\_\_\_\_
- 10 Does Mr Smith go to bed at 11 o'clock? \_\_\_\_\_

**ANSWERS**

1 He gets up. 2 No, they don't. 3 He goes to work. 4 No, they don't. 5 They play. 6 Yes, they do. 7 No, he doesn't. 8 He reads the newspaper. 9 They go to bed at 9 o'clock. 10 Yes, he does.

# 65

## Verbs: to be

I am... It is...

STATEMENT	
I	am... 'm... am not...
You We They	are... 're... aren't...
He She It	is... 's... isn't...

QUESTION	
Am Aren't	I ?
Are Aren't	you we ? they
Is Isn't	he she ? it

SHORT ANSWER		
Yes, No,	I	am. 'm not.
Yes, No,	you we they	are. aren't.
Yes, No,	he she it	is. isn't.

### Exercise A

To be + ADJECTIVE Example: He is angry!



Complete the sentences choosing from the adjectives given below.

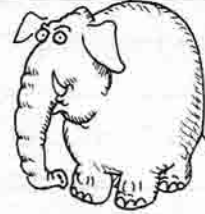
cold	rich	strong	beautiful	tired	happy
------	------	--------	-----------	-------	-------



1 She \_\_\_\_\_.



2 They \_\_\_\_\_.



3 \_\_\_\_\_ it \_\_\_\_\_?



4 We \_\_\_\_\_.



5 He \_\_\_\_\_.



6 I \_\_\_\_\_.

### Exercise B

To be + NOUN Example: She is a nurse.



a student	a police officer	a champion	footballers	singers	a painter
-----------	------------------	------------	-------------	---------	-----------



1 They \_\_\_\_\_.



2 She \_\_\_\_\_.



3 \_\_\_\_\_ you \_\_\_\_\_?



4 It \_\_\_\_\_.



5 \_\_\_\_\_ he \_\_\_\_\_.



6 We \_\_\_\_\_.

<b>ANSWERS</b>	
A 1 She is beautiful. 2 They are not happy. 3 Is it strong? 4 We are cold. 5 He is tired. 6 I am not rich.	B 1 They are footballers. 2 She is a painter. 3 Are you a student? 4 It is a champion. 5 Is he a police officer? 6 We are singers.



He said he *would* come.

If the *speaking* verb is in the past tense, all the verbs which follow it must be in a past tense.

DIRECT SPEECH	REPORTED SPEECH	SPEAKING VERBS	
am / is / are do / does have done did will do	was did has done had done would do	he <i>said</i> he <i>told</i> him they <i>explained</i> we <i>asked</i> I <i>replied</i>	(We can use <i>that</i> after the speaking verb, but we often leave it out.)

*Examples:*

'I am going home', said Maria. (*say*) *Maria said she was going home.*

'Ankara is in Turkey', my teacher said. (*tell*) *My teacher told me that Ankara was in Turkey.*

'Is it raining?' she asked. (*ask*) *She asked if it was raining.*

### Exercise A

Read this dialogue and change it into reported speech. Use *he / she, him / her* after the first two sentences.

*Example: Maria: I'm having a party this evening, José. (tell)*

*Maria told José that she was having a party that evening.*

1 *José: Where are you having it? (ask)*

---

2 *Maria: It's at the Youth Club. Can you come? (reply/ask)*

---

3 *José: Yes, I can, but I don't know where it is. (say)*

---

4 *Maria: It's next to the Catholic Church. It will start at 9 o'clock. (explain)*

---

5 *José: I have a piano lesson until 9.30 but I'll come later. (say)*

---

6 *Maria: Have you seen Juan? (ask)*

---

7 *José: Juan went to Seville at 9 o'clock but he will be back by 5. (tell)*

---

8 *Maria: I want Juan to come. Will you ask him for me? (explain/ask)*

---

9 *José: I will only if you promise to dance with me. (reply)*

---

10 *Maria: I think you are jealous, José. (tell)*

---

### Exercise B

Do Exercise 21 on the cassette.

6 She asked if he had seen Juan. 7 He told her that Juan had gone to Seville at 9 o'clock but he would be back by 5. 8 She explained that she wanted Juan to come. She asked José if he would ask him for her. 9 He replied that he would only if she promised to dance with him. 10 She told José that she thought he was jealous.

