

SUPORT DE CURS

LIMBA ENGLEZA

CLASA A XI-A

# CUPRINS

1. SEMESTRUL II - UNITATILE 6-10

2. GRAMMAR BUILDER

# 6 Telling tales

## THIS UNIT INCLUDES ●●●●●

**Vocabulary** • house and garden • compound nouns (2) • phrasal verbs  
**Grammar** • *must have, might have, can't have* • reported speech (statements)  
 • *say and tell* • reported speech (questions) • verbs with two objects  
**Speaking** • deciding who committed a crime • role-playing a TV interview  
 • negotiating and compromising  
**Writing** • a formal letter: making a reservation

*I can decide who  
committed a crime.*

# A

## VOCABULARY AND LISTENING

### Murder in the library

- 1 Find these things in the pictures. What other objects can you identify?

**House and garden** armchair balcony basin  
 bookcase carpet chandelier chest of drawers  
 cooker cupboard curtains dining table drainpipe  
 fireplace flowerbed hedge lawn mirror  
 path rug sink sofa stepladder stool  
 vase wardrobe

- 2 2.01 Millionaire Lord Snodbury has been murdered. Listen to the interviews with Inspector Fox who is investigating the murder. Match the people with the descriptions.

- |                    |                                 |
|--------------------|---------------------------------|
| 1 Martha is        | a the gardener.                 |
| 2 Harold is        | b Lord Snodbury's wife.         |
| 3 Lord Algernon is | c Lord Snodbury's son and heir. |
| 4 Lady Snodbury is | d the cook.                     |



- 3 2.01 Listen again. Complete the Inspector's notes from the interviews.

*Lord Snodbury's murder*

Time: exactly 6 p.m. Place: the library

Witness statements:

Martha 'was preparing <sup>1</sup> \_\_\_\_\_ in the <sup>2</sup> \_\_\_\_\_ at 6 p.m.'

Says Lord Snodbury is 'mean and <sup>3</sup> \_\_\_\_\_'.

Harold 'was cutting <sup>4</sup> \_\_\_\_\_ in the <sup>5</sup> \_\_\_\_\_ at 6 p.m.'

Had argued with Lord Snodbury about <sup>6</sup> \_\_\_\_\_. Received £ <sup>7</sup> \_\_\_\_\_ from Lord Algernon.

Lord Algernon 'was <sup>8</sup> \_\_\_\_\_ in his <sup>9</sup> \_\_\_\_\_ at 6 p.m. Went to library <sup>10</sup> \_\_\_\_\_ minutes later.' Had argued with Lord Snodbury about his <sup>11</sup> \_\_\_\_\_ to Emma Jones.

Lady Snodbury 'was arranging <sup>12</sup> \_\_\_\_\_ in the <sup>13</sup> \_\_\_\_\_ at 6 p.m. Heard gunshot and went to the <sup>14</sup> \_\_\_\_\_. Lord Algernon arrived there <sup>15</sup> \_\_\_\_\_ minutes later.'

- 4 Match the sentences (1–3) with the meanings (a–c).

- |   |  |
|---|--|
| 1 Martha must have murdered Lord Snodbury.  | a It's impossible that Martha murdered Lord Snodbury.  |
| 2 Martha might have murdered Lord Snodbury. | b It seems certain that Martha murdered Lord Snodbury. |
| 3 Martha can't have murdered Lord Snodbury. | c It's possible that Martha murdered Lord Snodbury.    |

●● Grammar Builder 6.1: *must have, might have, can't have*: p. 116

- 5 **SPEAKING** Work in pairs. Who do you think murdered Lord Snodbury? Discuss the evidence in the interviews and the pictures.

It can't have been \_\_\_\_\_ because ...

It might have been \_\_\_\_\_ because ...

It must have been \_\_\_\_\_ because ...

- 6 2.02 Vote for who you think killed Lord Snodbury. Listen to Inspector Fox's conclusion. Were you correct?

●●● Vocabulary Builder 6.1: House and garden: p. 133

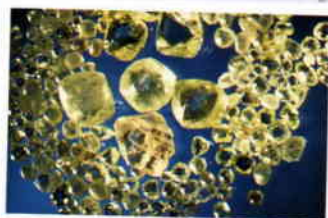
## Reported speech (statements)

*I can report what other people have said.*

- 1 Read the text. Where did the diamonds originally come from?

a San Francisco      b a secret location      c London

## The Great Diamond Hoax



One night in 1871, two men called Philip Arnold and John Slack arrived at the San Francisco office of a rich businessman called George Roberts and said that they had come to discuss important business with him. They were carrying a small, leather bag and Arnold told Roberts that it contained diamonds. They said that they had found the diamonds in a secret location the week before and that they were looking for businessmen to invest in the mine. An expert examined the diamonds and confirmed that they were genuine, so Roberts told the men that he was happy to invest there and then. News of the new mine spread quickly and in the following weeks, lots of businessmen gave thousands of dollars to Arnold and Slack. When some of the investors wanted to visit the secret location, Arnold and Slack said they would take them there the next day. Arnold told them that they could dig for diamonds themselves, and when they did, they soon found some. But it was all a hoax. In fact, Arnold and Slack had bought the diamonds in London for \$35,000, returned to the USA and buried them in the earth. The diamonds were real but the mine was fake. Arnold and Slack disappeared with \$660,000 of investors' money.

- 2 Read the quotations below of what was said. Underline the parts of the text in exercise 1 that match them.

- 1 'We've come to discuss important business with you.'
- 2 'It contains diamonds.'
- 3 'We found the diamonds in a secret location last week.'
- 4 'We're looking for businessmen to invest in the mine.'
- 5 'I'm happy to invest here and now.'
- 6 'We'll take you there tomorrow.'
- 7 'You can dig for the diamonds yourselves.'

- 3 Compare the quotations in exercise 2 with the parts of the text that you underlined. Complete the table with the correct tenses and words.

Direct speech	Reported speech
1 present simple	past simple
2 _____	past continuous
3 past simple	_____
4 _____	past perfect
5 can	_____
6 _____	would

- 4 Read point 1 in the *Learn this!* box. Find examples of pronouns that change when you change from direct to reported speech in exercises 1 and 2.

LEARN THIS!

- When you change direct to reported speech
- 1 the pronouns often change: *I, you, we, they, myself, yourself, etc.*
  - 2 time expressions often change: *today, tomorrow, yesterday, last month, etc.*

- 5 Read point 2 in the *Learn this!* box. Match the time expressions (1–5) to the time expressions (a–e).

Direct speech	Reported speech
1 today	a the next week
2 tonight	b the month before
3 next week	c that day
4 yesterday	d that night
5 last month	e the day before

- 6 Look again at exercises 1 and 2. Find three other time expressions that change.

● Grammar Builder 6.2: Reported speech (statements): p. 11

### Look out!

*say and tell*

*tell somebody (something)*

*He told me his news. NOT He said me his news.*

*say something (to somebody)*

*He said hello to his friend.*

- 7 Read the *Look out!* box. How many examples of *say* and *tell* are in the text in exercise 1?

- 8 Complete the sentences with *said* or *told*. Then rewrite the direct speech as reported speech.

- 1 'I don't believe your story,' Jack said to his sister.  
*Jack said to his sister that he didn't believe her story.*
- 2 'I've spent all my money,' his mother \_\_\_\_.
- 3 'We'll be in London tomorrow,' she \_\_\_\_ her friend.
- 4 'I arrived yesterday,' \_\_\_\_ Mary.
- 5 'You always spoil my fun!' Jack \_\_\_\_ his sister.
- 6 'I'm not listening to you,' Suzie \_\_\_\_ her dad.
- 7 'We can't see you until next week,' they \_\_\_\_ me.

- 9 **SPEAKING** Think of something that somebody told you which you didn't believe. Why didn't you believe it? Tell the class.

My brother once told me that he'd seen a wolf in our garden, but I didn't believe him because he's always making things up. He probably saw a dog.

# True love?

## A

### VOCABULARY AND LISTENING

## Relationships

*I can talk about dating and relationships.*

### THIS UNIT INCLUDES

- Vocabulary** • dating and relationships • time expressions • three-part phrasal verbs
- Grammar** • comparative and superlative adjectives and adverbs • second conditional • *I wish, If only, I'd rather* • question tags • *in, at and on* with time expressions
- Speaking** • telling the story of a relationship • making conversation
- Writing** • an informal letter: reply to an invitation

- 1** Work in pairs. Put the phrases in the box into the order that they might happen in a relationship.

<b>Dating and relationships</b>	ask somebody out
chat somebody up	fancy somebody
fall in love (with somebody)	fall out (with somebody)
get back together (with somebody)	get divorced
get engaged (to somebody)	get married (to somebody)
get on well (with somebody)	go out (with somebody)
make up	split up (with somebody)

- 2** Complete the story with *in, on, out, up, with* or *nothing*.

Zak and Lily met at a party in 1994. Zak fancied <sup>1</sup>\_\_\_\_ Lily the moment he saw her. He started to chat her <sup>2</sup>\_\_\_\_ and they got <sup>3</sup>\_\_\_\_ really well. Lily thought Zak was cute, but she was already going <sup>4</sup>\_\_\_\_ somebody. Zak and Lily didn't see each other for a few months. Then Zak heard from a friend that Lily had split up <sup>5</sup>\_\_\_\_ her boyfriend. Zak phoned Lily the same day – he didn't want to give her time to get back together <sup>6</sup>\_\_\_\_ her boyfriend! He asked her <sup>7</sup>\_\_\_\_. She said yes, and Zak and Lily went <sup>8</sup>\_\_\_\_ for three months. They fell <sup>9</sup>\_\_\_\_ love. It wasn't an easy relationship – they were always falling <sup>10</sup>\_\_\_\_ and then making <sup>11</sup>\_\_\_\_ again – but they stayed together. After about six months, they got engaged <sup>12</sup>\_\_\_\_, and a year after that, they got married <sup>13</sup>\_\_\_\_. More than ten years later, many of their friends have got divorced <sup>14</sup>\_\_\_\_ but Zak and Lily are still together.

- 3** **2.09** Listen. What is happening in each scene? Use expressions from exercise 1.

Scene 1 *They're getting engaged.*

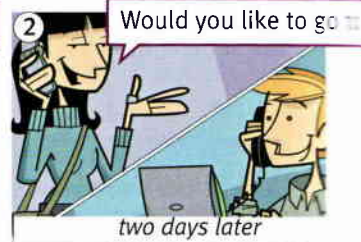
Scene 2

Scene 3

Scene 4

Scene 5

- 4** Look at the story of Harry and Daisy's relationship. Label each picture with a phrase or phrases from exercise 1.



### Speaking tip

When you're preparing for a speaking task, make a note of the words and expressions that you can use in your answers.

- 5** Read the speaking tip. Then answer the questions about the pictures.

Picture 1: Where were they? What were they doing?

Picture 3: Where were they?

Picture 4: What did Daisy do when she was angry?

Picture 6: What did Harry give Daisy?

- 6** **SPEAKING** Tell the story of Harry and Daisy's relationship. Use the pictures, your notes from exercise 5 and the time expressions in the box to help you.

**Time expressions** after a (few days) after that before finally first for (two months) in the end (two years) later the moment ... the same day

- 1 Look at the photo. What do you think is happening?



## Speed dating

Modern life is becoming <sup>1</sup>\_\_\_\_\_ (fast) and <sup>2</sup>\_\_\_\_\_ (busy), but at the same time, people are becoming <sup>3</sup>\_\_\_\_\_ (isolated). These days, people in their twenties and thirties are finding it <sup>4</sup>\_\_\_\_\_ (difficult) to socialise and meet potential partners because they work **harder** and have <sup>5</sup>\_\_\_\_\_ (small) social circles. They can go to bars and clubs, but for many, speed dating is a <sup>6</sup>\_\_\_\_\_ (good) option because it allows them to meet a lot of people **more quickly**, and in a **less stressful** environment. This is how it works: an equal number of men and women meet at a café, get into pairs, and chat for three minutes; when a bell rings, you move round to the next person and chat for another three minutes; after three more minutes you move round again, and so on. At the end of the evening, you make a list of the people that you got on with **the best** and found the <sup>7</sup>\_\_\_\_\_ (attractive) – or the **least unattractive!** Then you give your list to the organisers, and if the people on it feel the same way about you, the organisers give you each other's contact details. It may not be <sup>8</sup>\_\_\_\_\_ (romantic) as a traditional date, but for many, it's the <sup>9</sup>\_\_\_\_\_ (easy) and <sup>10</sup>\_\_\_\_\_ (sensible) choice.

- 2 Complete the text with the comparative or superlative form of the adjectives in brackets.
- 3 2.10 Listen and check your answers to exercise 2. Do you think speed dating sounds fun? Give reasons.
- 4 Read the *Learn this!* box. Then match the words in **red** in the text with the explanations (1–5).
- 1 a comparative form of an adjective with *less*.
  - 2 a superlative form of an adjective with *least*.
  - 3 a comparative form of an adverb with *more*.
  - 4 a comparative form of an adverb with *-er*.
  - 5 a superlative form of an irregular adverb.

### LEARN THIS!

#### Comparative and superlative adverbs

We usually form comparative and superlative adverbs with *more* and *most*. However, we add *-er* to some adverbs.

*Please drive more slowly! Mum drives faster than dad.*

#### less and least

*Less* is the opposite of *more*, *least* is the opposite of *most*.

We can use them with adjectives and adverbs.

*Who finished the exercise least quickly?*

- 5 2.11 Listen to five people talking about their experiences of speed dating. Match the sentences (a–e) with the speakers (1–5).

- a It was difficult at first but later I could chat more easily.
- b It's the least enjoyable experience I've ever had.
- c It was less enjoyable than I expected.
- d Time passed most quickly when I was talking to people I liked.
- e It was less stressful than chatting somebody up in a bar.

- 6 Read the *Learn this!* box. Then find examples of points 1 and 2 in exercise 5.

### LEARN THIS!

#### Comparison

- 1 We can make comparisons with simple nouns (*She's more confident than her brother.*) and also with clauses (*She's less talkative than she used to be.*).
- 2 We often use a superlative with the present perfect and *ever*. *He's the shyest person I've ever met.*

- 7 Read sentence A. Then complete sentence B so that it means the same. Include the word in brackets.

- 1 A London isn't as crowded as Tokyo.  
B London \_\_\_\_\_ Tokyo. (less)
- 2 A I've never met anyone nicer than Tom.  
B Tom \_\_\_\_\_ met. (the)
- 3 A Kieran has got a louder voice than Phoebe.  
B Kieran talks \_\_\_\_\_ Phoebe. (more)
- 4 A This is the easiest question.  
B This is \_\_\_\_\_ question. (difficult)
- 5 A Roger is a faster worker than Dan.  
B Roger \_\_\_\_\_ Dan. (quickly)

- 8 **SPEAKING** Work in pairs. Ask and answer questions with *most* or *least* and the present perfect with *ever*. Use the prompts below and your own ideas.

- |                          |                          |
|--------------------------|--------------------------|
| 1 stressful exam / take  | 4 sensible person / meet |
| 2 isolated place / visit | 5 good choice / make     |
| 3 romantic film / see    | 6 long book / read       |

What's the most/least stressful exam you've ever taken?

Our science exam last month.

# 8 Travel

## A

### VOCABULARY AND LISTENING

## Getting from A to B

*I can talk about travel.*

### THIS UNIT INCLUDES ●●●●●

- Vocabulary** • travel and transport • travel and transport adjectives  
• holidays, trips and excursions • tourism and travel • verbs + prepositions  
**Grammar** • the passive • indefinite pronouns: *some*, *any*, *no* • indirect questions • introductory *it*  
**Speaking** • discussing different modes of travel • planning an ideal holiday • exchanging information  
**Writing** • a postcard

- 1 Look at the photos. What is happening? What are the people thinking and feeling?



- 2 2.19 Read and listen to Melanie's story. Match the photos with paragraphs (A–C).

- A Our plane **landed** at Heathrow Airport. <sup>1</sup> ☐ We had been away for months and were now returning home for Mum's birthday. We went through **passport control**, and collected our **rucksacks**. After **backpacking** round the world, this was the easy part – or so we thought. We were pushing our **trolleys** through **customs**, when a customs officer stopped us <sup>2</sup> ☐ and spent ages searching through our **luggage**. He must have thought that we were carrying drugs.
- B We needed to get to London to catch the last train to Cambridge. We went down to the Underground, bought a ticket <sup>3</sup> ☐ and found out which train to get. The **platform** was unbelievably crowded, but we managed to push our way onto the train. Halfway through the journey the train suddenly stopped. Then a voice announced that there was a problem with the **track** and we would have to get off. <sup>4</sup> ☐
- C We climbed down from the **carriage** and were directed outside. <sup>5</sup> ☐ We decided to get a taxi to the station instead. A **cab** pulled up and we got in gratefully. <sup>6</sup> ☐ It drove quickly through the streets but then came to a sudden halt. Not again! There was a terrible **traffic jam**. The taxi driver suggested that it would be quicker to walk. <sup>7</sup> ☐ We got out and started running to the station. We got to the train just as the guard was blowing his whistle, and jumped on. It was the wrong train! <sup>8</sup> ☐ We ended up having to **change** at Stevenage <sup>9</sup> ☐ and didn't get home until 1.30 a.m.

