

OUTCOMES

GRAMMAR WORKSHEETS

ELEMENTARY



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1

PEOPLE AND PLACES

BE

Positive	Negative
<i>I'm (am) a teacher.</i>	<i>I'm not (am not) a teacher.</i>
<i>He / She / It's (is) from the UK.</i>	<i>He / She / It isn't (is not) from the UK.</i>
<i>You / We / They're (are) from Spain.</i>	<i>You / We / They aren't (are not) from Spain.</i>

We usually use contractions (short forms) in statements, for example, *I'm* (= *I am*). There are two negative contractions for *is not* and *are not*.

They aren't students. = *They're not students.*

He isn't Spanish. = *He's not Spanish.*

Question	Short answers
<i>Am I a teacher?</i>	<i>Yes, I am. No, I'm not.</i>
<i>Is he / she / it from the UK?</i>	<i>Yes, he / she / it is. No, he / she / it isn't.</i>
<i>Are you / we / they in Bristol?</i>	<i>Yes, you / we / they are. No, you / we / they aren't.</i>

Write positive (✓) and negative (✗) sentences and questions (?) with *be*. Use contractions where you can.

➡ she / a teacher (✗)

She isn't a teacher.

1 he / late (?)

2 Oxford / a big city (✗)

3 I / cold (✓)

4 how old / you (?)

5 your name / Maria (?)

6 they / from Spain (✗)

7 we / from Brazil (✓)

8 she / a teacher (✗)

PRESENT SIMPLE

We use the present simple to talk about routines (things we do every day, things that happen every day) and situations (things that are true now).

Positive	Negative
<i>I walk to school.</i>	<i>I don't walk to school.</i>
<i>You live in the city.</i>	<i>You don't live in the city.</i>
<i>He / She / It likes tea.</i>	<i>He / She / It doesn't like tea.</i>
<i>We play football.</i>	<i>We don't play football.</i>
<i>They have a dog.</i>	<i>They don't have a dog.</i>

Question	Short answers
<i>Do I walk to school?</i>	<i>Yes, I do. No, I don't.</i>
<i>Do you live in the city?</i>	<i>Yes, you do. No, you don't.</i>
<i>Does he / she / it like tea?</i>	<i>Yes, he / she / it does. No, he / she / it doesn't.</i>
<i>Do we play football?</i>	<i>Yes, we do. No, we don't.</i>
<i>Do they have a dog?</i>	<i>Yes, they do. No, they don't.</i>

For most verbs, we add -s for the third person (*he / she / it*) form.

play – plays work – works like – likes

We change the spelling of some verbs.

With verbs ending in a consonant + -y, we change -y to -ies.

study – studies try – tries

With verbs ending with -ch, -sh, -s, -ss and -x, we add -es.

watch – watches finish – finishes

Some verbs are irregular after *he / she / it*.

have – has do – does go – goes

Complete the present simple sentences and questions. Choose the correct verb in brackets.

➡ They drink coffee. (drink / eat)

➡ We eat fruit. (drink / eat)

1 I _____ in Seville. (like / live)

2 _____ you _____ the city? (like / live)

3 He _____ three sisters. (have / know)

4 _____ he _____ English? (work / teach)

5 How _____ Lara _____ to work? (take / travel)

6 She _____ the bus. (take / travel)

7 _____ you _____ Arun? (have / know)

8 Alex _____ as a teacher in a school. (work / teach)

THERE IS / THERE ARE

	With singular nouns	With plural nouns
Positive	<i>There's an airport.</i>	<i>There are some shops.</i>
Negative	<i>There isn't a church.</i>	<i>There aren't any cafés.</i>
Question	<i>Is there a museum?</i>	<i>Are there any cinemas?</i>
Short answers	Yes, <i>there is</i> . No, <i>there isn't</i> .	Yes, <i>there are</i> . No, <i>there aren't</i> .

Complete the sentences with the correct form of *there is / there are*.

➔ Is there a museum near here?

- _____ a mosque in our town. We go to the mosque in the city.
- _____ any shops near our house. We drive to the supermarket.
- _____ some interesting places in the old city.
- _____ any cinemas near your house?
- _____ a great restaurant near here. But it's expensive!
- _____ a university in your town?
- _____ a lot of shops in the city centre.
- _____ any cafés near the beach?

2

FREE TIME

VERB PATTERNS

We sometimes use a second verb after a main verb. The second verb can be in the *-ing* form or the infinitive with *to*.

Some verbs that are often followed by the *-ing* form are: (not) *like*, *love*, *enjoy* and *hate*.

He **likes playing** football.

I **love dancing**.

She **hates cooking**.

With most verbs, we add *-ing* to the main verb.

play – **playing** *read* – **reading**

But with some verbs, we change the spelling:

With verbs ending in a consonant + *e*, we take off the *e* and add *-ing*.

dance – **dancing** *make* – **making**

With verbs ending in a vowel + a consonant, we double the consonant and add *-ing*.

swim – **swimming** *run* – **running**

Some verbs that are often followed by the infinitive with *to* are: (not) *need*, *want* and *try*.

I **don't want to live** in a city.

I **need to study**.

They **want to play** tennis.

Complete the sentences with the correct form of the verb in brackets.

➡ They love **running** (run) in the park.

- 1 Do you like _____ (watch) horror movies?
- 2 I need _____ (go) to the dentist.
- 3 Amy really enjoys _____ (cook).
- 4 We hate _____ (drive). We always take the bus.
- 5 My parents need _____ (work) long hours. They have their own business.
- 6 My brother works in this office. Do you want _____ (meet) him?
- 7 They don't like _____ (dance).
- 8 I try _____ (do) my homework before dinner.

ADVERBS OF FREQUENCY

We use adverbs of frequency to say how frequently we do things.



We put adverbs of frequency after the verb *be*.

*I'm **usually** tired on Friday.*

*He isn't **often** late for class.*

We put adverbs of frequency before other verbs.

*We **sometimes** play tennis at the weekend.*

*They don't **often** go swimming.*

Rewrite the sentences. Add the adverb of frequency in brackets.

➔ They cook dinner for friends. (occasionally)

➔ They occasionally cook dinner for friends.