ANSWERS  
A 1 José asked where she was having it. 2 Maria replied that it was at the Youth Club. She asked if he could come. 3 He said he could, but he didn't know where it was. 4 She explained that it was next to the Catholic Church and that it would start at 9 o'clock. 5 He said he had a piano lesson until 9.30, but he would come later.

# 67 Verbs: there is and there are

There are many things.

We use *There is* . . . with singular or uncountable nouns.

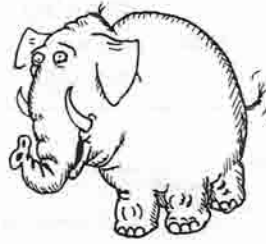
There is (*There's*) \_\_\_\_\_ a tree \_\_\_\_\_ in the garden.



a tree



some grass



an elephant



a dog

We use *There are* with plural nouns:

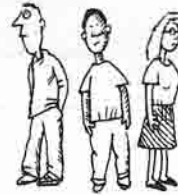
There are \_\_\_\_\_ two trees \_\_\_\_\_ in the garden.



two trees



some flowers

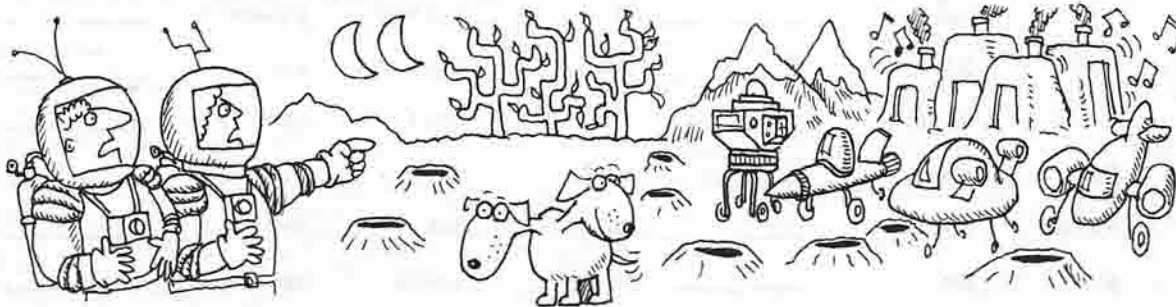


a few people



a lot of birds

Two astronauts have landed on a strange planet. They are reporting to Earth about what they can see. Fill in the blanks with *There is* or *There are*.



Hello, Earth. This planet is very interesting. I can see lots of things –

- 1 \_\_\_\_\_ a dog with two heads.
- 2 \_\_\_\_\_ some strange trees.
- 3 And \_\_\_\_\_ two moons in the sky.
- 4 \_\_\_\_\_ snow on the mountains.
- 5 \_\_\_\_\_ a lot of holes in the ground.
- 6 \_\_\_\_\_ a few houses in the distance.
- 7 And \_\_\_\_\_ some smoke coming from them.
- 8 \_\_\_\_\_ some vehicles outside the houses.
- 9 And \_\_\_\_\_ a lot of noise.
- 10 I think \_\_\_\_\_ a party going on!

**ANSWERS**  
1 There is; 2 There are; 3 there are; 4 There is; 5 There is; 6 There are; 7 there is; 8 There are; 9 there is; 10 there is.

# 68

## Irregular verb table



### Exercise A

Write the meaning in your own language.

Infinitive	Past	Past participle	Meaning in your language	Infinitive	Past	Past participle	Meaning in your language
be	was	been	_____	lose	lost	lost	_____
begin	began	begun	_____	make	made	made	_____
bite	bit	bitten	_____	mean	meant	meant	_____
break	broke	broken	_____	meet	met	met	_____
bring	brought	brought	_____	pay	paid	paid	_____
buy	bought	bought	_____	put	put	put	_____
catch	caught	caught	_____	read	read	read	_____
choose	chose	chosen	_____	ride	rode	ridden	_____
come	came	come	_____	run	ran	run	_____
cost	cost	cost	_____	say	said	said	_____
drink	drank	drunk	_____	see	saw	seen	_____
drive	drove	driven	_____	sell	sold	sold	_____
eat	ate	eaten	_____	send	sent	sent	_____
fall	fell	fallen	_____	show	showed	shown	_____
feel	felt	felt	_____	shoot	shot	shot	_____
find	found	found	_____	shut	shut	shut	_____
fly	flew	flown	_____	sing	sang	sung	_____
forget	forgot	forgotten	_____	sit	sat	sat	_____
get	got	got	_____	speak	spoke	spoken	_____
give	gave	given	_____	spend	spent	spent	_____
go	went	gone	_____	stand	stood	stood	_____
grow	grew	grown	_____	swim	swam	swum	_____
have	had	had	_____	take	took	taken	_____
hear	heard	heard	_____	teach	taught	taught	_____
hold	held	held	_____	tell	told	told	_____
keep	kept	kept	_____	think	thought	thought	_____
know	knew	known	_____	understand	understood	understood	_____
leave	left	left	_____	wear	wore	worn	_____
let	let	let	_____	write	wrote	written	_____

### Exercise B

Do Exercise 22 on the cassette.

