

# pairwork

## seven review

### grammar

#### How observant are you?

When someone stole the money ...

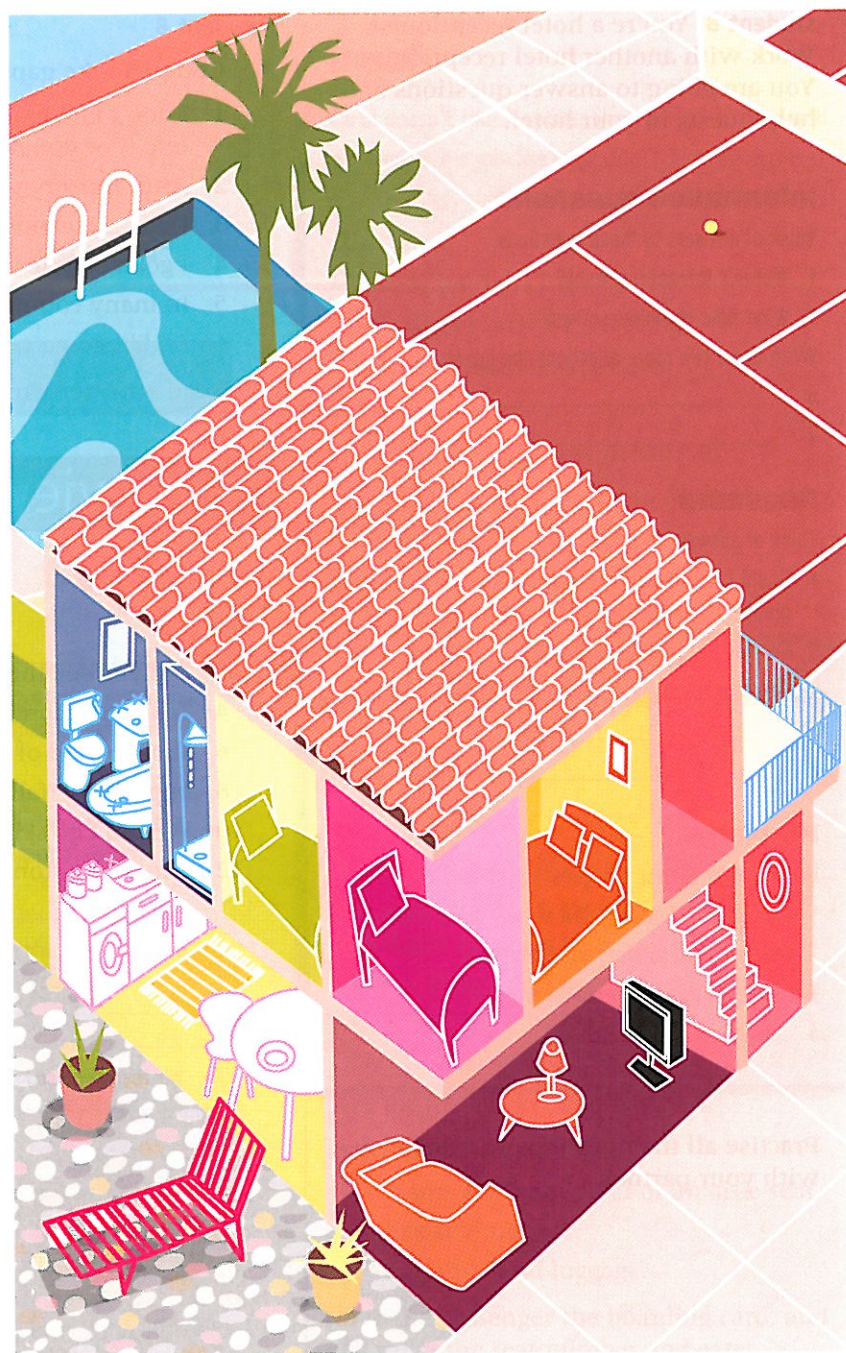
- 1 ... was anyone standing up? If so, who? What were they wearing?
- 2 ... two men were sitting outside the café. What were they doing?
- 3 ... was anyone lying on the beach?
- 4 ... what was the older woman doing?
- 5 ... how many people were on the beach, and what were they doing?
- 6 ... what was the name of the café?
- 7 ... was anyone inside the café? If so, what were they doing?
- 8 ... where was the dog? What was it doing?

#### Score

- 7-8 Very good! Are you a spy?  
 5-6 Good! Are you in the police force?  
 3-4 Maybe you need glasses?  
 1-2 You definitely need glasses!

## nine review

### vocabulary



## ten review

### vocabulary

Are the sentences true or false? If false, make them true.

- 1 The man who has fallen asleep is having a nice dream.
- 2 The young boy is very relaxed.
- 3 The very thin man is worried about something.
- 4 Somebody is waking the old man up.
- 5 The person who's got a headache is between the young boy and the thin older woman.
- 6 The young boy in the middle feels sick.
- 7 The woman next to the tall man is very embarrassed.
- 8 The basketball player has got a pain in his arm.

## eleven review

### vocabulary

#### student B

Take turns to say a word / phrase from your table. Your partner must say a word / phrase from their table with the same meaning. They get one point if they answer correctly in five seconds.

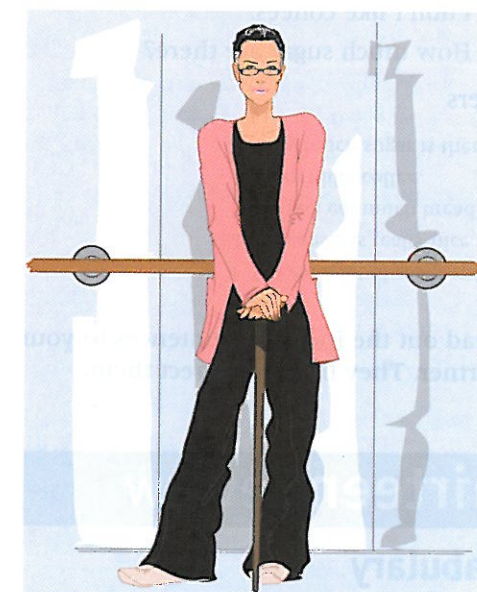
customer	working hours	angry or unhappy	be busy	run a company	split up
afraid	angry discussion	get on well	get the sack	get a good salary	not wanting to work

## twelve review

### grammar

Look at these pictures of the same people, twenty years later. Don't look back at p.121. Write down three sentences about the man and three about the woman using *used to*.

example The man used to have long hair, but now he's got short hair.





