

# OUTCOMES

## GRAMMAR WORKSHEETS

ANSWER KEY

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.</i> <i>No, I'm not.</i>
<i>Is he / she / it from the UK?</i>	<i>Yes, he / she / it is.</i> <i>No, he / she / it isn't.</i>
<i>Are you / we / they in Bristol?</i>	<i>Yes, you / we / they are.</i> <i>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 (?)

*Is he late?*

2 Oxford / a big city (✗)

*Oxford isn't a big city. / Oxford's not a big city.*

3 I / cold (✓)

*I'm cold.*

4 how old / you (?)

*How old are you?*

5 your name / Maria (?)

*Is your name Maria?*

6 they / from Spain (✗)

*They aren't from Spain. / They're not from Spain.*

7 we / from Brazil (✓)

*We're from Brazil.*

8 she / a teacher (✗)

*She isn't a teacher. / She's not 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 <b>walk</b> to school.</i>	<i>I <b>don't walk</b> to school.</i>
<i>You <b>live</b> in the city.</i>	<i>You <b>don't live</b> in the city.</i>
<i>He / She / It <b>likes</b> tea.</i>	<i>He / She / It <b>doesn't like</b> tea.</i>
<i>We <b>play</b> football.</i>	<i>We <b>don't play</b> football.</i>
<i>They <b>have</b> a dog.</i>	<i>They <b>don't have</b> a dog.</i>

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

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

3 He has three sisters. (have / know)

4 Does he teach English? (work / teach)

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

6 She takes the bus. (take / travel)

7 Do you know Arun? (have / know)

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

## THERE IS / THERE ARE

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	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?

- 1 There isn't a mosque in our town. We go to the mosque in the city.
- 2 There aren't any shops near our house. We drive to the supermarket.
- 3 There are some interesting places in the old city.
- 4 Are there any cinemas near your house?
- 5 There's a great restaurant near here. But it's expensive!
- 6 Is there a university in your town?
- 7 There are a lot of shops in the city centre.
- 8 Are there 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 **watching** (watch) horror movies?

2 I need **to go** (go) to the dentist.

3 Amy really enjoys **cooking** (cook).

4 We hate **driving** (drive). We always take the bus.

5 My parents need **to work** (work) long hours. They have their own business.

6 My brother works in this office. Do you want **to meet** (meet) him?

7 They don't like **dancing** (dance).

8 I try **to do** (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)

*I sometimes go to the cinema at the weekend.*

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

*My sister never stays at home on Saturday night.*

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

*We're often tired after playing football.*

4 You go running on Mondays. (always)

*You always go running on Mondays.*

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

*Ben often listens to music when he goes to bed.*

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

*I'm never hungry at breakfast time.*

7 We see our grandparents. (hardly ever)

*We hardly ever see our grandparents.*

8 What do you do on Sundays? (usually)

*What do you usually do on Sundays?*



## 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 I live and work in Switzerland.

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

## 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.)

I can't speak English. Can you help me?

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

I can't hear the TV. Can you turn it up?

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

I can't walk. Can you drive me to the hospital?

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

I can't find my keys. Can you look (for them) in the kitchen?

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

I can't read the instructions. Can you get my glasses?

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

I can't go to the theatre. Can you sell my ticket?

7 see the board (Ask someone to move.)

I can't see the board. Can you move?

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

I can't open the door. Can you give me 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	<del>have</del>	stay	want	watch
----	------	------	----	-----------------	------	------	-------

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

It <sup>1</sup> **was** really warm, so we <sup>2</sup> **went** to the beach most days. In the evenings, we

<sup>3</sup> **stayed** in our flat, <sup>4</sup> **cooked** some delicious food and then <sup>5</sup> **watched** films.