# E Tapescript 1

## Exercise 1 Adjectives: comparison

### Look at Worksheet 2.

*Listen to this example.*

Who is fatter – Mr Adams or Mr Church?  
Mr Adams is fatter than Mr Church.

*Now you answer. First, listen to the example again and answer.*

Who is fatter – Mr Adams or Mr Church?  
Mr Adams is fatter than Mr Church.

- 1 Who is thinner – Miss Brookes or Ms Dangerfield?  
Miss Brookes is thinner than Ms Dangerfield.
- 2 Who is happier – Mr Church or Mr Adams?  
Mr Church is happier than Mr Adams.
- 3 Who is sadder – Ms Dangerfield or Miss Brookes?  
Ms Dangerfield is sadder than Miss Brookes.
- 4 Who is richer – Mr Church or Mr Adams?  
Mr Church is richer than Mr Adams.
- 5 Who is poorer – Ms Dangerfield or Miss Brookes?  
Ms Dangerfield is poorer than Miss Brookes.
- 6 Who is more intelligent – Mr Adams or Miss Brookes?  
Mr Adams is more intelligent than Miss Brookes.
- 7 Who is stronger – Mr Church or Ms Dangerfield?  
Mr Church is stronger than Ms Dangerfield.

## **E** **Tapescript 2**

### Exercise 2 Adjectives: possessive

#### **Look at Worksheet 3.**

*First, listen to the dialogue from the worksheet.*

Diane: Who is the man in the centre?  
Mary: It's my husband, David.  
Diane: Is Joan your sister?  
Mary: No – she's my mother!  
Diane: And is Anne your daughter?  
Mary: No, she's my niece.  
Diane: Is Peter her brother?  
Mary: No, he's her cousin.  
Diane: And who's Joe?  
Mary: He's her brother.  
Diane: Is Louise Fred's sister?  
Mary: No, she's his wife.  
Diane: So, is Louise your sister?  
Mary: Yes, she is.  
Diane: And Peter is your son?  
Mary: Yes, he is.  
Diane: So that means David is Peter and Sue's uncle?  
Mary: No! He's my husband – their father.  
Diane: And this person, Arthur, is your and Louise's brother?  
Mary: No! He's our father!  
Diane: Your mother looks very young – you have a very nice family.  
Mary: Thank you.

*Now listen carefully to these examples.*

Diane: Who does this book belong to?  
Mary: Me.  
Diane: Oh, so it's your book.  
Diane: Who do these shoes belong to?  
Mary: You.  
Diane: Oh, so they're my shoes.

*Now you answer.*

Diane: 1. Who does this book belong to?  
Mary: Me.  
Diane: Oh, so it's your book.  
Diane: 2. Who do these shoes belong to?  
Mary: You.  
Diane: Oh, so they're my shoes.  
Diane: 3. Who does this knife belong to?  
Mary: David.  
Diane: Oh, so it's his knife.  
Diane: 4. Who do these gloves belong to?  
Mary: Louise.  
Diane: Oh, so they're her gloves.  
Diane: 5. Who does this car belong to?  
Mary: Louise and Fred.  
Diane: Oh, so it's their car.  
Diane: 6. Who do these coats belong to?  
Mary: You and me.  
Diane: Oh, so they're our coats.

# E **Tapescript 3**

## Exercise 3 Adjectives: superlative

### Look at Worksheet 4.

*Listen to this example.*

A: Which is the highest mountain in the world – Mount Everest?

B: Yes, Mount Everest is definitely the highest mountain in the world.

