

# OUTCOMES

GRAMMAR WORKSHEETS

ANSWER KEY

PRE-INTERMEDIATE





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# 1

# JOBS

## PRESENT SIMPLE AND PRESENT CONTINUOUS

We use the present simple to talk about routines and habits (things we do every day, things that happen every day), facts and things that are generally true, and permanent states.

The present simple form is the same as the infinitive form of the verb (without *to*), but the third person form ends in *-s*.

*I live in a city, but he lives in a village.*

We form negatives with *don't / doesn't* + the infinitive (without *to*).

*I don't enjoy travelling, but he doesn't like staying in one place.*

We form questions with *do / does* + the subject + the infinitive (without *to*).

*Do you work in the city?*

*What does she do?*

The present simple is often used with adverbs such as *usually, generally, normally, often, sometimes* and *never*.

*They usually visit the city every two months.*

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 changing situations and actions that are temporary or unfinished.

The present continuous is a form of the auxiliary verb *be* + the *-ing* form of the verb.

*She's working hard this month because her company is building a new bridge.*

For most verbs that end in a vowel and a consonant, double the last letter, for example, *chat – chatting*. When a verb ends in *-e*, remove the *-e* and add *-ing*, for example, *use – using*.

We form negatives with *am / is / are + not + -ing*.

*It's the summer holidays, so he isn't / he's not studying at the moment.*

We form questions with *am / is / are + subject + -ing*.

*What are you chatting about?*

We often use the present continuous with time phrases like *at the moment, this month, this week*.

*I'm working at the Paris office this week.*

**Complete the sentences with the correct form of the verbs in brackets.**

**Use contractions where you can.**

➔ A: What do (you / do)?

➔ B: I'm a builder.

A: Oh? What <sup>1</sup> are you working (you / work) on at the moment?

B: We <sup>2</sup> 're building (build) a block of flats.

A: And how <sup>3</sup> 's it going? (it / go)?

B: We <sup>4</sup> 're doing (do) very well, but it <sup>5</sup> 's (be) a very big project, so a lot of other companies <sup>6</sup> are working (work) on it too.

A: How many hours a week <sup>7</sup> do you usually spend (you / usually spend) there?

B: Around 50. We start early but <sup>8</sup> finish (finish) at 5pm.

A: Do you <sup>9</sup> like (like) it?

B: Yes, I do. I never <sup>10</sup> get (get) bored.

## PRESENT SIMPLE AND PRESENT CONTINUOUS FOR THE FUTURE

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We can use the present continuous to talk about definite future plans and arrangements (things we have planned), especially when they involve other people. We usually add a time phrase.

*I'm playing tennis with Amelia at six o'clock tonight.*

*Are you meeting your friends on Friday?*

We can also use the present simple to talk about the future, especially something happening in the future connected to a timetable, and future plans or arrangements with *have (got)*, *have to*, *need to* or *there's*.

*The tennis club opens at four o'clock.*

*I've got / I have another match with Jenny at seven o'clock.*

*She needs to leave by nine o'clock.*

### Choose the correct option.

➔ I have to / 'm having to take an exam tomorrow.

- 1 I see / 'm seeing Maria on Thursday for coffee. I haven't seen her for a long time.
- 2 The theatre doors open / are opening at seven o'clock.
- 3 Alma has / 's having a hospital appointment this afternoon.
- 4 Paul and Anoo go / are going to Istanbul for a weekend break.
- 5 We have / 're having a party next Friday. Would you like to come?
- 6 The match starts / is starting at three o'clock.
- 7 The bus leaves / is leaving at twelve o'clock, so hurry up!
- 8 I forgot about your parents – what time are they coming / do they come?
- 9 I need / am needing to work tomorrow.
- 10 Where are you going / do you go this weekend?

# 2

# SHOPS

## PAST SIMPLE

We use the past simple to talk about finished actions, events or situations in the past. We often use time phrases such as *yesterday*, *last year* and *two years ago*.

*I looked for a new pair of shoes yesterday.*

For regular verbs, we add *-ed* to the infinitive (without *to*), or *-d* if the infinitive ends in *-e*.

We change a final *-y* to *-i* and we double a final consonant.

*work – worked*

*live – lived*

*try – tried*

*stop – stopped*

There are some common irregular verbs where the form changes completely (or is the same as the infinitive).

*be – was / were*

*go – went*

*put – put*

To make the negative, we use *didn't* (*did not*) with the infinitive (without *to*). We use *wasn't* / *weren't* for the verb *be*.

*I didn't buy my friend a birthday present.*

*She wasn't very happy.*

To make past simple questions, we use *did* + the infinitive (without *to*). We use *was* / *were* for the verb *be*. The word order is: (question word) + *did* + subject + infinitive (without *to*).

*Where did he go yesterday?*

*Were you at home last night?*

### 1 Complete the text with the past simple of the irregular verbs in brackets.

Al's day out

➔ Last weekend, I spent (spend) an enjoyable day shopping.

I <sup>1</sup> got up (get up) early and I <sup>2</sup> caught (catch) a bus to the new shopping centre with my friend at nine o'clock. Quite soon, I <sup>3</sup> found (find) a great shop and <sup>4</sup> bought (buy) a jacket. I <sup>5</sup> didn't pay (not pay) much for it, so it <sup>6</sup> was a real bargain! My friend and I then <sup>7</sup> had (have) a delicious long lunch in an Italian restaurant. We <sup>8</sup> didn't leave (not leave) the shopping centre until five o'clock.

### 2 Look at the answers and write the questions about Al's day out. Use the question words *what*, *who*, *when* and *where*.

➔ What did he do last weekend? He went shopping.

1 When did he get up? Early.

2 Where did he go? To the new shopping centre.

3 When did he catch a / the bus At nine o'clock.

4 Who did he go with? With his friend.

5 What did he find? A great shop.

6 What did he buy? A jacket.

7 Where did he / they have lunch? At an Italian restaurant.

8 When did he / they leave (the shopping centre)? At five o'clock.

## COMPARATIVES

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We add *-er* to the end of short adjectives and adverbs of one syllable when we compare two things or groups of things. Note there are some spelling changes. We use *more* or *less* before two- or three- syllable adjectives and adverbs.

Racing bikes are **lighter** and **faster than** normal bikes.

Racing bikes are usually **more expensive than** normal bikes.

When we want to say that there is a big difference between things, we can use *much* or *a lot* before the comparative adjective / adverb. We can use *a bit* to say there is a small difference.

My new racing bike is **a lot faster**. My old racing bike was **a bit heavier**.

To say that something is the same, we can use *as* + adjective / adverb + *as*. If it isn't the same, we can use *not as* + adjective / adverb + *as*.

My new bike is **as comfortable as** my old bike.

Normal bikes **aren't as fast as** racing bikes.

Some comparatives are irregular, for example, *good* / *well* – *better* and *bad* / *badly* – *worse*.

### Write sentences comparing two things. Use the ideas in brackets.

➔ Reading electronic books / reading printed books (not / enjoyable)

➔ Reading electronic books isn't as enjoyable as reading printed books.

1 Tablets / laptops (much / cheap)

Tablets are much cheaper than laptops.

2 My new flat / my old one (a bit / big)

My new flat is a bit bigger than my old one.

3 Shopping online / going to the shops (much / easy)

Shopping online is much easier than going to the shops.

4 Jobs here / jobs in my country (not / well-paid)

Jobs here aren't as well-paid as jobs in my country.

5 The weather here / in my country (not / hot)

The weather here isn't as hot as (it is) in my country.

6 In the city, a bike / a car (much / good)

In the city, a bike is much better than a car.

7 Department stores / second-hand shops (a lot / expensive)

Department stores are a lot more expensive than second-hand shops.

8 The blue dress / the yellow dress (much / pretty)

The blue dress is much prettier than the yellow dress.

# 3

## GETTING THERE

### PAST SIMPLE AND PAST CONTINUOUS

---

When we describe a sequence of actions in the past (one complete or finished action followed by another complete or finished action), we use two or more past simple verbs. We can use words and phrases such as *and (then), before, after* or *when* to link the actions.