What a perfect holiday – we <sup>6</sup> **wanted** to stay another week! We <sup>7</sup> **came** home

yesterday, and it <sup>8</sup> **was** 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 wasn't much to do in the evenings.
- 2 The weather was good – it didn't rain all week.
- 3 The food in the restaurants wasn't very good.
- 4 There weren't many interesting places to visit.
- 5 The buses weren't very regular.
- 6 We didn't choose a very good place for our holiday.
- 7 There weren't any good shops.
- 8 I didn't 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.

Did Silvia play basketball last Sunday?

- 2 You chatted to Carmen today.

Did you chat to Carmen today?

- 3 Joe and Lena had breakfast this morning.

Did Joe and Lena have breakfast this morning?

- 4 They had an English test today.

Did they have an English test today?

- 5 The film was good.

Was the film good?

- 6 Betty went to Paris yesterday.

Did Betty go to Paris yesterday?

- 7 They visited their grandparents at the weekend.

Did they visit their grandparents at the weekend?

- 8 You went to Greece last summer.

Did you go 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.

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

*I'm working in a shop at the moment.*

2 you / listen / to me?

*Are you listening to me?*

3 The children / sleep.

*The children are sleeping.*

4 what / you / do?

*What are you doing?*

5 I / try / some clothes on.

*I'm trying some clothes on.*

6 where / you / go?

*Where are you going?*

7 Hana / not work / today.

*Hana isn't working today.*

8 who / José / talk to?

*Who's José talking 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 very / really good (good) teacher. All her students passed the exam.
  - I'm not very interested (interested) in history, so I want to stop it at the end of the year.
  - The university is quite expensive (expensive), but it's not too bad. I can pay for it.
  - One of my classmates is not very nice (nice). He laughed at my work in front of everybody.
  - There's a very / really friendly (friendly) girl at school. On the first day of term, she invited me to a party.
  - My afternoon classes are occasionally quite boring (boring), but they're usually good.
  - I'm very / really happy (happy) about my holiday plans. I love Greece so much!
  - The exams are not very hard (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 smaller than my second choice.

2 My second choice is bigger than my first choice.

#### Distance to capital city

3 My first choice is nearer (to the capital city) than my second choice.

4 My second choice is further (from the capital city) than my first choice.

#### Opened in

5 My first choice is older than my second choice.

6 My second choice is more modern than my first choice.

#### Annual cost

7 My first choice is more expensive than my second choice.

8 My second choice is cheaper than 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 <u>can</u> .     |
| 1 A: Are you married?                      | B: Yes, I <u>am</u> .       |
| 2 A: Does your brother still live at home? | B: No, he <u>doesn't</u> .  |
| 3 A: Did Dev and Sophie enjoy the show?    | B: Yes, they <u>did</u> .   |
| 4 A: Are Anna and Mike still together?     | B: No, they <u>aren't</u> . |
| 5 A: Do your parents play computer games?  | B: No, they <u>don't</u> .  |
| 6 A: Is your cousin older than you?        | B: Yes, she <u>is</u> .     |
| 7 A: Does your mum work?                   | B: Yes, she <u>does</u> .   |
| 8 A: Can he speak another language?        | B: No, he <u>can't</u> .    |
| 9 A: Do you walk to school?                | B: No, I <u>don't</u> .     |
| 10 A: Can your sister speak English?       | B: Yes, she <u>can</u> .    |

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

- I don't have to do the washing.
- My baby brother has to go to sleep.
- He doesn't have to do any jobs.
- My sister has to play with my brother.
- She doesn't have to feed the dog.
- My parents have to cook dinner.
- They don't have to read bedtime stories.
- My grandparents have to read bedtime stories.
- They don't have to cook dinner.
- My dog has to 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 *'m going to call* (call) David later.
- Are* you *going to stay* (stay) out late this evening?
- The weather's bad, so we *'re not / aren't going to drive* (not drive) into town today.
- Did you hear the news? Sue *'s going to have* (have) a baby.
- Mick *isn't going to get* (not get) married after all. Rita met someone else.
- Is* Martha *going to see* (see) you when she comes to the UK?
- Tom and Keira are amazing. They *'re going to start* (start) their own business soon.
- Oh no! *Am* I *going to be* (be) the only woman at this party?
- They *'re not / aren't going to study* (not study) in the library this afternoon.
- I *'m going to have* (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 (?)