# pairwork

## two

### reading

**student A** Correct the errors in these sentences. Check your answers.

- 1 We eat a lot of spaghetitis.
- 2 These pasta are really nice.
- 3 Do you eat many bread?
- 4 I don't like coffees.
- 5 How much sugar are there?

answers

- 1 We eat a lot of spaghetti.
- 2 This pasta is really nice.
- 3 Do you eat much bread?
- 4 I don't like coffee.
- 5 How much sugar is there?

Read out the incorrect sentences to your partner. They have to correct them.

## thirteen review

### vocabulary

**student B** Think of adjectives to describe someone who ...

- 2 is very quiet, doesn't like meeting new people
- 4 talks a lot and is happy with other people
- 6 is relaxed and doesn't worry
- 8 is nice to other people
- 10 wants to do very well in their job and be the best
- 12 doesn't like waiting for things

## three review

### vocabulary & natural English

**student A**

**Practise saying these definitions. The answers are in brackets.**

- 1 It's the opposite of 'dangerous'. (safe)
- 2 It's a place where you can leave your car in a town. (car park)
- 3 It's another way of saying 'quite near'. (not far)
- 4 It's a place where you make things, for example cars. (factory)
- 5 It's another way of saying 'Is there a post office near here?'. ('Where's the nearest post office?')

**Write definitions for these words / phrases using the natural English phrases on p.42.**

a park quiet a five-minute bus ride a (night)club a celebrity

**Find a B partner. Read sentences 1 to 5 and your own definitions – your B partner must guess the words.**

## eleven

### reading

**student B**

**1 Think!** Prepare your answers to these questions. Write notes, not sentences.

If you have an office job, talk about your office. If you don't have an office job, invent your answers.

- 1 What kind of company is it?
- 2 What do you do?
- 3 How many people work there?
- 4 Where is it exactly?
- 5 How do you get to work? What time?
- 6 What are your working hours?
- 7 How long are the breaks for coffee and lunch?
- 8 Do you share an office with other people?
- 9 Do you get on well with them?
- 10 Do you like your job?

**2** Find an A partner to interview you.

## two

### listening

**student B** You arrive before C.

**Think!** Plan what you are going to say.

- greet A
- accept a drink
- greet C when he / she arrives
- when you start the meal, say nice things about the food

## ten review

### natural English

**student B** PATIENT / CLIENT

**It's FIVE minutes before your appointment. You've got a problem. Ring the receptionist.**

**Think!** What are you going to say?

- say your name, and who your appointment is with
- explain the problem, e.g. you're in a meeting, or your car has broken down
- say sorry
- try to make another appointment for this morning

**Now phone the receptionist. He / She will speak first.**



# language reference

## one

### question forms

#### yes / no questions

Most verbs form questions with *do*, *does*, and *did*.

positive form	question form
I <b>work</b> here.	<b>Do</b> you <b>work</b> here?
He <b>lives</b> near here.	<b>Does</b> he <b>live</b> near here?
It <b>rained</b> yesterday.	<b>Did</b> it <b>rain</b> yesterday?

In questions with the verb *be*, put the verb before the subject. In questions with modal verbs (e.g. *can*, *could*), put the modal verb before the subject. With *have got*, put *have* before the subject.

positive form	question form
He <b>is</b> married.	<b>Is</b> he married?
They <b>were</b> tired.	<b>Were</b> they tired?
I've <b>got</b> a dictionary.	<b>Have</b> you <b>got</b> a dictionary?
He <b>can</b> come later.	<b>Can</b> he come later?
She <b>could</b> help.	<b>Could</b> she help?

go to exercise 1.1

#### wh- questions

With *wh-* questions, use the same word order as *yes / no* questions.

- Where** does he live? = place
- When** did she get here? = time
- Why** did they leave? = reason
- What's** your name? = a thing
- Who's** got my pen? = a person
- How old** is your baby? = age
- How often** do you come here? = frequency
- How much** does it cost? = quantity
- What's** it like? = tell me about it

You can end questions with prepositions.

- Where** do you come **from**? NOT ~~From where do you come?~~
- Who** does she live **with**?
- What** are you looking **at**?

go to exercises 1.2 and 1.3

### cover & check exercises

#### 1.1 Write questions. Use *he*.

- (be) a doctor?
- (live) with his parents?
- (have got) a car?
- (go) to Italy last year?
- (can understand) German?

Now write questions using *they*.

- (be) married?
- (have got) any children?
- (like) skiing?
- (stay) at home last night?
- (be) at university in the 1990s?

#### 1.2 Here are some answers. Write possible *wh-* questions.

- He's from the south of Italy.
- At 7 o'clock this morning.
- Because he wanted to learn English.
- Twenty euros.
- Eighteen – it's her birthday today.

#### 1.3 Fill the gaps with a verb, question word, or preposition.

- Who do they live \_\_\_\_\_?
- \_\_\_\_\_ often do you go there?
- What are they looking \_\_\_\_\_?
- \_\_\_\_\_ she at the party last night?
- \_\_\_\_\_ 's it like?

### present simple

positive and negative forms		questions
I/You/We/They	<b>live</b> here. <b>don't live</b> here.	Where <b>do</b> you <b>live</b> ?
He/She/It	<b>lives</b> here. <b>doesn't live</b> here.	Where <b>does</b> he / she <b>live</b> ?
short answers		
Yes, I <b>do</b> .	Yes, he <b>does</b> .	
No, I <b>don't</b> .	No, she <b>doesn't</b> .	
You can use the present simple to talk about things which are always / generally true:		
I <b>come</b> from Italy.	She <b>doesn't like</b> chocolate.	
They <b>live</b> in a village.	<b>Does</b> she <b>speak</b> French?	
You can also use the present simple to talk about habits:		
I <b>go</b> to the shops every week.	<b>Do</b> you often <b>see</b> your parents?	
She <b>watches</b> TV in the evenings.	<b>Does</b> he <b>finish</b> work at 6.00?	
go to exercise 1.4		

### possessive 's / s'

singular nouns: add 's

Jack's house                      my daughter's boyfriend

irregular plural nouns: add 's

the children's toys              the men's room

regular plural nouns: add s'

the boys' bicycles                my friends' flat

Compare:

the student's room = a room for one student

the students' room = a room for more than one student

go to exercise 1.5

You can use possessive 's / s' to talk about possessions and relationships.