- 3 Complete the definitions with the correct form of the words in **red** in exercise 2.

- 1 To \_\_\_\_\_ means to get off one train and onto another.
- 2 A \_\_\_\_\_ is a bag that you carry on your back.
- 3 A \_\_\_\_\_ is where you stand when you are waiting for a train at the station.
- 4 A \_\_\_\_\_ is a long line of cars that isn't moving.
- 5 To \_\_\_\_\_ means to come down from the sky onto the ground.
- 6 \_\_\_\_\_ means all the suitcases and bags that you take with you on a journey.
- 7 A \_\_\_\_\_ is a section of a train for passengers.
- 8 \_\_\_\_\_ is the place where they can check your bags for illegal goods as you enter a country.
- 9 \_\_\_\_\_ is the place where they check your travel documents as you leave or enter a country.
- 10 \_\_\_\_\_ means travelling around with your bag on your back, usually staying at cheap places.
- 11 A \_\_\_\_\_ is a cart with wheels for carrying heavy bags.
- 12 A \_\_\_\_\_ is the set of metal rails that a train runs along.
- 13 \_\_\_\_\_ is another word for taxi.

- 4 2.20 Listen to eight announcements and dialogues. Write the number of the announcement or dialogue in the box at the point in the story when you think it happened. There is one box that you do not need.

### ●● Vocabulary Builder 8.1: Travel and transport: p. 135

- 5 **SPEAKING** Work in pairs. Brainstorm the advantages and disadvantages of travelling by bicycle, car, train, bus, plane and ship. Use the adjectives in the box to help you.

**Useful adjectives** cheap – expensive  
comfortable – uncomfortable fast – slow  
dangerous – safe reliable – unreliable  
relaxing – stressful convenient – inconvenient

Travelling by bus is slower than travelling by train.

That's true, but travelling by bus is cheaper.

When you travel by train, you can see more on the journey.

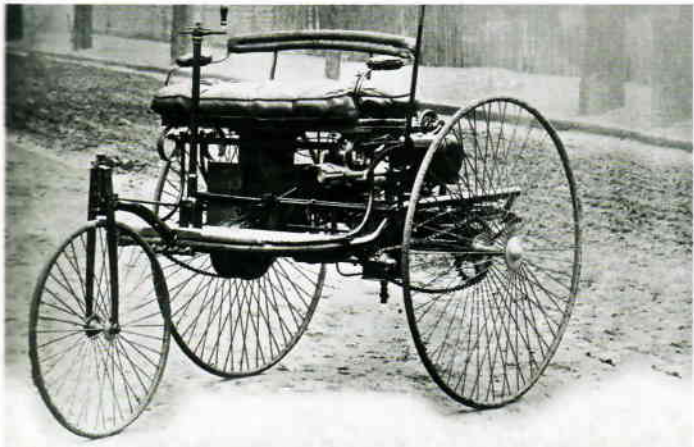
- 6 **SPEAKING** Discuss your ideas with the class.

# 8 B GRAMMAR The passive

I can identify and use different forms of the passive.

## 1 Read the text and answer the questions.

- Where was the first car built?
- Who was the first person to travel more than 100 kilometres in a car?
- In which country were cars first produced in large numbers in factories?



The first motor car *was built* by Karl Benz in Germany in 1885. The first petrol engine *had been designed* some years earlier, but Benz was the first to fit it successfully in a vehicle that he could mass-produce. On 5 August 1888, his wife Bertha drove the car for 106 kilometres, proving that the car could travel long distances. Today, Bertha Benz's famous drive *is celebrated* as a national holiday every year in Germany. However, it was in America that cars *were first produced* in large numbers in factories. Henry Ford founded the Ford Motor Company in 1903, and since then over a billion cars *have been manufactured* by companies all over the world. Now, over a hundred years later, over 63 million cars *are built* every year. Many environmentalists believe we should replace cars with greener means of transport, but motor companies are confident that cleaner engines *will be developed*.

## 2 Complete the table with the examples of the passive in blue in the text.

The passive	
present simple	
past simple	
present perfect	
past perfect	
future with will	

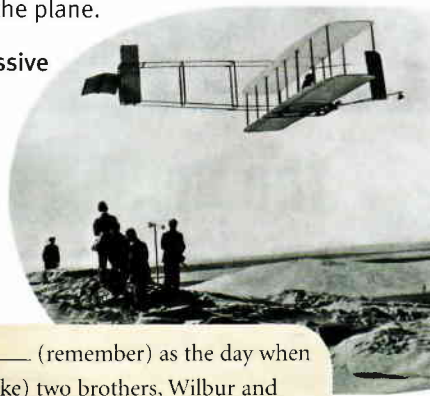
## 3 When we use the passive, which word do we use if we want to say who (or what) performed the action? Find two examples in the text.

## 4 Make the sentences passive. Use *by* where necessary.

- Karl Benz built the first motor car in 1885.  
*The first motor car was built by Karl Benz in 1885.*
- Engineering works have caused a lot of delays.
- They'll probably search your bags at customs.
- The guard had already directed us to platform 4.
- A lot of commuters use this train.
- They've recently increased the price of rail tickets.
- Somebody left this bag on the plane.

## 5 Complete the text with the passive form of the verbs in brackets. Add *by* where necessary.

*'For some years I have been afflicted with the belief that flight is possible to man.'*  
Wilbur Wright



Today, 17 December 1903 <sup>1</sup> \_\_\_\_\_ (remember) as the day when the first powered flight <sup>2</sup> \_\_\_\_\_ (make) two brothers, Wilbur and Orville Wright. The plane <sup>3</sup> \_\_\_\_\_ (make) of wood and <sup>4</sup> \_\_\_\_\_ (power) a small petrol engine. It <sup>5</sup> \_\_\_\_\_ (control) the pilot who pulled strings that changed the angle of the wings. By the time the aircraft took to the air, the engine and propeller <sup>6</sup> \_\_\_\_\_ (test) thoroughly in their workshop. The flights <sup>7</sup> \_\_\_\_\_ (witness) five people and a photograph <sup>8</sup> \_\_\_\_\_ (take) of the first flight. The events <sup>9</sup> \_\_\_\_\_ (report) in the press on the next day and the brothers became celebrities overnight. Since that day, flying <sup>10</sup> \_\_\_\_\_ (become) an everyday form of transport, but it all began with the ingenuity of the Wright brothers.

## 6 SPEAKING Complete the sentences. Use a passive form of the verbs in brackets. Then, in pairs, decide on the correct answers.

- The train \_\_\_\_\_ (invent) in Britain in  
a 1729.      b 1829.      c 1929.
- In 2000 the Channel Tunnel \_\_\_\_\_ (open) between  
a England and France.      b England and Ireland.  
c England and Wales.
- The Trans-Siberian Railway \_\_\_\_\_ (finish) in  
a 1866.      b 1916.      c 1966.
- The first motorway in the world \_\_\_\_\_ (build) between the two cities of  
a Cologne and Bonn in Germany.  
b New York and Washington in the USA.  
c London and Edinburgh in the UK.
- Dacia cars \_\_\_\_\_ (make) in  
a Hungary.      b Italy.      c Romania.

## 7 2.21 Listen and check your answers to exercise 6.

## 1 Read the text. Are the sentences true or false?

- 1 Sharon gave the young woman a lift to a pub.
- 2 Sharon didn't notice anything unusual about the woman.
- 3 The young woman disappeared inside the pub.
- 4 Sharon showed the woman's lipstick to the barman.



It was about 10 o'clock on a cold winter's night and Sharon Walters was driving home. Suddenly, she saw **somebody** standing at the side of the road, trying to hitch a ride. It was a young woman, about 20 years old, with a pale face and old-fashioned clothes. Sharon stopped the car, and said to the girl, 'Can I give you a lift **somewhere**?'

'Yes, I'm meeting **somebody** in a pub up the road.'

'OK. Jump in,' said Sharon. There wasn't **anything** unusual about the girl except for her old-fashioned clothes. When they arrived at the pub, the girl thanked Sharon, got out of the car and went into the pub. Suddenly, Sharon noticed that the girl had left **something** in the car – it was her lipstick. She went into the pub but she couldn't find the woman **anywhere**. 'Did you see **anybody** come into the pub a couple of minutes ago?' she asked the barman. 'Nobody's come in here for the past fifteen minutes,' he replied, 'except you.'

'But I've just given her a lift here. She left her lipstick in the car.' Sharon put her hand in her pocket to take out the lipstick, but there was **nothing** there.

'Was she wearing old-fashioned clothes?' asked the barman.

'Yes. So you did see her!'

'I didn't see **anybody**, but I know this: a young woman was killed in a road accident near here about 30 years ago. She was on her way to this pub to meet her boyfriend ... Ask **anybody** round here – they all know about her.'

2 Look at the examples of indefinite pronouns in **red** in the text. Complete the table.

Indefinite pronouns		
<b>somebody</b> / someone	anybody/anyone	<sup>1</sup> _____ / no-one
something	<sup>2</sup> _____	<sup>3</sup> _____
<sup>4</sup> _____	<sup>5</sup> _____	nowhere

3 Study the examples of indefinite pronouns in **red** in the text. Then complete the rules with *affirmative*, *negative* and *interrogative* in the *Learn this!* box.

LEARN THIS!

- 1 We use pronouns with *some-* in \_\_\_\_\_ sentences and in offers and requests.
- 2 We use pronouns with *any-* in \_\_\_\_\_ and \_\_\_\_\_ sentences.
- 3 We can also use pronouns with *any-* in affirmative sentences when we mean *it doesn't matter who/what/where ...*
- 4 We use pronouns with *no-* with \_\_\_\_\_ verbs as the meaning is already negative.

## 4 Choose the correct words.

- 1 It's dark. I can't see **anything** / **something**.
- 2 There was **no-one** / **anyone** else on the train.
- 3 He's smiling. He must be thinking about **anything** / **something** funny.
- 4 'I can't find my ticket. It's **somewhere** / **nowhere** to be seen.'  
'It must be **anywhere** / **somewhere**.'
- 5 You can get online **anywhere** / **nowhere** in the airport.
- 6 Does **anybody** / **nobody** mind if I smoke?
- 7 I'm really hungry. I've had **anything** / **nothing** to eat.

●● Grammar Builder 8.2: Indefinite pronouns: p. 123

## 5 Complete the dialogue with indefinite pronouns.

- Joe I'm going out to get <sup>1</sup> \_\_\_\_\_ to eat. There's <sup>2</sup> \_\_\_\_\_ in the fridge.
- Tina Who are you going with?
- Joe <sup>3</sup> \_\_\_\_\_. I'm going on my own.
- Tina Where are you going?
- Joe I don't know. <sup>4</sup> \_\_\_\_\_. It doesn't matter.
- Tina You're behaving very strangely. Is <sup>5</sup> \_\_\_\_\_ wrong?
- Joe No, I just don't want to talk to <sup>6</sup> \_\_\_\_\_ right now.

## 6 Complete the questions with indefinite pronouns.

- 1 If you could visit \_\_\_\_\_ in the world, where would you go?
- 2 Do you think the world would be better or worse if \_\_\_\_\_ ever travelled by plane?
- 3 Would you prefer to live \_\_\_\_\_ very hot or \_\_\_\_\_ very cold?
- 4 Do you think \_\_\_\_\_ will ever travel backwards or forwards in time?

7 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6. Give reasons for your answers.

**1 Describe the photos. Answer the questions.**

- 1 What animals can you see?
- 2 What are the people doing?
- 3 What kind of holiday is it?
- 4 Would you like to go on this kind of holiday? Why?/Why not?

**2 Read the text quickly. Are the verbs in the past, present or future? Complete the reading tip.**

**Reading tip**

We sometimes use \_\_\_\_\_ tenses to tell a story. This makes the story sound more exciting and immediate.

**3 Read the text. Put the events in the correct order.**

- ☐ Daisy got very close to some elephants.
- ☐ The jeep got stuck in the mud.
- ☐ Daisy saw baboons.
- ☐ The plane landed in Mfuwe.
- ☐ Daisy saw some lions.
- ☐ Two other guests saw a leopardess and her cub.
- ☐ Daisy saw a leopard.
- ☐ They travelled by jeep to their camp.

**4 Choose the best answers.**

- 1 Daisy first got interested in leopards
  - a when she had a dream about them.
  - b when she saw a TV programme about them.
  - c because they live alone.
  - d because she once saw one face to face.
- 2 South Luangwa valley is a good place to look for leopards because
  - a there are a lot of leopards there and you can look for them at night.
  - b there are more leopards there than anywhere else in Africa.
  - c it's easy to find leopards at night.
  - d it's exciting looking for leopards at night.
- 3 Daisy's hut at the camp is
  - a built around the tree.
  - b full of lizards.
  - c covered in strange wallpaper.
  - d made of mud.
- 4 Their first excursion is
  - a exciting because they see lions hunting.
  - b frightening because it is very dark.
  - c exciting because the baboons make a lot of noise.
  - d sad because they see lions killing an impala.
- 5 Rocky's Golden Rule for the walking safari basically means
  - a never run if an animal is chasing you.
  - b if an animal chases you, climb a tree.
  - c don't climb a tree unless I tell you to.
  - d always do exactly what I say.

- 6 How does Daisy feel when she hears that two other guests have seen leopards?
  - a She feels sad because she wasn't with them.
  - b She feels angry because it means she probably won't see any leopards herself.
  - c She feels pleased that somebody has seen leopards.
  - d She feels hopeful because it means that there are leopards in the area.
- 7 When Daisy finally sees a leopard, it
  - a stays nearby for a while and then disappears suddenly.
  - b runs quickly behind them and disappears into the bush.
  - c walks close to them, but leaves before they can take a photo.
  - d stays close until somebody shouts, then it runs away.

**5 Match the movement verbs highlighted in the text with the definitions below.**

- 1 to walk slowly and calmly
- 2 to move very quickly (3 verbs)
- 3 to move slowly on wheels
- 4 to jump

**LEARN THIS!**

**Verbs + prepositions**

1 Some verbs are often followed by certain prepositions.

*Let's listen to some music. She smiled at her mother.*

2 In questions, we often put the preposition at the end.

*What are you waiting for?*

**6 Read the *Learn this!* box. Then find the verbs in the box in the text and underline them and the prepositions which follow them. Which verb appears twice, with two different prepositions? How are the meanings different?**

dream worry pay arrive listen boast look  
hope complain stare care head

**7 SPEAKING Work in pairs. Complete the questions with the correct prepositions. Then ask and answer the questions.**

- 1 Before the holiday, what does Daisy's dad worry \_\_\_\_?
- 2 Before leaving the airport, what do they pay \_\_\_\_?
- 3 Just before seeing the lions, what do they listen \_\_\_\_?
- 4 What do two other guests boast \_\_\_\_?
- 5 On the last night, what does Daisy's dad complain \_\_\_\_?
- 6 After seeing the leopardess, where do they head \_\_\_\_?

**Vocabulary Builder 8.3: Verbs + prepositions: p. 135**

**8 SPEAKING Work in pairs. Plan your ideal holiday. Make notes about:**

- 1 What kind of holiday would it be? (see page 76, exercise 3)
- 2 Where would you like to go?
- 3 How would you get there?
- 4 What type of accommodation would you stay in?
- 5 What would you do on holiday?

**9 SPEAKING Present your ideas to the class.**



- 1 Read the postcards quickly. Which postcard does the photo go with?
- 2 Answer the questions.
  - 1 What was the first thing that went wrong for Hilary and Daniel?
  - 2 What did they have to eat when they finally arrived?
  - 3 Why are they unhappy with the room they are in now?
  - 4 What was the hardest part of Simon and Jackie's journey?
  - 5 Why did Simon have to go to the police station?
  - 6 Why does Simon have to pack his bag?
- 3 What is the first piece of information in both postcards? What is the last piece of information?
- 4 Read the *Learn this!* box. Then look at the highlighted examples of *it* in the postcards and say which are introductory *it* and which are normal pronouns.

**Introductory *it***

- 1 We often use *it* in sentences referring to time, weather, temperature and distance.  
*It's eight o'clock. It's Tuesday. It took an hour to do this exercise. It's raining. It's 20°C. It's 100 km from Paris.*
- 2 We can use *it* when we want to avoid starting a sentence with an infinitive, *-ing* form or clause, which often sounds unnatural or very formal.  
*It's nice being with you. (= Being with you is nice.)*  
*It's hard to explain my feelings. (= To explain my feelings is hard.)*  
*It's a shame that he missed the party. (That he missed the party is a shame.)*  
*It doesn't matter what you wear. (= What you wear doesn't matter.)*

Dear Patricia

We've been in Malaga for three days now, and we're having a terrible time. The holiday started really badly - the plane was delayed and **it** was nearly 1 a.m. when we arrived at the hotel. The restaurant had closed, so **it** was a good job we still had some sandwiches from the journey. The next day we set off early for the beach. **It** said in the holiday brochure that **it** was only 100 metres from the hotel to the beach - which is true, but there's a motorway in between! The hotel itself is OK - but they gave us a room right above the disco, so **it** was impossible to get to sleep. They've given us another room but **it** isn't much better. **It** probably isn't worth complaining again, though.