*Would you like to go out for dinner?*

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

*I wouldn't like to do his job – it looks dangerous.*

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

*I'd like to travel around the world one day.*

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

*I wouldn't like to be famous – I like my privacy.*

5 you / learn / how to cook (?)

*Would you like to learn how to cook?*

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

*We wouldn't like to leave this house. We love it here.*

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

*Would you like to visit New Zealand one day?*

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

*We'd like to book a table for two, please.*

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

*I'd like to learn to drive this summer.*

10 you / cup of coffee (?)

*Would you like a 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)

- He's arrived* \_\_\_\_\_ at his hotel. (he / arrive)
- Have you checked* \_\_\_\_\_ your email today? (you / check)
- I've remembered* \_\_\_\_\_ to bring my umbrella. (I / remember)
- It's snowed* \_\_\_\_\_ every winter since Jake was born. (it / snow)
- He's signed* \_\_\_\_\_ the form. (he / signed)
- I've applied* \_\_\_\_\_ for a new job. (I / apply)
- They've missed* \_\_\_\_\_ their train to Madrid. (they / miss)
- She's stopped* \_\_\_\_\_ working at the bank. (she / stop)
- Has he been* \_\_\_\_\_ to the new restaurant in town? (he / be)
- They haven't read* \_\_\_\_\_ 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 done (do) a bad thing.
  - 2 Have you seen (see) Zoe?
  - 3 Ian's won (win) the lottery.
  - 4 Has Sean taken (take) my pen?
  - 5 Dad's lost (lose) his glasses.
  - 6 The wind's blown (blow) the roof off.
  - 7 Tom's bought (buy) a new car.
  - 8 Someone's stolen (steal) my bike.
  - 9 They've never been (be) to Africa.
  - 10 I've given (gave) my sister her birthday present.

### 2 Write the correct past participles.

- ➡ I've never ~~ate~~ eaten Thai food.
- 1 She's ~~went~~ gone to her parents. She's coming back at the weekend.
  - 2 Have you ever ~~broke~~ broken your leg?
  - 3 I've ~~threw~~ thrown your passport in the bin, by accident.
  - 4 The picture has just ~~fell~~ fallen off the wall.
  - 5 You've ~~forgot~~ forgotten my birthday.
  - 6 He's ~~went~~ been to most countries in Asia.
  - 7 We've ~~took~~ taken hundreds of photos.
  - 8 They've just ~~came~~ come back from Florida.
  - 9 I haven't ~~wrote~~ written any emails today.
  - 10 Sally hasn't ~~spoke~~ spoken to her teacher yet.

**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.*

<b>too much</b> + uncountable noun	= a bigger quantity / amount than is good or necessary
<b>too many</b> + plural noun	= a bigger number than is good or necessary
<b>not enough</b> + uncountable or plural noun	= a smaller quantity / amount or number than is good or necessary
<b>enough</b> + 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 **worst** (bad) exam I've ever taken.
- 2 *Guernica* is one of Picasso's **most interesting** (interesting) paintings.
- 3 Britain produces one of the world's **most expensive** (expensive) cars.
- 4 Siberia is the **coldest** (cold) place on Earth.
- 5 Ralph is our dog. He's the **happiest** (happy) pet I know.
- 6 *Star Wars* is the **best** (good) film ever made.
- 7 Football is the **easiest** (easy) game to learn.
- 8 Where is the **hottest** (hot) place in the world?