*I **had** some breakfast and **bought** some presents. Then I **went** to the gate and **waited** for my flight. When the gate **opened**, I **boarded** the plane.*

When we describe an incomplete or unfinished action that is interrupted by a complete or finished action, we use the past continuous and the past simple. We sometimes use the past continuous to talk about the general situation or background, or to describe a longer action, and the past simple to describe a short action. We often use *when* or *while* to link the actions.

We form the past continuous with *was / were + the -ing form of the verb*.

*I saw Justine in the shop **when / while I was looking** for a dress.*

*It **wasn't raining when** I left the house.*

***When** the teacher started talking, we **weren't listening**.*

*What **were** the children **doing when** you arrived?*

When we use *when* with the past simple, it has a similar meaning to 'after'.

*I said hello to Justine **when** I saw her.*

If the part of the sentence with *when* or *while* comes first, we put a comma after it.

***When** I saw Justine, I **was looking** for a dress.*

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

*I **knew** her at school.*

### Complete the story. Use the past simple or past continuous form of the verbs in brackets.

Yesterday, I was walking (walk) to work when I <sup>1</sup> saw (see) a shocking event. The weather was awful. It <sup>2</sup> was raining (rain) heavily and there <sup>3</sup> was (be) a lot of water on the road. People <sup>4</sup> were trying (try) to get to work and a dad <sup>5</sup> was taking (take) his little boy to school. Suddenly, a large van <sup>6</sup> drove (drive) past and <sup>7</sup> splashed (splash) the boy. The boy's father <sup>8</sup> shouted (shout) at the driver, but the driver just <sup>9</sup> laughed (laugh) and <sup>10</sup> drove (drive) away. How awful!

## QUANTIFIERS WITH COUNTABLE AND UNCOUNTABLE NOUNS

We can use quantifiers before nouns to talk about the number of things or the amount of something, which we call the 'quantity'. Quantifiers are words and phrases such as *much*, *many*, *some* and *a lot of*. We can use some quantifiers with both plural countable nouns and uncountable nouns, but we use some quantifiers only with plural countable nouns and other quantifiers only with uncountable nouns only.

*There are a lot of cars on the road today.*

*There isn't much good public transport in the country.*

*I don't like catching many taxis – they're expensive.*

Quantity	With countable nouns	With uncountable nouns
A large quantity	<i>many</i> <i>a lot of</i> <i>lots of</i>	<i>much</i> <i>a lot of</i> <i>lots of</i>
A sufficient quantity (enough)	<i>some</i> <i>plenty of</i>	<i>some</i> <i>plenty of</i>
A small quantity	<i>a few</i> <i>few</i>	<i>a little</i> <i>a bit of</i>
No quantity (zero)	<i>not any</i> <i>no</i>	<i>not any</i> <i>no</i>

To express negative ideas, we often use *too many*, *too much*, *too few* and *too little*.

*There are too many cars on road.*

*There's too much traffic in the city centre.*

*Too few people walk or cycle to work.*

*There's too little space on trains.*

### Complete the sentences with the words from the box.

<del>a lot of</del>	any	any	bit	few	few	little	many	many
many	much	much	no	<del>not many</del>	plenty	some		

➔ I've had a lot of holidays in the UK this year but not many in other countries.

- We had a bit of trouble with our bags at the airport but not much.
- There are some places to eat at the airport but not many.
- We've got plenty of time. There isn't another train for 25 minutes.
- We haven't had any news about the delay yet. I asked a few people, but nobody knows anything.
- There are no trolleys left. Have you got many bags?
- I can't hear you. There's too much noise.
- There's too little time to go shopping – we're going to miss our flight!
- Too many people make the mistake of taking bottles of water through airport security.
- Any passengers on the connecting flight to New York should go to Gate 3.
- There were too few seats on the train and we had to stand for the entire journey.

# 4

# EAT

## PRESENT PERFECT SIMPLE

---

We use the present perfect to talk about actions before now when there is a connection to the present situation.

We form the present perfect with *have / has* + the past participle. The past participles of regular verbs are the same as the past simple form, for example, *play – played – played*, but some verbs are irregular, for example, *see – saw – seen*.

We often use the present perfect to start a conversation and to find out about other people's experiences, sometimes with *ever*. We do not always reply using the present perfect.

**A:** *Have you ever eaten a very spicy curry?*

**B:** *Yes, it was delicious.*

When there is a past time phrase such as *yesterday* or *a few years ago*, we use the past simple, not the present perfect.

*Did you cook yesterday? ~~Have you cooked yesterday?~~*

We can make the present perfect negative with *not* or *never*. *Never* means 'not in my life'. We often use *still* before the verb or *yet* at the end of a sentence to mean 'not before now but probably in the future'.

**A:** *Have you (ever) seen Swan Lake?*

**B:** *No, not yet. / No, I still haven't seen it. / No, I've never liked ballet.*

Past participles can be regular (the same as the past simple) or irregular. The irregular participle *been* means 'went and came back'. The irregular participle *gone* means 'went and isn't back yet'.

### 1 Tick (✓) the correct sentences. Rewrite the incorrect sentences.

➔ I never drunk coffee.

➔ *I've never drunk coffee. / I haven't drunk coffee.*

---

1 I've heard of Margot Robbie, but I don't know how.

✓

---

2 Has you ever been to Africa?

*Have you ever been to Africa?*

---

3 Sophie still hasn't finished her homework.

✓

---

4 My parents have gone to Kuala Lumpur three times.

*My parents have been to Kuala Lumpur three times.*

---

5 Never he's travelled abroad in his life.

*He's never travelled abroad in his life.*

---

6 Did you ever eaten goat?

*Have you ever eaten goat?*

---

7 Have you decided what to eat yet?

✓

---

8 They've been on holiday and they aren't back until next week.

*They've gone on holiday and they aren't back until next week.*

---

## TOO / NOT ... ENOUGH

We often use *too* + adjective / adverb to say that something has more of a particular quality than we need or want, or that something is worse or better than necessary. We can use an infinitive with *to* after *too* + adjective / adverb to say why.

He's **too slow to work** as a chef. (= He's very slow, so he can't / won't work as a chef.)

We're **too hungry to wait** for dinner. (= We're very hungry, so we can't / won't wait for dinner.)

We want to eat now.)

We can use *too much* before uncountable nouns and *too many* before countable nouns to say that there is more of something (a bigger quantity) than we need or want. (See also Unit 3.)

There's **too much salt** in the soup.

There are **too many restaurants** selling fast food.

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

The sauce **isn't spicy enough**.

There's **enough milk** for coffee.

There **aren't enough eggs** for an omelette.

We can use *enough* in questions.

Is he **old enough** to get a job?

Are there **enough biscuits** for everyone?

### SUMMARY

*too* + adjective / adverb

*too much* + uncountable noun

*too many* + countable noun

(not +) adjective / adverb + *enough*

(not) *enough* + noun

*enough* ...?

### Complete the sentences with the words from the box.

enough    enough    enough    ~~too~~    too many    too many    too much

➔ I can't hear you. The music's **too** loud.

- 1 **Too many** sweets are bad for your teeth.
- 2 You're ill because you don't eat **enough** vegetables.
- 3 You still look hungry. Have you had **enough** to eat?
- 4 That new restaurant is nice, but it's **too** expensive.
- 5 There isn't **enough** sugar in this cake.
- 6 I think there's **too much** milk in this coffee. It's cold.
- 7 The lift isn't working. Are there **too many** people in it?
- 8 Could you open a window, please? It's **too** hot in here.

# 5

# RELAX

## PLANS AND ARRANGEMENTS

We use *be going to* + infinitive (without *to*) and the present continuous to talk about plans we have for the future. There is often very little difference between them, but we generally use *be going to* for definite plans we've made for ourselves and the present continuous for plans in the near future that involve other people, especially when there's a fixed time or place.

*I'm going to relax at home this evening.*

*I'm meeting Max at six o'clock at the cinema.*

We use *might* (or *may*) + infinitive (without *to*) and *be thinking of* + *-ing* to talk about possible plans in the future. *Might* and *may* are modal verbs, so don't change their form.

*He might meet James later today.*

*She's thinking of taking a week off work.*

### Complete the sentences with an appropriate future form of the verbs in brackets.

➔ She's decided at last. She 's going to travel (travel) around the world.