**It's** time to go down for dinner now. Let's hope **it's** better than lunch.

See you soon.

Love, Hilary and Daniel xxx

Dear Sam,

I'm in Scotland, but I wish I wasn't. **It's** Thursday now, and **it's** been raining since we arrived on Monday. **It's** really cold, too. Still, **it's** no use moaning - we can't do anything about the weather. The journey up here was OK, but **it** took ages to find the hotel. Then yesterday I lost my wallet - **it** had all my money and cards inside - and had to go to the police station. **It's** unusual for Jackie to complain, but even she's had enough and wants to go home.

I'd better pack my bag now. We're going to Fort William first thing tomorrow.

Love, Simon

- 5 Imagine you are having an awful time on holiday. Choose four of the problems below (or invent your own) and make notes about them.

- a disastrous journey here
- the airline lost our luggage
- the weather is terrible
- the hotel room is cold and damp
- the people are unfriendly
- the food is terrible
- the hotel isn't finished
- I got food-poisoning
- somebody stole something
- the view from the window is terrible
- the car broke down
- it's three kilometres to the nearest beach
- there was nobody at the airport to meet us
- the beach isn't sandy, it's rocky

- 6 Write a postcard to a friend about your holiday.

## Reading

1 Read the text quickly. In which of the places could you see:

- |            |                     |
|------------|---------------------|
| a monkeys? | c the distant past? |
| b jewels?  | d toy trains?       |

## Places to visit in Edinburgh

**Edinburgh Castle** The castle is the top attraction not only in Edinburgh, but in Scotland, and you do not need to be a history fanatic to enjoy it. See the crown jewels of Scotland and the 'Stone of Destiny', on which generations of Scottish and British kings and queens have been crowned. There are also reminders scratched on the walls of the dungeons from the days when the castle was a prison for the Frenchmen who were captured during the Napoleonic wars.

**Edinburgh Zoo** Edinburgh Zoo, which is situated only ten minutes from the city centre, is another of Scotland's top tourist attractions. The zoo is particularly noted for its large collection of penguins, who parade in front of the visitors at feeding time. There are over 1,000 other animals there, including polar bears, monkeys and tigers.

**Museum of Childhood** A magical world of dolls, toys, teddy bears, games, puzzles, train sets, models and loads of other items from all over the world to keep children amused. It has been described as the 'noisiest museum in the world' and, when it opened in 1955, was believed to be the first museum in the world to specialise in the history of childhood. And admission is free!

**Dynamic Earth** One of Edinburgh's newest attractions, Dynamic Earth has a virtual reality 'time machine' that takes you from the formation of the universe through 4,500 million years of planet Earth. You will be shaken by earthquakes, feel the cold of the ice ages and see tropical rainstorms. Travel to the depths of the oceans and fly high above towering glaciers and mountains. You will see, hear, feel and smell the planet as it was millions of years ago, and how it might be in the future.

2 Are the sentences true or false?

- 1 More people visit Edinburgh Castle than any other attraction in Scotland.
- 2 Edinburgh Castle used to be a prison.
- 3 Edinburgh Zoo is located in the city centre.
- 4 Edinburgh has the only museum in the world which specialises in the history of childhood.
- 5 Dynamic Earth allows visitors to experience different times and places using virtual reality.

## Speaking

3 Work in pairs. Role-play a dialogue between Marek and somebody who works at the tourist information office in Edinburgh. Marek wants to know:

- what the most popular attraction is in Edinburgh
- how far the zoo is from the city centre
- how much it costs to get into the Museum of Childhood
- what you can see at Dynamic Earth

## Listening

4 2.25 Listen. What unusual coincidence happens to Marek during his trip to Edinburgh?

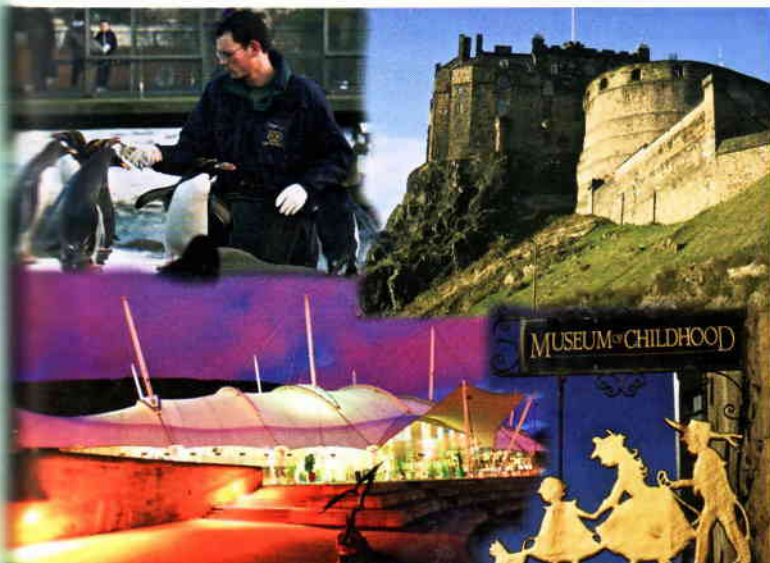
5 2.25 Listen again. Number four of these scenes in the order that you hear them. There are two scenes that you do not need.

- |                                 |                          |
|---------------------------------|--------------------------|
| a at Edinburgh Castle           | <input type="checkbox"/> |
| b on the train                  | <input type="checkbox"/> |
| c in the Princes Street Gardens | <input type="checkbox"/> |
| d at the hotel                  | <input type="checkbox"/> |
| e in a restaurant               | <input type="checkbox"/> |
| f at the railway station        | <input type="checkbox"/> |

## Writing

6 Imagine you are Marek. Write a postcard from Edinburgh to Sarah. Include this information:

- where you are staying
- what the weather is like
- what you have done
- your general opinion of Edinburgh



# 9 Spend, spend, spend!

## A

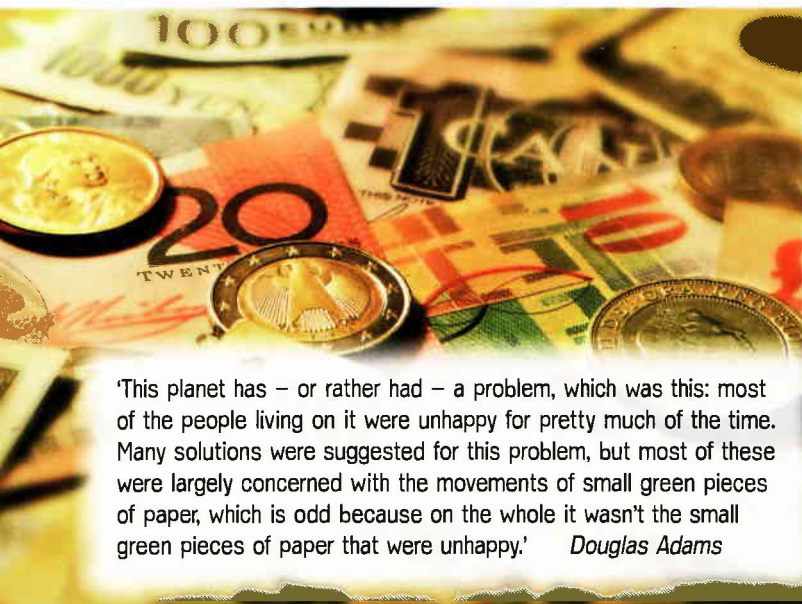
VOCABULARY AND LISTENING

## Money and finance

*I can talk about money and people's attitudes to it.*

### THIS UNIT INCLUDES ●●●●●

- Vocabulary** • money and payment • prepositions and noun phrases
- small and large numbers
- Grammar** • *have something done* • reflexive pronouns
- third conditional • clauses expressing purpose
- Speaking** • discussing advertising in schools
- arguing your case
- Writing** • a formal letter: asking for information



'This planet has – or rather had – a problem, which was this: most of the people living on it were unhappy for pretty much of the time. Many solutions were suggested for this problem, but most of these were largely concerned with the movements of small green pieces of paper, which is odd because on the whole it wasn't the small green pieces of paper that were unhappy.' *Douglas Adams*

- 1 Read the quotation from a science fiction novel. Which planet do you think it is describing? What are the 'small green pieces of paper'? What does the author think about them?

- 2 Complete the text with the words in the box.

**Money and payment** cash cash machine cheque coins credit card currency debit card notes PIN number

In the past, when people needed <sup>1</sup> \_\_\_\_\_, they used to go into their local bank and write out a <sup>2</sup> \_\_\_\_\_. Now, you can go to a <sup>3</sup> \_\_\_\_\_ at any time of the day or night, type in your <sup>4</sup> \_\_\_\_\_ and get £100 in brand new £20 <sup>5</sup> \_\_\_\_\_. (Of course, if you need £1 <sup>6</sup> \_\_\_\_\_, you still need to go to the bank.) But who uses real money anyway these days? Most of the time, we pay by <sup>7</sup> \_\_\_\_\_ or <sup>8</sup> \_\_\_\_\_. It's certainly the easiest way to pay when you're abroad and unfamiliar with the <sup>9</sup> \_\_\_\_\_.

- 3 2.26 Listen to five people talking about money. Match the speakers (1–5) with the sentences. There is one sentence that you do not need.

- He/She wants to borrow some money.
- He/She has wasted money.
- He/She doesn't like to be in debt.
- He/She is saving money for a present.
- He/She has bought a bargain in the sale.
- He/She was overcharged for something.

☐  
☐  
☐  
☐  
☐  
☐

- 4 2.26 Listen again. Complete the sentences with the correct prepositions. There is one sentence that does not need a preposition. Then listen again and check.

for for from off in in into on on

- I've been saving up for ages \_\_\_\_\_ a new pair of trainers.
- I don't like to borrow money \_\_\_\_\_ my family.
- I went up to the till to pay \_\_\_\_\_ it.
- It was £4.99 and I paid \_\_\_\_\_ cash.
- The problem is, I've just spent all my savings \_\_\_\_\_ a new bike, so I'm really broke.
- He said I shouldn't waste money \_\_\_\_\_ computer games.
- I'm paying £2 a week \_\_\_\_\_ my savings account.
- They were £20, but as they were \_\_\_\_\_ the sale I got £5 \_\_\_\_\_.

- 5 **SPEAKING** Work in pairs. Ask and answer the questions.

- Have you ever bought something that was a waste of money? What?
- Have you ever saved up to buy something? What?
- Have you ever lent somebody money? How much?
- Have you ever borrowed money from somebody? How much? What for?
- Is there something that you'd like to buy, but can't afford? What?
- Do you always pay for things in cash?
- Have you ever been overcharged for something?

### ● Vocabulary Builder 9.1: Money and payment: p. 135

- 6 **SPEAKING** Try to explain the meaning of these quotations. Do you agree with them?

Money can't buy you happiness.

A bank is a place that will lend you money if you can prove that you don't need it.

Those who believe money can do anything will often do anything for money.

### ●● Vocabulary Builder 9.2: Prepositions + noun phrases: p. 136

## have something done

I can use the structure 'have something done'.

- 1 Compare the two photos of Ashlee Simpson below. What has changed about her appearance?
- 2 **SPEAKING** Read the text. Why do you think Ashlee Simpson changed her appearance?

## Makeover



## Ashlee Simpson: before and after

Pop star Jessica Simpson has always looked like the perfect all-American girl: blonde and beautiful. When her younger sister, Ashlee, became a pop star too, she looked much more like the 'girl next door'. But then suddenly, she changed her image. She had her hair dyed blonde – and, some people agree, she has spent thousands of dollars on having her face changed too. She had her nose altered; she had her teeth whitened, and she looks as though she's had her chin reduced too. Some people think Ashlee looks better now, but others think it is sad that she wanted to change her appearance.

- 3 Read the *Learn this!* box. Underline examples of the structure *have something done* in the text.

LEARN THIS!

## have something done

- 1 You can use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)  
*I had my hair cut yesterday.*
- 2 You can also use the structure for unpleasant things that have happened to you.  
*I had my car stolen last week.*  
*He had his arm injured in an accident.*

- 4 Complete the dialogue using the past simple form of *have something done*.

Jasmine Hi, Courtney. You look great!

Courtney Thanks. I went to a beauty parlour yesterday and  
1 \_\_\_\_\_ (my hair / cut).

Jasmine 2 \_\_\_\_\_ (it / dye) too?

Courtney No, I did that myself at home. It's cheaper. But I  
3 \_\_\_\_\_ (my nails / paint). Look! And I  
4 \_\_\_\_\_ (my make-up / do).

Jasmine Very nice.

Courtney You look different too.

Jasmine Yes, I 5 \_\_\_\_\_ (my teeth / whiten) last week.  
They used to be really yellow!

Courtney Did it cost a lot?

Jasmine Actually, yes. Especially because I 6 \_\_\_\_\_  
(my bag / steal) while I was there!

● Grammar Builder 9.1: *have something done*: p. 124

- 5 Read the *Learn this!* box. Find an example of a reflexive pronoun in exercise 4. Is it use 1 or use 2? What are the other reflexive pronouns?

LEARN THIS!

## Reflexive pronouns

- 1 We use a reflexive pronoun when the object of a verb is the same as the subject.  
*He cut himself while he was shaving.*
- 2 We can use a reflexive pronoun to add emphasis.  
*They painted the house themselves, without any help.*

● Grammar Builder 9.2: Reflexive pronouns: p. 125

- 6 Rewrite the sentences using *have something done*. Write a negative sentence using a reflexive pronoun as well.
- Somebody did her make-up.  
*She had her make-up done. She didn't do it herself.*
  - Somebody removed her tattoo.
  - Somebody repaired our car.
  - Somebody examined his teeth.
  - Somebody tested my eyes.
  - Somebody cleaned their car.
  - Somebody decorated your house.
  - Somebody washed your backs.
- 7 **SPEAKING** Work in pairs. Find out if these things have ever happened to your partner. Use *Have you ever had ...?*

Have you ever had your hearing checked?

Yes, I have. / No, I haven't. / Pardon?

- |                   |                        |
|-------------------|------------------------|
| 1 hearing / check | 4 picture / paint      |
| 2 hair / dye      | 5 mobile phone / steal |
| 3 home / burgle   | 6 future / tell        |

## Third conditional

I can talk about an imaginary event in the past and its consequences.

### 1 2.28 Listen and complete the dialogue.

- Amy Have you got any dollars?
- Tyler No, I haven't. You said that you were going to get them.
- Amy If I'd had more time in the airport, I <sup>1</sup> \_\_\_\_\_ have changed some money.
- Tyler Why do you always leave everything to the last minute?
- Amy Well, we <sup>2</sup> \_\_\_\_\_ have arrived at the airport late if you <sup>3</sup> \_\_\_\_\_ made a mistake with the train times!
- Tyler Look, it doesn't matter whose fault it is. We need some currency.
- Amy There's a cash machine over there. We can use our credit card to get some dollars.
- Tyler Good idea. Where's the green bag?
- Amy It's on the kitchen table at home. I didn't bring it.
- Tyler It's got my wallet in it with all my cards.
- Amy If I'd <sup>4</sup> \_\_\_\_\_ that, I would have brought it. But you didn't tell me.
- Tyler I put it on the table. I wouldn't have put it there if I <sup>5</sup> \_\_\_\_\_ wanted you to bring it!
- Amy So, we're in New York with no currency and no plastic. What are we going to do?

### 2 Answer the questions about the dialogue.

- Did Amy and Tyler have a lot of time in the airport?
- Who made a mistake with the train times?
- Did Amy bring Tyler's green bag?
- Why did Tyler put his green bag on the table?

### 3 Read the *Learn this!* box. How many examples of the third conditional are there in exercise 1?

#### LEARN THIS!

#### Third conditional

- We use the third conditional to talk about the imaginary result of things that did not happen.  
*If I'd left home earlier, I wouldn't have arrived late.*
- We often use it to express criticism or regret.  
*I wouldn't have got angry if you'd told the truth!*
- We form the third conditional with *if* + past perfect, *would have* + past participle
- We can also put the *if* clause in the second part of the sentence.  
*I'd have cooked more food if I'd known you were so hungry.*
- We often use short forms in third conditional sentences. The short form of both *had* and *would* is *'d*. *If I'd had enough money, I'd have bought it.*

### 4 2.29 Complete the third conditional sentences with the correct form of the verbs in brackets. Use short forms. Then listen and check.