1 I go to the cinema at the weekend. (sometimes)

2 My sister stays at home on Saturday night. (never)

3 We're tired after playing football. (often)

4 You go running on Mondays. (always)

5 Ben listens to music when he goes to bed. (often)

6 I'm hungry at breakfast time. (never)

7 We see our grandparents. (hardly ever)

8 What do you do on Sundays? (usually)

COUNTABLE AND UNCOUNTABLE NOUNS

Some nouns are countable. We can use numbers with them and they can be plural, for example, *a / one car, four cars*.

We use *a / an* before singular, countable nouns.

*I want **an** apple, please.*

Other nouns are uncountable. We can't use numbers with them and we don't use them in the plural form, for example, *bread* and *rice*.

We use *some* and *any* with plural, countable nouns and uncountable nouns. We use *any* with negative sentences.

*We have **some** eggs.*

*There's **some** butter in the fridge.*

*Are there **any** onions?*

*Do you have **some** milk?*

*We don't have **any** tomatoes.*

*There isn't **any** cheese in the fridge.*

When we offer something or ask for something, we use *some*.

*Do you want **some** milk?*

*Can I have **some** sugar?*

Sometimes we use *some* and *any* without a noun, to avoid repetition.

A: *Do you have **any** oranges?*

B: *Yes, there are **some** in the bowl.*

A: *Can I have a biscuit?*

B: *No, sorry, we don't have **any**.*

A lot of, much and *many* are quantifiers. We use them to say how much of something there is or how many there are.

We use *a lot of* or *lots of* in positive sentences with plural, countable nouns and uncountable nouns.

*He grows **a lot of** vegetables in his garden. (a lot of + plural, countable noun)*

*I drink **lots of** water. (a lot of + uncountable noun)*

We use *much* and *many* in negative sentences and questions. We use *much* with uncountable nouns and *many* with plural, countable nouns.

*There isn't **much** rice in the cupboard.*

*Have we got **much** bread?*

*There aren't **many** shops in this town.*

*Are there **many** tourists here in summer?*

We can also use *a lot of* or *lots of* in negative sentences and questions.

*There isn't **a lot of** cheese.*

*Are there **a lot of** people in town today?*

Match the sentence halves.

➔ Do you have any _____ brothers and sisters?

- | | |
|--------------------|--------------------------|
| 1 I don't need a | a tea? |
| 2 There aren't any | b traffic on the roads. |
| 3 There isn't much | c dictionary. It's easy. |
| 4 Do you want some | d lot of people. |
| 5 Do you have a | e pencils. |
| 6 There are a | f pen? |
| 7 There aren't | g any homework to do. |
| 8 I don't have | h many shops in town. |

3

HOME

PREPOSITIONS OF PLACE

We use prepositions of place to say where something or someone is (the position of something or someone). Sometimes the preposition is a phrase, for example, *in front of* and *next to*.

*In this photo, we're **in** a café. Annie is **next to** Bella – they're always together. Clara is **behind** Annie – you can't see her very well. She is **between** David and Ethan. Flora is **in front of** Bella. She has a funny hat **on** her head. You can't see me because I'm **opposite** everyone, taking the photo.*

Choose the correct option.

➡ There are ten books **(in)** / *between* this box, so it's very heavy!

- 1 The bank is *next* / *opposite* to the theatre.
- 2 The bookshop is *between* / *on* George Street.
- 3 The post office is at the end of this road, *in front* / *behind* of the hotel.
- 4 We live *next* / *opposite* a really good clothes shop.
- 5 The art gallery is *in front* / *behind* the station.
- 6 Our school is *between* / *on* a hotel and a department store.
- 7 There's a bus stop *in front of* / *next* the cinema.
- 8 There's a nice café *in* / *on* the corner of this road.

PRONOUNS, POSSESSIVE ADJECTIVES AND 'S

Subject	Object	Possessive adjective	Possessive pronoun
<i>I</i>	<i>me</i>	<i>my (car)</i>	<i>mine</i>
<i>you</i>	<i>you</i>	<i>your (car)</i>	<i>yours</i>
<i>he</i>	<i>him</i>	<i>his (car)</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>her (car)</i>	<i>hers</i>
<i>it</i>	<i>it</i>	<i>its (car)</i>	–
<i>we</i>	<i>us</i>	<i>our (car)</i>	<i>ours</i>
<i>they</i>	<i>them</i>	<i>their (car)</i>	<i>theirs</i>

We use possessive adjectives to talk about people in our family and possessions (things that belong to us). We don't put *the* or *a / an* before possessive adjectives.

*Anita is **my** sister.*

***Your** house is big.*

Possessive 's

We use an apostrophe + s ('s) after a noun to show possession.

The teacher's car is new.

Mark's brother is a doctor.

After a plural noun that ends in *s*, we use an apostrophe only.
My grandparents' house is in the city centre.

When there are two nouns, we add *'s* to the second noun.
Peter and Magda's garden is beautiful.

Complete the text with the words from the box.

her	+	my	ours	she	their	their	them	us
-----	---	----	------	-----	-------	-------	------	----

➔ I'm Daniel, and _____ / _____ live and work in Switzerland.

¹ _____ parents have a hotel in a small town in the mountains. ² _____ hotel is very busy, so they work hard every day. I work with ³ _____ in the hotel and I live there too. Sara, my sister, doesn't live with ⁴ _____ – she shares a flat with some friends in the city. ⁵ _____ flat is really nice. Sara works in a bank. ⁶ _____ thinks her job is really hard, but I think ⁷ _____ job is easier than ⁸ _____!

CAN / CAN'T

We use *can* (or *can't*) to talk about ability and things that are possible (or impossible). The form is the same for all persons. We use the infinitive (without *to*) after *can* / *can't*.

I / You / He / She / It / We / They can walk, run and jump. ✓

I / You / He / She / It / We / They can't fly! ✗

We also use *can* in a question to ask someone to do something or to ask for permission.

Can you move your bag, please?

Can I sit here?

Write a sentence with *can't* and a question with *can*.

➔ sing (Ask someone to teach you.)

➔ I can't sing. Can you teach me?

1 speak English (Ask someone to help you.)

2 hear the TV (Ask someone to turn it up.)

3 walk (Ask someone to drive you to the hospital.)

4 find your keys (Ask someone to look in the kitchen.)

5 read the instructions (Ask someone to get your glasses.)

6 go to the theatre (Ask someone to sell your ticket.)

7 see the board (Ask someone to move.)

8 open the door (Ask someone to give you the keys.)

4

HOLIDAYS

PAST SIMPLE

We use the past simple to talk about past actions and events, often with time phrases like *yesterday*, *last month* and *a year ago*.