- 1 I've had a busy day. Tonight I 'm going to relax (relax).
- 2 They may / might go / 're thinking of going (go) to the science museum on Saturday, but they haven't decided yet.
- 3 I 'm meeting (meet) Paola and Tim this evening at 7.30.  
You're welcome to come.
- 4 We're not sure, but we may / might buy / 're thinking of buying (buy) tickets for tomorrow's concert.
- 5 Sam and I are playing (play) tennis after work. I can meet you at eight.
- 6 I 'm going to stay (stay) in and watch the Oscars on Sunday.  
I can't wait!
- 7 Ben 's having (have) a birthday party on Friday. Have you been invited?
- 8 I'm not totally sure, but I may / might try / 'm thinking of trying (try) a new sport this year. I'd like to try baseball.
- 9 I'm really tired, so I 'm not going to get up (not get up) early tomorrow.
- 10 I've decided I 'm going to study (study) music at university next year.

## SUPERLATIVES

We use superlative adjectives and adverbs to compare more than two things (one thing with all other things in a group). We generally put *the* before a superlative adjective or adverb, but we can use a possessive adjective, for example, *my* and *his* instead.

*This is **the cheapest** hotel on the website.*

*I ran **my fastest** in the race yesterday, but I didn't win.*

Some superlatives are irregular, for example, *good* – **the best** and *bad* – **the worst**.

### SUMMARY OF FORM AND SPELLING

- one-syllable adjectives / adverbs: add *-est*
- two-syllable adjectives / adverbs that end in *-y*: change the *-y* to *-iest*
- two- or three-syllable adjectives / adverbs: add *most*
- short adjectives / adverbs that end in a consonant: double the consonant

**Complete the sentences with the superlative form of the adjectives from the box.**

big	busy	deep	expensive	happy	lazy
long	old	reliable	small	successful	

- ➔ Some very strange fish live in the **deepest** part of the ocean.
- 1 Singapore is **the most expensive** city in the world. Everything costs more than it does in other places.
  - 2 Sleeping for 18 to 22 hours a day, the koala is **the laziest** animal in the world.
  - 3 Dating back thousands of years, Tamil is **the oldest** language in the world.
  - 4 With around 38 million residents, Tokyo is the city with **the biggest** population.
  - 5 Harrison Ford and Tom Hanks are among **the most successful** actors ever.
  - 6 With a high standard of living, residents of Norway are **the happiest** people in the world.
  - 7 Atlanta International Airport is **the busiest** airport in the world, with more than 100 million passengers a year.
  - 8 Japan continues to produce **the most reliable** cars in the world.
  - 9 Vatican City is **the smallest** country in the world, with an area of only 0.44 km<sup>2</sup>.
  - 10 The Nile and the Amazon are **the longest** rivers in the world.

# 6

# FAMILY AND FRIENDS

## QUESTION FORMATION

We use the auxiliary verbs *be*, *do* and *have* with main verbs to make questions and negatives. The word order in questions is usually different from the word order in statements.

<b>Statement</b>	<i>My mum</i>	<i>is</i>	<i>tired.</i>
	<i>She</i>	<i>worked</i>	<i>hard yesterday.</i>
<b>Question</b>	<i>Is</i>	<i>your mum</i>	<i>tired?</i>
	<i>What</i>	<i>did she do</i>	<i>yesterday?</i>

	Question word	Auxiliary	Noun / pronoun	Verb
<b>Present simple</b>	Why	<i>does</i> <i>doesn't</i>	<i>he</i>	<i>play tennis?</i>
<b>Past simple</b>	When	<i>did</i> <i>didn't</i>	<i>you</i>	<i>go home?</i>
<b>Present continuous</b>	What	<i>are</i>	<i>they</i>	<i>playing?</i>
	Why	<i>aren't</i>	<i>they</i>	<i>talking?</i>
<b>Present perfect</b>	Why	<i>has</i> <i>hasn't</i>	<i>he</i>	<i>come?</i>

	Question word	Auxiliary	Noun / pronoun	Adjective / Adverb / Noun
<b>The verb <i>be</i> (present)</b>		<i>is</i> <i>isn't</i>	<i>she</i>	<i>happy?</i>
<b>The verb <i>be</i> (past)</b>	Where	<i>were</i>	<i>you</i>	<i>this morning?</i>
	Why	<i>weren't</i>	<i>you</i>	<i>at school?</i>

Questions that ask about the subject of a sentence do not need auxiliary verbs. We usually use the questions words *who*, *what* or *which* in these questions.

**Who** won the prize?

**What** happened?

**Which** car crashed?

### Write questions from the prompts.

➔ Why / you / not like / swimming?

➔ Why don't you like swimming?

1 your flatmate / like / football?

Does your flatmate like football?

2 Where / her cousin / live?

Where does her cousin live?

3 How long / you / work / in China?

How long have you worked in China?

4 Who / your favourite actor?

Who's your favourite actor?

5 Why / you / not call / me last night?

Why didn't you call me last night?

6 How long / she / know / him?

How long has she known him?

7 Where / last Sunday's concert?

Where was last Sunday's concert?

8 Why / they / not there / yesterday?

Why weren't they there yesterday?

## SIMILARITIES AND CONTRASTS

We use *neither* and *none* to show that people / things are the same in not doing or being something. They have a negative meaning, so we use the positive form of the verb. We use *neither* when there are two people / things and *none* when there are more than two. We use *of* before the noun or pronoun.

**Neither of them** are good at maths. (= There are two people who are bad at maths.)

Note that *neither* can be followed by a singular or plural form of the verb.

*Neither of them is good at maths.*

**None of the girls** like school. (= There are more than two girls. They all dislike school.)

We use *either* or *any* after a negative form of the verb instead of *neither* or *none*.

*I don't know either of my neighbours.*

*He doesn't like any of his classmates.*

We use *both* and *all* to say that people / things are the same. They have a positive meaning. We use *both* when there are two people / things and *all* when there are more than two.

*They both play the guitar.* (= The two people play the guitar.)

*They all like music.* (= There isn't one person in the group who doesn't like music.)

We can use *both (of the)* and *all (of the)* before nouns. We use *both of* and *all of* before pronouns.

**Both boys** live at home. / **Both of the boys** live at home.

**Both of them** live at home.

**All the girls** share a room. / **All of the girls** share a room.

**All of them** share a room.

*Whereas* has a similar meaning to *but*. We use it to show a contrast when people / things are different.

*My dad likes driving, whereas my mum hates it.*

### Match the sentence halves.

➔ My sister loves sport, \_\_\_\_\_ whereas my brother hates it.

- |                                   |  |
|-----------------------------------|--|
| 1 My two sisters are              | a are very confident.                          |
| 2 I don't know any                | b both left-handed.                            |
| 3 Neither of my children          | c all of them work hard.                       |
| 4 I'm not very close to           | d but that's exactly what she did.             |
| 5 There are four children, but    | e my sister and I are more artistic.           |
| 6 My parents are doctors, whereas | f of the people in my street.                  |
| 7 My sister didn't want to teach, | g either of my brothers.                       |
| 8 I have twenty students and      | h none of them want to take over the business. |

# 7

## YOUR PLACE

### HAVE TO, DON'T HAVE TO, CAN AND CAN'T

We use *have to* + infinitive (without *to*) when we talk about things that are essential or necessary and things that are obligatory (rules and laws).

We **have to** wear a seat belt when we're in a car.

We use *don't have to* + infinitive when we talk about things which aren't essential or necessary, but you can do if you want to. We don't use *don't have to* to talk about rules and laws.

We **don't have to** wear a seat belt on the plane when the captain turns off the seat belt sign.

We use *can* + infinitive (without *to*) to say that something is allowed or is possible.

We **can** use a seat belt all the time when we are in a plane if we want to.

We use *can't* + infinitive (without *to*) to say that something is not allowed or not possible (it is against the law or against the rules).

We **can't** drive without using a seat belt.

*Can / can't* is a modal verb, so the form is the same for all persons and the verb after it is an infinitive (without *to*). We don't use an auxiliary verb with *can / can't* to make questions or negatives.

	Positive	Negative	Question
I / you / we / they	I <b>can</b> cycle here.	I <b>can't</b> cycle here.	<b>Can</b> I cycle here?
he / she / it	She <b>can</b> park there.	She <b>can't</b> park there.	<b>Can</b> she park there?
I / you / we / they	I <b>have to</b> go.	I <b>don't have to</b> go.	<b>Do</b> I <b>have to</b> go?
he / she / it	He <b>has to</b> work.	He <b>doesn't have to</b> work.	<b>Does</b> he <b>have to</b> work?