- If she *hadn't become* (not become) a singer, she'd have been an actress.
- If they hadn't accepted credit cards, we \_\_\_\_\_ (pay) in cash.
- We \_\_\_\_\_ (win) if we'd played better.
- If that picture \_\_\_\_\_ (be) for sale, I'd have bought it.
- She \_\_\_\_\_ (not fail) her exams if she \_\_\_\_\_ (work) a bit harder.
- I \_\_\_\_\_ (not eat) that sandwich if I \_\_\_\_\_ (see) you drop it on the floor.
- She \_\_\_\_\_ (not leave) if you \_\_\_\_\_ (not be) rude to her.
- You \_\_\_\_\_ (be able) to afford the jacket if you \_\_\_\_\_ (not spend) all your money on CDs.

### 5 2.29 PRONUNCIATION Listen again and repeat the sentences in exercise 4. How is the word *have* pronounced?

### 6 Rewrite the sentences as third conditional sentences.

- We couldn't pay for dinner because you didn't bring your credit card.  
*We could have paid for dinner if you'd brought your credit card.*
- We didn't go skiing because it didn't snow.
- I didn't invite you to my party because I didn't have your number.
- She didn't buy you a present because she didn't know it was your birthday.
- I didn't make pizza because I didn't have any flour.
- They didn't go to the beach because it wasn't sunny.

### 7 SPEAKING Work in pairs. Find out what your partner would have done if he or she:

- had seen a robbery on the way to school this morning.
- hadn't come to school today.
- had woken up an hour later than usual this morning.
- hadn't brought any books to the class.
- had felt really hungry on the way to school this morning.

What would you have done if you'd seen a robbery on the way to school this morning?

I'd have taken a photo with my mobile and then I'd have called the police.

- 4 Read the reading tip. Then explain the significance of these dates and numbers in the life of Percy Ross.

1 1916	5 40,000
2 1969	6 16,500
3 50,000	7 1999
4 1,050	8 30 million

- 5 Are the sentences true or false? Correct the false ones.

- Percy Ross is the only millionaire who has given away all his money.
- Ross's parents were born in the USA.
- Ross's first business was a company that made plastic bags.
- Ross gave money to some people who had come to the USA to start a new life.
- Ross gave bikes to poor children because his parents hadn't been able to give him a bike.
- Ross started his newspaper column and radio show at the same time.
- Ross did not send money to everybody who asked for it.
- After giving away all his money, Ross wished that he hadn't done it.

- 6 Look at the highlighted phrases in the text. Complete the *Learn this!* box.

LEARN THIS!

#### Clauses expressing purpose

- We can use an infinitive to explain the purpose of an action.  
*He went to the Alps to go skiing.*
- We can also use these phrases  
 \_\_\_\_\_ to + base form  
 \_\_\_\_\_ that + subject + verb (usually a modal verb, e.g. *could*)

- 7 Match the two parts of the sentences and join them with one of the expressions from exercise 6.

- |  |                          |
|--|--------------------------|
| 1 Ben saved for years and years in _____ | <input type="checkbox"/> |
| 2 I asked for a receipt _____            | <input type="checkbox"/> |
| 3 He does a lot of housework _____       | <input type="checkbox"/> |
| 4 She borrowed £30 _____                 | <input type="checkbox"/> |
| 5 He took his debit card with him _____  | <input type="checkbox"/> |
- a he could get money from the cash machine.  
 b I could take the jeans back if they didn't fit.  
 c earn some pocket money.  
 d buy a new car.  
 e she could buy a new MP3 player.

- 8 2.30 Read and listen to the song. Find phrases which mean:

- you looked after me
- the best years of my life
- I would die (to have you back again)
- the part of me that can't forget
- you don't show how important someone is to you

- 9 **SPEAKING** Do you think the song is happy or sad? Give reasons for your opinion.

- 10 **SPEAKING** Imagine that you had to give away everything you own. Which three objects would you be saddest to lose?

## Everything I Own

You sheltered me from harm,  
 Kept me warm, kept me warm.  
 You gave my life to me,  
 Set me free, set me free.

- 5 The finest years I ever knew  
 Were all the years I had with you.

[Chorus]

I would give anything I own,  
 Give up my life, my heart, my home.  
 I would give everything I own,

- 10 Just to have you back again.

You taught me how to love,  
 What it's of, what it's of  
 You never said too much,  
 But still you showed the way,  
 15 And I knew from watching you.  
 Nobody else could ever know  
 The part of me that can't let go.

[Chorus]

- Is there someone you know,  
 You're loving them so,  
 20 But taking them all for granted.  
 You may lose them one day,  
 Someone takes them away,  
 And they don't hear the words you long to say.

[Chorus]

Just to touch you once again.

## A formal letter: asking for information

*I can write a letter to a company asking for information.*

- 1 Read the letter. What two things does Clare need to buy?

Dear Sir or Madam,

I am writing to enquire about the range of tents that I recently saw advertised in *Let's Go Camping* magazine.

I am planning a camping holiday this summer in Scotland. As you know, it can be quite wet and windy there, even in summer, so could you please tell me whether the Backpacker or the Campout range would be more suitable?

I am going with two friends, and we are planning to take quite a lot of equipment. Do you know if the three-berth tents have plenty of storage space?

I would be grateful if you could also let me know what colours the tents are available in, and how long it will take to deliver.

Finally, could you also tell me if you sell sleeping bags?

I look forward to hearing from you.

Yours faithfully

Clare Baines

Clare Baines

- 2 Look at the advertisement. In which paragraphs of the letter does Clare ask about the things that she has noted?

*OK for wet and windy Scottish weather?*

*sleeping bags?*

## THE GREAT OUTDOORS

We specialise in budget tents and camping equipment.

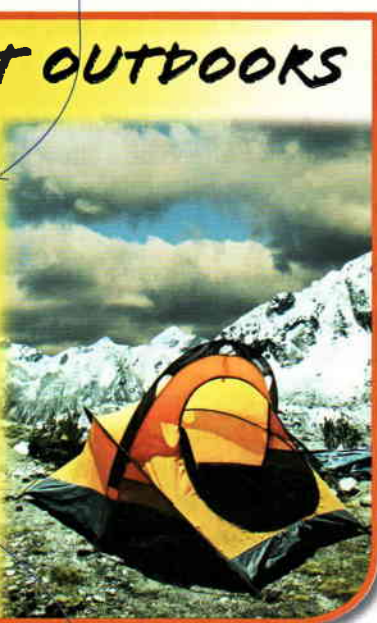
Backpacker tents.  
Prices start at £75.

Campout tents - light-weight tents at affordable prices.  
From £55.

All tents available in two-, three- or four-berth sizes.

Limited colours.

Delivery free in the UK



*big enough for three with lots of luggage?*

*how long?*

*which colours?*

- 3 How does Clare start and end the letter? How would she start and end it if she knew the name of the person she was writing to?

### Writing tip

- At the start of your letter, give your reason for writing.
- Use indirect questions to make them more polite.

*How much is a two-berth tent? X*

*Could you tell me how much a two-berth tent is/would be? ✓*

- 4 Read the writing tip and find four indirect questions in Clare's letter.
- 5 Imagine you are going on a cycling holiday and you need to buy a bicycle. Look at the advertisement and the notes that you have made. Answer the questions:

- Will you be cycling only on roads?
- Why do you need panniers?
- What other equipment do you need?

*OK for riding on rough terrain - which bike?*

*taking lots of luggage - fit panniers?*

## Discount Bikes

The UK's leading discount bike outlet.  
Great bikes for the summer holidays.



Easyride Touring bikes. From £175

Adventurer bikes. From £199

Available in most sizes. We also stock bike accessories.

Free postage and packing on orders over £200.

*cost for bikes under £200?*

*large frames available? lights and locks?*

- 6 Now write a letter to Discount Bikes asking for more information. Use the writing guide below.

- Start and end the letter correctly.
- Use indirect questions.
- In the first paragraph, say where you saw the advertisement and why you are writing.
- In the second paragraph, explain what you need the bike for and ask your most important question.
- Put your remaining questions into two or three paragraphs, with the most important questions first.

## 1 Get ready to LISTEN Match words from the two columns to make phrases connected with money.

- |           |            |
|-----------|------------|
| 1 cash    | a account  |
| 2 debit   | b card     |
| 3 hard    | c currency |
| 4 PIN     | d machine  |
| 5 pocket  | e money    |
| 6 savings | f number   |

## 2 Do the Listening exam task.

### LISTENING exam task

Listen to five speakers talking about money. Match statements A–F to speakers 1–5. There is one statement you do not need to use.

- A You should teach children how to save money for things they really desire.
- B You should buy children whatever they want, if you can afford it.
- C You should set a good example to your children regarding money.
- D You should only give children pocket money if they help around the house.
- E You should give children control of their own money as soon as possible.
- F You should protect children from having to think about money at all.

Speaker 1	Speaker 2	Speaker 3
Speaker 4	Speaker 5	

## 3 Do the Use of English exam task.

### USE OF ENGLISH exam task

Choose the best word (A–D) to complete each gap.

## A 21st century epidemic

While medical scientists are always on the lookout for new and deadly forms of the influenza virus, a few psychologists <sup>1</sup>\_\_\_\_\_ started to talk and write about the dangers of a completely different kind of epidemic: affluenza. The word itself is a mixture of 'influenza' and 'affluent', <sup>2</sup>\_\_\_\_\_ means 'wealthy or rich'. It describes an unhealthy obsession with money and material possessions.

British psychologist Oliver James, <sup>3</sup>\_\_\_\_\_ has written two books on the subject, defines affluenza as 'placing a high value on money, possessions, appearances and fame'. He believes that the condition is more common in English-speaking countries <sup>4</sup>\_\_\_\_\_ in other parts of the world. The reason for this, according to James, is that the USA, Britain, Australia, New Zealand and Canada are more obsessed with making money than other nations. This leads to stress and

<sup>5</sup>\_\_\_\_\_. In support of his theory, James points <sup>6</sup>\_\_\_\_\_ that people in English-speaking countries are twice as likely to suffer mental health problems as people who live in mainland Europe.

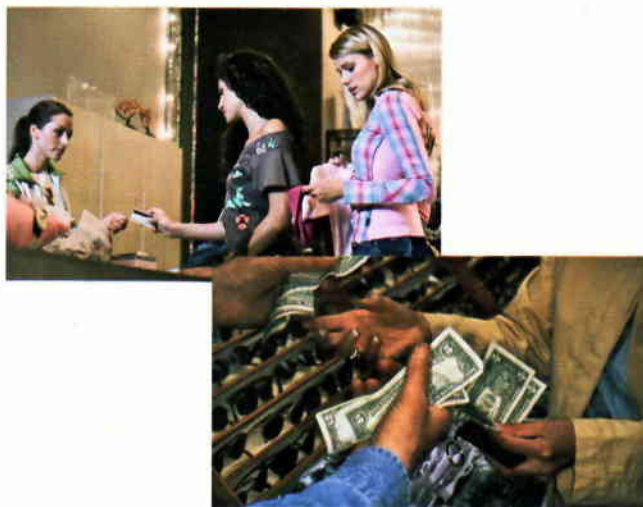
Perhaps the most worrying aspect of affluenza is that it is starting to affect people at younger and younger ages. Teenagers, and <sup>7</sup>\_\_\_\_\_ young children, make constant demands for possessions, and become genuinely unhappy if they do not have these things <sup>8</sup>\_\_\_\_\_ for them. Some experts blame advertising in schools; <sup>9</sup>\_\_\_\_\_ think that Hollywood and TV shows are the cause. The only cure seems to be for parents to spend time <sup>10</sup>\_\_\_\_\_ their children the value of other things in life, like friendship, charity and laughter.

- |               |             |              |               |
|---------------|-------------|--------------|---------------|
| 1 A will have | B have      | C had        | D were        |
| 2 A who       | B that      | C where      | D which       |
| 3 A who       | B that      | C where      | D which       |
| 4 A that      | B as        | C for        | D than        |
| 5 A unhappy   | B unhappily | C unhappier  | D unhappiness |
| 6 A up        | B to        | C towards    | D out         |
| 7 A even      | B every     | C enough     | D each        |
| 8 A to buy    | B buying    | C buy        | D bought      |
| 9 A another   | B others    | C each other | D otherwise   |
| 10 A teaching | B taught    | C to teach   | D teach       |

## 4 Do the Speaking exam task.

### SPEAKING exam task

Compare and contrast the two photos. Answer the questions.



- What do you think the woman is paying for? What makes you think this?
- What do you think the man is paying for? What makes you think this?
- What are the advantages and disadvantages of using a credit card?
- What would be the advantages of disadvantages of only using cash to buy things?

# 10 Inspiration

## A

### VOCABULARY AND LISTENING

## Art and artists

*I can talk about  
different types of art.*

#### THIS UNIT INCLUDES ●●●●●

**Vocabulary** • visual and performing arts • artists and artistic activities  
• compound nouns (3)

**Grammar** • participle clauses • determiners: *all, each, every, few, little, etc.*  
• *so* and *such* • nominal subject clauses

**Speaking** • talking about the arts • describing a picture • discussion about graffiti  
• evaluating an experience

**Writing** • a discursive essay

- 1** Label the photos with words and phrases from the box. Check the meaning of all these words in the Wordlist in the Workbook.

**Visual and performing arts** an abstract painting  
buskers a gig graffiti an installation juggling  
performance art a portrait a sculpture  
a stage musical a recital a still life



- 3** Work in pairs. What other types of works of art or performances can you see or hear at the places in exercise 2?

art gallery: photographs, vases ...

- 4** **3.01** Read the sentences and, if necessary, check the meaning of the words in red in the Wordlist on page 143. Then listen. What is happening? Match the sentences to the dialogues (1–7).

- a An actress is changing into her **costume**.  
b Two opera singers are **rehearsing** a **scene**.  
c An artist is talking to his **model**.  
d A dancer is practising some **steps**.  
e Two **stage hands** are moving some scenery.  
f A **conductor** is talking to his **orchestra**.  
g A technician is testing the sound and **lighting**.


- 5** **3.01** Listen again. Complete the sentences from the conversations with the words and phrases in the box.

aria audience director drum kit lines melody  
mikes oil painting script sketch violins

- 1 It isn't a \_\_\_\_\_, it's an \_\_\_\_\_.  
2 I'm going to have a word with the \_\_\_\_\_.  
3 And I sing my \_\_\_\_\_.  
4 Where's my \_\_\_\_\_? I need to practise my \_\_\_\_\_.  
5 Can you test the \_\_\_\_\_ on the \_\_\_\_\_?  
6 Remember that the \_\_\_\_\_ have the \_\_\_\_\_.  
7 Look straight at the \_\_\_\_\_.

- 6** **SPEAKING** Work in pairs. Discuss the questions. Give reasons for your answers.

- 1 Which musical instrument would you most like to be able to play?  
2 Which of the arts in exercise 1 do you think needs the most skill, and which the least?  
3 Which of the arts in exercise 1 would you most like to be really good at?

- 2** Match the works of art and performances from the box in exercise 1 with one or more of the places where you could see or hear them.

- a an art gallery      c a concert hall      e outdoors  
b a theatre      d a club

●● Vocabulary Builder 10.1: Artists and artistic activities: p

## Participle clauses

*I can correctly use  
participle clauses.*

- Look at the picture. Who painted it? Read the first sentence of the text and check.
- Read the text. Find two mistakes in the description of the painting.



This picture, **painted** by the French artist Georges Seurat between 1884 and 1886, is called *Sunday afternoon on the island of La Grande Jatte*. It shows Parisians **relaxing** beside a lake on a cloudy afternoon. The young men and women, **wearing** their best Sunday clothes, appear as graceful as the speedboats **reflected** in the water.

This large picture, **measuring** approximately 200 cm by 300 cm, is made up of thousands of tiny dots of colour. Seurat believed that this form of painting, now **known** as *pointillism*, would make the colours more brilliant. *La Grande Jatte*, permanently **displayed** in Chicago, is Seurat's most famous work. There is even a stage musical **based** on the picture, **composed** in 1984 by Stephen Sondheim.

- Read the **Learn this!** box. In which of the examples does the participle clause replace a non-defining relative clause?

## LEARN THIS!

## Participle clauses

- We can use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).  
*There's a man **reading a book**. (=who is reading a book)*
- They contain either a present participle (-ing form) or past participle (-ed).
- Clauses with a present participle replace an active verb. The verb they replace can be in any tense.  
*He lived in a flat **belonging to his father**. (=which belonged to)*
- Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.  
*The final episode, **shown on TV tomorrow**, will be watched by millions. (=which will be shown on TV tomorrow)*

- Underline all the participle clauses in the text in exercise 2. Answer the questions for each clause.

- Does it replace a defining or non-defining relative clause?
- Does it begin and end with a comma?

- Rewrite the participle clauses in the text as relative clauses.