Maria's flat                      Maria's boyfriend NOT ~~the boyfriend of Maria~~  
the doctor's bag                my parents' car

But you normally use *of* for things and places.

the beginning **of** the film      the end **of** the road NOT ~~the road's end~~

go to exercise 1.6

#### 1.4 Write the verbs in the correct form.

- We \_\_\_\_\_ (not like) sport.
- \_\_\_\_\_ (you / watch) TV a lot?
- My sister \_\_\_\_\_ (speak) French.
- How often \_\_\_\_\_ (he go) on holiday?
- She \_\_\_\_\_ (not drive) to work.

Cover the grammar, then try the exercise. Check the grammar again to help you.

#### 1.5 Make the underlined nouns plural.

- David found the boy's books.
- We went out with my sister's friends.
- They forgot the child's jackets.
- It was the woman's idea.
- My brother's team lost the match.

#### 1.6 Circle the correct answer.

- I gave it to Mark's brother / the brother of Mark.
- What's the film's name / the name of the film?
- Do you know Petra's husband / the husband of Petra?
- That's my sister's computer / the computer of my sister.
- We live in the country's middle / the middle of the country.



## past simple

positive and negative forms		questions
I/You/He/She/It/We/They	<b>worked.</b> <b>didn't work.</b> (NOT worked)	Where <b>did</b> you <b>work</b> ? (NOT worked)
<b>short answers</b>		
Yes, I <b>did</b> . No, I <b>didn't</b> .		
<b>spelling</b>		
most regular verbs	add <i>-ed</i>	start – started look – looked
verbs ending in <i>-e</i>	add <i>-d</i>	arrive – arrived live – lived
verbs ending in consonant <i>-y</i>	change <i>-y</i> to <i>-i</i> and add <i>-ed</i>	marry – married study – studied
most verbs ending in one vowel + one consonant (but not verbs ending in <i>-y, -w,</i> or an unstressed vowel, e.g. open, visit)	double the consonant	stop – stopped plan – planned
Many common verbs are irregular in the past:		
go – went	see – saw	catch – caught
be – was/were		
go to the <b>irregular verb list</b> on p.174		
go to <b>exercise 1.7</b>		
You can use the past simple to talk about something that started and finished in the past. You often know <b>when</b> it happened.		
I <b>worked</b> until ten o'clock last night. I <b>didn't see</b> him yesterday.		
You can use these time expressions with the past simple.		
<b>yesterday</b> <b>last night/week/month</b> <b>two weeks ago</b> <b>in 2001</b> <b>at 2.30</b>		
<b>natural English a sequence of actions</b>		
For more than one action with the same subject, you don't need to repeat the subject.		
He stood up, he went to the door, and he opened it.		
go to <b>exercise 1.8</b>		

1.7 Correct the errors. Be careful: two sentences are correct.

- When did they returned?
- She seen him last week.
- We studied this grammar yesterday.
- I didn't forget her birthday.
- What time did he left the party?
- We stoped work at five o'clock.
- I drived home last night.
- He putted his coat on.
- I didn't write anything.
- He didn't went to school today.

1.8 Fill the gaps with one word.

- I rang him \_\_\_\_\_.
- I saw them three days \_\_\_\_\_.
- He went to Spain \_\_\_\_\_ month.
- I started work \_\_\_\_\_ 1998.
- She got up \_\_\_\_\_ six o'clock.

Is this grammar the same in your language? If not, make a note of the difference.

## two

### articles (1)

We don't normally use *the/a* in these phrases:

have breakfast    have lunch    have tea    have dinner  
He **has lunch** at 12.00. NOT ~~has the lunch~~  
Did you **have dinner** at home last night?

We use *a* in these phrases:

have **a meal**    have **a snack**    have **a drink**    have **a coffee** (= a cup of coffee)  
We **had a meal** on the train.  
Shall we **have a drink** after work?

go to **exercise 2.1**

### countable and uncountable nouns

#### countable nouns

Countable nouns can be singular or plural:

a book / two books    a match / some matches    a man / three men



#### uncountable nouns

Uncountable nouns are normally only singular:

pasta NOT pastas    milk NOT milks

Uncountable nouns aren't normally used with *a/an*:



some bread



some bread

(some) bread NOT ~~a-bread~~    (some) information NOT ~~an-information~~

Uncountable nouns are normally used with a singular verb:

There **isn't** much bread. NOT ~~There aren't much bread.~~  
That pasta **was** expensive. NOT ~~That pasta were expensive.~~

go to **exercise 2.2**

These words are uncountable in English, but countable in some languages.



luggage

weather	traffic	homework	information
luggage	work	news	pasta, spaghetti, etc.
hair	toast	furniture	advice

go to **exercise 2.3**

### cover & check exercises

2.1 Organize the words into sentences. Add *a* or *the* if necessary.

- finished / I / had / drink / after / I / work
- at / breakfast / today / have / you / did / home?
- lunch / outside / usually / have / you / do?
- we / hungry / have / snack / we / when / often / are
- yesterday / with / had / she / dinner / friends

2.2 Circle the correct answer.

- There **is** / **are** some cheese in the fridge.
- I'm going to buy **some** / **an** apple.
- I'd like **a** / **some** milk in my coffee.
- I've got **a** / **some** butter for the sandwiches.
- I think pasta **is** / **are** very good for you.
- He put **a** / **some** sugar in my coffee.
- This beer **is** / **are** very cold.
- Where **is** / **are** the children?
- I bought **a** / **some** bottle of beer.
- I need to buy **a** / **some** rice.

2.3 Write C (countable) or U (uncountable) for these nouns.

- |               |             |
|---------------|-------------|
| 1 weather     | 6 toast     |
| 2 handbag     | 7 vegetable |
| 3 luggage     | 8 bread     |
| 4 information | 9 egg       |
| 5 spaghetti   | 10 homework |



A dictionary shows if nouns are countable or uncountable.