The past simple form of *be* is *was* and *were*.

*I / He / She / It **was** sad yesterday.*

*You / We / They **were** sad yesterday.*

We form the past simple of regular verbs by adding *-ed* to the infinitive, or *-d* when the infinitive ends in *-e*. The form stays the same for all persons.

*I / You / He / She / It / We / They **stayed** at home last night.*

*I / You / He / She / It / We / They **lived** in the city five years ago.*

With some verbs, we change the spelling. With verbs ending in consonant + *-y*, we change *-y* to *-ied*.

*try – **tried***

With verbs ending in vowel + consonant, we double the consonant and add *-ed*.

*travel – **travelled** stop – **stopped***

We never double the consonants *w*, *x* or *y*.

*show – **showed** play – **played***

The past simple form of irregular verbs is different, for example, *come* and *make*. The form stays the same for all persons.

*I / You / He / She / It / We / They **came** home after the weekend.*

*I / You / He / She / It / We / They **made** a funny noise.*

Complete the text with the words from the box. Use the past simple positive.

be	come	cook	go	have	stay	want	watch
----	------	------	----	-----------------	------	------	-------

➡ We had a great week in Menorca with our best friends, Tom and Maya.

It ¹_____ really warm, so we ²_____ to the beach most days. In the evenings, we ³_____ in our flat, ⁴_____ some delicious food and then ⁵_____ films.

What a perfect holiday – we ⁶_____ to stay another week! We ⁷_____ home yesterday, and it ⁸_____ cold and raining.

PAST SIMPLE NEGATIVES

The negative of *be* is formed with *not* and is usually contracted.

*I / He / She / It **wasn't** sad yesterday.*

*You / We / They **weren't** sad yesterday.*

The negative of regular and irregular verbs is formed with the auxiliary verb *didn't* (*did not*) and the infinitive (without *to*) of the main verb.

*I / You / He / She / It / We / They **didn't go** out last night.*

*I / You / He / She / It / We / They **didn't come** home after the game.*

Complete the sentences with *wasn't*, *weren't* or *didn't*.

➔ I didn't enjoy my holiday last year.

- 1 There _____ much to do in the evenings.
- 2 The weather was good – it _____ rain all week.
- 3 The food in the restaurants _____ very good.
- 4 There _____ many interesting places to visit.
- 5 The buses _____ very regular.
- 6 We _____ choose a very good place for our holiday.
- 7 There _____ any good shops.
- 8 I _____ like the hotel.

PAST SIMPLE QUESTIONS

In past simple questions with *be*, the word order changes.

Was I / he / she / it sad yesterday?

Were you / we / they sad yesterday?

With regular and irregular verbs, we use the auxiliary verb *did* + infinitive (without *to*) of the main verb. Note the word order: auxiliary verb + subject + main verb.

*Did I / you / he / she / it / we / they **stay** at home last night?*

*Did I / you / he / she / it / we / they **come** home after the game?*

With question words:

*Where / **When** did he go?*

*Who / **What** did he see?*

How long was the film?

Rewrite the sentences as questions.

➔ You were late for school on Monday.

➔ *Were you late for school on Monday?*

- 1 Silvia played basketball last Sunday.

- 2 You chatted to Carmen today.

- 3 Joe and Lena had breakfast this morning.

- 4 They had an English test today.

- 5 The film was good.

- 6 Betty went to Paris yesterday.

- 7 They visited their grandparents at the weekend.

- 8 You went to Greece last summer.

5

SHOPS

THIS / THESE / THAT / THOSE

We use *this*, *that*, *these* and *those* to say which thing or person we are talking about and to say if something or someone is near to us or far away from us.

this	with singular / uncountable noun	near to us
these	with plural noun	near to us
that	with singular / uncountable noun	far away from us
those	with plural noun	far away from us

Choose the correct option.

➔ **These** / Those apples are delicious.

- 1 Is *this* / *these* table free?
- 2 Are *that* / *those* shoes Italian?
- 3 *This* / *These* shirt is from Brazil.
- 4 Could you pass me *that* / *those* pen, please?
- 5 I think *this* / *these* jeans are too small.
- 6 Where did you get *that* / *those* bag?
- 7 I love *this* / *these* house. It was my uncle's.
- 8 Do you know *that* / *those* people?

PRESENT CONTINUOUS

We use the present continuous to talk about things happening now (in progress), or around the time of speaking. We also use it to talk about a temporary or changing situation.

A: *What are you doing?*

B: *I'm doing the shopping.*

Sara's working hard at the moment.

Internet shopping's becoming very popular.

We make the present continuous with a form of *be* and the *-ing* form of the verb. We usually use the contracted form.

Positive	Negative	Question
<i>I'm talking.</i>	<i>I'm not talking.</i>	<i>Am I talking?</i>
<i>He's / She's / It's talking.</i>	<i>He / She / It isn't talking.</i>	<i>Is he / she / it talking?</i>
<i>You're / We're / They're talking.</i>	<i>You / We / They aren't talking.</i>	<i>Are you / we / they talking?</i>

With most verbs, we add *-ing* to the main verb.

play – playing *read – reading*

With some verbs, we change the spelling.

With verbs ending in a consonant and *-e*, we take off the *-e* and add *-ing*.

dance – dancing *make – making*

With verbs ending in a vowel and a consonant, we double the consonant and add *-ing*.

swim – swimming *run – running*

We often use time expressions like *this week / month / year, today, at the moment* and *this morning* in present continuous sentences.

I'm reading a good book at the moment.

He's studying for an exam today.

Write present continuous sentences. Use contractions where you can.

➡ you / leave / now?

➡ *Are you leaving now?* _____

1 I / work / in a shop at the moment.

2 you / listen / to me?

3 The children / sleep.

4 what / you / do?

5 I / try / some clothes on.

6 where / you / go?

7 Hana / not work / today.

8 who / José / talk to?

6

EDUCATION

MODIFIERS

Modifiers go before adjectives. They modify (change) the meaning of the adjective by making it stronger, or less strong.

It's They're	<i>very / really good.</i>	= great 😊😊😊
	<i>good.</i>	😊😊
	<i>quite good.</i>	😊
	<i>not very good.</i>	= bad 😞

Complete the sentences with **quite**, **really** or **not very** and the adjective in brackets.