## 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

<b><i>me neither</i></b>	to agree with a statement with <i>not</i> or <i>never</i>
<b><i>me too</i></b>	to agree with a positive statement
<b><i>I do / don't</i></b>	to disagree with a present simple statement
<b><i>I + other auxiliary verbs</i></b>	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. Me neither. (agree)
- 2 I've never tried Thai food. (Really? / Oh,) I have. (disagree)
- 3 I can't eat peanuts. (Really? / Oh,) I can. (disagree)
- 4 I hate sushi. Me too. (agree)
- 5 I wouldn't like to do his job. Me neither. (agree)
- 6 I'd like to go that restaurant. (Really? / Oh,) I wouldn't. (disagree)
- 7 I've always wanted to try Japanese food. (Really? / Oh,) I haven't. (disagree)
- 8 I've eaten Lebanese food. Me too. (agree)
- 9 I don't eat meat. I do. (disagree)
- 10 I wouldn't like to be a vegetarian. (Really? / Oh,) I would. (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 eat <b>a lot of</b> beans.	I eat <b>a lot of</b> fish.
	He eats <b>quite a lot of</b> sweets.	He eats <b>quite a lot of</b> sugar.
	We eat <b>some</b> biscuits.	We eat <b>some</b> ice cream.
Negative	I don't eat <b>many</b> cakes.	I don't eat <b>much</b> rice.
	They don't eat <b>any</b> eggs.	They don't eat <b>any</b> rice.
Question	Do you eat <b>many</b> pizzas?	Do you eat <b>much</b> meat?
	Does she eat <b>any</b> vegetables?	Does she eat <b>any</b> fruit?

**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.

# 12

# 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)

*You should lie down.*

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

*You should drink (some) water.*

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

*He shouldn't shout (so much).*

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

*You shouldn't stand on it.*

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

*She shouldn't sit on the sofa all day.*

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

*You should put (some) ice on it.*

7 I feel sick. (not eat)

*You shouldn't eat (anything).*

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

*He should talk to someone.*

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

*You should put on (some) sun cream.*

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

*You shouldn't get angry.*

11 The kids are bored. (play outside)

*They should play outside.*

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

*You shouldn't 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 \_\_\_\_\_ **because** \_\_\_\_\_ it's my sister's wedding day.
- 2 \_\_\_\_\_ **After** \_\_\_\_\_ she saw the test scores, Sara was unhappy.
- 3 We complained \_\_\_\_\_ **because** \_\_\_\_\_ the food wasn't cooked well.
- 4 I was tired \_\_\_\_\_ **after** \_\_\_\_\_ work today.
- 5 I'm going out later \_\_\_\_\_ **because** \_\_\_\_\_ it's my birthday today.
- 6 Carla was stressed, \_\_\_\_\_ **so** \_\_\_\_\_ she went swimming.
- 7 My parents weren't happy with their meal, \_\_\_\_\_ **so** \_\_\_\_\_ they complained.
- 8 \_\_\_\_\_ **After** \_\_\_\_\_ my holiday, I wanted another one.
- 9 Mike was tired, \_\_\_\_\_ **so** \_\_\_\_\_ he took the day off.
- 10 I'm crying \_\_\_\_\_ **because** \_\_\_\_\_ I'm watching a very sad film.
- 11 \_\_\_\_\_ **After** \_\_\_\_\_ her exams, Sam is going to have a party.
- 12 We didn't go for a walk \_\_\_\_\_ **because** \_\_\_\_\_ 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 might go to Disneyland this summer, but we're not sure yet.
- 2 My parents aren't going to visit us next weekend after all. We're very disappointed.
- 3 Lucy has decided that she 's going to be a professional dancer when she grows up.
- 4 The roads are busy, so we might possibly be late home today.
- 5 My landlord isn't going to sell his house, so I can stay here. I'm so happy!
- 6 My parents 're going to move to Australia. They've already bought their tickets!
- 7 Ruby might come home and live with us, but she hasn't decided yet.
- 8 The weather is good now, but it might not stay sunny. There is the possibility of rain.
- 9 I didn't study enough. I might not pass my exams.
- 10 They 're not going to 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)

How long have you lived in Madrid?

I 've lived there / in Madrid for three years.