★ **bread** /bred/ noun [U] a type of food made from flour and water mixed together and baked in an oven. Another substance (**yeast**) is usually added to make the bread rise: *a piece/slice of bread*

★ **egg** /eg/ noun 1 [C] an almost round object with a hard shell that contains a young bird, reptile or insect

entries from Oxford Wordpower Dictionary ISBN 0194315169

### natural English a coffee, two beers

Coffee, juice, and beer are countable when they mean 'a cup of ...' or 'a bottle of ...' or 'a glass of ...'

I'd like **a coffee**, please. (= a cup of coffee) **Two beers**, please.  
I'll have **a juice**.

When you've finished an exercise, say the sentences aloud.

### a lot of, much, many, any

With **countable** nouns [C], you can use *many/any* in questions and negative sentences.

How **many** eggs are there? We haven't got **many** oranges.  
Are there **any** eggs? We haven't got **any** oranges.

In positive sentences, use *a lot of*.

She eats **a lot of** apples. We've got **a lot of** bottles of milk.

With **uncountable** nouns [U], you can use *much/any* in questions and negative sentences.

How **much** bread is there? We haven't got **much** coffee.  
Is there **any** bread? We haven't got **any** coffee.

In positive sentences, use *a lot of*.

We've got **a lot of** milk. She eats **a lot of** cheese.

go to exercise 2.4

### adjectives and adverbs

Adjectives usually go before nouns.

It's a **hot** day. It wasn't a very **comfortable** chair.

But they also follow certain verbs.

– sense verbs, e.g. *look, taste, smell, feel, and sound*

He **looks** happy. NOT **happily** The chair **feels** soft.  
The music **sounds** horrible. This perfume **smells** lovely.  
This apple **tastes** delicious.

– other verbs including *be, become, get, and seem*

She's **angry**. He **gets** (= becomes) tired in the evenings.  
He **seems** very unhappy. The course **is becoming** more difficult.

go to exercise 2.5

2.4 Fill the gaps with *much, many, a lot of, or any*.

- How \_\_\_\_\_ coffee have we got?
- They gave us \_\_\_\_\_ information.
- We haven't got \_\_\_\_\_ sugar – the packet's empty.
- There was \_\_\_\_\_ furniture in the room.
- There aren't \_\_\_\_\_ students in my class: only four.
- She's got \_\_\_\_\_ luggage.
- The teacher didn't give us \_\_\_\_\_ homework, so I watched TV.
- How \_\_\_\_\_ people were at the match?
- I don't drink \_\_\_\_\_ water; just one or two glasses a day.
- We'll need \_\_\_\_\_ food for the party tomorrow night.

2.5 Complete the sentences with a suitable verb and adjective from the box.

seem taste get smell feel  
warm angry nice salty nice

- She put her hand in front of the fire but it didn't \_\_\_\_\_ very \_\_\_\_\_.
- My boss \_\_\_\_\_ when I'm late for work.
- It's a beautiful flower but it doesn't \_\_\_\_\_ very \_\_\_\_\_.
- I don't know him very well, but he \_\_\_\_\_.
- I tried the soup and it \_\_\_\_\_ very \_\_\_\_\_.

However, most verbs are not followed by an adjective, but an adverb of manner.

She drives **quickly**. We did the test **quietly**.  
Our teacher speaks very **slowly**. They speak English **well**.

You can use certain adverbs to say more about adjectives.

The meal was **really** delicious. She writes **very** interesting letters.  
It's **incredibly** hot today.

Before extreme adjectives, use *absolutely* or *really*. You cannot use *very*:  
NOT *very wonderful / very awful / very terrible*

The weather was **absolutely** terrible.

go to exercise 2.6

2.6 Fill the gaps with a suitable adjective or adverb.

- This cake looks \_\_\_\_\_.
- On mountain roads, you need to drive \_\_\_\_\_.
- When he speaks in a loud voice, he sounds \_\_\_\_\_.
- My sister speaks Italian very \_\_\_\_\_.
- I put my coat on because I felt \_\_\_\_\_.

For a change, do an exercise in your head or orally with a partner. Check your answers, then write them in.

## three

### present perfect (1): time up to now

#### have / has + past participle

positive and negative forms		questions
I / You / We / They	've / have lived there. haven't lived there.	Have you lived there?
He / She / It	's / has been here. hasn't been here.	Has she seen him?

#### short answers

Yes, I **have**. Yes, he **has**.  
No, I **haven't**. No, she **hasn't**.

For regular past participles, use the same rules as regular past simple (see p.150). Many common verbs have irregular past participles.

go to the **irregular verb list** on p.174

go to exercise 3.1

You can use the present perfect to talk about things that have happened in a period of time up to now.

I've **been** to Greece. = before now; we don't know when  
He's **worked** in a restaurant. = before now; we don't know when

We often use *ever* and *never* with the present perfect.

Have you **ever** been to Canada? = in your life up to now  
I've **never** played basketball. = in my life up to now

go to exercise 3.2

### cover & check exercises

3.1 Fill the gaps with the correct past participle.

- I've never \_\_\_\_\_ (be) there.
- Have you ever \_\_\_\_\_ (work) in a bank?
- He's never \_\_\_\_\_ (drive) his father's car.
- Have you \_\_\_\_\_ (see) that new film?
- I've never \_\_\_\_\_ (win) any money.

3.2 Make present perfect sentences using these key words.

- you / ever / play / tennis?
- she / visit / Italy / three times
- I / never / see / The Taj Mahal
- she / not / be / a football match
- he / ever / lose / his passport?

Write in pencil, then you can rub out your answers and do the exercise again later.



## present perfect v. past simple

When you give more information about when or where something happened, you normally use the past simple.

A **Have** you ever **been** to Brazil? B Yes, I **went** to São Paulo **last year**.  
 A What **did** you **do** at the weekend? B I **worked** in the garden.  
 I **didn't buy** anything at the supermarket yesterday. NOT I **haven't bought**  
 I **found** a credit card **in the street** a couple of days ago. NOT I've found

go to exercise 3.3

For more information about the present perfect, go to p.167.

## four

### this / that (one); these / those (ones)

singular	plural
<b>this (one)</b> (near me)	<b>these (ones)</b> (near me)
<b>that (one)</b> (not near me)	<b>those (ones)</b> (not near me)
<b>Which one?</b>	<b>Which ones?</b>

We can use *one/ones* when we don't want to repeat a noun.