*This picture, which was painted by the French artist Georges Seurat ...*

●● Grammar Builder 10.1: Participle clauses: p. 126

- Complete the description of *La Grande Jatte* with the present and past participle form of the verbs in the box.

accompany hold leave lie lose smoke  
startle wear

In the foreground, there's a woman on the right <sup>1</sup> \_\_\_\_\_ a black top and a grey skirt and <sup>2</sup> \_\_\_\_\_ a black parasol. On the left, there's a man in casual clothes <sup>3</sup> \_\_\_\_\_ on the grass <sup>4</sup> \_\_\_\_\_ a pipe, and in the centre, there are two black dogs and a monkey. One of the dogs is eating some food <sup>5</sup> \_\_\_\_\_ on the ground. The smaller dog, <sup>6</sup> \_\_\_\_\_ by the monkey, is running away. In the middle of the picture, there's a tall woman <sup>7</sup> \_\_\_\_\_ by a small girl in a white dress. Several people, <sup>8</sup> \_\_\_\_\_ in thought, are gazing across the water.

- SPEAKING** Find the people and things (1–7) in the picture below and describe them. Use present participle clauses and the verbs in the box to help you.

cook drink kiss hold lie ride smile talk  
watch wear

- the man on the left with a beard
- the woman in the centre of the picture
- the men with black hats
- the woman in the foreground
- the bald man
- the man in the top right-hand corner of the picture
- the two women on the right.



## 1.1 Order of adjectives

### 1 Put the words in the correct order to make sentences.

- wearing / shoes / elegant / black / She's / high-heeled  
*She's wearing elegant black high-heeled shoes.*
- a / That's / striped / shirt / smart / cotton
- dress / wearing / cotton / an / awful / She's / flowery
- wool / at / mini-skirt / check / Look / beautiful / that
- striped / blue / like / your / hooded / I / baggy
- shiny / is / roll neck / great / This / nylon / a
- leggings / tight / wearing / ridiculous / She's / furry

The order of adjectives before a noun depends on their meaning.

opinion	size	age	colour	origin	material/ type/ purpose	
a lovely	big	old	blue	French	leather	bag
a nice	tall	young		English		man

## 1.2 Present tense contrast

### 1 Decide if the sentences are correct or not. Correct the sentences that are incorrect.

- The plane **is taking** off tomorrow morning at eight o'clock.
- It's quite warm today. I **don't take** a jacket.
- What **do you read** at the moment?
- I **live** with a family in Ireland for a month.
- She's a writer so she's **always working** from home.
- They **don't go** to the party on Saturday night.
- Are you usually wearing** jeans to school?
- My sister's **always borrowing** my clothes! It's really irritating!

### 2 Complete the pairs of sentences with the present simple or present continuous form of the verbs in brackets.

- a My cousin \_\_\_\_\_ (live) in London. She was born there.

b My sister \_\_\_\_\_ (visit) her at the moment.
- a My dad \_\_\_\_\_ (not drive) to work. He usually takes the train.

b Today the trains are on strike, so he \_\_\_\_\_ (drive).
- a I need to translate a letter. \_\_\_\_\_ you \_\_\_\_\_ (speak) French?

b Excuse me for interrupting, but what language \_\_\_\_\_ you \_\_\_\_\_ (speak)?
- a Paul \_\_\_\_\_ (have) toast for breakfast today.

b He usually \_\_\_\_\_ (have) cereal.
- a Where \_\_\_\_\_ you \_\_\_\_\_ (meet) Linda tonight?

b What time \_\_\_\_\_ the film \_\_\_\_\_ (start)?
- a I'm getting fed up with my boyfriend. He \_\_\_\_\_ (always leave) the kitchen in a mess!

b He \_\_\_\_\_ (not wash) the dishes and he never clears the table!

We use the present simple to talk about:

- habits and routines.  
*I usually get up at eight o'clock.*
- a permanent situation or fact.  
*Jack lives in London. It's his home town.*
- timetables and schedules.  
*The train leaves at 6.30 tomorrow morning.*

Notice the third person form of the present simple.

- Add -s to the verb.  
*I start. It starts.*
- Add -es (after -ch, -ss, -sh or -o).  
*They teach. She teaches.*  
*We don't teach. He doesn't teach.*
- Take away -y, then add -ies (after verbs ending with -y after a consonant).  
*I study. He studies.*

We use the present continuous to talk about:

- things that are happening now.  
*We're watching a movie right now. Come over!*
- annoying behaviour with **always**.  
*He's always talking about himself.*
- arrangements in the future.  
*Sally and Tom are flying to Rome next Friday.*

Notice how the present participle -ing is formed.

- Add -ing to the verb.  
*I wait. She's waiting.*
- When verbs end with -e, take away -e then add -ing.  
*They smile. We're smiling.*
- When verbs have one vowel followed by -m, -g, -p or -t, double the final consonant, then add -ing.  
*You stop. They're stopping.*

## 1.3 State and dynamic verbs

1 Complete the sentences the correct form of the verbs in the box.

belong know not like need rain not remember  
wait want

- 1 Sorry, I \_\_\_\_\_ your name.
- 2 Tom's shoes are worn out. He \_\_\_\_\_ some new ones.
- 3 Jason \_\_\_\_\_ dancing very much.
- 4 It \_\_\_\_\_ and I haven't got an umbrella.
- 5 Those trainers \_\_\_\_\_ to me. Give them back!
- 6 \_\_\_\_\_ you \_\_\_\_\_ where my dictionary is?
- 7 'Where are you?' 'We \_\_\_\_\_ for the bus.'
- 8 I'm tired and I \_\_\_\_\_ to go home now.

2 Choose the correct words.

- 1 I **enjoy** / 'm **enjoying** this party.
- 2 She **thinks** / 's **thinking** you're right.
- 3 Jack **has** / 's **having** a shower.
- 4 I **feel** / 'm **feeling** stupid in this skirt.
- 5 They **consider** / 're **considering** moving house.
- 6 I **forget** / 'm **forgetting** people's names very easily.

3 Complete the pairs of sentences with the present simple or present continuous form of the 'state' verbs.

- 1 **smell**
  - a What are you cooking? It \_\_\_\_\_ delicious!
  - b Ryan \_\_\_\_\_ all the perfume samples to try and find the right one for his girlfriend.
- 2 **look**
  - a That dress \_\_\_\_\_ nice. Where did you buy it?
  - b Can you help me? I \_\_\_\_\_ for a denim jacket.
- 3 **taste**
  - a This meat \_\_\_\_\_ a bit strange. Is it OK?
  - b 'What are you doing?' 'I \_\_\_\_\_ the sauce to make sure it has enough salt.'
- 4 **feel**
  - a Your shirt \_\_\_\_\_ really smooth. Is it cotton?
  - b The doctor \_\_\_\_\_ my brother's leg to make sure it isn't broken.

Dynamic verbs are verbs that describe actions. They can be used in simple and continuous forms.

I **run** ten kilometres every day.  
I'm **running** in a race at the moment.

Verbs that describe a state or situation are not usually used in continuous tenses.

I **don't understand** you. (a state of mind)

NOT I'm **not understanding** you.

This book **belongs** to me. (a possession)

NOT This book **is belonging** to me.

Common state verbs:

enjoy like love hate prefer understand believe  
remember forget want need belong

Be careful. Sometimes, state verbs can be used with a 'dynamic' meaning.

This cheese **tastes** nice. (a 'state' of the cheese)

I'm **tasting** cheese at the moment. (an action)

## 1.4 Verb patterns

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

- 1 They agreed \_\_\_\_\_ (not spend) all their money.
- 2 Kate can't face \_\_\_\_\_ (go) to the gym tonight.
- 3 She pretended \_\_\_\_\_ (not see) me.
- 4 My parents refuse \_\_\_\_\_ (buy) me a motorbike.
- 5 I feel like \_\_\_\_\_ (eat) out tonight.
- 6 He suggested \_\_\_\_\_ (do) more exercise.
- 7 They hope \_\_\_\_\_ (not arrive) late for the play.
- 8 We avoid \_\_\_\_\_ (drive) in the city centre at the weekend.

Some verbs are followed by an infinitive.

John **managed** to finish his homework.

Some verbs are followed by the -ing form.

Sally **fancied** going away for the weekend.

verb + infinitive	verb + -ing form
agree	avoid
decide	can't face
expect	can't help
fail	can't stand
happen	enjoy
hope	fancy
manage	feel like
mean	imagine
pretend	spend (time)
promise	suggest
refuse	
seem	
want	

Note that *like*, *love*, *prefer* and *hate* can be followed by the infinitive or the -ing form without changing the meaning.

I **hate** to get up early.

I **hate** getting up early.

## 1.5 Verbs that change their meaning

1 Complete the dialogue with the correct form of the verbs in brackets.

- A Why are you walking like that, Brian?  
 B I've been playing football and I've hurt my leg.  
 A I thought you'd stopped <sup>1</sup>\_\_\_\_\_ (play) football!  
 B No. I only stopped <sup>2</sup>\_\_\_\_\_ (study) for my exams.  
 A Oh, I see. Have you tried <sup>3</sup>\_\_\_\_\_ (take) a painkiller?  
 B Yes, but it still hurts.  
 A Poor you! Are you going to be OK for Mum's birthday?  
 B I think so. Did you remember <sup>4</sup>\_\_\_\_\_ (make) a cake?  
 A Yes, I made the cake. But I forgot <sup>5</sup>\_\_\_\_\_ (buy) any champagne. Can you get some?  
 B OK. I'll try <sup>6</sup>\_\_\_\_\_ (get) some on the way to the party. I'm looking forward to it!  
 A Me too. I'll never forget <sup>7</sup>\_\_\_\_\_ (dance) with Dad last year. He really enjoyed it. And I've bought Mum a really nice blouse for her birthday.  
 B Again?  
 A Sorry?  
 B Don't you remember <sup>8</sup>\_\_\_\_\_ (give) her that pink shiny one last year?  
 A Oh no, you're right! I've just got time to change it! Bye!

Some verbs change their meaning depending on whether they are followed by an infinitive or the *-ing* form.

*I remember living in Paris when I was young.*

Meaning: this is a memory in which 'living' happened before 'remember'.

*Did you remember to phone Jenny?*

Meaning: this is an action that needed doing – 'remember' happened before 'to phone'.

*I'll never forget swimming with all those sharks.*

Meaning: this is a memory in which 'swimming' happened before 'forget'.

*Patrick forgot to go to football practice.*

Meaning: this is an action that needed doing – 'forgot' happened before 'to go'.

*Please stop talking!*

Meaning: end this action.

*Karen stopped to ask for directions.*

Meaning: stop in order to do something else.

*Sarah went on writing her novel.*

Meaning: continued doing it.

*Joe went on to record another rock album.*

Meaning: did something else later.

*We tried hitting it with a hammer but we couldn't open it.*

Meaning: did it in order to solve a problem.

*Sophie tried to save some money but she spent it all.*

Meaning: attempted it/did her best.

## 2.1 Past tenses

1 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

- 1 Will \_\_\_\_\_ (break) his leg while he \_\_\_\_\_ (play) football.  
 2 The sun \_\_\_\_\_ (shine) so we \_\_\_\_\_ (decide) to go to the beach.  
 3 We \_\_\_\_\_ (have) dinner when we \_\_\_\_\_ (get) home.  
 4 She \_\_\_\_\_ (wait) for the train when she \_\_\_\_\_ (see) her boyfriend with another girl.  
 5 I \_\_\_\_\_ (listen) to my MP3 player, so I \_\_\_\_\_ (not hear) the phone.  
 6 It was difficult to see because it \_\_\_\_\_ (get) dark.

2 Combine the sentences. Use the words in brackets and both the past simple and the past perfect.

- 1 Pete broke the television. Dad shouted at him (because)  
*Dad shouted at Pete because he had broken the television.*  
 2 Kate played football. Then she had a shower. (after)  
 Kate \_\_\_\_\_  
 3 We forgot to water the plants. They died. (because)  
 The plants \_\_\_\_\_  
 4 We did our homework. We went out. (after)  
 We \_\_\_\_\_  
 5 I lost my mobile phone. I bought a new one. (because)  
 I \_\_\_\_\_  
 6 They didn't buy any petrol. Their car stopped. (because)  
 Their car \_\_\_\_\_  
 7 I left the house. Then I locked the door. (after)  
 I \_\_\_\_\_

We use past tenses to narrate past events.

- We use the past continuous to set the scene.  
*The birds were singing in the trees that morning.*
- We use the past simple for actions or events that happened one after the other.  
*Joanna walked down the road, turned left, then saw the house for the first time.*
- We use the past continuous to describe a background event, and the past simple to describe an action or event that interrupted it.  
*While we were staying at the campsite, somebody stole Fiona's camera.*
- We use the past perfect to talk about an event that happened before another event in the past.  
*I wasn't hungry because I had already eaten lunch.*

Notice that with regular verbs the past simple and the past participle form of the past perfect are the same.

*It crashed.*

*It had crashed.*

However, with irregular verbs the past simple and the past participle form of the past perfect are often different.

*I saw Peter.*

*He'd already seen me.*

(There is a list of irregular past simple forms and past participle forms on page 120 of the Workbook.)

## 2.2 used to

- 1 Make questions. Use the prompts and phrases in the box and **used to**.

when it was your birthday?	<del>when you were a child?</del>
before they got married?	where you could play?
before you started school?	when you got up?
before you went to bed?	at the weekend?

- 1 you / eat vegetables  
*Did you use to eat vegetables when you were a child?*
- 2 What / your grandparents / give you
- 3 there / be / a park / near your house
- 4 Where / your parents / live
- 5 you / watch TV / on Saturday mornings
- 6 Who / your family / visit
- 7 your mother / read to you
- 8 you / get up early
- 2 Complete the sentences. Use the affirmative or negative form of **used to** and the verbs in brackets.
- 1 Mia **used to go** (go) to my school, but now she doesn't.
- 2 Aidan \_\_\_\_\_ (be) very tall, but now he is.
- 3 Ali \_\_\_\_\_ (work) in a factory, but she doesn't now.
- 4 We \_\_\_\_\_ (play) football at the weekend, but now we don't.
- 5 There \_\_\_\_\_ (be) a market every Friday, but now there isn't.
- 6 They \_\_\_\_\_ (wear) a uniform to school, but now they do.
- 7 Christopher \_\_\_\_\_ (drink) coffee, but now he does.

We use **used to** + infinitive to describe past situations or habits that are different now.

*I used to live abroad.* (for a long time in the past but not now)

*I used to work in a newspaper shop at weekends.* (regularly in the past but not now)

Affirmative	Negative	Question form
Sally used to live in Scotland.	Sally didn't use to live in England.	Did Sally use to live in Ireland?

## 2.3 Exclamatory sentences

- 1 Choose the correct words.

- 1 Someone stole my wallet yesterday.  
**What / How** a nightmare!
- 2 My aunt was rushed to hospital last night.  
**What / How** terrible!
- 3 I thought someone had broken into my house!  
**What / How** a shock!
- 4 Sharon was wearing the same party dress as me!  
**What / How** funny!
- 5 My parents are going to pay for my holiday!  
**What / How** wonderful!
- 6 Why don't we organise an end-of-term trip?  
**What / How** a great idea!
- 7 Our flight to New York has been cancelled!  
**What / How** a pain!
- 8 My mobile keeps ringing at three o'clock every night.  
**What / How** strange!

We use exclamatory sentences beginning with **What** or **How** to react strongly to something. They always end with an exclamation mark.

- We use **How** with an adjective.  
*How wonderful!*
- We use **What** with a noun or an adjective followed by a noun. Notice that we say **What a ...** with a countable noun and **What ...** with plural or uncountable nouns.  
*What a day! What a lovely person! What wonderful weather!*

## 3.1 Defining relative clauses

- 1 Choose the correct words.

- 1 He's the man **who / which** interviewed me for the job.
- 2 That's the hospital **where / whose** my sister works.
- 3 She works as part of a team **where / which** is in Paris.
- 4 Gina's the pianist **who / whose** accompanies the show.
- 5 They're the neighbours **who / whose** car was stolen.
- 6 That's the woman **whose / who** is in charge of paying the salaries.
- 7 A laboratory is **which / where** scientists work.
- 8 Unskilled work is work **which / who** requires no training.

## 2 Complete the sentences with relative clauses using the phrases in the box.

they repair bicycles	there are a lot of parks there
it makes furniture	his job is similar to a doctor's
they play jazz	his classes are so interesting
my brother works there	<del>the new hospital will be there</del>

- 1 They work on the building site where the new hospital will be.
- 2 A paramedic is a person \_\_\_\_\_.
- 3 Tom works for a design company \_\_\_\_\_.
- 4 We live in a district \_\_\_\_\_.
- 5 They're looking for musicians \_\_\_\_\_.
- 6 Do you know any mechanics \_\_\_\_\_?
- 7 He's the lecturer \_\_\_\_\_.
- 8 That's the bank \_\_\_\_\_.

Defining relative clauses come immediately after a noun and give vital information about that noun.

He's the doctor. (Which doctor?)

He's the doctor who helped my grandmother.

They can go in the middle or at the end of sentences.

The man who told me about this place was old.

I met the young woman who cuts your hair.

Defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

### Defining relative pronouns

who (that)	people
where	places
which (that)	things
whose	possessions

*Who* or *which* can replace the subject or object of a sentence. When they replace the object, it is possible to omit *who* or *which*.

She's the girl who works here. (subject)

She's the girl who I met. (object)

She's the girl I saw on the bus. (omission)

We often use *that* instead of *which*, and can use *that* instead of *who* in informal English.

Here's the book that you wanted.

Did you see the guy that kissed Mary?

## 3.2 Non-defining relative clauses

### 1 Rewrite the sentences. Use the sentences in brackets to form non-defining relative clauses.

- 1 My sister works in the local hospital. (She's a nurse.)  
My sister, who's a nurse, works in the local hospital.
- 2 My dog's vet is very good with animals. (Her surgery is very near.)
- 3 Stockholm is the capital of Sweden. (It's in Scandinavia.)
- 4 Martin Scorsese received an Oscar in 2007. (His films include *Taxi Driver* and *Raging Bull*.)
- 5 Next month we're going to Cardiff. (My uncle lives there.)
- 6 The headmaster is retiring. (I've known him for several years.)

### 2 Invent relative clauses to complete the sentences. Use the questions to help you.

- 1 Shakespeare, who wrote 'Romeo and Juliet', was born in Stratford upon Avon. (What did Shakespeare write?)
- 2 Switzerland, \_\_\_\_\_, is in Central Europe. (What's Switzerland famous for?)
- 3 Feta cheese, \_\_\_\_\_, is delicious in salads. (Where is Feta produced?)
- 4 Nicole Kidman, \_\_\_\_\_, was born in Hawaii. (Who is her ex-husband?)
- 5 The White House, \_\_\_\_\_, has 132 rooms and 35 bathrooms. (Who lives there?)
- 6 Jennifer López, \_\_\_\_\_, was born in New York. (What does she do?)

Non-defining relative clauses come immediately after a noun and give extra information about that noun.

Harrods is a famous department store.

Anything else?

Harrods, which is in Knightsbridge in London, is a famous department store.

Q is a magazine about pop music.

Anything else?

Q, which is published monthly, is a magazine about pop music.

They can go in the middle or at the end of sentences, and start with a comma and end with a comma or full stop.

Abraham Lincoln, who was president of the United States in the nineteenth century, was shot while he was attending a play.

Kingston is the capital of Jamaica, which is an island in the Caribbean.

Non-defining relative pronouns are different depending on whether they refer to people, places, things or possessions.

## Non-defining relative pronouns

who	people
where	places
which	things
whose	possessions

We cannot omit non-defining relative pronouns, and we cannot replace *who* or *which* with *that*.

### 4.1 Past simple and present perfect

- 1 Complete the dialogue with the present perfect form of the verbs in brackets.

Nick Hello Linda!

Linda Nick! I <sup>1</sup> \_\_\_\_\_ (not see) you for ages! How are you?

Nick Not bad at all! What are you doing in London?

Linda I <sup>2</sup> \_\_\_\_\_ (move) to London to live with my boyfriend. We want to buy a house, but we <sup>3</sup> \_\_\_\_\_ (not find) one yet. What about you?

Nick I <sup>4</sup> \_\_\_\_\_ (come) to visit an old school friend. Do you remember Chris?

Linda Yes, I remember him.

Nick Well he <sup>5</sup> \_\_\_\_\_ (just get) married, and he wanted to show me the wedding photos.

Linda Nick, you're looking really good! <sup>6</sup> \_\_\_\_\_ (lose) weight?

Nick Yes, I have. And you <sup>7</sup> \_\_\_\_\_ (change) your hair. It looks great!

Linda Thanks. We should catch up sometime.

Nick Good idea. I'd like that.

- 2 Complete the sentences with the past simple or present perfect form of the verbs in brackets.

- Leah and Tom \_\_\_\_\_ (move) house a year ago.
- We \_\_\_\_\_ (know) each other since we were children.
- So far I \_\_\_\_\_ (not fail) any of my exams.
- My little sister \_\_\_\_\_ (be born) in 1999.
- Grace \_\_\_\_\_ (break) her leg last week.
- They \_\_\_\_\_ (not go) to school yesterday.
- \_\_\_\_\_ you \_\_\_\_\_ (finish) your homework yet?
- Rhys had dinner and then he \_\_\_\_\_ (go) to bed.

We use the past simple to talk about:

- completed events in the past.

*I visited my aunt last weekend.*

We use the present perfect to talk about:

- how long current situations have existed.
- experiences in the past (when the exact time is not important).
- events that are connected with the present.

*I've been at this school for six years.*

*My sister has met Brad Pitt.*

*I've lost my watch. Have you seen it?*

*Jane has already done her homework. Here it is.*

Notice that we often use finished past time expressions with the past simple (*yesterday, three months ago, last week, in 1999*), but unfinished past time expressions with the present perfect (*for, since, already, just, yet*).

*I went to Paris in 2006.*

*I haven't been to Paris yet.*

*She's been here since Tuesday.*

We form the present perfect with *have/has* + the past participle.

(There is a list of irregular past simple forms and past participle forms on page 120 of the Workbook.)

### 4.2 Present perfect simple and present perfect continuous

- 1 Complete the pairs of sentences with the present perfect simple and the present perfect continuous form of the verbs.

#### 1 cut

- Sarah needs a plaster because she \_\_\_\_\_ her hand.
- Dad's crying because he \_\_\_\_\_ onions.

#### 2 watch

- We \_\_\_\_\_ a new series on TV. It's great!
- \_\_\_\_\_ you \_\_\_\_\_ a live football match before?

#### 3 tidy

- I \_\_\_\_\_ my room, but there's still a lot to do.
- Jack \_\_\_\_\_ his room. It looks much better.

#### 4 read

- Clare \_\_\_\_\_ that book four times.
- I \_\_\_\_\_ the latest *Harry Potter* book all day. I'm dying to know what happens in the end!

#### 5 run

- Margaret \_\_\_\_\_ never \_\_\_\_\_ in the London marathon before.
- Larry is red in the face because he \_\_\_\_\_.

#### 6 study

- Jimmy can go out when he \_\_\_\_\_ for the exam.
- Kim's in her room. She \_\_\_\_\_ all day.

## 2 Complete the sentences with the present perfect simple or the present perfect continuous form of the verbs in brackets.

- I'm so sorry! I \_\_\_\_\_ just \_\_\_\_\_ the car! (crash)
- The ground is wet because it \_\_\_\_\_. (rain)
- \_\_\_\_\_ you ever \_\_\_\_\_ a well-known actor? (meet)
- I \_\_\_\_\_ never \_\_\_\_\_ why you're going out with Alfie. (understand)
- Something smells good! \_\_\_\_\_ you \_\_\_\_\_? (cook)
- We \_\_\_\_\_ painting the house. After lunch we're going to do the living room. (not finish)
- How exciting! I \_\_\_\_\_ always \_\_\_\_\_ to go to Rome! (want)
- Where is your homework? Don't tell me you \_\_\_\_\_ again. (not do)

We use the present perfect continuous to talk about:

- an action that began in the past and is still in progress.  
*I've been working for this company since 2002.*
- an action that has recently stopped and which explains the present situation.  
*David has been playing tennis so he's really tired.*

Notice that we only use the present perfect continuous with actions which happen over a period of time. With finished and complete actions we use the present perfect simple.

*We have been living in London for twelve years.*  
(We're still there now.)  
*They've lived in Moscow, Berlin and Madrid.*  
(They aren't there now.)

We often use the present perfect continuous with *how long*. If we ask *how often* or *how much/many* we use the present perfect simple.

*How long has she been sleeping?*  
*How often have you worn that suit?*  
*How many English lessons have you had?*

We form the present perfect continuous with *have/has + been + the -ing form*.

### 5.1 Zero conditional

#### 1 Use the prompts to make zero conditional sentences.

- you / not use / sun cream / you / get burnt
- the beaches / be full / you / go / on holiday / in August
- I / understand / my English teacher / she / speak / slowly
- I / not put away / my clothes / my mum / get angry
- I / eat / too much / my stomach / hurt
- Matt / take / his medicine / he / not cough

## 2 Complete the sentences with the correct form of the verbs in the box.

use switch off not have crash discover give

- If your computer \_\_\_\_\_, you can call the hotline.
- If anyone \_\_\_\_\_ your password, you should change it.
- If you press that button, the monitor \_\_\_\_\_.
- You can \_\_\_\_\_ the Internet if you have a router.
- If I \_\_\_\_\_ you my address, you can send me an e-mail.
- You can't download music if you \_\_\_\_\_ broadband.

We use the zero conditional to say that one thing follows automatically or naturally from another.

*If you press the button, the machine comes on.*  
*If you eat too much chocolate, you feel ill.*

We form the zero conditional by using the present simple in both the conditional *if* clause and result clause.

Conditional clause	Result clause
If you <b>don't wear</b> socks, (present simple)	your feet <b>get</b> cold. (present simple)

### 5.2 Speculating and predicting

#### 1 Write sentences using *will*, *may*, *might not* or *won't* and the prompts.

- Perhaps / it / rain this afternoon  
*It may rain this afternoon.*
- I'm sure / we / not win the match tonight  
We \_\_\_\_\_
- Perhaps / Chris / not be at home right now  
Chris \_\_\_\_\_
- Perhaps / Abigail / know the answer to the homework  
Abigail \_\_\_\_\_
- I'm sure / I / pass my driving test first time  
I \_\_\_\_\_
- Perhaps / Megan / not come to our party  
Megan \_\_\_\_\_
- I'm sure / my parents / pay for my holiday  
My parents \_\_\_\_\_

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

- If the bus \_\_\_\_\_ (not come) soon, I \_\_\_\_\_ (be) late for school.
- We \_\_\_\_\_ (go) for a picnic at the weekend if it \_\_\_\_\_ (not rain).
- My parents \_\_\_\_\_ (be) upset if I \_\_\_\_\_ (not pass) my exams.
- I \_\_\_\_\_ (not go) to the party if I \_\_\_\_\_ (not get) an invitation.
- If I \_\_\_\_\_ (get) a job I \_\_\_\_\_ (move) out of my parents' house.
- They \_\_\_\_\_ (not win) the match if they \_\_\_\_\_ (not play) better.
- She \_\_\_\_\_ (not buy) him a new phone if he \_\_\_\_\_ (lose) this one.
- He \_\_\_\_\_ (make) me really happy if he \_\_\_\_\_ (send) me some roses.

We use the first conditional to make predictions about the future.

*If global warming gets much worse, the climate will change.*

We form the first conditional by using the present simple in the conditional *if* clause and *will* + base form in the result clause.

Conditional clause	Result clause
If scientists <b>cure</b> disease, (present simple)	people <b>will live</b> very long lives. ( <i>will</i> + base form)

The conditional *if* clause usually comes first, but it can come after the result clause.

*Many people will have nowhere to live if the sea levels rise.*

The modal verbs *may*, *might* and *could* can be used instead of *will* or *won't* in the result clause.

*We may experience very hot summers in Europe if we don't do anything about global warming.*

## 5.3 Future perfect and future continuous

### 1 Complete the sentences with the future perfect or the future continuous form of the verbs in brackets.

- My driving test is on 3 March. (have)  
By April I *will have had* my driving test.
- My brother is starting work on 5 September. (start)  
In September he \_\_\_\_\_.
- They're moving house on 15 February. (move)  
By March they \_\_\_\_\_.
- We're going on holiday on 2 August. (go)  
In August we \_\_\_\_\_.
- Our plane lands in New York at 10 o'clock. (land)  
At 10 o'clock we \_\_\_\_\_.
- My exams are in May. (finish)  
By June I \_\_\_\_\_.
- My sister is getting married in October. (get married)  
By November she \_\_\_\_\_.

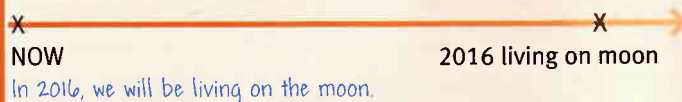
### 2 Complete the sentences with the future perfect or future continuous form of the verbs in brackets.

- I \_\_\_\_\_ (read) your book by the end of the week.
- We always have dinner at eight o'clock, so we \_\_\_\_\_ (finish) if you come round at nine o'clock.
- My cousins \_\_\_\_\_ (sit) on the plane to Australia this time tomorrow.
- You'll recognise her because she \_\_\_\_\_ (wear) a bright yellow hood.
- We \_\_\_\_\_ (wait) for you when you arrive at the station.
- I hope he \_\_\_\_\_ (find) a job by the end of the month.

We use the future perfect to refer back from a future point in time to a completed action also in the future.



We use the future continuous to talk about an action in progress at a time in the future.



We form the future perfect with *will* + *have* + the past participle.

*By Friday afternoon, we will have finished all the exams.*

(There is a list of past participle forms on page 120 of the Workbook.)

We form the future continuous with *will* + *be* + *-ing* form of a verb.

*This time next month, I will be sitting on a beach.*

## 5.4 will, going to and present continuous

### 1 Choose the correct words.

- 1 My foot hurts, so I'll go / I'm going to the doctor's this evening.
- 2 Our car is really old, so we'll buy / we're going to buy a new one.
- 3 Let's go to the cinema tonight. I'll meet / I'm meeting you outside at eight o'clock.
- 4 I'll play / I'm playing tennis with John this afternoon, so I'd better take my tennis racket.
- 5 Harry 'll get up / 's going to get up early tomorrow to study for the exam.
- 6 I'll call / I'm calling you later about Saturday night.
- 7 They can't come to my party because they're flying / they'll fly to Paris that weekend.
- 8 I'm going / I'll go to the hairdresser's tomorrow at 5.15.

We use **will** + infinitive for things we decide to do as we are speaking (instant decisions, offers, promises).

Bye John. I'll call you later.

That looks heavy. I'll help you carry it.

We use **going to** + infinitive for things we have already decided to do before speaking (intentions).

I've already decided on Tim's birthday present. I'm going to get him a new mobile phone.

We use the present continuous for things we have already agreed to do, usually with somebody else (arrangements).

We've booked the flight. We're flying to Barbados in February.

## 5.5 Future time clauses

### 1 Join the two sentences with **when**.

- 1 I'll get home. I'll call you.  
I'll call you when I get home.
- 2 Liz will arrive. She'll tell us her news.
- 3 I'll go on holiday. I'll send you a postcard.
- 4 He'll get up. He'll have a shower.
- 5 We'll go shopping. We'll pick up some bread.
- 6 I'll get paid. I'll give you the money.
- 7 It'll stop raining. We'll go out.

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

- 1 I \_\_\_\_\_ the windows before I \_\_\_\_\_ the house.  
(close / leave)
- 2 Sophie \_\_\_\_\_ us as soon as she \_\_\_\_\_.  
(tell / arrive)
- 3 We \_\_\_\_\_ eating until Karl \_\_\_\_\_ here.  
(not start / get)
- 4 I \_\_\_\_\_ you know the moment I \_\_\_\_\_ my results.  
(let / get)
- 5 Ruby \_\_\_\_\_ her boyfriend while he \_\_\_\_\_ away.  
(miss / be)
- 6 I \_\_\_\_\_ home when I \_\_\_\_\_ 21. (leave / be)

In future time clauses with **when**, **while**, **before**, **until**, **as soon as** and **the moment**, we normally use the present simple, not **will**.

I'll phone you **when** Peter arrives.

Sue will be doing her homework **while** we're at the party.

I'll go and get some popcorn **before** the film starts.

We won't make coffee **until** Fiona gets here.

They'll go home **as soon as** the match finishes.

Paula will kiss Tom **the moment** he walks through the door.

## 6.1 must have, might have, can't have

### 1 Use the prompts to make sentences with **must have**, **might have** and **can't have**.

- 1 The thief / might / enter / through the back door.  
The thief might have entered through the back door.
- 2 He / can't / have / a key.
- 3 He / might / find / an open window.
- 4 He / must / be / very quick.
- 5 The neighbours / can't / see / him.
- 6 The family / must / go / out.
- 7 He / might / escape / through the garden.

### 2 Rewrite the sentences using **must have**, **might have** or **can't have**.

- 1 I'm sure Millie gave out the invitations.  
Millie must have given out the invitations.
- 2 Perhaps Elizabeth went to the doctor's.
- 3 I'm sure Amelia didn't forget about the party.
- 4 Perhaps Tyler went on holiday.
- 5 I'm sure Archie missed the train.
- 6 Perhaps Alex fell off his bike.
- 7 I'm sure Amy didn't get lost.

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We use *must have*, *might have* and *can't have* to speculate about past events.

We use *must have* to say that it seems **certain** that something that happened in the past is true.

The only place I haven't looked for my keys is the car. I **must have** left them there.

We use *can't have* to say that it seems **impossible** that something that happened in the past is true. It has the opposite meaning to *must have*.

I've checked the car – under the seats and everywhere. You **can't have** left your keys there.

We use *might have* to say that it seems **possible** that something that happened in the past is true.