- ➡ The film was quite exciting (exciting), but the end was disappointing.
- Ms Green is a _____ (good) teacher. All her students passed the exam.
 - I'm _____ (interested) in history, so I want to stop it at the end of the year.
 - The university is _____ (expensive), but it's not too bad. I can pay for it.
 - One of my classmates is _____ (nice). He laughed at my work in front of everybody.
 - There's a _____ (friendly) girl at school. On the first day of term, she invited me to a party.
 - My afternoon classes are occasionally _____ (boring), but they're usually good.
 - I'm _____ (happy) about my holiday plans. I love Greece so much!
 - The exams are _____ (hard). I passed this year's easily.

COMPARATIVES

We use a comparative adjective + *than* to compare two things or groups of things.

Juan is taller than José.

Dolphins are more intelligent than whales.

With most short adjectives (one syllable), we add *-er* to form the comparative.

short – shorter hard – harder

With most two-syllable adjectives ending in *-y*, we change the *-y* to *-ier* to form the comparative.

lazy – lazier easy – easier

With most long adjectives (two or more syllables), we add *more* before the adjective to form the comparative.

interesting – more interesting popular – more popular

Some comparative adjectives are irregular.

good – better bad – worse

For short adjectives that end in -e, we add -r to form the comparative.

close – closer

safe – safer

For adjectives ending in one vowel + consonant, we double the final consonant and add -er to form the comparative.

hot – hotter

big – bigger

Read the table and complete the sentences. Use the comparative form of the adjectives from the box.

	My first choice university	My second choice university
World ranking	140th	176th
Size	32,000 students	38,000 students
Distance to capital city	22 kilometres	162 kilometres
Opened in	1904	1982
Annual cost	10,000 EUR	8,000 EUR

big cheap expensive far ~~high~~ ~~low~~ modern near old small

World ranking position

➔ My first choice (university) is _____ **higher than** _____ my second choice.

➔ My second choice is _____ **lower than** _____ my first choice.

Size

1 My first choice is _____ my second choice.

2 My second choice is _____ my first choice.

Distance to capital city

3 My first choice is _____ my second choice.

4 My second choice is _____ my first choice.

Opened in

5 My first choice is _____ my second choice.

6 My second choice is _____ my first choice.

Annual cost

7 My first choice is _____ my second choice.

8 My second choice is _____ my first choice.

7

PEOPLE I KNOW

AUXILIARY VERBS

We use the auxiliary verbs *be*, *do* and *can* with a main verb to create different verb forms (negatives, questions and some tenses). We use auxiliary verbs in short answers after *yes* and *no*.

We use the same auxiliary verb in the short answer as in the question, to avoid repeating information. We usually use contracted negative forms, but we do not contract the positive forms.

Question	Short answers
<i>Are you studying?</i>	<i>Yes, I am.</i> <i>No, I'm not.</i>
<i>Is he very ill?</i>	<i>Yes, he is.</i> <i>No, he isn't.</i>
<i>Do you work near here?</i>	<i>Yes, I do.</i> <i>No, I don't.</i>
<i>Did you do some housework?</i>	<i>Yes, I did.</i> <i>No, I didn't.</i>
<i>Can you see the TV?</i>	<i>Yes, I can.</i> <i>No, I can't.</i>

Complete the short answers. Use a positive or negative auxiliary verb.

- ➔ **A:** Can your dad cook? **B:** Yes, he can .
- 1 **A:** Are you married? **B:** Yes, I _____ .
- 2 **A:** Does your brother still live at home? **B:** No, he _____ .
- 3 **A:** Did Dev and Sophie enjoy the show? **B:** Yes, they _____ .
- 4 **A:** Are Anna and Mike still together? **B:** No, they _____ .
- 5 **A:** Do your parents play computer games? **B:** No, they _____ .
- 6 **A:** Is your cousin older than you? **B:** Yes, she _____ .
- 7 **A:** Does your mum work? **B:** Yes, she _____ .
- 8 **A:** Can he speak another language? **B:** No, he _____ .
- 9 **A:** Do you walk to school? **B:** No, I _____ .
- 10 **A:** Can your sister speak English? **B:** Yes, she _____ .

HAVE TO / DON'T HAVE TO

We use *have to* and *don't have to* to talk about rules and things we need or don't need to do. We use *have to* to say that something is necessary and *don't have to* to say that something isn't necessary. We use the infinitive (without *to*) after *have to / don't have to*.

*I **have to** revise for my exams tonight.*

*We **don't have to** get up early because it's a holiday today.*

Positive	Negative	Question
<i>I / You / We / They have to go.</i>	<i>I / You / We / They don't have to go.</i>	<i>Do I / you / we / they have to go?</i>
<i>He / She / It has to work.</i>	<i>He / She / It doesn't have to work.</i>	<i>Does he / she / it have to work?</i>

Read the information and complete the sentences with *have to*, *has to*, *don't have to* or *doesn't have to*.

	Necessary	Not necessary
<i>Me</i>	<i>feed the dog</i>	<i>do the washing</i>
<i>My baby brother</i>	<i>go to sleep</i>	<i>any jobs</i>
<i>My sister</i>	<i>play with my brother</i>	<i>feed the dog</i>
<i>My parents</i>	<i>cook dinner</i>	<i>read bedtime stories</i>
<i>My grandparents</i>	<i>read bedtime stories</i>	<i>cook dinner</i>
<i>My dog</i>	<i>go for a walk</i>	<i>play with my brother</i>

➡ I have to feed the dog.

- 1 I _____ do the washing.
- 2 My baby brother _____ go to sleep.
- 3 He _____ do any jobs.
- 4 My sister _____ play with my brother.
- 5 She _____ feed the dog.
- 6 My parents _____ cook dinner.
- 7 They _____ read bedtime stories.
- 8 My grandparents _____ read bedtime stories.
- 9 They _____ cook dinner.
- 10 My dog _____ go for a walk.

8

PLANS

GOING TO

We use *be going to* + infinitive to talk about plans we have for the future, often with time expressions like *tonight*, *tomorrow*, *this weekend* and *next year*.

I'm going to watch TV tonight.

They're going to stay their friends next week.

We use a form of *be* with *going to* + infinitive. We usually contract the positive and negative forms of *be*.