A Can you pass me that <b>book</b> ?	A I like those <b>shoes</b> .
B This <b>one</b> ? (NOT <b>this book</b> )	B Which <b>ones</b> ?
A Yes.	A Those green <b>ones</b> .

go to exercises 4.1 and 4.2

### will (1)

Use *will ('ll)* when you decide to do something.

**I'll buy** that car. (= you decided at that moment, not before)

Use *will* to promise or offer or agree to do something.

A My computer's not working.	A This bag's heavy.
B I'll <b>look</b> at it this afternoon.	B OK, I'll <b>carry</b> it.

For more information on *will*, go to p.162.

go to exercise 4.3

3.3 Complete the sentences with the present perfect or past simple.

- I \_\_\_\_\_ (go) to the cinema at the weekend.
- \_\_\_\_\_ (you ever live) abroad?
- She \_\_\_\_\_ (not come) to class yesterday.
- He \_\_\_\_\_ (never use) a computer.
- \_\_\_\_\_ (they stay) with you last week?

### cover & check exercises

4.1 Circle the correct answer.

- Do you know **this** / **these** people?
- Can you give me **that** / **those** packet of spaghetti?
- I don't like **this** / **these** one very much.
- What's **that** / **those**?
- Are **this** / **these** your glasses?

4.2 Write *one* in this dialogue four times.

- A Would you like a cake?  
 B OK, thanks.  
 A This looks very nice.  
 B Which?  
 A This here.  
 B Yes, but I'm going to have that.

Cover the grammar, then try the exercise. Check the grammar again to help you.

4.3 What can you say in these situations? Use *I'll* ...

- Someone is carrying a heavy box.
- Your mother has got a headache.
- Your friend is feeling very thirsty.
- Your friend doesn't know where the station is.
- Someone knocks on the door.

## phrasal verbs (1)

A phrasal verb is a verb + adverb (or preposition).

**sit down**      **carry on**      **take sth off**      **look after sb/sth**

Some phrasal verbs are intransitive – they don't need an object.

He asked us to **sit down**.      We can **carry on** with this exercise.

Some phrasal verbs are transitive – they need an object.

**take off your shoes**      **turn on the radio**      **look after the children**

go to exercise 4.4

With some verbs, the object can go before or after the adverb.

**take your shoes off**      OR **take off your shoes**  
**turn the radio on**      OR **turn on the radio**

With some verbs the object cannot go before the adverb.

**look after the children / them** NOT **look the children / them after**  
**look for my book / it** NOT **look my book / it for**

But with these verbs, a pronoun must go before the adverb.

**take them off** NOT **take off them**  
**turn it on** NOT **turn on it**

A dictionary tells you if you can put the object in two places, like this:

★ **take sth off** 1 to remove sth, especially clothes: *Come in and take your coat off.*

★ **look after sb/sth/yourself** to be responsible for or take care of sb/sth/yourself: *I want to go back to work if I can find somebody to look after the children.*

entries from Oxford Wordpower Dictionary ISBN 0194315169

**take sth off** = the object can go in two places

**look after sb/sth** = the object must go at the end

go to exercise 4.5

## too / very, too much / many

### too and very + adjective

*Too* means 'more than we want or need or like'. Compare:



It's **very** hot today. I love hot weather.      It's **too** hot today. I feel terrible.

go to exercise 4.6

4.4 Fill the gaps with a suitable noun, if necessary. If no noun is necessary, put –.

- Please turn on \_\_\_\_\_.
- We can carry on \_\_\_\_\_.
- Could you look after \_\_\_\_\_?
- Please take off \_\_\_\_\_.
- Please, could you sit down \_\_\_\_\_?

4.5 Correct the errors. Be careful: two sentences are correct.

- I'll look the children after.
- Can you turn on the radio?
- Please turn off it.
- Don't take your shoes off.
- I'm looking my pen for.

For a change, do an exercise quickly in your head.



## too much / too many + noun

countable noun	uncountable noun
There are <b>too many</b> chairs. people.	There's <b>too much</b> money. sugar.
I ate <b>too many</b> chocolates.	I drank <b>too much</b> cola. I don't feel well.

go to exercise 4.7

### 4.7 Write *too*, *too much*, or *too many*.

- \_\_\_\_\_ homework
- \_\_\_\_\_ children
- \_\_\_\_\_ time
- \_\_\_\_\_ tired
- \_\_\_\_\_ problems
- \_\_\_\_\_ people
- \_\_\_\_\_ sugar
- \_\_\_\_\_ expensive

## five

### obligation and permission

#### have to + verb

present tense		questions
positive and negative forms		
I/You/We/They	<b>have to go.</b> <b>don't have to</b> leave.	<b>Do I have to go?</b>
He/She/It	<b>has to</b> finish now. <b>doesn't have to</b> stay.	<b>Does he have to stop?</b>

Notice that the negative of *have to* is *don't have to* NOT *haven't to*.

past tense		questions
positive and negative forms		
I/You/He/She/It/We/They	<b>had to go.</b> <b>didn't have to go.</b>	<b>Did they have to go?</b>

#### short answers

Yes, you **do**. No, you **don't**.  
Yes, I **did**. No, I **didn't**.

Use *have to* to talk about obligation: things that are necessary and important.

*Have to* is similar to *must*, but in spoken English you use *have to* more often than *must*.

You **have to** wear a seatbelt when you're driving. = it's necessary

I **don't have to** go to school today. = it isn't necessary

**Do I have to** get there before 9 o'clock? = is it necessary?

She **had to** start work at 8 o'clock yesterday. = it was necessary

He **didn't have to** get there early. = it wasn't necessary

Compare:

You **don't have to** give him a present. = it's not necessary

You **mustn't** give him a present. = it's not permitted; you can't

### cover & check exercises

#### 5.1 Replace the underlined words using the correct form of *have to*.

- It's necessary for you to find a job soon.
- It isn't necessary for me to leave home before 8 o'clock.
- Is it necessary for me to change trains?
- It wasn't necessary for me to take a taxi.
- Was it necessary for you to pay to go into the museum?