Perhaps they're at home. I **might have** left my keys at home.

We can use *may have* and *could have* with similar meanings to *might have*.

I don't know where the keys are. I **could have** dropped them. I **may have** left them in the restaurant.

We form these structures with a modal verb (*must*, *can't*, *might*, *may*, *could*) + *have* + the past participle.

## 6.2 Reported speech (statements)

### 1 Complete the sentences in reported speech.

- 'We saw a strange man in the garden,' they told their son.  
They told their son that \_\_\_\_\_ a strange man in the garden.
- They told him, 'We've never seen anyone there before.'  
They told him that \_\_\_\_\_ anyone there before.
- They said, 'We didn't go out last night.'  
They said that \_\_\_\_\_ the night before.
- They said, 'We're thinking of calling the police.'  
They said that \_\_\_\_\_ of calling the police.
- The woman said, 'I'll call them in the morning.'  
The woman said that \_\_\_\_\_ them in the morning.
- Their son said, 'I can explain everything.'  
Their son said that \_\_\_\_\_ everything.
- He said, 'I often forget my key.'  
He said that \_\_\_\_\_ his key.
- 'I climbed up the drainpipe,' he told them.  
He told them that \_\_\_\_\_ up the drainpipe.

### 2 Complete the reported speech with the correct time expressions.

- 'We're staying in tonight,' said Emily.  
Emily said that they were staying in \_\_\_\_\_.
- 'We've been out all day today,' she said.  
She said that they had been out all day \_\_\_\_\_.
- 'We're going on holiday next week,' she said.  
She said that they were going on holiday \_\_\_\_\_.
- 'We went to work yesterday,' she said.  
She said that they had been to work \_\_\_\_\_.

- 'We didn't go out very much last month,' she said.  
She said they hadn't been out very much \_\_\_\_\_.

### 3 Rewrite what Emma says using the correct time expressions.



- We nearly moved house last year.
- Last month we bought a new house.
- We packed our books into boxes yesterday.
- Today we're moving the furniture.
- Tonight we're sleeping in our new bedroom.
- We're having a house-warming party next week.

- Emma said that *they had nearly moved the year before*.
- Emma said that \_\_\_\_\_
- She said \_\_\_\_\_
- She \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4 Complete the sentences with *said* or *told*.

- He \_\_\_\_\_ his girlfriend that he had bought a ring.
- She \_\_\_\_\_ him that she didn't like it.
- He \_\_\_\_\_ that it had cost a fortune.
- She \_\_\_\_\_ him that she didn't care.
- He \_\_\_\_\_ her that he would change it.
- She \_\_\_\_\_ that she wanted diamonds.

We use reported speech to report what someone has said without using their exact words.

When we change direct speech to reported speech, we often make the verb form go one tense back.

'Tom **lives** in Germany,' said Claire.

Claire said that Tom **lived** in Germany.

Direct speech	Reported speech
Present continuous →	Past continuous
'She's sleeping,' he said.	He said she was sleeping.
Past simple →	Past perfect
'He fell over,' he said.	He said he had fallen over.
Present perfect →	Past perfect
'They've lost their money,' he said.	He said they had lost their money.
can →	could
'She can swim,' he said.	He said she could swim.
will →	would
'They will be late,' he said.	He said they would be late.

- The pronouns often change.

'I'm tired,' she said.

She said she was tired. (I → he/she)

'We're upset,' they said.

They said they were upset. (we → they)

'You're late,' he said.

He said I was late. (you → I)

- Time expressions often change.

'I saw Tom yesterday.'

He said he had seen Tom the day before.

Direct speech	Reported speech
today	that day
tonight	that night
next week	the next week
yesterday	the day before
last month/year	the month/year before

## 6.3 Reported speech (questions)

- Complete the reported questions with the correct pronouns.

- 'Where have you been?' our parents asked us.  
\_\_\_\_\_ asked \_\_\_\_\_ where \_\_\_\_\_ had been.
- 'What time did you arrive home?' my dad asked me.  
\_\_\_\_\_ asked \_\_\_\_\_ what time \_\_\_\_\_ had arrived home.
- 'Did you see the thief?' the policewoman asked Jack.  
\_\_\_\_\_ asked \_\_\_\_\_ if \_\_\_\_\_ had seen the thief.
- 'What did he take?' we asked our mum.  
\_\_\_\_\_ asked \_\_\_\_\_ what \_\_\_\_\_ had taken.
- 'Why have you got my camcorder?' Dad asked Jack.  
\_\_\_\_\_ asked \_\_\_\_\_ why \_\_\_\_\_ had his camcorder.
- 'Did you forget about our play?' we asked everybody.  
\_\_\_\_\_ asked \_\_\_\_\_ if \_\_\_\_\_ had forgotten about their play.

- Report the questions.

- 'What did you see?' John asked Emma.
- 'Will you clean my room?' Sean asked his mum.
- 'Have you done your homework?' Amy's dad asked.
- 'Where are you going?' Megan asked Joe.
- 'Do you like jazz?' Lily asked Robert.
- 'Can you help me?' Oscar asked Katie.

When we change direct questions to reported questions, the verb form often goes one tense back, pronouns change, and time expressions often change.

'Did **you see** the football match **yesterday**?'

She asked me if I **had seen** the football match **the day before**.

We use the reporting verb *ask* when reporting questions. In *yes/no* questions, we use the structure '(somebody) asked (me/him/them/etc.) if...'

'Did you go out?'

She asked me if I had gone out.

In *wh-* questions, we use the structure '(somebody) asked (me/him/them/etc.) + question word (where, what, how, etc.)...'

'Where did you go?'

She asked me **where** I had gone.

Notice that in a reported question the subject comes before the verb, and auxiliary verbs like *do* or *did* are not used.

'What do you like?'

She asked me **what** I liked.

## 6.4 Verbs with two objects

**1 Rewrite the sentences with the indirect object as a pronoun. Do not use *to* or *for*.**

- Mia's boyfriend made dinner for Mia last night.  
*Mia's boyfriend made her dinner last night.*
- Tom's mum bought a new shirt for Tom.
- Daisy owes £50 to her dad.
- Beth's neighbour sold his car to Beth.
- Patrick wrote a letter to his sister.
- Scott sent a text message to Julie.
- Dad booked a flight to Paris for us.

Some verbs can be followed by both an indirect object (usually a person) and a direct object (usually a thing).

Peter gave Penelope his keys.  
[indirect object]      [direct object]

If we want the direct object to come first, we must put *to* or *for* before the indirect object.

Peter gave his keys to Penelope.  
[direct object]      [indirect object]

Peter cooked dinner for Penelope.  
[direct object]      [indirect object]

Notice that English avoids having a pronoun as a direct object at the end of the sentence.

*Peter gave them to Sally.*  
**NOT** *Peter gave Sally them.*

## 7.1 Comparison

**1 Correct the sentences.**

- I think my friend is prettyer than me.
- But I'm more tall than she is.
- She's got longest hair than me.
- My eyes are beautifuller, though.
- I'm not as slim than her.
- My legs are longer that hers.
- She's the gooddest student in the class.
- I'm funniest person in the class.

**2 Rewrite the sentences using *less* or *least*.**

- Shannon and Jade are more popular than Leah.  
Leah is \_\_\_\_\_ of the three girls.
- Leah is more intelligent than Shannon.  
Shannon \_\_\_\_\_ Leah.
- Jade is more hard-working than Leah.  
Leah is \_\_\_\_\_ Jade.
- Joshua and James are more confident than Callum.  
Callum is \_\_\_\_\_ of the three boys.
- Callum is more polite than James.  
James is \_\_\_\_\_ Callum.
- James and Callum are more generous than Joshua.  
Joshua is \_\_\_\_\_ of the three boys.

**3 Use the prompts to make comparative sentences with *than*.**

- Ellie / arrives / early / Jessica.
- Vicky / writes / neatly / Lewis.
- Alex / does the science experiments / well / Isabella.
- Michael / sits / quietly / Brandon.
- Abigail / speaks / softly / Lauren.
- Ella / shouts / loudly / Grace.

**4 Complete the sentences with the superlative form of the adverbs in brackets.**

- Of all our class David studies \_\_\_\_\_ (hard).
- Holly finishes exams \_\_\_\_\_ (quick).
- Alfie runs the 100 metres \_\_\_\_\_ (fast).
- Jacob always gets up \_\_\_\_\_ (late). He's so lazy.
- Bethany speaks \_\_\_\_\_ (clearly) of all of us.
- Finlay sings \_\_\_\_\_ (beautifully).

**5 Put the words in the correct order to make comparative sentences.**

- used to / than / confident / be / she / She's / more
- last week / was / is / That shirt / than / it / cheaper now
- was little / he was / as / not / He's / when he / fat as
- faster / drive / used to / than / you / You / now
- we did / further / We live / than / from the centre / before
- than / at school / We arrive / do / our friends / earlier

The comparative and superlative forms of adjectives and adverbs with one syllable are formed by adding *-er* or *-est*. The same is true of adjectives with two syllables ending in *-y*.

subject + verb	comparative form		object
John is	old (+ <i>er</i> ) older	than	Sue.
	slim (+ <i>m + er</i> ) slimmer		
	busy ( <i>y + ier</i> ) busier		
John runs	fast + <i>er</i> faster		

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subject + verb	superlative form
John is	(the) + old (+ est) the oldest
	(the) + slim (+ m + est) the slimmest
	(the) + busy (+ i + est) the busiest
John runs	(the) + fast (+ est) the fastest

The comparative and superlative forms of adjectives and adverbs with two syllables or more are formed by putting *more* or the *most* before the adjective or adverb.

subject + verb	comparative form		object
John is	more + famous more famous	than	Sue.
	more + popular more popular		
John talks	more + clearly more clearly		

noun	superlative form
John is	(the) + most + popular the most popular
John talks	(the) + most + clearly the most clearly

We can also form comparatives and superlatives of adjectives and adverbs with *less* and *the least*. *Less* is the opposite of *more*. *Least* is the opposite of *most*.

subject + verb	comparative form		object
Sue is	less + slim less slim	than	John.
	less + famous less famous		
Sue talks	less + clearly less clearly		

subject + verb	superlative form
Sue is	(the) + least + popular the least popular
Sue talks	(the) + least + clearly the least clearly

We can make comparisons with clauses as well as nouns.  
*Peter is taller than he used to be.*

We often use a superlative with the present perfect and *ever*.  
*It was the best holiday we've ever had.*

We can compare two things, using *as ... as* to say that they are the same.  
*Jill is as old as Julie.*

Remember irregular comparative and superlative forms.

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further	the furthest

## 7.2 Second conditional

1 Complete the second conditional sentences with the correct form of the verbs in brackets.

- If my boyfriend \_\_\_\_\_ (go out) with another girl, I \_\_\_\_\_ (not talk) to him again.
- I \_\_\_\_\_ (not chat up) a boy if I \_\_\_\_\_ (not fancy) him.
- If my girlfriend \_\_\_\_\_ (not like) my friends, I \_\_\_\_\_ (stop) seeing her.
- I \_\_\_\_\_ (not go out) with my best friend's brother if he \_\_\_\_\_ (ask) me.
- I \_\_\_\_\_ (try) speed dating if I \_\_\_\_\_ (know) where to go.
- If she \_\_\_\_\_ (split up) with her boyfriend, she \_\_\_\_\_ (be) really upset.
- Their parents \_\_\_\_\_ (be) really happy if they \_\_\_\_\_ (get engaged).
- If Charlie \_\_\_\_\_ (get) a job in another city, Chloe \_\_\_\_\_ (go) with him.

# GRAMMAR BUILDER AND REFERENCE

We use the second conditional to talk about an imaginary situation or event, and its result.

If I had a billion dollars, I'd live on a desert island.

We form the second conditional by using the past simple in the conditional *if* clause and *would* + base form in the result clause.

Conditional clause	Result clause
If I <b>had</b> a billion dollars, (past simple)	I <b>would</b> buy a castle. ( <i>would</i> + base form)

Notice that you can use *were* instead of *was* in the conditional clause with *I*, *he* and *she*. Both *was* and *were* are generally acceptable, although using *were* is considered more correct, especially in formal situations.

If I *were* you, I'd give the money to charity.

If he *were* older, he'd understand what I'm saying.

## 7.3 I wish, If only, I'd rather

### 1 Complete the sentences about imaginary situations.

- I haven't got a boyfriend.  
If only I *had* a boyfriend!
- I live in a small flat.  
If only \_\_\_\_\_ in a bigger flat.
- I can't find a job.  
I wish I \_\_\_\_\_ a job.
- Please don't call me any more.  
I'd rather \_\_\_\_\_ me any more.
- Please stop complaining all the time.  
I wish \_\_\_\_\_ complaining all the time.
- My boyfriend's moving to another city.  
If only \_\_\_\_\_ moving away.
- Please don't smoke in my room.  
I'd rather \_\_\_\_\_ smoke in my room.
- I can't stand it when you borrow my clothes.  
I wish \_\_\_\_\_ my clothes.
- I'd prefer to have dinner at home tonight.  
I'd rather \_\_\_\_\_ at home tonight.

We use *I wish ...* or *If only ...* with the past simple to say that we really want a situation to be different.

I wish it were Sunday.

If only I had more money.

We use *I wish ...* or *If only ...* with *would* + base form to say that we really want somebody's (or something's) behaviour to be different.

I wish you wouldn't smoke.

I wish this machine would work.

We use *I'd rather* with a base form to express a preference.

'Do you want a cup of tea?' 'I'd rather have a coffee.'

We use *I'd rather* with the past simple to say that we really want somebody's (or something's) behaviour to be different.

I'd rather you didn't leave your bag there.

## 7.4 Question tags

### 1 Add question tags to the statements.

- You're going out with Luke, \_\_\_\_\_?
- They've split up, \_\_\_\_\_?
- Ryan asked you out, \_\_\_\_\_?
- You wouldn't prefer to eat out, \_\_\_\_\_?
- Adam really looks down on his sister, \_\_\_\_\_?
- You fancy Cameron, \_\_\_\_\_?
- You won't tell anyone, \_\_\_\_\_?
- Sam can't dance, \_\_\_\_\_?

We use question tags when we want somebody to confirm something that we are saying. A statement with a question tag often sounds more polite than a direct question or a plain statement.

You have a brother and a sister, don't you?

When the main verb is affirmative, the question tag is negative, and vice versa.

You were on holiday, weren't you?

You weren't tired, were you?

We use the verb *be*, auxiliary verbs (*do*, *have*) or modal verbs (*will*, *would*, etc.), depending on the tense of the verb in the statement.

tense	statement	tag
Present simple	You like chocolate,	don't you?
Present continuous	He's skiing,	isn't he?
Past simple	She lost her purse,	didn't she?
<i>will</i>	You'll be here soon,	won't you?
Present perfect	He's been away,	hasn't he?
<i>would</i>	He'd miss her,	wouldn't he?

## 7.5 in, at and on with time

### 1 Complete the sentences with *in*, *at* and *on*.

- I'm meeting Freya tonight \_\_\_\_ 7.30.
- We play tennis after school \_\_\_\_ Tuesday evenings.
- We're going to Paris together \_\_\_\_ Christmas.
- Amy and Ethan are going dancing \_\_\_\_ the weekend.
- Max doesn't like going out \_\_\_\_ night.
- William and Olivia like going skiing \_\_\_\_ the winter.
- They've got their final exams \_\_\_\_ June.
- We got married \_\_\_\_ 2006.
- It's my birthday \_\_\_\_ 22 September.
- We're driving to the beach \_\_\_\_ the morning.

We use *at* with:

- clock times.  
*He arrived at nine o'clock.*
- festivals and holidays.  
*We go to my parents at Christmas.*
- the weekend, night.  
*At night, we close all the windows.*

We use *in* with:

- parts of the day (the morning, the afternoon, the evening).  
*She got up early in the morning.*
- seasons.  
*In summer, we play tennis.*
- months.  
*My birthday is in April.*
- years (2005, 1492, etc.).  
*Tom was born in 1989.*

We use *on* with:

- days of the week.  
*I'll see you on Monday.*
- dates (12 May, 1 April, etc.).  
*The party is on 2 December.*

## 8.1 The passive

### 1 Rewrite the questions using the passive. Use *by* where necessary.

- Who wrote that poem?  
*Who was that poem written by?*
- Who painted that picture?
- How will they drive trains in the future?
- What causes traffic jams?
- Where have they taken your car?
- Why did they cancel the train?
- Who had cleaned the room?

### 2 Complete the sentences using the verbs in brackets. Use the affirmative or negative form of the passive and the correct tense.

- The meeting next week \_\_\_\_\_ (change) from Monday to Friday.
- Cows \_\_\_\_\_ (not eat) in India.
- Harriet eventually found her car. It \_\_\_\_\_ (not steal) by car thieves.
- The painting *Sunflowers* \_\_\_\_\_ (paint) by Van Gogh.
- The shopping centre \_\_\_\_\_ (open) next Monday by the mayor.
- The Narnia books \_\_\_\_\_ (not write) by J K Rowling.