Positive	Negative	Question
<i>I'm going to walk.</i>	<i>I'm not going to walk.</i>	<i>Am I going to walk?</i>
<i>He's / She's / It's going to move house.</i>	<i>He / She / It isn't going to move house.</i>	<i>Is he / she / it going to move house?</i>
<i>You're / We're / They're going to have dinner.</i>	<i>You / We / They aren't going to have dinner.</i>	<i>Are you / we / they going to have dinner?</i>

Complete the sentences with the correct form of *be* with *going to* and the verb in brackets. Use contractions where you can.

➡ We ***'re going to sit*** (sit) in the sun tomorrow.

- I _____ (call) David later.
- _____ you _____ (stay) out late this evening?
- The weather's bad, so we _____ (not drive) into town today.
- Did you hear the news? Sue _____ (have) a baby.
- Mick _____ (not get) married after all. Rita met someone else.
- _____ Martha _____ (see) you when she comes to the UK?
- Tom and Keira are amazing. They _____ (start) their own business soon.
- Oh no! _____ I _____ (be) the only woman at this party?
- They _____ (not study) in the library this afternoon.
- I _____ (have) dinner with friends tomorrow night.

WOULD LIKE TO + INFINITIVE

We use *would (not) like to* + infinitive (without *to*) for things we want or hope to do (or not to do) in the future. We also use it to make offers, give invitations and make requests.

The form of *would* is the same for all persons. We usually use the positive contracted form 'd with pronouns.

I'd / He'd / She'd / You'd / We'd / They'd like to have something to eat.

I / He / She / It / You / We / They wouldn't like to go for a run.

Would I / he / she / it / you / we / they like to come shopping?

* Note that *it'd* is possible in speech, but we usually write *it would*.

Write positive (+) or negative (-) sentences or questions (?) with *would like to*. Use contractions where you can.

➡ he / start / a business when he leaves school (+)

➡ *He'd like to start a business when he leaves school.* _____

1 you / go / out for dinner (?)

2 I / do / his job – it looks dangerous (-)

3 I / travel / around the world one day (+)

4 I / be / famous – I like my privacy (-)

5 you / learn / how to cook (?)

6 we / leave / this house. We love it here. (-)

7 you / visit / New Zealand one day (?)

8 we / book / a table for two, please (+)

9 I / learn / to drive / this summer (+)

10 you / cup of coffee (?)

9

EXPERIENCES

PRESENT PERFECT

We use the present perfect to talk about actions before now when there is a connection to the present situation. We can use the present perfect to ask if someone has experience of something. *I've made great plans for this weekend.*

Have you ever visited Mexico City?

We make the present perfect with a form of *have* + a past participle of the verb. We often use the contracted form of *have*.

Positive	Negative
<i>I've (have) stopped studying.</i>	<i>I haven't (have not) stopped studying.</i>
<i>He's / She's / It's (has) worked all day.</i>	<i>He / She / It hasn't (has not) worked all day.</i>
<i>We've / You've / They've (have) eaten breakfast.</i>	<i>We / You / They haven't (have not) eaten breakfast.</i>

Question	Short answers
<i>Have I tried Polish food?</i>	<i>Yes, I have. No, I haven't.</i>
<i>Has he / she / it arrived?</i>	<i>Yes, he / she / it has. No, he / she / it hasn't.</i>
<i>Have we / you / they visited Tokyo?</i>	<i>Yes, we / you / they have. No, we / you / they haven't.</i>

The past participles of regular verbs are the same as the past simple form, for example, *changed*, *planned* and *studied*, but many common verbs are irregular, for example, *see* (infinitive), *saw* (past simple), *seen* (past participle).

Complete the sentences with the present perfect of the verb in brackets.

➔ *Have you played* _____ cricket before? (you / play)

- 1 _____ at his hotel. (he / arrive)
- 2 _____ your email today? (you / check)
- 3 _____ to bring my umbrella. (I / remember)
- 4 _____ every winter since Jake was born. (it / snow)
- 5 _____ the form. (he / signed)
- 6 _____ for a new job. (I / apply)
- 7 _____ their train to Madrid. (they / miss)
- 8 _____ working at the bank. (she / stop)
- 9 _____ to the new restaurant in town? (he / be)
- 10 _____ my blog. (they / not read)

PAST PARTICIPLES

Past participles usually have the same form as the past simple, but some are different (irregular), for example, *do* (infinitive), *did* (past simple), *done* (past participle).

1 Complete the sentences with the past participle of the verb in brackets.

➔ They haven't found (find) their bags yet.

- 1 I've _____ (do) a bad thing.
- 2 Have you _____ (see) Zoe?
- 3 Ian's _____ (win) the lottery.
- 4 Has Sean _____ (take) my pen?
- 5 Dad's _____ (lose) his glasses.
- 6 The wind's _____ (blow) the roof off.
- 7 Tom's _____ (buy) a new car.
- 8 Someone's _____ (steal) my bike.
- 9 They've never _____ (be) to Africa.
- 10 I've _____ (gave) my sister her birthday present.

2 Write the correct past participles.

➔ I've never ~~ate~~ eaten Thai food.

- 1 She's ~~went~~ _____ to her parents. She's coming back at the weekend.
- 2 Have you ever ~~broke~~ _____ your leg?
- 3 I've ~~threw~~ _____ your passport in the bin, by accident.
- 4 The picture has just ~~fell~~ _____ off the wall.
- 5 You've ~~forgot~~ _____ my birthday.
- 6 He's ~~went~~ _____ to most countries in Asia.
- 7 We've ~~took~~ _____ hundreds of photos.
- 8 They've just ~~came~~ _____ back from Florida.
- 9 I haven't ~~wrote~~ _____ any emails today.
- 10 Sally hasn't ~~spoke~~ _____ to her teacher yet.

10

TRAVEL

TOO MUCH, TOO MANY AND NOT ENOUGH

We use *too much*, *too many* and *not enough* + noun to talk about quantity / amount or number.

There are too many people and there's too much noise on the train.

There aren't enough drinks, but there's enough food on the flight.

too much + uncountable noun	= a bigger quantity / amount than is good or necessary
too many + plural noun	= a bigger number than is good or necessary
not enough + uncountable or plural noun	= a smaller quantity / amount or number than is good or necessary
enough + uncountable or plural noun	= the right quantity / amount or number

We also use *too* and (*not*) *enough* + adjective / adverb to talk about qualities or characteristics that are worse or better than necessary.

He's too slow to win the race.

He's running too slowly to win the race.

She's running fast enough to win the race.

She isn't fast enough to win the race.