#### 5.2 Change these sentences using the correct form of *have got to*.

- I have to work late today.
- Do we have to return the books?
- He doesn't have to go back this evening.
- What time do you have to be there?
- She has to phone her mother.

Write in pencil, then you can rub out your answers and do the exercise again later.

#### natural English *have got to*

In spoken and informal written English, we often use *have got to* in place of *have to*, but not in the past (NOT ~~I had got to~~).

I've **got to** finish this essay today.

We've **got to** be there at 6 o'clock.

She **hasn't got to** go to work tomorrow.

**Have you got to** do any homework tonight?

I **had got to** take the book back yesterday.

go to exercises 5.1 and 5.2

#### can / can't + verb

positive and negative forms	questions
I/You/He/She/It/We/They	<b>Can I go?</b>
<b>can go.</b> NOT <del>can to go</del> <b>can't</b> (cannot) leave.	<b>Can we stop now?</b>

*Cannot* is normally only used in writing.

#### short answers

Yes, you **can**. No, you **can't**.

Use *can / can't* to talk about things that are possible/not possible.

You **can** walk into town from here.

We **can't** go out until it stops raining.

**Can** I get something to eat here?

When something is 'possible', it often means it is 'permitted'.

We **can** eat our lunch in here. = it's possible because it is permitted

We **can't** smoke in here. = it's not possible because it isn't permitted

**Can** I open the window? = is it possible/permitted?

go to exercise 5.3

#### articles (2)

You don't normally use *the* with these phrases:

go to school / university (= to study)	I <b>go to school</b> at 8 o'clock.
go to work (= to work)	I always <b>go to work</b> by car.
go (in)to hospital (= because you are ill)	He <b>went into hospital</b> last night.
go to church (= for a service)	She <b>went to church</b> yesterday.

BUT you can use *the* when you are talking about the 'building'.

I'm going to **the university** tonight to meet some friends.

I went to **the hospital** to visit my mother.

go to exercise 5.4

Make a note of any differences between this grammar and your language.

#### 5.3 Fill the gaps with *can*, *can't*, *have to*, or *don't have to*.

- You \_\_\_\_\_ play loud music after 11.00 p.m.
- I \_\_\_\_\_ go now – my father is waiting for me.
- You \_\_\_\_\_ wear a suit – jeans are OK.
- If the weather is OK, we \_\_\_\_\_ walk to the station.
- We \_\_\_\_\_ study in here – the teacher wants to use the room.
- \_\_\_\_\_ I open the window? It's hot in here.
- You \_\_\_\_\_ pay now – tomorrow is fine.
- The shops are closed so we \_\_\_\_\_ buy it now.
- We \_\_\_\_\_ go out when it stops raining.
- I \_\_\_\_\_ finish my homework first; then we \_\_\_\_\_ go out.

#### 5.4 Fill the gaps with a suitable *go to ...* phrase.

- I sometimes \_\_\_\_\_ with my boss, in her car.
- She wants to \_\_\_\_\_ to study medicine.
- My father has to \_\_\_\_\_; he has a heart problem.
- My children usually \_\_\_\_\_ by bus.
- My parents \_\_\_\_\_ every Sunday morning; I sometimes go with them.

Is this grammar the same in your language? If not, make a note of the difference.



articles (3)

You often use *the* + noun to talk about places in a country.

I'm from **the south-west**. She lives in **the capital**. **The north coast** is beautiful.  
I'm going to **the seaside / the mountains / the coast / the country** this weekend.

You can use *the* + noun to talk about the weather.

**The weather** is fantastic at the moment. I love sitting in **the sun(shine)**.  
I couldn't sleep because of **the wind**. **The rain** stopped and we went out.

Use *the* for these places:

oceans, seas, rivers, deserts **the Pacific the Red Sea The Nile the Sahara**  
groups of mountains/islands **the Alps the Bahamas**  
some countries **the USA the United Kingdom the Czech Republic**

Don't use *a / the* for these places:

continents, most countries, states **Asia Argentina California**  
lakes and most single mountains **Lake Victoria Mount Fuji**  
towns, streets, squares **Budapest Baker Street Parliament Square**

go to exercise 6.1

comparative and superlative adjectives

One-syllable adjectives and some two-syllable adjectives:

adjective	comparative	superlative	notes
cheap	cheaper (than)	the cheapest	one-syllable adjectives: + <i>-er</i> / + <i>-est</i>
nice	nicer	the nicest	one-syllable adjectives ending in -e: + <i>-r</i> / + <i>-st</i>
hot	hotter	the hottest	short adjectives ending in one vowel and one consonant: double the consonant, + <i>-er</i> / + <i>-est</i>
friendly	friendlier	the friendliest	adjectives ending in -y: change -y to -i, + <i>-er</i> / + <i>-est</i>
quiet	quieter	the quietest	a few two-syllable adjectives: + <i>-er</i> / + <i>-est</i>

Many two-syllable adjectives, e.g. *useful* and *polite*, and longer adjectives:

adjective	comparative	superlative	notes
crowded	more crowded	the most crowded	- <i>ed</i> adjectives take <i>more / the most</i>
boring	more boring	the most boring	- <i>ing</i> adjectives take <i>more / the most</i>
expensive	more expensive	the most expensive	
industrial	more industrial	the most industrial	

cover & check exercises

6.1 ~~Cross-out~~ any words which are not necessary. Be careful: some sentences are correct.

- Maria comes from the South America.
- I prefer the south to the north.
- He lives near the Red Square.
- The capital of the France is Paris.
- The north-east the coast is very cold.
- I've been to the Mount Kilimanjaro.
- Shall we go to the Andes?
- Have you been to the Cairo?
- I had to wait in the rain.
- The Russia is in the Europe.

Cover the grammar, then try the exercise. Look at the grammar again if you're not sure.