**Complete the second sentence so that it has a similar meaning to the first sentence. Use *have to*, *don't have to*, *can* or *can't*.**

➔ I've brought my bike, so it isn't necessary for me to walk.

➔ I've brought my bike, so I **don't have to walk.**

1 Are we free to go out tonight?

Can **we go out tonight?**

2 Is it necessary for us to dress smartly for the party?

Do we **have to dress smartly for the party?**

3 It isn't necessary for them to get up early tomorrow.

They don't **have to get up early tomorrow.**

4 I am not able to answer that question, I'm afraid. It's private.

I'm afraid I **can't answer that question. It's private.**

5 It's necessary for my brother to help with the housework today.

Today, my brother **has to help with the housework.**

6 She isn't able to afford to buy a flat.

She **can't afford to buy a flat.**

7 He usually makes dinner, but today it isn't necessary.

He usually makes dinner, but today he doesn't have to.

8 It's possible for you to get the bus near our house.

You can get the bus near our house.

## WILL / WON'T

We use *will / won't* + infinitive (without *to*):

- to talk about future actions or give opinions about the future (make predictions).

*He'll be so happy when he's finished his exams.*

*I won't get the job because the interview went very badly.*

- as an immediate response to situations and things people say, for example, to offer to do something or when we decide something at the time of speaking.

*I'll carry that bag for you.*

*I'll have a cup of coffee, please.*

- to talk about now or the immediate future, for example, to make promises or ask questions.

*I won't forget my appointment tomorrow.*

*Will you see Judith next week?*

We often use *will* in questions to ask about opinions, frequently with *Do you think ...?*

*Do you think they'll win?*

*Do you think Sara will get married?*

### Match the sentences (1–8) to the responses (a–h).

➔ I can't find my umbrella. ————— I'll lend you mine.

1 Don't be late!

a Yes, I'll be fine.

2 Do you think you'll be OK?

b Don't worry. He won't bite.

3 My car won't start.

c Do you think you'll pass?

4 Can you hurry up?

d It probably won't be before ten.

5 Your dog has very big teeth.

e OK, sorry! I won't be long.

6 I'd like a new key, please.

f Don't worry. I'll give you a lift.

7 When are you coming home?

g Sure. I'll make it now.

8 My driving test is next week.

h I won't. I promise!

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# EDUCATION

## FIRST CONDITIONALS

We use the first conditional to talk about things that might happen in the future.

First conditional sentences have two parts:

- 1 an *if*-clause that describes a possible future action or situation.
- 2 a result clause that describes the outcome or result.

The *if*-clause has a present tense verb. The result clause can have *will / won't* when the outcome is certain or a plan, or *might* when the outcome is less certain.

*If it's sunny tomorrow, we'll have a picnic.*

*If Tom has time tomorrow, he might go to his art class.*

Possible future situation / action	Result of future action / situation	
<i>if</i> + present simple	<i>will / won't</i>	+ infinitive (without <i>to</i> )
	<i>might</i>	

The *if*-clause can be the first or the second clause. When the *if*-clause is first, we use a comma after it.

*If I see you tomorrow, I'll buy you a coffee.*

*I'll buy you a coffee if I see you tomorrow.*

We can ask questions using the first conditional.

*What will happen if you don't get the grades you want?*

*Where will she work if she graduates?*

**Complete the first conditional sentences. Choose one of the verbs in brackets for the *if*-clause and one for the result clause.**

➔ She 'll talk to her tutor if she needs help with her project. (need, talk)

- 1 If you pass this exam, I 'll take you on holiday.  
(take, pass)
- 2 Ingrida will fail her exams if she doesn't study harder.  
(fail, not study)
- 3 If your parents give you some money, will you buy a car?  
(buy, give)
- 4 If we don't hurry up, we 'll be late for class.  
(be, not hurry)
- 5 They 'll call us if they get their exam results today. (call, get)
- 6 You 'll have a great time if you go to university. (have, go)

- 7 If I finish this essay by five o'clock, I 'll go out with my friends. (go, finish)
- 8 My son will do a PhD if he gets the right grades this year. (get, do)
- 9 I 'll study economics if there 's a space on the course. (study, be)
- 10 If they don't graduate, will they look for a job? (look, not graduate)

## HAD TO / COULD

We use *had to* + infinitive to talk about what was obligatory (necessary) in the past and *didn't have to* + infinitive to talk about what was not obligatory (necessary) in the past, in the same way as we use *have to* and *don't have to* in the present.

We **had to** walk to school every day, even in the rain.

They **didn't have to do** much homework at the weekend.

We use *could* + infinitive (without *to*) and *couldn't* + infinitive (without *to*) to say that something was (not) allowed or was (not) possible in the past, in the same way as we use *can* and *can't* to say that something is (not) allowed or (not) possible in the present.

We **couldn't** wear make-up at school.

We generally use *was / were able to* or *managed to* rather than *could* when we are talking about ability to do something on a particular occasion in the past.

I **was able to** finish my degree in two years.

I **managed to** get a job as soon as I graduated.

### Complete the text with **could**, **couldn't**, **had to** or **didn't have to**.

My grandma told me about her school life when she was young. There were strict rules about clothes. They had to wear a uniform and they <sup>1</sup> couldn't wear jewellery. When students did something wrong, they <sup>2</sup> had to go to the head teacher's office. As punishment, teachers <sup>3</sup> could hit students with a ruler and they <sup>4</sup> didn't have to speak to the child's parents about it. The students <sup>5</sup> didn't have to stay at school after the age of fifteen and even without qualifications, most people <sup>6</sup> could still get a job. My grandma finished school and went to university. She <sup>7</sup> didn't have to pay for university tuition as it was free. Today, going to university is much more competitive and it's also expensive. I <sup>8</sup> couldn't go to my first choice of university because too many students wanted to go to there and I didn't manage to get grades I needed. I <sup>9</sup> had to go to my second choice, which was great. I was able to continue studying and I was glad that I <sup>10</sup> didn't have to find a job as soon as I finished school.

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# MIND AND BODY

## GIVING ADVICE

We use *should* + infinitive (without *to*) to give or ask for advice.

*Should* is a modal verb, so the form is the same for all persons and we don't use the auxiliary verb *do* in questions or negatives.

You **should** brush your teeth twice a day.

Maybe he **shouldn't** eat so many sweet things.

What **should** we do if we get sick?

**A:** **Should** I stay here for my holiday?

**B:** No, you **shouldn't**. You **should** go to France.

We can make the advice less definite by using *Maybe you should* or *I (don't) think you should*.

**Maybe you should** ask her what she needs.

**I don't think you should** do anything right now.

We can also use *Why don't you ...?* and *ought to* + infinitive when we give advice.

**Why don't you** wear a hat to protect your face from the sun?

The children **ought to** go to bed earlier during the week.

The meaning of *should* and *ought to* is the same.

### 1 Complete the sentences giving advice. Write one word in each space.

➔ I don't know why you think I ought to do more exercise. You never do!

- It's raining heavily, so maybe you should stay at home.
- You didn't like the meal, so why don't you complain?
- I know you love chocolate, but maybe you shouldn't eat so much of it.
- You ought to see the doctor about your throat. It's been painful for a week.
- What should I do about my headaches? They're getting worse.
- Why don't you try having a massage to help you relax?
- You drink too much coffee. I think you ought to cut down the amount you drink.
- I know it hurts, but you shouldn't complain so much. It'll get better soon.

### 2 Match the sentences (1–8) to the advice (a–h).

➔ It's really hot and sunny today. ————— We should wear sun cream to protect our skin.

- |  |   |
|--|---|
| 1 I have a bad pain in my chest.                       | a I don't think she should come to my house. I have two cats! |
| 2 My sister is feeling stressed about her exams.       | b You should go to bed earlier.                               |
| 3 Maria has terrible hay fever.                        | c She shouldn't worry so much. She has worked hard all year.  |
| 4 My dad is finding it really hard to give up smoking. | d She ought to take a tablet and put some drops in her eyes.  |
| 5 I'm really tired today.                              | e Maybe he should try hypnotherapy.                           |
| 6 My brother has lost his voice.                       | f Why don't you try swimming?                                 |
| 7 I want to get fit, but I hate running.               | g You ought to see a doctor about that.                       |
| 8 My mum has an allergy to cats.                       | h He should drink some honey and lemon.                       |

## IMPERATIVES

The imperative form of a verb is the same as the infinitive (without *to*) and it doesn't change. The negative is formed with *don't*.