*Now you give the answers.*

- 1 Which is the longest river in Europe – the Danube?  
Yes, the Danube is definitely the longest river in Europe.
- 2 Which is the biggest animal in Africa – the elephant?  
Yes, the elephant is definitely the biggest animal in Africa.
- 3 Which is the busiest airport in England – Heathrow?  
Yes, Heathrow is definitely the busiest airport in England.
- 4 Which is the most expensive metal in the world – platinum?  
Yes, platinum is definitely the most expensive metal in the world.
- 5 Which is the fastest passenger plane in the world – Concorde?  
Yes, Concorde is definitely the fastest passenger plane in the world.

# **E** *Tapescript 4*

## Exercise 4 Adverbs: formation

### Look at Worksheet 6.

*Listen to this example.*

A: Isn't Susan a careful driver!

B: Yes, she always drives carefully.

*Now you respond in the same way.*

- 1 Isn't John a quick runner!  
Yes, he always runs quickly.
- 2 Isn't Mohammed a brave fighter!  
Yes, he always fights bravely.
- 3 Isn't Geoffrey a bad writer!  
Yes, he always writes badly.
- 4 Isn't Maria a beautiful singer!  
Yes, she always sings beautifully.
- 5 Isn't Sheila a strong swimmer!  
Yes, she always swims strongly.
- 6 Isn't Andy a noisy eater!  
Yes, he always eats noisily.
- 7 Isn't Ilanova a graceful dancer!  
Yes, she always dances gracefully.
- 8 Isn't Anne a dangerous driver!  
Yes, she always drives dangerously.
- 9 Isn't Joe a careless painter!  
Yes, he always paints carelessly.
- 10 Isn't the bird a loud singer!  
Yes, it always sings loudly.

## **E** *Tapescript 5*

### Exercise 5 Nouns: countable/uncountable

#### **Look at Worksheet 12.**

*Jim is going shopping. Mary wants him to buy some things for her.*

Mary: Let's see – I need some milk – Two pints.

Jim: Two pints of milk. Anything else?

Mary: Yes. I need some biscuits.

Jim: OK. Some milk and some biscuits. Anything else?

Mary: Oh yes. I need a cabbage.

Jim: OK. Some milk, some biscuits and a cabbage. Anything else?

*Now you take the part of Jim.*

Mary: Let's see – I need some milk – Two pints.

Jim: Two pints of milk. Anything else?

Mary: Yes. I need some biscuits.

Jim: OK. Some milk and some biscuits. Anything else?

Mary: Oh yes. I need a cabbage.

Jim: OK. Some milk, some biscuits and a cabbage. Anything else?

Mary: Oh yes. I need some cheese.

Jim: OK. Some milk, some biscuits, a cabbage and some cheese. Anything else?

Mary: Oh yes – I need a chicken.

Jim: OK. Some milk, some biscuits, a cabbage, some cheese and a chicken. Anything else?

Mary: Oh yes – I need some wine.

Jim: OK. Some milk, some biscuits, a cabbage, some cheese, a chicken and some wine. Anything else?

Mary: Oh yes, a newspaper.

Jim: OK. Some milk, some biscuits, a cabbage, some cheese, a chicken, some wine and a newspaper. Anything else?

Mary: No, thank you, dear. That's all.



# E **Tapescript 6**

## Exercise 6 Prepositions: direction

### Look at Worksheet 13.

*Jim knows that Pierre is very strong and fit. He wants to know what he does to get fit.*

Jim: What does Pierre do every morning?

John: At 6.30 he goes to the start line.

Jim: And what does he do next?

John: He runs along a track towards a river.

*Now you answer the questions.*

Jim: What does Pierre do every morning?

John: At 6.30 he goes to the start line.

Jim: And what does he do next?

John: He runs along a track towards a river.

Jim: And then what does he do?

John: He climbs up a tree.

Jim: And after that?

John: He goes across the river on a rope bridge.

Jim: And what does he do next?

John: He climbs over a wall and into a tunnel.

Jim: And then?

John: He goes through the tunnel.

Jim: And what does he do when he comes out of it?

John: He crawls under barbed wire.

Jim: And what does he do after that?

John: He runs down a hill and jumps onto a platform.

Jim: And then?

John: He jumps off the platform into the water.

Jim: And after that?

John: He runs through the water and back to the start line.

Jim: He must be crazy!!

# E Tapescript 7

## Exercise 7 Prepositions: time

### Look at Worksheet 16.

*Listen to this dialogue.*

A: It's seven o'clock. Do you go to work about now?

B: No, I never go to work at seven o'clock.

A: It's Sunday. Don't you play golf today?