Choose the correct option.

➡ There's too (much) / many traffic.

- 1 There's too much / enough pollution.
- 2 There's too many / much crime.
- 3 There aren't enough / too trains.
- 4 There are too many / much people travelling at the same time.
- 5 There isn't enough / many time to get to work.
- 6 There are too much / many cars on the road.
- 7 There aren't much / many films to watch on the plane.
- 8 There aren't enough / much places to eat.

SUPERLATIVES

We use superlative adjectives to compare more than two things (one thing with all the other things in a group). We put *the* before a superlative adjective.

*This is **the cheapest** hotel.* (It's cheaper than all the other hotels.)

With most short adjectives (one syllable), we add *-est* to form the superlative.

*slow – the **slowest** short – the **shortest***

With two-syllable adjectives ending with *-y*, we change the *-y* to *-iest* to form the superlative.

*tiny – the **tiniest** happy – the **happiest***

With long adjectives (two or more syllables), we add *most* before the adjective to form the superlative.

*difficult – the **most difficult** dangerous – the **most dangerous***

Some superlative adjectives are irregular.

*good – the **best** bad – the **worst***

We sometimes use a superlative without a noun when it is clear what we're talking about.

*I like all big cities. But I think Moscow is the **best**.* (= the best city)

With short adjectives ending with *-e*, we add *-st* to form the superlative.

*safe – the **safest***

With adjectives ending in one vowel and one consonant, we double the final consonant and add *-est* to form the superlative.

*hot – the **hottest** big – the **biggest***

Complete the sentences. Use the superlative form of the adjective in brackets.

➡ It's the biggest (big) ship I've ever seen.

- 1 That was the _____ (bad) exam I've ever taken.
- 2 *Guernica* is one of Picasso's _____ (interesting) paintings.
- 3 Britain produces one of the world's _____ (expensive) cars.
- 4 Siberia is the _____ (cold) place on Earth.
- 5 Ralph is our dog. He's the _____ (happy) pet I know.
- 6 *Star Wars* is the _____ (good) film ever made.
- 7 Football is the _____ (easy) game to learn.
- 8 Where is the _____ (hot) place in the world?

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FOOD

ME TOO, ME NEITHER AND AUXILIARIES

In a conversation, there are various ways to agree or disagree with positive or negative statements.

We can use *me neither* to agree with someone who uses *not* or *never*.

A: *I don't like fish.*

B: **Me neither.**

A: *I've never had Turkish food before.*

B: **Me neither**, but this is really good, isn't it?

We use *me too* to agree with a positive statement.

A: *I've been to Paris several times.*

B: Yeah, **me too**. It's lovely, isn't it?

We often use *I do* or *I don't* to disagree with a present simple statement and *I did* or *I didn't* to disagree with a statement about the past.

A: *I don't eat much fruit.*

B: Oh, **I do**. I eat an apple and a banana every day.

A: *I loved the film.*

B: Really? **I didn't**.

We sometimes use other auxiliary verbs like *have*, *would*, *can* and *be* to disagree. We use the same auxiliary verb as the one in the statement we disagree with.

A: *I haven't had Mexican food before.*

B: **I have**. It's nice.

A: *I'd like to go there.*

B: Really? **I wouldn't**.

A: *I can't see him.*

B: **I can**. He's over there.

A: *I'm not going to go.*

B: Why not? **I am**.

SUMMARY OF USE

me neither	to agree with a statement with <i>not</i> or <i>never</i>
me too	to agree with a positive statement
I do / don't	to disagree with a present simple statement
I + other auxiliary verbs	to disagree / say the opposite

Agree or disagree with the sentences. Use *me too*, *me neither* or *I* + auxiliary verb.

- ➔ I like vegetables. I don't. (disagree)
- 1 I've never been to Paris. _____ (agree)
 - 2 I've never tried Thai food. _____ (disagree)
 - 3 I can't eat peanuts. _____ (disagree)
 - 4 I hate sushi. _____ (agree)
 - 5 I wouldn't like to do his job. _____ (agree)
 - 6 I'd like to go that restaurant. _____ (disagree)
 - 7 I've always wanted to try Japanese food. _____ (disagree)
 - 8 I've eaten Lebanese food. _____ (agree)
 - 9 I don't eat meat. _____ (disagree)
 - 10 I wouldn't like to be a vegetarian. _____ (disagree)

EXPLAINING QUANTITY

We can use quantifiers to talk in a general (not specific) way about the number of things or the amount of something (the quantity / amount). Quantifiers are words and phrases such as *some* or *a lot of*. There are some quantifiers that we can use with plural countable nouns and uncountable nouns, but sometimes we use different quantifiers with plural countable nouns and uncountable nouns.

	Plural countable nouns	Uncountable nouns
Positive	<i>I eat a lot of beans.</i>	<i>I eat a lot of fish.</i>
	<i>He eats quite a lot of sweets.</i>	<i>He eats quite a lot of sugar.</i>
	<i>We eat some biscuits.</i>	<i>We eat some ice cream.</i>
Negative	<i>I don't eat many cakes.</i>	<i>I don't eat much rice.</i>
	<i>They don't eat any eggs.</i>	<i>They don't eat any rice.</i>
Question	<i>Do you eat many pizzas?</i>	<i>Do you eat much meat?</i>
	<i>Does she eat any vegetables?</i>	<i>Does she eat any fruit?</i>

Choose the correct option.

- ➔ They have quite a lot of / many fruit trees.
- 1 I like fruit, but I don't eat *much* / *many* vegetables.
 - 2 I don't like tea, but I drink *a lot of* / *much* coffee.
 - 3 Vegetarians don't eat *any* / *many* meat.
 - 4 In our house, we eat *some* / *any* sweet things, but not a lot.
 - 5 We live by the sea, but we don't eat *much* / *many* fish.
 - 6 When I was young, I ate quite *a lot of* / *many* sweets.
 - 7 I love all biscuits, but I don't eat *many* / *any* – maybe one or two a day.
 - 8 I don't eat *much* / *many* pasta – I prefer rice.
 - 9 My grandparents make *any* / *quite a lot of* cakes. They're delicious!
 - 10 She doesn't drink *any* / *much* cow's milk. It makes her sick.