We use the imperative to:

- give instructions and orders.  
*Sit down and be quiet.*
- give advice and encouragement.  
*Try hard and you'll do well.*
- make offers.  
*Have a drink. There's orange juice or coffee.*
- warn.  
*Don't touch that – it's hot!*
- reassure.  
*Don't worry. Everything will be OK.*

Complete the imperative sentences with the words from the box. Then match the sentences (1–8) to the uses (a–h).

come	empty	go	have	pass	stand	take	(not) touch	(not) worry
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- ➔ Empty the dishwasher, please. i
- 1 Take every three hours with food. d
- 2 Stand up. h
- 3 Go and see a doctor if you're worried. b
- 4 Come on! You can do it! e
- 5 Have a seat. a
- 6 Don't touch that! It's dangerous. c
- 7 Don't worry. It'll be fine. f
- 8 Pass the sugar. g

- a make an offer
- b give advice
- c warn
- d give instructions
- e encourage
- f reassure
- g an informal request
- h give an order
- i an informal request

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# PLACES TO STAY

## SECOND CONDITIONALS

We use the second conditional to talk about imagined situations or things that are unlikely or impossible.

Like first conditional sentences, second conditional sentences have two parts:

- 1 an *if*-clause that describes an imaginary action or situation, generally something that is unlikely or impossible (now or in the future).
- 2 a result clause that describes the possible outcome or result of that imaginary or unlikely action or situation.

*If he was on holiday now, he'd be lying on the beach.* (= He isn't on holiday now.)

*They'd celebrate if they won the prize.* (= We don't know who will win the prize.)

The *if*-clause has a past tense verb. The result clause has *would* / *wouldn't* + infinitive (without *to*).

We can also use *might* when the imagined outcome is less certain.

An unreal or imaginary situation	Possible result of an unreal or imaginary situation	
<i>if</i> + past simple	<i>would</i>	+ infinitive (without <i>to</i> )
	<i>might</i>	

With the verb *be*, we can use either *was* or *were* after *If I* but *was* is more common.

*If I were rich, I'd travel the world.*

*If I was rich, I'd travel the world.*

**Complete the second conditional sentences. Choose one of the verbs in brackets for the *if*-clause and one for the result clause.**

➔ He would leave his job if he won a lot of money. (win, leave)

- 1 I 'd be really happy if all the countries in the world were friends. (be, be)
- 2 If I spoke English fluently, I 'd travel around the world teaching it. (travel, speak)
- 3 If I saw someone famous, I 'd be very excited. (be, see)
- 4 We 'd be furious if they made our local park into a car park. (be, make)
- 5 If I found a wallet full of money in the street, I 'd take it to the police. (take, find)
- 6 If I had time, I 'd record the song I wrote for my first boyfriend. (record, have)

- 7 I wouldn't be surprised if cars didn't exist in 30 years.  
(not exist, not be)
- 8 This would be a better hotel if it had a pool.  
(be, have)
- 9 If they liked camping, they 'd have cheaper holidays. (have, like)
- 10 If she wasn't / weren't a school teacher, she 'd take her holiday in the low season. (take, be)

## USED TO

We use *used to* + infinitive (without *to*) to talk about past habits and routines or states (things that happened regularly or more than once, or that were true for a long period of time).

*When I lived in London, I **used to hate** travelling by underground.*

We can also use the past simple to talk about past habits and states, but we can only use the past simple to talk about past actions that only happened once. We don't use *used to* for past actions that only happened once.

*When I lived in London, I **hated** travelling by underground. I remember one time when I **felt** sick and **couldn't** get out.*

We form the negative and questions with *did / didn't* and *use to*.

*I **didn't use to** travel on the underground very often.*

*Did you **use to go** by bus instead?*

**For each verb 1–10, write *used to* + infinitive where possible. If the verb can only be in the past simple, write a (✓) in the space.**

When I **was** a child, I **lived** in Mauritius, in the Indian Ocean. I remember eating lots of great food. We had fresh fruit, vegetables and fish, although we never **ate** meat. I **spent** hours on my local beach, playing with friends. We **explored** lots of other beaches too. But once, we **didn't tell** our parents. They **got** worried and **called** the police! I **went** back to Mauritius last year for a holiday. I **didn't think** I'd remember so much about my childhood there. It **brought** back many happy memories.

- ➔ ✓ \_\_\_\_\_
- 1 used to live \_\_\_\_\_
- 2 used to eat \_\_\_\_\_
- 3 used to spend \_\_\_\_\_
- 4 used to explore \_\_\_\_\_
- 5 ✓ \_\_\_\_\_
- 6 ✓ \_\_\_\_\_
- 7 ✓ \_\_\_\_\_
- 8 ✓ \_\_\_\_\_
- 9 ✓ \_\_\_\_\_
- 10 ✓ \_\_\_\_\_

## PAST PERFECT SIMPLE

We use the past perfect simple to talk about a past action that happened before another past action when we want to make the order of events clear. We use the past perfect for the action that happened first and the past simple for the action that happened second, or later.

*She needed her umbrella when the storm hit, but she'd left it at home.*

*I wanted to help, but they'd already finished.*

We form the past perfect simple with *had* and the past participle of the verb. Remember that some verbs have irregular past participles.

	Positive	Negative	Question
I / You / We / They	<i>I'd left the house.</i>	<i>They hadn't left the house.</i>	<i>Had you left the house?</i>
He / She / It	<i>He'd arrived on time.</i>	<i>She hadn't arrived on time.</i>	<i>Had it arrived on time?</i>

In spoken English and informal written English, we use *'d* instead of *had*, especially after pronouns.  
*I'd already gone to bed by the time my friends got home.*

We use the past simple to talk about more than one action in the past if the order of events is obvious or when we describe the actions in the order they happened in.

*I conducted the experiment carefully. After I finished the experiment, I wrote the report.*

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

➔ After reading the first page, I **realised** (realise) that I'd **read** (read) the book before.

- By the time John **got up** (get up), Emily **had left** (leave).
- I **'d never been** (never go) abroad until I **went** (go) to France.
- Had you (ever) eaten** (you / eat) horse meat before you **tried** (try) it last night?
- He **couldn't pay** (cannot pay) for the drinks because he **'d lost** (lose) his wallet.
- Had they studied** (they / study) Danish before they **moved** (move) to Denmark?
- We **weren't able** (not be able) to get a table because we **hadn't booked** (not book) in advance.
- As soon as I walked into the room, I **knew** (know) that I **'d been** (be) there before.
- He had a party when he **heard** (hear) he **'d got** (get) the job.

## PASSIVES

We use the passive when we don't know who does an action. We also use the passive when it isn't important to say or when it's obvious who does an action.

*Olives **are grown** in Mediterranean countries.*

*He **was awarded** a prize.*

We make passive verbs with a form of *be* + past participle.

	Subject	be	Past participle	
Present simple	I	'm (not)	<i>employed</i>	<i>by the government.</i>
	He / She / It	's (not)	<i>paid</i>	<i>low wages.</i>
	You / We / They	're (not)	<i>trained</i>	<i>to give first aid.</i>

	Subject	be	Past participle	
Past simple	I	was (not)	<i>born</i>	<i>in Australia.</i>
	He / She / It	was (not)	<i>given</i>	<i>much help.</i>
	You / We / They	were (not)	<i>made</i>	<i>to do the test.</i>

	Question word	be	Subject	Past participle
Present	Who	are	<i>you</i>	<i>employed by?</i>
		is	<i>he</i>	<i>paid well?</i>
Past	Where	were	<i>they</i>	<i>arrested?</i>
		Was	<i>she</i>	<i>stopped?</i>

We use *by* with the passive to say who or what does the action.

A Brief History of Time *was written by Stephen Hawking.*

We can use modal verbs in the passive. We use the infinitive form of *be* + past participle after the modal verb.