6.2 Write the comparative and superlative forms for each adjective.

- long
- dangerous
- happy
- safe
- fat
- traditional
- wet
- interesting
- good
- useful

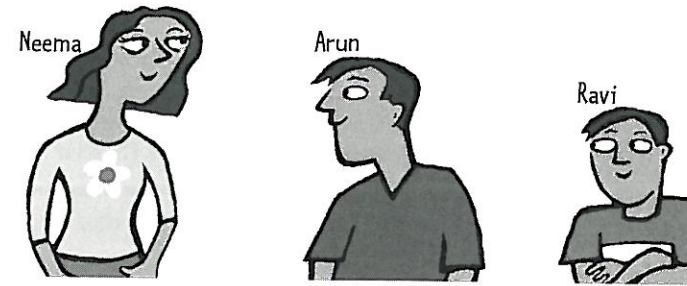
Some comparative and superlative forms are irregular.

adjective	comparative	superlative	notes
good	better	the best	
bad	worse	the worst	

go to exercise 6.2

superlative adjectives

You use superlatives to compare people / things with all the other people / things of their group. Always use *the* with superlatives.



Ravi's **the shortest** in the family.  
Neema's **the tallest**.

Notice the preposition:

the tallest building **in** the world NOT ~~of~~ the world

go to exercise 6.3

comparative adjectives

You use comparatives to compare people / things.

Arun's **taller** than Ravi.  
Arun's **shorter** than Neema.  
Neema's **taller** than the other two.

Use *than* after a comparative.

He's older **than** me. NOT ~~that~~ me

go to exercise 6.4

natural English *not as + comparative*

In spoken English, you can use *not as + adjective* to compare two people / things.

A I prefer cats to dogs.  
B Yes, but cats aren't **as** friendly (as dogs).  
= dogs are friendlier

A It rains more in the west than the east.  
B Yes, but it's **not as** windy (as in the east).

6.3 Fill the gaps with the most suitable superlative form.

- I really like talking to her; she's \_\_\_\_\_ person in the class. (interesting / boring)
- I didn't have much money, so I bought \_\_\_\_\_ car. (cheap / expensive)
- There are too many people – it's \_\_\_\_\_ city in the world. (crowded / quiet)
- The Sahara is \_\_\_\_\_ place I've ever been to. (hot / industrial).
- He's \_\_\_\_\_ player in the team. He's really fantastic! (good / bad)

6.4 Write the missing word.

- Was it \_\_\_\_\_ interesting than his last film?
- She's \_\_\_\_\_ youngest doctor I know.
- Who's the oldest \_\_\_\_\_ the class?
- My new dentist is better \_\_\_\_\_ my old one.
- English is \_\_\_\_\_ to learn than Russian.



## will, be going to, might + verb for prediction

positive and negative forms		questions
I/You/He/She/It/We/They	'll (will) go. won't (will not) go. might go. might not go.	Will you/he/they go?
<b>short answers</b>		
Yes, I/he/they <b>will/might</b> .		
No, I/he/they <b>won't/might not</b> .		
positive and negative forms		questions
I	'm/'m not	going to do it. Are you going to do it?
He/She/It	's/ isn't	Is he/she going to do it?
We/You/They	're/'re not (aren't)	
<b>short answers</b>		
Yes, I <b>am</b> .	Yes, he <b>is</b> .	Yes, they <b>are</b> .
No, I'm <b>not</b> .	No, he <b>isn't</b> .	No, they <b>aren't</b> .
When you are saying/guessing what you think will happen in the future, you can use <i>will</i> or <i>be going to</i> with the same meaning.		
I think it'll <b>rain</b> later.	⚡ same meaning	
I think it's <b>going to rain</b> later.	⚡	
She <b>won't marry</b> David. = I'm certain.		
She <b>isn't going to marry</b> David. = I'm certain.		
You can use <i>probably</i> to say you are about 75% sure. Notice the position of <i>probably</i> in these sentences:		
We'll <b>probably be</b> late.	He <b>probably won't come</b> .	
We're <b>probably going to be</b> late.		
You can use <i>might</i> + verb to say you are about 50% sure.		
It <b>might rain</b> tomorrow. NOT <del>it might to rain</del> .		
go to exercises 6.5 and 6.6		

6.5 Use *be going to* in place of the underlined words.

- Who will win the match?
- Will she get a better job?
- I'm sure we won't be late.
- You'll feel better tomorrow.
- I'll marry a tall, handsome man.

6.6 Order the words to make sentences.

- will / rain / tomorrow / it?
- a / to / footballer / is / be / going / he?
- am / to / not / I / this / finish / going / tonight
- won't / before / we / home / probably / arrive / seven / o'clock
- future / might / at / home / people / in / the / work

For a change, do an exercise orally with a partner.

## seven

### phrasal verbs (2)

For information on the grammar of **phrasal verbs** go to p.157.

With some phrasal verbs the meaning is similar to the main verb.

**stand up** is similar to 'stand'

**wake up** is similar to 'wake'

But often the meaning is different.

**take off** (your coat) is different from 'take'

**turn on** (the light) is different from 'turn'

With many phrasal verbs there is also more than one meaning.

The plane couldn't **take off**. = leave the ground

You can **take off** your jacket. = remove your jacket

He promised to come but didn't **turn up**. = arrive

Could you **turn up** the radio? = increase the volume

### natural English phrasal verbs in conversation

Most phrasal verbs are more common in spoken English than in formal, written English.

I **went back** to the shop. (more informal)

I **returned** to the shop. (more formal)

She never **found out** the truth. (more informal)

She never **discovered** the truth. (more formal)

go to exercise 7.1

### past continuous

positive and negative forms		questions
I/He/She/It	was(n't) waiting	Was I/he/she waiting?
You/We/They	were(n't)	Were you/we/they waiting?
<b>short answers</b>		
Yes, I/he/she <b>was</b> .	Yes, you/we/they <b>were</b> .	
No, I/he/she <b>wasn't</b> .	No, you/we/they <b>weren't</b> .	
<b>spelling of -ing form</b>		
most verbs	add -ing	working/singing
verbs ending -e	e, add -ing	come/coming take/taking
most verbs ending in one vowel + one consonant (but not verbs ending in -y, -w, or an unstressed vowel, e.g. open, visit)	double the consonant, add -ing	stop/stopping plan/planning
go to exercise 7.2		

### cover & check exercises

7.1 Match the meanings below with the underlined phrasal verbs.

stopped working continued arrived  
left the ground started a journey

- We set off at 7.00 and got there at lunchtime.
- I was really angry when she turned up late again.
- The car broke down on my way to work today.
- The helicopter took off in the field behind us.
- I wanted to leave, but we carried on talking until midnight.