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FEELINGS

SHOULD / SHOULDN'T

We use *should* and *shouldn't* to give or ask for advice and to make suggestions. We use *should* to say that it's a good idea to do something and *shouldn't* to say that it's a bad idea to do something.
*You **should** buy her some flowers. She likes flowers.*
*You **shouldn't** buy him chocolate. He doesn't like it.*

Should is a modal verb, so it keeps the same form for all persons. We use an infinitive (without *to*) after *should* and we don't use the auxiliary verb *do* in questions.
*I / You / He / She / It / We / They **should** go home.*
*I / You / He / She / It / We / They **shouldn't** get annoyed.*
***Should** I / you / he / she / it / we / they go to the doctor's?*

Write advice for the situations. Use *should* / *shouldn't* and the words in brackets.

➔ They're always tired. (not go out every night)

➔ They shouldn't go out every night.

1 My stomach hurts. (lie down)

2 I've got a headache. (drink water)

3 Rafael's got a sore throat. (not shout)

4 I think I twisted my ankle. (not stand on it)

5 Valeria isn't very fit. (sit on the sofa all day)

6 I've hurt my hand. (put ice on it)

7 I feel sick. (not eat)

8 My brother's really stressed. (talk to someone)

9 The sun's so hot. (put on sun cream)

10 I had a big argument with my friend. (not get angry)

11 The kids are bored. (play outside)

12 I have a really bad cough. (not to go to work tomorrow)

BECAUSE, SO AND AFTER

Because, so and after are linking words or conjunctions. They join two ideas in the same sentence or in different sentences.

Because tells us the reason why. The phrase that follows always has a verb.

I was happy because my team won the match.

So tells us the result. The phrase that follows always has a verb.

My team won the match, so they're the champions.

After tells us when. The phrase that follows can have a verb. *After* can also be a preposition, before a phrase with a noun but no verb.

After they won the match, we had a party.

After the match, I went home.

Complete the sentences with *because, so or after*.

➡ Angela needed a new dress, _____ *so* _____ she went shopping.

- 1 I'm excited _____ it's my sister's wedding day.
- 2 _____ she saw the test scores, Sara was unhappy.
- 3 We complained _____ the food wasn't cooked well.
- 4 I was tired _____ work today.
- 5 I'm going out later _____ it's my birthday today.
- 6 Carla was stressed, _____ she went swimming.
- 7 My parents weren't happy with their meal, _____ they complained.
- 8 _____ my holiday, I wanted another one.
- 9 Mike was tired, _____ he took the day off.
- 10 I'm crying _____ I'm watching a very sad film.
- 11 _____ her exams, Sam is going to have a party.
- 12 We didn't go for a walk _____ the weather was so bad.

MIGHT AND BE GOING TO

We use *might* and *be going to* when we talk about the future. We use *be going to* for definite plans and things that we are sure about, and *might* for things that are possible.

Might is a modal verb, so it has the same form for all persons and does not need the auxiliary verb *do* in negatives. (We don't generally use *might* in questions.)

We use the infinitive (without *to*) after *might* and *be going to*.
might (not) + infinitive (without to) (= It's a possibility.)

I might see Jan tomorrow.

They might not come to the party on Saturday.

be going to + infinitive (without to) (= It's certain. / It's a plan.)

I'm going to meet Jan at six o'clock.

They're going to come to the party, so that's good.

Are you going to stay at home tonight?

Complete the sentences with *might (not)* or *be going to* in the correct form. Use contractions where you can.

➔ I'm a very good runner, but I ***might not*** win the race. There are lots of great runners.

- 1 We _____ go to Disneyland this summer, but we're not sure yet.
- 2 My parents _____ visit us next weekend after all. We're very disappointed.
- 3 Lucy has decided that she _____ be a professional dancer when she grows up.
- 4 The roads are busy, so we _____ possibly be late home today.
- 5 My landlord _____ sell his house, so I can stay here. I'm so happy!
- 6 My parents _____ move to Australia. They've already bought their tickets!
- 7 Ruby _____ come home and live with us, but she hasn't decided yet.
- 8 The weather is good now, but it _____ stay sunny. There is the possibility of rain.
- 9 I didn't study enough. I _____ pass my exams.
- 10 They _____ have a barbecue. It's too wet.

PRESENT PERFECT TO SAY HOW LONG

We use the present perfect to talk about or ask about a length (duration) of time (the number of hours / days / weeks / months / years). We can use *for* + the time phrase, or just the time phrase.

We use *how long* in questions.

I've worked here for two years.

A: *How long have you had your house?*

B: *(For) six months.*

Write present perfect questions starting with *How long ...?* Answer the questions with *for* and the length of time in brackets.

➡ Debbie holds the world record for the marathon. (five years)

➡ *How long has Debbie held the world record for the marathon?* _____

➡ She's *held it for five years.* _____

1 I live in Madrid. (three years)

I _____

2 Aiden is a vegetarian. (six months)

He _____

3 Lin works for the government. (ten years)

She _____

4 I know Tom. (eight months)

I _____

5 Meg is married to Rob. (six weeks)

She _____

6 I have a dog. (three days)

I _____

7 My grandmother lives on her own. (five years)

She _____

8 The weather is bad. (ten days)

It _____

9 My mum has a headache. (two days)

She _____

10 My brother is at university. (three months)

He _____

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OPINIONS

WILL / WON'T FOR PREDICTIONS

We use *will* and *won't* to make predictions about the future. The meaning is very similar to *(not) be going to*.

Our team is very good. I think they'll win.

We usually use *I don't think* to make a negative prediction, instead of *I think + won't*.

The other team looks bad, so I don't think they'll score.

We often ask questions with *Do you think ...?*

Do you think they'll lose the match?

We usually use the contraction *'ll* after a pronoun. The contraction of *will not* is *won't*.

He'll probably be late; there's a lot of traffic today.

I won't do very well in the exam; I don't understand the topic.

The verb *will* is a modal verb.

- The verb doesn't change after *he / she / it*.
- We don't use the auxiliary *do / does* to make negatives and ask questions.
- The verb after *will* is an infinitive (without *to*).

We can use an adverb such as *definitely* or *probably* to say that we are more certain. The adverb goes after *will* but before *won't*.

They'll definitely get married.

They'll probably have children.

They probably won't move abroad.

Rewrite the sentences with *will / won't* and the word in brackets, where there is one.