B: No, I never play golf on Sunday.

*Now you answer.*

- 1 It's seven o'clock. Do you go to work about now?  
No, I never go to work at seven o'clock.
- 2 It's Sunday. Don't you play golf today?  
No, I never play golf on Sunday.
- 3 It's one o'clock. Don't you have lunch about now?  
No, I never have lunch at one o'clock.
- 4 It's winter. Don't you wear a hat?  
No, I never wear a hat in winter.
- 5 It's Christmas. Don't you normally go to Spain?  
No, I never go to Spain at Christmas.
- 6 It's Thursday. Don't you usually go home early?  
No, I never go home early on Thursday.
- 7 It's the fourth of July. Don't you normally have a party today?  
No, I never have a party on the fourth of July.
- 8 It's nearly half past eight. Don't you go to the pub about now?  
No, I never go to the pub at half past eight.
- 9 It's Saturday evening. Don't you generally go out?  
No, I never go out on Saturday evening.
- 10 It's a quarter past five. Don't you usually leave the office about now?  
No, I never leave the office at quarter past five.

# E **Tapescript 8**

## Exercise 8 Pronouns: compound

### Look at Worksheet 17.

*Mary has just arrived back from her holiday. John has been looking after her flat for her. Listen.*

Mary: Did anybody phone while I was away?

John: No, nobody phoned.

Mary: Did anything exciting happen while I was away?

John: No, nothing exciting happened.

*Now you take the part of John.*

Mary: Did anybody phone while I was away?

John: No, nobody phoned.

Mary: Did anything exciting happen while I was away?

John: No, nothing exciting happened.

Mary: Did anybody leave any messages?

John: No, nobody left any messages.

Mary: Did anything arrive for me?

John: No, nothing arrived for you.

Mary: Did anybody ask about me?

John: No, nobody asked about you.

Mary: Did anybody say anything about me?

John: No, nobody said anything about you.

Mary: Did anything go wrong?

John: No, nothing went wrong.

Mary: Well, I wish something had happened!

# E **Tapescript 9**

## Exercise 9 Pronouns: possessive

### Look at Worksheet 19.

*Mr Brown has a bad memory. He's at the airport with his family trying to sort out all the suitcases. Listen.*

Mr Brown: Let's sort out these suitcases. I can't remember whose is whose. What colour did you have, John?

John: Blue.

Mr Brown: Oh yes, so this is yours.

John: And Mary had a green one.

Mr Brown: Oh yes, so this is hers.

*Now you answer for Mr Brown.*

Mr Brown: Let's sort out these suitcases. I can't remember whose is whose. What colour did you have, John?

John: Blue.

Mr Brown: Oh yes, so this is yours.

John: And Mary had a green one.

Mr Brown: Oh yes, so this is hers.

John: And the children had a black one.

Mr Brown: Oh yes, so this is theirs.

John: And Mum had a light blue one.

Mr Brown: Oh yes, so this is hers.

John: And Uncle Charles had a dark brown one.

Mr Brown: Oh yes, so this is his.

John: And you had a light brown one.

Mr Brown: Oh yes, so this is mine.

John: And we also brought an extra striped one.

Mr Brown: Oh yes, so this is ours. Now, where is the taxi?

# E Tapescript 10

## Exercise 10 Pronouns: reflexive

### Look at Worksheet 20.

*John is always trying to help everybody. But his father doesn't want him to. Listen to the dialogue.*

John: Shall I help you wash the car, Dad?

Dad: No, thanks, son. I can do it myself.

John: Well, shall I give Mum a hand with the dinner?

Dad: No, thanks, son. She can do it herself.

*Now you are John's Dad.*

John: Shall I help you wash the car, Dad?

Dad: No, thanks, son. I can do it myself.

John: Well, shall I give Mum a hand with the dinner?

Dad: No, thanks, son. She can do it herself.

John: Well, shall I help the girls do their homework?

Dad: No, thanks, son. They can do it themselves.

John: Well, shall I help Grandad lay the table?

Dad: No, thanks, son. He can do it himself.

John: Well, shall I help the dog find its bone?

Dad: No, thanks, son. It can do it itself.

John: Well, shall I help Mum tidy the room?

Dad: No, thanks, son. She can do it herself.

John: Well, can I give you a hand with the painting?

Dad: No, thanks, son. I can do it myself.

John: Well, can you help me clean my room?

Dad: No, thanks, son. You can do it yourself!