2 Aiden is a vegetarian. (six months)

How long has Aiden been a vegetarian?

He 's been a vegetarian for six months.

3 Lin works for the government. (ten years)

How long has Lin worked for the government?

She 's worked for the government for ten years.

4 I know Tom. (eight months)

How long have you known Tom?

I 've known Tom for eight months.

5 Meg is married to Rob. (six weeks)

How long has Meg been married to Rob?

She 's been married to Rob for six weeks.

6 I have a dog. (three days)

How long have you had your / a dog?

I 've had it / my dog / a dog for three days.

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

How long has your grandmother lived on her own?

She 's lived on her own for five years.

8 The weather is bad. (ten days)

How long has the weather been bad?

It 's been bad for ten days.

9 My mum has a headache. (two days)

How long has your mum had a headache?

She 's had a headache for two days.

10 My brother is at university. (three months)

How long has your brother been at university?

He 's been at university for three months.

# 14

## 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)

*They'll probably be worse than the last group.*

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

*It won't have a good effect on the environment.*

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

*It'll be an important match on Saturday.*

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

*Do you think we'll find a solution to the problem soon?*

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

*I don't think he'll succeed.*

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

*They probably won't change their minds.*

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

*I'll definitely study hard for my exams.*

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

*I don't think she'll tell anybody.*



## 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 sad to hear the bad news.

2 It's difficult to pass this exam. I've failed it twice.

3 She was surprised to see her father waiting for her.

4 It's polite to say please and thank you.

5 This cake is easy to make – you don't have to cook it!

6 It's dangerous to ride a bike without a helmet.

7 It's important not to burn the onions when you fry them.

8 It can be expensive to stay 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.

*We're thinking of buying a laptop.*\_\_\_\_\_

2 He / do / a course in computing.

*He's thinking of doing a course in computing.*\_\_\_\_\_

3 They / not / move / abroad.

*They're not thinking of moving abroad.*\_\_\_\_\_

4 She / take / on an assistant.

*She's thinking of taking on an assistant.*\_\_\_\_\_

5 I / not / get / married.

*I'm not thinking of getting married.*\_\_\_\_\_

6 We / tell / her the truth.

*We're thinking of telling her the truth.*\_\_\_\_\_

7 He / change / job.

*He's thinking of changing (his) job.*\_\_\_\_\_

8 you / see / that film?

*Are you thinking of seeing that film?*\_\_\_\_\_

9 I / study / maths at university.

*I'm thinking of studying maths at university.*\_\_\_\_\_

10 she / buy / a new smartphone?

*Is she thinking of buying a new smartphone?*\_\_\_\_\_

## ADVERBS

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

## 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)

1 I was working in Paris when I met Harry.  
(meet / work)

2 We were watching a film when he said loved me.  
(watch / say)

3 We were walking in St. Germain when we found our dream apartment. (walk / find)

4 But soon, we were arguing about money, so I moved out. (argue / move)

5 I met Ted when I was staying with a friend.  
(meet / stay)

6 Ted and I were dancing when I saw Harry with another woman. (see / dance)

7 We were having dinner when Harry sent me a text message. (have / send)

- 8 I read the text message when Ted wasn't looking. (read / not look)
- 9 When Ted was speaking to the waiter, I wrote back saying Ted was the man for me. (speak / write)
- 10 The next day, Ted and I were walking beside the Seine when he asked 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.

*I'll visit you next week.*

2 ... not to stay out late tonight.

*I won't stay out late tonight.*

3 ... not to forget me.

*I won't forget you.*

4 ... to do better next time.

*I'll do better next time.*

5 ... not to keep secrets.

*I won't keep secrets.*

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

*I'll do the best I can do.*

7 ... not to miss your flight.

*I won't miss my flight.*

8 ... to remember me.

*I'll remember you.*

9 ... to tell the truth.

*I'll tell the truth.*

10 ... eat healthy food.

*I'll eat healthy food.*