➡ He's going to be a fantastic president. (think)

➡ *I think he'll be a fantastic president.*

1 They're going to be worse than the last group. (probably)

2 It isn't going to have a good effect on the environment.

3 It's going to be an important match on Saturday.

4 Are we going to find a solution to the problem soon? (think)

5 He isn't going to succeed. (not think)

6 They aren't going to change their minds. (probably)

7 I'm going to study hard for my exams. (definitely)

8 Is she going to tell anybody? (not think)

ADJECTIVE + TO + INFINITIVE

We can use *to* + infinitive after adjectives such as *easy*, *difficult* and *dangerous* to give our opinion about a situation or an action.

A: *It's easy.*

B: *What's easy?*

A: *It's easy to drive this car.*

It's dangerous to drive too fast.

We can use a negative infinitive.

It was difficult not to drive too fast. (= I wanted to drive fast, but I knew that I shouldn't.)

It's dangerous not to follow the speed limit.

Complete the sentences with an adjective and an infinitive. Use the words from the boxes.

Adjectives:

~~cheap~~ dangerous difficult easy expensive important polite sad surprised

Verbs:

hear make not burn pass ride say see stay ~~travel~~

➔ It's cheap to travel by bus.

- 1 I was _____ the bad news.
- 2 It's _____ this exam. I've failed it twice.
- 3 She was _____ her father waiting for her.
- 4 It's _____ please and thank you.
- 5 This cake is _____ – you don't have to cook it!
- 6 It's _____ a bike without a helmet.
- 7 It's _____ the onions when you fry them.
- 8 It can be _____ in a luxury hotel.

BE THINKING OF + VERB + -ING

We can use *be thinking of + -ing* form of a verb to talk about plans which aren't definite (not 100% sure).

She's thinking of going to university to study physics. (= She hasn't applied for a place at university yet and might study physics, but she isn't sure.)

We're not thinking of moving house yet. (= We probably aren't going to move house now, but it's possible in the future).

Write sentences with *be* in the correct form + *thinking of* + verb + *-ing*. Use contractions where you can.

➔ I / go / on holiday next month.

➔ *I'm thinking of going on holiday next month.* _____

1 We / buy / a new laptop.

2 He / do / a course in computing.

3 They / not / move / abroad.

4 She / take / on an assistant.

5 I / not / get / married.

6 We / tell / her the truth.

7 He / change / job.

8 you / see / that film?

9 I / study / maths at university.

10 she / buy / a new smartphone?

ADVERBS

Adverbs of manner describe how somebody or something does something. We form most adverbs by adding *-ly* to the adjective.

quiet – quietly

With adjectives ending in *-y*, we change to *-ily* to form the adverb.

easy – easily

With adjectives ending in *-l*, we change to *-lly* to form the adverb.

successful – successfully

Some adverbs are irregular.

good – well

We can modify (change the meaning of) adverbs of manner with *quite*, *very*, *really* and *too*.

*They work **really** well together.*

*He can write **very** fast.*

We make comparative adverbs in the same way as comparative adjectives.

fast – faster carefully – more carefully well – better

*She plays **better** than her brother.*

Complete the sentences with an adverb made from the adjective in brackets.

➔ She told me to drive **safely** (safe).

- 1 Things are going _____ (good).
- 2 They solved our problem _____ (quick).
- 3 He won the race _____ (easy).
- 4 She wrote her name _____ (slow).
- 5 I wish he would play his music _____ (more quiet).
- 6 We need to work _____ (hard) today.
- 7 They listened _____ (careful) to his instructions.
- 8 Anson stamped his foot _____ (angry).
- 9 I got up very _____ (late) this morning.
- 10 They are talking too _____ (loud).

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LOVE

PAST CONTINUOUS

We use the past continuous to describe an action in progress at a particular moment in the past. We often use it to give background information for another action in the past. To make the past continuous, we use: *was / were + verb + -ing*.

Positive	Negative	Question
<i>I was reading.</i>	<i>I wasn't reading.</i>	<i>Was I reading?</i>
<i>He / She / It was sleeping.</i>	<i>He / She / It wasn't sleeping.</i>	<i>Was he / she / it sleeping?</i>
<i>We / You / They were working.</i>	<i>We / You / They weren't working.</i>	<i>Were we / you / they working?</i>

I was waiting for a bus when I met my future husband.

We were eating at my favourite restaurant when he asked me to marry him.

We often use the past continuous and the past simple in the same sentence. We use the past continuous to show one long action started and was already in progress at the time that a short past simple action happened.

We were both working in a café when we met.

To link the two actions together, we often use the word *when*.

I was shopping in town when it started to rain.

We can start the sentence with the past simple action.

I hurt my arm when I was cleaning the car.

We don't usually use verbs that describe our opinion in the past continuous, for example, *like, love, hate, know* and *want*. We usually use the past simple.

I knew her at school.

Complete the sentences. Use the verbs in brackets, one in the past continuous and one in the past simple.

➔ I was studying art in London when I decided to move to Paris.
(decide / study)

- I _____ in Paris when I _____ Harry.
(meet / work)
- We _____ a film when he _____ loved me.
(watch / say)
- We _____ in St. Germain when we _____ our dream apartment. (walk / find)
- But soon, we _____ about money, so I _____ out. (argue / move)
- I _____ Ted when I _____ with a friend.
(meet / stay)
- Ted and I _____ when I _____ Harry with another woman. (see / dance)
- We _____ dinner when Harry _____ me a text message. (have / send)

- 8 I _____ the text message when Ted _____. (read / not look)
- 9 When Ted _____ to the waiter, I _____ back saying Ted was the man for me. (speak / write)
- 10 The next day, Ted and I _____ beside the Seine when he _____ me to marry him! (walk / ask)

WILL / WON'T FOR PROMISES

We can use *will* and *won't* + infinitive (without *to*) to promise to do or not to do something. We can say *I promise* or we can leave those words out.
I promise I'll come to your party. I won't forget.

We can use *will* / *won't* without a main verb as a response to an imperative (a warning, order or instruction).

A: *Don't drive too fast.*

B: *I won't.*

Write promises using *will* and *won't*. Use contractions. You don't need to add *I promise*.

➡ ... to phone when you get there.

➡ (I promise) I'll phone when I get there.

1 ... to visit me next week.

2 ... not to stay out late tonight.

3 ... not to forget me.

4 ... to do better next time.

5 ... not to keep secrets.

6 ... to do the best you can do.

7 ... not to miss your flight.

8 ... to remember me.

9 ... to tell the truth.

10 ... eat healthy food.