# E Tapescript 11

## Exercise 11 Quantifiers: a little/a few

### Look at Worksheet 21.

*Jane and Mary are students. They don't have much money, but Jane likes shopping. She wants to buy food, but Mary thinks they have enough. Listen.*

Jane: Shall I get some more biscuits?

Mary: No, we've still got a few. We can get some more next week.

Jane: How about some more butter?

Mary: No, we've still got a little. We can get some more next week.

*Now you answer for Mary.*

Jane: Shall I get some more biscuits?

Mary: No, we've still got a few. We can get some more next week.

Jane: How about some more butter?

Mary: No, we've still got a little. We can get some more next week.

Jane: Well, shall I buy some bananas?

Mary: No, we've still got a few. We can buy some more next week.

Jane: OK. So I'll get some more cheese.

Mary: No, we've still got a little. We can get some more next week.

Jane: All right. So shall I get some more milk?

Mary: No, we've still got a little. We can get some more next week.

Jane: If you say so. But how about some more eggs?

Mary: No, we've still got a few. We can get some more next week.

Jane: OK. What if I get some more potatoes?

Mary: No, we've still got a few left. We can get some more next week.

Jane: So what if I go to the bank and get some more money?

Mary: No, we've still got a little left. We can get some more next week.

Jane: OK. So let's just stay at home and watch the TV!!

# E **Tapescript 12**

## Exercise 12 Quantifiers: a lot of/much/many

### **Look at Worksheet 23.**

*Jane is talking about her boyfriends with Mary.*

Jane: I like John. He's got a lot of cars.

Mary: Yes, but he hasn't got much patience.

*Now you take the part of Mary.*

Jane: I like John. He's got a lot of cars.

Mary: Yes, but he hasn't got much patience.

Jane: I like David. He's got a lot of money.

Mary: Yes, but he hasn't got many friends.

Jane: I like Michael. He's got a lot of charm.

Mary: Yes, but he hasn't got much money.

Jane: I like Arthur. He's a lot of fun.

Mary: Yes, but he hasn't got much sense of fashion.

Jane: I like Bill. He's a lot of fun.

Mary: Yes, but he hasn't got many clothes.

Jane: I like Syd. He's got a lot of style.

Mary: Yes, but he hasn't got much humour.

Jane: I like Fred. He's got a lot of luck.

Mary: Yes, but he hasn't got much style.

Jane: Oh, you're impossible, Mary. You don't like any of my friends!

# E Tapescript 13

## Exercise 13 Questions: indirect

### Look at Worksheet 27.

*Maria is in London for the first time. She needs a lot of information, so she asks a police officer. Listen.*

Maria: I wonder what time it is. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me what time it is?  
Police officer: Certainly. It's two o'clock.

*Now you take over the part of Maria.*

- 1 Maria: I wonder what time it is. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me what time it is?  
Police officer: Certainly. It's two o'clock.  
Maria: Thank you.
- 2 Maria: I wonder where the post office is. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me where the post office is?  
Police officer: Certainly. It's just round the corner on the left.  
Maria: Thank you.
- 3 Maria: I wonder if the pubs are open. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me if the pubs are open?  
Police officer: Certainly. They are open until 3 o'clock.  
Maria: Thank you.
- 4 Maria: I wonder if there's a toilet near here. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me if there is a toilet near here?  
Police officer: Certainly. There's one just over there.  
Maria: Thank you.
- 5 Maria: I wonder how far the station is. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me how far the station is?  
Police officer: Certainly. It's about half a mile from here.  
Maria: Thank you.
- 6 Maria: I wonder when the bank opens. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me when the bank opens?  
Police officer: Certainly. At half past nine.  
Maria: Thank you.
- 7 Maria: I wonder if I can cross the road here. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me if I can cross the road here?  
Police officer: Certainly. But wait until the lights change.  
Maria: Thank you.
- 8 Maria: I wonder when the shops close. I'll ask that police officer. Excuse me . . .  
Police officer: Yes?  
Maria: Could you tell me when the shops close?  
Police officer: Certainly. Most of them close at six.  
Maria: Thank you.



# E Tapescript 14

## Exercise 14 Responses: so do I, neither do I

### Look at Worksheet 33.

*Manuel and Giovanni are two students who seem to be like each other. Listen.*

Manuel: I can't swim.  
Giovanni: Neither can I.  
Manuel: I have two cars.  
Giovanni: So have I.