*This book **could be made** into a good film.*

Passives are often used in formal writing. We can use a general subject such as *you*, *they* or *people* in speech and informal writing.

*The sea **should be cleaned** up. (= They should clean up the sea.)*

### 1 Complete the sentences. Use the correct passive form of the verbs in brackets.

➔ Some animals are trained (train) to detect diseases in humans.

1 Many houses were destroyed (destroy) by the storm last week.

2 A shark was seen (see) swimming near the coast yesterday afternoon.

3 The factory is closed (close) this week.

4 The experiment wasn't repeated (not repeat) because it failed the first time.

5 Smoking isn't allowed (not allow) here any more.

6 The scientists should be given (give) more funding for their research.

7 Who are you employed (you / employ) by at the moment?

8 New genes were discovered (discover) by the researchers last year.

**2 Complete the second sentence so that it has a similar meaning to the first sentence. Use the passive.**

➔ A famous architect designed this building.

➔ This building was designed by a famous architect.

1 Someone stole his bag.

His bag was stolen.

2 In the 1906 earthquake, fire did most of the damage.

In the 1906 earthquake, most of the damage was done by fire.

3 Someone gave her a nice birthday present.

On her birthday, she was given a nice present.

4 They produce champagne in France.

Champagne is produced in France.

5 Someone completed the Eiffel Tower in 1889.

The Eiffel Tower was completed in 1889.

6 Alexandra Adornetto wrote *The Shadow Thief*.

*The Shadow Thief* was written by Alexandra Adornetto.

7 They grow pistachio nuts in Iran.

Pistachio nuts are grown in Iran.

8 Someone planted that tree 100 years ago.

That tree was planted 100 years ago.

# 12

## ON THE PHONE

### JUST, ALREADY, YET, STILL

The words *just*, *already*, *yet* and *still* are often used with the present perfect. They go in different positions in the sentence.

*Just* shows a recent action. We sometimes add *only* before *just* for emphasis. It goes before the main verb.

*We can start the meeting now. Yvonne's just arrived, so everyone's here.*

*The meeting is starting late because Yvonne's only just arrived.*

*Already* shows something happened before, often sooner than expected. It goes before the main verb or at the end of the sentence / clause.

*I don't want to watch that programme. I've already seen it. / I've seen it already.*

*He's already finished his homework, so he can go out.*

*Yet* shows that something hasn't happened, but we expect it to happen. It usually goes at the end of the sentence.

*We haven't decided where to go on holiday yet.*

*Still* can show an action or situation is unchanged. It goes before the auxiliary verb *have*.

*We still haven't decided where to go on holiday.*

*Yet* and *still* are very similar, but we often use *yet* in present perfect questions.

**A:** *Have you finished yet?* (= *Are you still working?*)

**B:** *No, I'm still working.* (= *No, I haven't finished yet.*)

### Complete the conversation with *just*, *already*, *yet* or *still*.

➔ **A:** Have you seen Danny Ayudo's latest film \_\_\_\_\_ *yet* \_\_\_\_\_?

➔ **B:** No, I haven't. Is it good?

**A:** Well, I've heard it's great, but I <sup>1</sup> \_\_\_\_\_ *still* \_\_\_\_\_ haven't seen it. I wanted to ask Chris if he's free tonight. I tried to call him earlier, but he didn't answer. Is he here?

**B:** No, he isn't. He's <sup>2</sup> \_\_\_\_\_ *just* \_\_\_\_\_ left, but I'm free tonight.

**A:** I'm calling his number again. No, he <sup>3</sup> \_\_\_\_\_ *still* \_\_\_\_\_ isn't answering.

**B:** I'm free ...

**A:** [*starts conversation on phone*] Chris! Finally! Have you seen the Danny Ayudo film <sup>4</sup> \_\_\_\_\_ *yet* \_\_\_\_\_? Oh, you have? No problem. OK, bye. [*ends conversation on phone*]  
He's <sup>5</sup> \_\_\_\_\_ *already* \_\_\_\_\_ seen it. He saw it last week.

**B:** Look, I've <sup>6</sup> \_\_\_\_\_ *just* \_\_\_\_\_ finished work for the day and I'm free tonight. I haven't seen the film <sup>7</sup> \_\_\_\_\_ *yet* \_\_\_\_\_, but I'd love to.

**A:** Oh, brilliant. Let's go, then. Have you been to the new cinema in town <sup>8</sup> \_\_\_\_\_ *yet* \_\_\_\_\_?

**B:** Yeah, I've <sup>9</sup> \_\_\_\_\_ *already* \_\_\_\_\_ been a few times. It's really nice. You?

**A:** No, I <sup>10</sup> \_\_\_\_\_ *still* \_\_\_\_\_ haven't been, but that's going to change tonight!

## REPORTING SPEECH

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Direct speech is the actual words someone says at the time they are speaking. We show this by using inverted commas (also called speech or quotation marks).

*Melissa said, 'I'm very happy today.'*

Reported speech is when we repeat what someone said. When we report what people said, we often move 'one tense back'. We also change other words such as pronouns and time phrases if necessary.

*Melissa said **she was** very happy **yesterday / that day**.*

present simple → past simple

*'I **play** games on my phone every day.'* → *She said **she played** games on her phone every day.*

present continuous → past continuous

*'I'm **waiting** for a call.'* → *He said **he was waiting** for a call.*

present perfect → past perfect

*'Eva **has bought** you a present.'* → *She said Eva **had bought** him a present.*

past simple → past perfect

*'I **saw** my cousin **yesterday**.'* → *He said **he'd seen** his cousin **the day before**.*

*will* → *would*

*'We'll **meet** you **tomorrow**.'* → *They said **they would** meet us **the next day**.*

*can* → *could*

*'I **can** give you a lift home.'* → *He said **he could** give me a lift home.*

We can use the reporting verbs *say* and *tell* to report another person's words. We don't use an object with *say*.

*Rebecca **said** she had forgotten her book.*

*Tom **said** he would meet Sam at the cinema.*

We always add an object after *tell*. The object is often a pronoun.

*Rebecca **told me** she had forgotten her book.*

*Tom **told Sam** he would meet him at the cinema.*

We sometimes use *that* after the reporting verb, but it isn't necessary.

*I said (**that**) I was disappointed.*

*They told us (**that**) we could get in without paying.*

When we report questions that start with a question word, we don't use a form of the auxiliary verb *do*. The word order becomes subject + verb. We use the reporting verb *ask*.

*'Where do you live?'* → *She **asked** me where I **lived**.*

*'How old are you?'* → *He **asked** me how old I **was**.*

For yes / no questions that start with *do*, *can* or *would*, we add *if* or *whether*.

*'Can I leave a message?'* → *He asked **if he could** leave a message.*

*'Have you seen it before?'* → *She asked me **whether I'd seen** it before.*

**Read the sentences in direct speech. Complete the reported speech.**

➔ 'I'll tell you the answer tomorrow, James.'

➔ He said he would tell James / him the answer the next day.

1 'We're redecorating our house.'

She said they were redecorating their house.

2 'Where are you from?'

He asked me where I was from.

3 'We've been to the cinema twice this week.'

Robert said they had / 'd been to the cinema twice that week.

4 'Who did you see this morning?'

He asked me who I had / I'd seen that morning.

5 'This email arrived today.'

The woman said the email had arrived that day.

6 'I will call you tomorrow.'

He said he would call me the next day.

7 'I can drive you there.'

She said she could drive me there.

8 'We're moving to Australia.'

They told us they were moving to Australia.

9 'I should go.'

He said he should go.

10 'Can you help me with my homework?'

She asked me if / whether I could help her with her homework.

# 13

# CULTURE

## NOUN PHRASES

A noun can be a single word, for example, *film* or *industry*, or a noun phrase, for example, *film industry*. The first noun acts like an adjective. This is called a compound noun.

In the plural form, we usually make only the second or main noun plural.

*Many countries have their own film industries.*

*I hate driving in city centres.*

Sometimes the words are combined into one word.

*camera + man = cameraman* (plural = *cameramen*)

*flat + mate = flatmate* (plural = *flatmates*)

We can also make noun phrases with prepositions (prepositional phrases). The main noun is followed by a preposition + another noun.