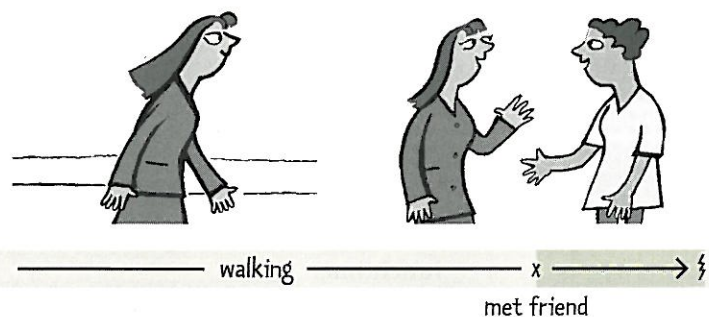
Cover the grammar, then try the exercise. Check the grammar again to help you.

7.2 Correct any errors. Be careful: one sentence is correct.

- Were he working?
- They wasn't having dinner.
- She was puting on her coat.
- It wasn't raining.
- Was leaving the doctor?



You can use the past continuous with the past simple. The past continuous shows a longer action/situation. The past simple shows a shorter action which happened during the longer action/situation.



I **met** an old friend when I **was walking** to work yesterday.  
= I started walking before I met my friend. 'Walking' is a longer action.

When I **left** the house, it **was raining**.  
= It started raining before I left the house. 'Raining' is a longer action.

Someone rang the doorbell while I **was talking** on the phone.  
= I started talking on the phone before someone rang the doorbell. 'Talking' is a longer action.

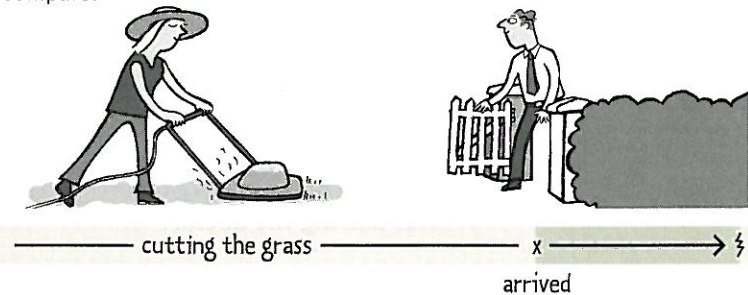
You often use *when* (= at that time) or *while* (= during that period) to link the past continuous and the past simple.

**When** I got home, my sister was watching TV. = at that time (NOT ~~while I got home~~)  
I met Henry **while** ½ I was living in Rome. = during that period  
**when** ½ = at that time

You can also use the past continuous to describe the background to a story.

I **was looking** out of the window. Two little girls **were playing** with a dog and an old lady **was watching** them. Suddenly, a man shouted, 'Look out!'

Compare:



When Jim **arrived**, Jackie **was cutting** the grass. = Jackie started cutting the grass before Jim arrived.

x ————— cutting the grass —————> ½  
arrived

When Jim **arrived**, Jackie **cut** the grass. = Jim arrived. Then Jackie started cutting the grass.

go to exercise 7.3 and 7.4

### 7.3 Tick ✓ the correct answer.

- When I got to the café, my girlfriend was waiting for me.  
A  I arrived first.  
B  My girlfriend arrived first.
- Steve was having a bath when the phone rang.  
A  Steve's bath was a longer action.  
B  The phone ringing was a longer action.
- While we were staying at the hotel, someone took our passports.  
A  Staying at the hotel is background (less important) information.  
B  Someone taking the passports is background (less important) information.

### 7.4 Fill the gaps using the past simple or past continuous.

- We \_\_\_\_\_ (study) when Mary \_\_\_\_\_ (arrive).
- While she \_\_\_\_\_ (walk) in the mountains, she \_\_\_\_\_ (find) some money.
- He \_\_\_\_\_ (phone) me while I \_\_\_\_\_ (work).
- Mark's parents \_\_\_\_\_ (wait) in the car when he \_\_\_\_\_ (leave) the party.
- She \_\_\_\_\_ (lose) her keys while she \_\_\_\_\_ (shop).

Is this grammar the same in your language? If not, make a note of the difference.

## eight

### be going to, might, would like to + verb

#### be going to + verb

See p.162 for forms.

#### might + verb

See p.162 for forms.

#### would like to + verb

positive form	questions
I/You/He/She/It/We/They 'd (would) like to go.	Would you like to go?

The negative form *wouldn't like to* is not as common.

#### short answers

Yes, I would. No, I wouldn't.

You can use *be going to + verb* to talk about things you intend/plan to do in the future.

**I'm going to** work in New York in the summer.

**Is she going to** take the train to Paris?

You can use *might + verb* to talk about possible plans/intentions.

**We might** visit my uncle when we're in Vienna. = it's possible but not sure

**I might** study medicine next year. = I don't know at the moment but it's a possibility

You can use *would like to + verb* for things you want to do.

**I'd like to** go to that concert on Saturday.

**Would you like to** go to university?

*Would like to* is a bit more polite and less direct than *want to*.

go to exercises 8.1 and 8.2

### articles (4)

#### definite article (the), or no article

When you talk about people / things in general, you don't normally use *the* with plural nouns or uncountable nouns.

**Children** are noisy. = children in general NOT ~~The children are noisy.~~

**Fruit** is expensive in the winter. = fruit in general

**Sport** is very popular in my country. = sport in general

When you talk about specific people or things, you need *the*.

**The children** in my class were very noisy this morning.

**The fruit** I bought yesterday was lovely.

**The sport** I like most is football.

go to exercise 8.3

### cover & check exercises

#### 8.1 Correct the errors. Be careful: one sentence is correct.

- I might to see them this evening.
- Do you like to go swimming this weekend?
- What time you going to see them?
- She isn't going to get a job in the summer.
- I'd like watch the match tomorrow.

#### 8.2 Complete the dialogues with the correct short answer.

- A Are you going to see the game?  
B Yes, I \_\_\_\_\_.
- A Would you like to go?  
B No, I \_\_\_\_\_.
- A Is he going to visit her?  
B No, he \_\_\_\_\_.
- A Do you think she might go?  
B Yes, she \_\_\_\_\_.
- A Would they like to stay?  
B Yes, they \_\_\_\_\_.

When you've finished an exercise, say the sentences aloud.