*Now you take the part of Giovanni.*

Manuel: I can't swim.  
Giovanni: Neither can I.  
Manuel: I have two cars.  
Giovanni: So have I.  
Manuel: My father has a big company.  
Giovanni: So has mine.  
Manuel: I have two sisters.  
Giovanni: So have I.  
Manuel: I'll be here until Christmas.  
Giovanni: So will I.  
Manuel: I don't like English food.  
Giovanni: Neither do I.  
Manuel: My host family is very friendly.  
Giovanni: So is mine.  
Manuel: I've done all my homework.  
Giovanni: So have I.  
Manuel: I went to the disco last night.  
Giovanni: So did I.  
Manuel: My teacher doesn't eat meat.  
Giovanni: Neither does mine.

# E **Tapescript 15**

## Exercise 15 Verbs: future with 'going to'

### Look at Worksheet 36.

*It's Friday afternoon. Mary and David are discussing what is going to happen this evening. Listen.*

Mary: She always reads a book on Friday evenings.

David: So that means she's going to read a book this evening.

Mary: He never plays the drums on Friday evenings.

David: So that means he's not going to play the drums this evening.

*Now you take David's part.*

Mary: She always reads a book on Friday evenings.

David: So that means she's going to read a book this evening.

Mary: He never plays the drums on Friday evenings.

David: So that means he's not going to play the drums this evening.

Mary: They always watch TV on Friday evenings.

David: So that means they're going to watch TV this evening.

Mary: I never do my homework on Friday evenings.

David: So that means you're not going to do your homework this evening.

Mary: It always rains on Friday evenings.

David: So that means it's going to rain this evening.

## **E** *Tapescript 16*

### Exercise 16 Verbs: Modal auxiliaries with 'have to'/'have got to'

#### **Look at Worksheet 46.**

*Sally is a teacher and John is a shop assistant. They are being interviewed about what is necessary for their jobs. Listen.*

Interviewer: What about university, Sally?

Sally: Yes, I've got to go to university.

Interviewer: And you, John?

John: No, I don't have to.

*Now you answer the interviewer.*

Interviewer: What about university, Sally?

Sally: Yes, I've got to go to university.

Interviewer: And you, John?

John: No, I don't have to.

Interviewer: And what about working on Saturdays, Sally?

Sally: No, I don't have to work on Saturdays.

Interviewer: And you, John?

John: Yes, I've got to.

Interviewer: And what about marking homework?

Sally: Yes, I've got to mark homework.

Interviewer: And you, John?

John: No, I don't have to.

Interviewer: And what about writing reports, Sally?

Sally: Yes, I've got to write reports.

Interviewer: And you, John?

John: No, I don't have to.

Interviewer: And what about serving customers, Sally?

Sally: No, I don't have to serve customers.

Interviewer: And you, John?

John: Yes, I've got to.

Interviewer: And what about taking money, Sally?

Sally: No, I don't have to take money.

Interviewer: And you, John?

John: Yes, I've got to.

# E **Tapescript 17**

## Exercise 17 Verbs: passive, past simple

### Look at Worksheet 50.

*Agree with the speaker, but change the sentence. Listen to this example.*

A: Bombs killed many people during the war.

B: Many people were killed during the war.

*Now you respond.*

A: Bombs killed many people during the war.

B: Many people were killed during the war.

A: Someone made this car in Japan.

B: This car was made in Japan.

A: The gardener didn't cut the grass this morning.

B: The grass wasn't cut this morning.

A: The teacher didn't correct the exam papers last night.

B: The exam papers weren't corrected last night.

A: Did someone invite the Queen to the wedding?

B: Was the Queen invited to the wedding?

# E Tapescript 18

## Exercise 18 Verbs: past habitual

### Look at Worksheet 53.

*David and Mike have just met in a pub. Listen.*

David: I live in a small flat.

Mike: Really? I used to live in a small flat, but not now.

David: I work in an office.

Mike: Really? I used to work in an office, but not now.

*Now you take the part of Mike.*

David: I live in a small flat.

Mike: Really? I used to live in a small flat, but not now.

David: I work in an office.

Mike: Really? I used to work in an office, but not now.

David: I play football every Saturday.

Mike: Really? I used to play football, but not now.

David: I have a lot of friends.

Mike: Really? I used to have a lot of friends, but not now.

David: I drink beer.

Mike: Really? I used to drink beer, but not now.