*a work of art* (plural = *works of art*)

Sometimes we can use a compound noun or a prepositional phrase but not always.

*a sports club member* or *a member of a sports club*

*a cardboard box* NOT ~~*a box of cardboard*~~

To show that something belongs to a person, animal or organisation, we generally add 's after a singular noun or an irregular plural.

*I'm meeting Paul's brother tomorrow.*

*The women's dresses at the Oscars were amazing.*

*The children's show is on Thursday.*

We use ' after a plural noun or a name that ends in -s.

*James' brother is an actor.*

*The boys' costumes were funny.*

We use a noun with 's or ' instead of the possessive adjective, for example, *my, your, his, her, our* and *their*.

*Her bookshelves are full.*

*My grandmother's bookshelves are full.*

### 1 Complete the noun phrases with the words from the box.

art	camera	court	designer	director	failure
industry	machines	of art	of life	prices	shows

➔ Ever since I was twelve, I've wanted to work in the film industry.

- 1 Singer-songwriter George Michael died at the age of 53 from heart failure.
- 2 Many TV celebrities forge a successful career hosting quiz shows.
- 3 Italian fashion designer Gianni Versace was murdered in Miami in 1997.
- 4 Eventually, ill health began to affect my grandfather's quality of life.
- 5 Many people believe that Roger Federer is the king of the tennis court.
- 6 Several works of art were stolen from the museum.
- 7 Film director Ava DuVernay made her name with *A Wrinkle in Time* (2018).
- 8 We installed a security camera after the last break-in.
- 9 I'd like to see more concerts, but the ticket prices are going up and up.
- 10 The gang have been stealing money from cash machines in the east of the city.

## 2 Tick (✓) the correct sentences. Rewrite the incorrect sentences.

↻ The childrens' football boots were really dirty.

*The children's football boots were really dirty*

1 My sister's friend is a famous fashion designer.

✓

2 Put the books in the box of cardboard.

*Put the books in the cardboard box.*

3 The security system isn't working.

✓

4 My flatmates cousin is staying with us this weekend.

*My flatmate's cousin is staying with us this weekend.*

5 There are some fantastic work of art in the new exhibition.

*There are some fantastic works of art in the new exhibition.*

6 James has an interest of modern art.

*James has an interest in modern art.*

7 He's a member of his local gym.

✓

8 I love watching the channel of shopping on TV.

*I love watching the shopping channel on TV.*

9 There were terrible traffics jams in the city centre last night.

*There were terrible traffic jams in the city centre last night.*

10 The director's latest film has a very complicated plot.

✓

## PRESENT PERFECT CONTINUOUS

We use the present perfect continuous to talk about an activity that started in the past and continues in the present (it's unfinished). It's often a long or repeated action. We use the present perfect continuous with *for* to talk about the amount or length of time an action has continued and *since* when we say when the period of time started.

*I've been waiting for this parcel since last month.* (= I'm still waiting for it. = long action)

*We've been playing in a band together for years.* (= We still do it. = repeated action)

We also use the present perfect continuous to talk about long actions in the past that have an effect on the present. They may be completed actions.

*We've been walking in the forest all day.* (Now we're tired and hungry.)

We use the present perfect simple (not the continuous) to talk about a state that started in the past and continues in the present.

*I've loved playing the piano since I was eight.*

*She's always been a fan of classical music.*

We use the present perfect simple (not the continuous) to talk about short actions that are complete and that have an effect on the present.

*We've baked some cakes. Let's eat!*

We often use the present perfect continuous to emphasise how long an action lasted (how much time it took) and the present perfect simple to talk about its final result.

*I've been packing all morning. I've filled two suitcases.* (packing = longer activity, filled = result)

We make the present perfect continuous with *have / has been* and the *-ing* form of the verb.

We usually use contractions after pronouns.

*I've been swimming today, but my sister's been reading a book.*

## 1 Choose the correct option.

➔ The taxi has arrived / *been arriving*. Let's go!

- 1 I've been learning English *for* / since I was seven.
- 2 He's been my best friend *for* / since we were at primary school.
- 3 I've always *been loving* / loved the theatre.
- 4 They're really tired because they've been practising / *practised* their new song all day.
- 5 I've been a member of my film club *for* / since I was fifteen.
- 6 I've watched / *been watching* my favourite film ten times.
- 7 She's been studying for / *since* three hours.
- 8 You've been there for a long time! How long have you been waiting / *waited*?
- 9 We've been walking for / *since* ages.
- 10 I've always known / *been knowing* she would be famous.

## 2 Write sentences from the prompts. Use the present perfect continuous and *for* or *since*.

➔ he / work / at the bank / ten years

➔ *He's been working at the bank for ten years.*

1 I / play the piano / two years

*I've been playing the piano for two years.*

2 I / read this book / last weekend

*I've been reading this book since last weekend.*

3 she / learn Spanish / 2014

*She's been learning Spanish since 2014.*

4 they / wait here / 45 minutes

*They've been waiting here for 45 minutes.*

5 we / go to dance classes / Christmas

*We've been going to dance classes since Christmas.*

6 they / go out together / six months

*They've been going out together for six months.*

7 we / living here / April

*We've been living here since April.*

8 I / go to the gym / five years

*I've been going to the gym for five years.*

9 he / write a cookery book / the new year

*He's been writing a cookery book since the new year.*

10 she / enter singing competitions / quite a while

*She's been entering singing competitions for quite a while.*

## RELATIVE CLAUSES

We use relative clauses to add information about nouns. The defining relative clauses tell us something important about a thing, a person or a place.

*It's a machine **that cleans things**.*

*I have a friend **who became a plumber**.*

*That's the site **where they're building a new hotel**.*

The relative clause usually comes immediately after the thing, person or place it describes.

Relative clauses begin with a relative pronoun. We use:

- *that* or *which* for things.
- *that* or *who* for people.
- *where* for places.

The relative pronoun replaces the noun or pronoun. We don't need to use both.

*I saw a man on TV. **He** is my neighbour. → The man **who** I saw on TV is my neighbour.*

### Rewrite the pairs of sentences as one sentence. Use a relative clause.

➔ What's the name of that restaurant? We went there on my birthday.

➔ What's the name of the restaurant where we went on my birthday?

1 Guillermo Del Toro is a Mexican film director. He won an Oscar for Best Director.

Guillermo Del Toro is a Mexican film director who won an Oscar for Best Director.

2 Carmel Bunkers is a cool place. You can get the best view over Barcelona there.

Carmel Bunkers is a cool place where you can get the best view over Barcelona.

3 Mike Kay was an artist. He became very successful.

Mike Kay was an artist who became very successful.

4 A cockpit is a place. A pilot sits there when flying a plane.

A cockpit is a / the place where a pilot sits when flying a plane.

5 José Saramago was a Portuguese writer. He wrote some interesting novels.

José Saramago was a Portuguese writer who wrote some interesting novels.

6 Rio de Janeiro is a city. You can see the world's biggest carnival parade there.

Rio de Janeiro is a / the city where you can see the world's biggest carnival parade.

7 What do you call that thing? It joins two pieces of paper together.

What do you call that thing that / which joins two pieces of paper together?

8 I need to buy one of those things. You use it to store data from your laptop.

I need to buy one of those things that / which you use to store data from your laptop.

9 The kitchen is a room in the house. Most fires start there.

The kitchen is a / the room in the house where most fires start.

10 Miss Crawford was my English teacher. She inspired me to study English at university.

Miss Crawford was my English teacher who inspired me to study English at university.

## MUST / MUSTN'T

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We can use *must* + infinitive (without *to*) or *have to* + infinitive when we are talking about rules and laws, or something we need to do.

You **must get** a licence to drive car. It's the law.

You **have to wear** a seat belt. It's for your safety.

We often use *must* for a personal obligation expressed by the speaker.

I **must stop** eating so much sugar. I'm worried about my teeth.

We can also use *must* (NOT *have to*) to talk about something we think is true, especially when we know or can see something that proves it.

That **must be** the actress from the film we saw. I recognise her hair.

Restaurants **must waste** so much food if they don't have a busy night.

We use *mustn't* (NOT *don't have to*) for things that are against the rules or against the law – for something we are forbidden or not allowed to do.

We **mustn't use** that door; it's the fire escape.

We use *don't have to* (NOT *mustn't*) for things that aren't necessary for us to do, or when we have a choice.

My husband **doesn't have to wear** a suit to work, but he still has to look quite smart.

### Complete the school rules and information with *must*, *mustn't* or *don't have to*.

➔ You **don't have to** wear a uniform. You can wear your own clothes.

- 1 You **don't have to** bring water. There are drinking fountains all around the school.
- 2 You **mustn't** bring anything dangerous to school.
- 3 You **must** be on time for classes.
- 4 You **mustn't** use mobiles or other handheld devices during class.
- 5 You **don't have to** bring snacks. Fruit is provided for all students at break time.
- 6 You **don't have to** bring lunch, but you can if you want. Packed lunches can be eaten in the dining hall.
- 7 You **mustn't** eat or drink in the classrooms. Food and drinks are only allowed in the dining hall.
- 8 You **mustn't** stay on the school premises after six o'clock. The school is closed to students after this time.
- 9 You **must** book the sports rooms in advance. Students are not allowed to use the sports rooms without permission.
- 10 All sports facilities are free. You **don't have to** pay for them.

## TIME PHRASES AND TENSE

We often use a time phrase to add extra information about when an action, event or situation happens or happened. Certain time phrases are used more often with specific tenses.

Tense	Time phrase
Present continuous	currently at the moment
Present perfect simple and present perfect continuous	over the last two years in the last few years since last month / year for ten years
be going to and will	in a few days in two weeks' time over the next few weeks
used to or the past simple	in the past when I was young when I was at school
Past tenses (not used to)	last night / year the other day / week five days / years ago

### Choose the correct time phrase.

➔ Inflation is lower than it was five years ago / in the last five years.

- The cost of living is rising over the last year / at the moment.
- Bitcoin has fallen in value over the last six weeks / currently.
- The US stock market is going to improve over the past few / in the next few months.
- Not everything is worse than when we were / are younger.
- World markets will be stronger in two years' time / over the last two years.
- Without doubt, we had greater job security in a few months / the past.
- The value of gold is currently / in the past getting stronger.
- The standard of living has fallen in the next decade / in the last decade.
- Technology has dramatically changed our lives over the past few years / two years ago.
- I used to work to get pocket money long ago / when I was young.

## PRESENT TENSES IN FUTURE TIME CLAUSES

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We can talk about the future using time clauses that start with words like *when*, *as soon as*, *before*, *once*, *after* and *until*. We generally use the present simple in these clauses, even though we are referring to something in the future. There is generally a main clause in the same sentence which has a modal verb such as *will* or *can*, *be going to* or an imperative.

*We can take a break **when we finish** looking at these numbers.*

*They're going to spend the money on a holiday **after they sell** their house.*

We use *as soon as* (and *once*) to say that one thing will happen quickly after another thing.

*As soon as I finish my breakfast, I'm going to start work.* (= Immediately after I finish breakfast, I will start working.)

When we are sure something will happen, we use *when*.

*When the alarm goes off, I'll get up.*

We use *until* with an ending, to say that something stops happening at this time.

*I'll play the lottery **until** I win.*

### Read the incorrect sentences and write the correct sentences.

➔ I'm going to finish this exercise before I'm going to take a break.

➔ I'm going to finish this exercise before I take a break.

- 1 Call me as soon as you will land.  
Call me as soon as you land.
- 2 We can discuss it after you'll return from your trip.  
We can discuss it after you return from your trip.
- 3 I'll pay you back when I'll get paid.  
I'll pay you back when I get paid.
- 4 They can stay here until their new flat will be ready.  
They can stay here until their new flat is ready.
- 5 He wants to know what it's worth before he's making an offer.  
He wants to know what it's worth before he makes an offer.
- 6 They won't buy it until we'll reduce the price.  
They won't buy it until we reduce the price.
- 7 We'll lend her the money as soon as she is finding the right car.  
We'll lend her the money as soon as she finds the right car.
- 8 He's going to move back home when he's finishing university.  
He's going to move back home when he finishes university.
- 9 When you will receive your new card, please cut up your old one.  
When you receive your new card, please cut up your old one.
- 10 The economy will improve until there is more job security.  
The economy won't improve until there is more job security.

# 16

# EVENTS

## ARTICLES

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We use the indefinite article *a / an*:

- when we don't mean a specific noun.  
*Could I have **an** apple, please?*  
*I really need **a** new coat.*
- the first time we mention something.  
*A man and **a** woman arrived at the hotel.*  
***An** unidentified animal has escaped from the zoo.*

Note that we use *an* when the noun starts with a vowel sound:

***an** event*  
***an** umbrella*  
*~~a~~ university*

We use the definite article *the*:

- the second time we mention something.  
*A man and a woman arrived. **The** man was very tall.*
- when something is unique (there's only one that exists), or it's obvious which one we're talking about.  
***The** sun set over the sea.*
- with superlatives.  
*He was **the** tallest man I'd ever seen.*
- with the names of some places, such as oceans / seas, deserts and mountain ranges.  
***the** Pacific Ocean*  
***the** Sahara Desert*  
***the** Atlas Mountains*

We use no article (zero article):

- when we talk about plural or uncountable nouns in general.  
*Please buy eggs when you go to the supermarket.*  
*Pollution is getting worse.*
- with the names of most places, for example, the names of continents, countries, cities and lakes.  
*Europe*  
*Germany*  
*Paris*  
*Lake Constance*

**Complete the texts (A–C) with *a, an, the* or – (no article).**

**A**

Carolina Cantrella is   **a**   journalist for <sup>1</sup>   **the**   BBC based in <sup>2</sup>   **the**   Philippines.

**B**

<sup>3</sup>   **The**   president was introduced to <sup>4</sup>   **a**   group of <sup>5</sup>   –   people from <sup>6</sup>   –   Vanuatu, <sup>7</sup>   **an**   island in <sup>8</sup>   **the**   Pacific.

**C**

<sup>9</sup>   **The**   White House is one of <sup>10</sup>   **the**   most famous buildings in <sup>11</sup>   **the**   world. It is in <sup>12</sup>   –   Washington, DC.

## VERB PATTERNS (-ING OR INFINITIVE WITH TO)

We often use one verb after another in the same sentence. The second verb is in the *-ing* form or is an infinitive with *to*. The form usually depends on what the first verb is.

**Avoid travelling** by underground when it's very busy.

When I'm in Hawaii, I **hope to learn** how to surf.

Examples of verbs that are usually followed by the *-ing* form are:

<i>avoid</i>	<i>can't</i>	<i>consider</i>
<i>enjoy</i>	<i>finish</i>	<i>keep</i>
<i>mind</i>	<i>miss</i>	<i>practise</i>
<i>recommend</i>	<i>stand</i>	<i>stop</i>

Note the spelling patterns for *-ing* forms:

For most verbs that end in a vowel and a consonant, double the last letter, for example, *swim* – *swimming*. When a verb ends in *-e*, remove the *-e* and add *-ing*, for example, *use* – *using*.

Examples of verbs that are usually followed by the infinitive with *to* are:

<i>agree</i>	<i>arrange</i>	<i>decide</i>
<i>fail</i>	<i>hope</i>	<i>learn</i>
<i>manage</i>	<i>offer</i>	<i>plan</i>
<i>prepare</i>	<i>promise</i>	<i>refuse</i>

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

➔ I thought about it for a long time and finally decided to apply (apply) for the job.

- 1 Mr Pullman agreed to speak (speak) to the children about his experiences.
- 2 I've seen her a few times, but I've avoided talking (talk) to her so far.
- 3 The minister refused to comment (comment) on the allegations.
- 4 Roy considered standing (stand) as president but in the end chose not to.
- 5 Quite honestly, Miss Morris, I fail to see (see) the funny side of this story.
- 6 Would you mind opening (open) that window? It's very hot in here.
- 7 I'm annoyed with them. They promised to call (call) the moment they arrived.
- 8 We offered to look (look) after their place while they were away, but they said no.
- 9 I hated it, but they enjoyed watching (watch) me make a fool of myself.
- 10 After she left home, I missed hearing (hear) her beautiful voice singing in the mornings.
- 11 Even though he stayed up all night, he didn't manage to finish (finish) his project.
- 12 I stopped travelling (travel) when I had children, but I still plan to travel (travel) again in the future.