David: I wear jeans.

Mike: Really? I used to wear jeans, but not now.

David: I read the Sun newspaper.

Mike: Really? I used to read the Sun newspaper, but not now.

David: I enjoy life.

Mike: Really? I used to enjoy life, but not now.

# E Tapescript 19

## Exercise 19 Verbs: past simple with regular verbs

### Look at Worksheet 55.

*The Smith family do the same things every day. What did they do yesterday? Listen.*

A: What did the children do at 8.15?

B: They washed their hands and faces.

*Now you answer.*

A: What did the children do at 8.15?

B: They washed their hands and faces.

A: What did Mr Smith do at 9 o'clock?

B: He arrived at the office.

A: What did the children do at 10 o'clock?

B: They played with their friends.

A: What did Mr Smith do at 12.30?

B: He walked to the pub for lunch.

A: What did the children do at 3.30?

B: They finished school.

A: What did Mr Smith do at 7 o'clock?

B: He cleaned the car.

A: What did the children do at 8.30?

B: They cleaned their teeth.

A: And what did Mr Smith do at 10 o'clock?

B: He talked to his wife.

# E **Tapescript 20**

## Exercise 20 Verbs: present perfect continuous

### Look at Worksheet 61.

*The Smith family are very tired. They have been working all day. Listen.*

- A: Why is Mr Smith tired?  
B: He's been driving all day.

*Now you answer the questions.*

- A: Why is Mr Smith tired?  
B: He's been driving all day.  
A: Why is Mrs Smith so tired?  
B: She's been gardening all day.  
A: Why are the children so tired?  
B: They've been playing football all day.  
A: Why is the dog so tired?  
B: It's been chasing the cat all day.  
A: Why are Grandma and Grandpa so tired?  
B: They've been walking in the park all day.

# E **Tapescript 21**

## Exercise 21 Reported speech

### Look at Worksheet 66.

*Maria was speaking on the phone to José What did they say? Listen.*

Maria: I'm having a party this evening, José.

Presenter: What did she tell him?

A: She told him that she was having a party.

*Now you answer.*

Maria: I'm having a party this evening, José.

Presenter: What did she tell him?

A: She told him that she was having a party.

José: Where are you having it?

Presenter: What did he ask her?

A: He asked her where she was having it.

Maria: It's at the Youth Club.

Presenter: What did she reply?

A: She replied that it was at the Youth Club.

Maria: Can you come?

Presenter: What did she ask him?

A: She asked him if he could come.

José: Yes, I can, but I don't know where it is.

Presenter: What did he say?

A: He said that he could, but he didn't know where it was.

Maria: It's next to the Catholic Church.

Presenter: What did she explain?

A: She explained that it was next to the Catholic Church.

Maria: It will start at 9 o'clock.

Presenter: What did she tell him?

A: She told him that it would start at 9 o'clock.

José: I have a piano lesson until 9.30, but I'll come later.

Presenter: What did he say?

A: He said he had a piano lesson until 9.30, but he would come later.



# E Tapescript 22

## Exercise 22 Irregular verb table

### Look at Worksheet 68.

*This exercise is to help you to pronounce the parts of the irregular verbs. Repeat the parts after the speaker.*

be	was	been	begin	began	begun	bite	bit	bitten
break	broke	broken	bring	brought	brought	buy	bought	brought
catch	caught	caught	choose	chose	chosen	come	came	come
cost	cost	cost	drink	drank	drunk	drive	drove	driven
eat	ate	eaten	fall	fell	fallen	feel	felt	felt
find	found	found	fly	flew	flown	forget	forgot	forgotten
get	got	got	give	gave	given	go	went	gone
grow	grew	grown	have	had	had	hear	heard	heard
hold	held	held	keep	kept	kept	know	knew	known
leave	left	left	let	let	let	lose	lost	lost
make	made	made	mean	meant	meant	meet	met	met
pay	paid	paid	put	put	put	read	read	read
ride	rode	ridden	run	ran	run	say	said	said
see	saw	seen	sell	sold	sold	send	sent	sent
show	showed	shown	shoot	shot	shot	shut	shut	shut
sing	sang	sung	sit	sat	sat	speak	spoke	spoken
spend	spent	spent	stand	stood	stood	swim	swam	swum
take	took	taken	teach	taught	taught	tell	told	told
think	thought	thought	understand	understood	understood	wear	wore	worn
write	wrote	written						

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