### 3 Choose the correct words.

Mobile phones <sup>1</sup> **use / are used** by over 2 billion people all over the world today. But who <sup>2</sup> **were they invented / did they invent** by?

Mobile phone technology <sup>3</sup> **was first developed / developed first** by American telecommunications company AT&T, but the inventor of the first hand-held mobile phone <sup>4</sup> **considered / is considered** to be Martin Cooper of Motorola. He <sup>5</sup> **made / was made** the first mobile phone call on 3 April 1973.

Since then mobile phones <sup>6</sup> **have become / have been become** cheaper and much more accessible to the general public. In the United States mobile phones <sup>7</sup> **owned / are owned** by 50% of children and nearly 3 billion dollars per year <sup>8</sup> **spends / is spent** on commercial ring tones.

We make passive forms with the verb *be* + the past participle.

(There is a list of past participle forms on page 120 of the Workbook.)

Tense	Passive form
Present simple	Sweets <b>are made</b> of sugar.
Present continuous	A new supermarket <b>is being built</b> .
Past simple	The TV <b>was invented</b> in 1926.
Present perfect	My car <b>has been repaired</b> .
Past perfect	The keys <b>had been lost</b> earlier.
Future with <i>will</i>	Your dress <b>will be cleaned</b> soon.

In passive constructions, we use *by* when we want to say who (or what) performed the action.

*The jet engine was invented by Frank Whittle.*

## 8.2 Indefinite pronouns

**1 Use some-, any- and no-** to complete the sentences in each group.

### 1 -body

- Does \_\_\_\_\_ know where the bus stop is?
- That cab is empty. There's \_\_\_\_\_ in it.
- We arrived in plenty of time because \_\_\_\_\_ gave us a lift.

### 2 -thing

- That suitcase is very light because there's \_\_\_\_\_ in it.
- I didn't buy \_\_\_\_\_ in the duty free shop.
- The flight attendants gave us \_\_\_\_\_ to eat during the flight. It was delicious.

### 3 -where

- Let's go \_\_\_\_\_ different on holiday this year.
- There's \_\_\_\_\_ to sit on this bus. It's packed.
- We never go \_\_\_\_\_ nice at the weekend.

**2 Correct the incorrect sentences.**

- There isn't nobody on the train.
- I haven't got something to wear.
- Freya doesn't want somebody to see her crying.
- Can I have anything to drink?
- I want to spend our holidays somewhere hot.
- Please sit nowhere.
- Has somebody seen my sunglasses?
- Would you like something to drink?

We form indefinite pronouns with *some-, any- and no-*.

people	someone/somebody anyone/anybody no one/nobody
places	somewhere anywhere nowhere
things	something anything nothing

We use pronouns with *some-* in affirmative sentences and in offers and requests.

*Somebody has eaten my lunch.  
Can I do something to help?*

We use pronouns with *any-* in negative and interrogative sentences.

*I haven't got anything to wear.  
Did you meet anyone interesting?*

We can also use pronouns with *any-* in affirmative sentences when we mean 'it doesn't matter who/what/where ...'.

*Ask anybody round here and they'll help you.*

We use pronouns with *no-* with affirmative verbs as the meaning is already negative.

*Nobody likes losing.*

## 8.3 Indirect questions

**1 Rewrite the direct questions as indirect questions using the words in brackets.**

- What type of car was it? (Have you any idea ...)  
*Have you any idea what type of car it was?*
- Could you describe the robbers for me? (I wonder ...)
- What were they wearing? (Can you remember ...)
- What did they do with the bags they were carrying? (Would you mind telling me...)
- Where did the car go? (Did you notice ...)
- When did you phone the police? (Can you tell me ...)
- Could you come back tomorrow and answer some more questions? (I wonder ...)

We make indirect questions with phrases like *Can you tell me...?* and *Do you know...?* We use them to ask politely for information.

*Excuse me. Can I ask you what time it is?*

To make a *yes/no* question into an indirect question, we use *if*.

*Could you tell me if the film has started yet?*

To make a *wh-* question into an indirect question, we use the question word.

*Would you mind telling me where the bank is, please?*

The word order and verb forms in an indirect question are the same as in a statement.

*Do you know if there is a seat free on the flight to London?*

## 8.4 Introductory *it*

- Put the words in the correct order to make sentences.
  - we checked / departure time / job / It's / our / a good
  - to sit / nowhere / there's / a shame / It's
  - a trolley / getting / worth / It / isn't
  - changing / if the track's / blocked / trains / no use / It's
  - the right / to find / ages / It took / us / platform
  - in the / It's / to get / impossible / to the centre / rush hour
- Rewrite the sentences to make them sound more natural using introductory *it*.
  - To do my homework took me over an hour.  
*It took me over an hour to do my homework.*
  - To repair my bike is impossible.
  - That you failed your driving test is a shame.
  - What you get me for my birthday doesn't matter.
  - That we brought some sandwiches was a good idea.
  - Taking the car to the centre isn't worth it.

We often use *it* in sentences referring to time, weather, temperature and distance.

*It's seven o'clock.*

*It's Friday.*

*It took two days to travel from Europe to Australia.*

*It's sunny and it's 27°C.*

*It's 100km from here.*

We can use *it* when we want to avoid starting a sentence with an infinitive, *-ing* form or clause, which often sounds unnatural or very formal.

*It's great being here.* (= Being here is great.)

*It's hard to say exactly what I mean.* (= To say exactly what I mean is hard.)

*It's a shame that she had to go home early.* (= That she had to go home early is a shame.)

*It doesn't matter where you go.* (= Where you go doesn't matter.)

## 9.1 *have something done*

- Rewrite the sentences with the correct form of *have something done*.
  - The shoe repairer is mending Chloe's shoes.  
*Chloe's having her shoes mended.*
  - The hairdresser has dyed my hair.  
I \_\_\_\_\_
  - The painters painted their house last year.  
They \_\_\_\_\_
  - The mechanic is repairing Tom's car.  
Tom \_\_\_\_\_
  - The builders are changing my neighbour's windows.  
My neighbours \_\_\_\_\_
  - The photographer is going to take my photo.  
I \_\_\_\_\_
  - The optician tested Olivia's eyes last week.  
Olivia \_\_\_\_\_
  - The dry cleaner has cleaned Harvey's coat.  
Harvey \_\_\_\_\_
  - The plumber is going to install our new shower.  
We \_\_\_\_\_
- Complete the dialogue using the prompts in brackets and the correct form of *have something done*.
 

Lauren Look at Keira! What do you think of her new look?

Hannah I think she looks awful. <sup>1</sup> \_\_\_\_\_?  
(she / cut / her hair)

Lauren Yes, I think so. And <sup>2</sup> \_\_\_\_\_  
(she / dye / it), too.

Hannah And her face looks different. <sup>3</sup> \_\_\_\_\_  
(she / not reduce / her nose), has she?

Lauren I don't know. Maybe. There's something strange about her mouth, too. <sup>4</sup> \_\_\_\_\_?  
(she / whiten / her teeth)

Hannah Yes, that's it! And her lips are bigger, too.

Lauren But what about that dress? <sup>5</sup> \_\_\_\_\_  
(she / make / it) especially for the party?

Hannah That's what she said. Do you like it?

Lauren Not really. I think it makes her look older. And I don't know where <sup>6</sup> \_\_\_\_\_  
(she / do / her make up) because it's really bad.

Hannah What a waste of money! I think she looked better before.

We use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

*I had my car cleaned last week.*

*You need to have your room redecorated.*

You can also use the structure for unpleasant things that have happened to you (which you didn't arrange).

*I had my mobile phone stolen yesterday.*

*He had his leg broken while he was playing football.*

## 9.2 Reflexive pronouns

### 1 Write a suitable response. Use a reflexive pronoun.

1 Do you have your clothes ironed?

No, *I iron them myself.*

2 Does your mum have her hair dyed?

No, \_\_\_\_\_

3 Do your friends have their rooms cleaned?

No, \_\_\_\_\_

4 Does your dad have his chest shaved?

No, \_\_\_\_\_

5 Do you have your nails painted?

No, \_\_\_\_\_

6 Do you and your friends have your bikes repaired?

No, \_\_\_\_\_

7 Do you and your brothers and sisters have your meals cooked for you?

No, \_\_\_\_\_

### 2 Complete the sentences with the verbs in the box and a reflexive pronoun.

burn cut get hurt look after turn

1 Ethan \_\_\_\_\_ when he fell off the stepladder.

2 She warned her children not to \_\_\_\_\_ on the hot frying pan.

3 Our parents went away for the weekend and left us to \_\_\_\_\_.

4 I \_\_\_\_\_ while I was shaving my legs.

5 Sophie takes such a long time to \_\_\_\_\_ ready every morning.

6 Our heating has a timer switch and can \_\_\_\_\_ on and off.

We use reflexive pronouns when the object of a verb is the same as the subject.

*He hurt himself.*

Subject pronoun	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns to add emphasis.

*They painted the bedroom themselves.*

## 9.3 Third conditional

### 1 Write third conditional sentences.

1 Jacob spent all his money. He was broke.

*If Jacob hadn't spent all his money, he wouldn't have been broke.*

2 Holly forgot her credit card. She didn't buy a new TV.

If \_\_\_\_\_

3 We bought a new car. We asked for a bank loan.

We \_\_\_\_\_

4 Amy went to the sales. She found a bargain.

If \_\_\_\_\_

5 Samuel didn't save up. He borrowed the money for the present.

Samuel \_\_\_\_\_

6 Daisy had enough money. She lent Benjamin £50.

If \_\_\_\_\_

7 Joseph didn't look in the sales. He didn't find a cheap leather jacket.

Joseph \_\_\_\_\_

### 2 Use the prompts to write third conditional questions.

1 What / you / eat / last night / if / you / have / the choice?

*What would you have eaten last night if you'd had the choice?*

2 What / you / do / if / you / feel ill / this morning?

3 Where / you / go / if / today / be / Sunday?

4 Where / you / stay / if / you / go away / last weekend?

5 Which film / you / see / if / you / go / to the cinema / last night?

6 Who / you / visit / last night / if / you / have / the time?

7 What / you / buy / yesterday / if / you / have / the money?

## 3 SPEAKING Work in pairs. Ask and answer the questions in exercise 2.

What would you have eaten last night if you'd had the choice?

I'd have eaten lasagne and garlic bread in my favourite restaurant. How about you?

We use the third conditional to talk about the imaginary result of things that didn't happen.

If I'd driven faster, we would have arrived before six.

We often use it to express criticism or regret.

You would have passed if you hadn't been so lazy!

If I'd been more careful, I wouldn't have hurt myself.

We form the third conditional with *if* + past perfect, *would have* + past participle.

If John **had arrived** earlier, he **would have seen** the start of the film.

We can also put the *if* clause at the end of the sentence.

I'd have invited you **if** I'd known you liked fancy dress parties.

Notice the short forms used in third conditional sentences. The short form of both *had* and *would* is *'d*.

If I'd had more money, I'd have paid for you.

## 10.1 Participle clauses

### 1 Combine the two sentences using a participle clause.

- A picture was stolen by art thieves. It was painted by Munch.  
*A picture painted by Munch was stolen by art thieves.*
- You can see Velazquez in this painting. He is standing in the background.
- The sculpture represents the biblical King David. It was carved in the early 1500s.
- Cats* is one of the longest-running musicals in Britain. It was written by Andrew Lloyd Webber.
- The Matrix* was released in 1999. It stars Keanu Reeves.
- An exhibition has been extended by a month. It features works by M C Escher.
- The play is about social justice. It was written by Bertolt Brecht.

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

There's a woman **carrying a baby**. (= who is carrying a baby)

They contain either a present participle or past participle.

- Clauses with a present participle (*-ing* form) replace an active verb. The verb they replace can be in any tense.  
*He worked in a shop **selling shoes**.* (= which sells shoes)
- Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.  
*A valuable statuette, **made of gold**, will be sold tomorrow.* (= which is made of gold ...)

## 10.2 Determiners

### 1 Choose the correct words.

- Most** / **Most of** people enjoy the cinema.
- Some** / **Some of** modern art is difficult to understand.
- A few** / **A few of** my friends are going to art college.
- Eleanor didn't like **any** / **any of** those portraits.
- Isabelle looked through **every** / **every one of** the postcards before she bought one.
- They had **no** / **none** time to buy souvenirs.
- They spent **a little** / **a little of** their pocket money on sweets.
- There wasn't **much** / **much of** the play left by the time they arrived.

### 2 Complete the sentences with *many*, *much*, *a few* or *a little*.

- 'How \_\_\_\_\_ friends have you made?'  
'Just \_\_\_\_\_. I've only been here for a week.'
- 'How \_\_\_\_\_ time have we got?'  
'Just \_\_\_\_\_. We'll have to run.'
- 'How \_\_\_\_\_ sandwiches do you want?'  
'Just \_\_\_\_\_. I'm not that hungry.'
- 'How \_\_\_\_\_ milk would you like in your coffee?'  
'Just \_\_\_\_\_. I don't like it very milky.'
- 'How \_\_\_\_\_ people are coming to the party?'  
'Just \_\_\_\_\_. Everyone's away that weekend.'
- 'How \_\_\_\_\_ money have you got?'  
'Just \_\_\_\_\_ coins, but it's enough for an ice cream.'

### 3 Correct the mistakes with *any*, *no* or *none*.

- Any of the people complained about the price.
- We haven't got no paint.
- No of my classmates has been to the opera.
- I haven't read none books by Virginia Woolf.
- Any art expert should miss the Vermeer exhibition.
- There aren't no tickets left.

*Each* and *every* are followed by a singular countable noun. *Each* is used when all the people or things it refers to are seen individually. *Every* is used to refer to all the people or things.

*Each egg is painted in different colours.*

*Every egg can be purchased for ten euros.*

*Few* and *a few* are followed by a plural noun. *Few* has a negative meaning. *A few* has a neutral or positive meaning.

*Few people came to the concert. It was very disappointing.*

*A few students stayed behind to help me.*

*Little* and *a little* are followed by an uncountable noun. *Little* has a negative meaning. *A little* has a neutral or positive meaning.

*People on this housing estate have little money and no future.*

*I have a little money – let's go out.*

*Many* is followed by a countable noun. *Much* is followed by an uncountable noun.

*There aren't many people here.*

*I haven't got much time to work.*

*All, most, some, any* and *no* can be followed by either a countable or an uncountable noun.

*Most people here have no free time at the weekend.*

*Some books are missing but all the CDs are here.*

We can use determiners with *of* before another determiner and a noun.

*A few of my friends came to the party.* (plural noun)

*All of the milk has been drunk.* (uncountable noun)

When we use *no* and *every* with *of*, they change to *none* and *every one*. We use a plural noun with *every one*.

*Every one of the students passed the exam.*

## 10.3 *so* and *such*

### 1 Complete the dialogue with *so* or *such*.

**Robert** What did you do for your birthday?

**Lily** We went to see the opera *Nabucco*. It was  
1 \_\_\_\_\_ good.

**Robert** But it's 2 \_\_\_\_\_ long, isn't it?

**Lily** Yes, three hours. But it was 3 \_\_\_\_\_ fantastic that the time flew by.

**Robert** What about the singing?

**Lily** Amazing. And *Nabucco* has 4 \_\_\_\_\_ beautiful music, too. I really enjoyed it.

**Robert** Where did you see it?

**Lily** Oh, it was 5 \_\_\_\_\_ an incredible venue. An open air theatre on the edge of town. And we were sitting under the stars. It was 6 \_\_\_\_\_ romantic!

**Robert** It sounds fantastic. I might come with you next time.

We can use *so* or *such* to intensify the meaning of an adjective or adverb.

*be + so + adjective*

*I'm so happy!*

*so + adverb*

*They all ran so quickly.*

*such + adjective + plural noun / uncountable noun*

*She's got such beautiful eyes / hair.*

*such + a / an + adjective + noun*

*She's got such an attractive face.*

## 10.4 Nominal subject clauses

### 1 Put the words in the correct order to make sentences.

1 need / right now / on holiday / to go / What / I / is

2 I'm / my exams / What / is / finishing / looking forward to

3 to have / I'd like / a lie-in / What / is / to do / tomorrow

4 a trip / What / is / I'm / planning / thinking about / together

5 have / we're / party / What / an end-of-term / is / going to do

6 watch TV / I / tonight / to do / What / is / want / instead of / revising

### 2 **SPEAKING** Work in pairs. Complete the sentences.

1 What we need right now is \_\_\_\_\_.

2 What we're looking forward to is \_\_\_\_\_.

3 What we'd like to do tomorrow is \_\_\_\_\_.

4 What we're thinking about is \_\_\_\_\_.

5 What we're going to do this weekend is \_\_\_\_\_.

6 What we want to do tonight is \_\_\_\_\_.

We sometimes emphasise particular information in a sentence by putting it in a *what* clause followed by the appropriate form of the verb *be*.

*We are looking for volunteers.*

**What** we are looking for **is** volunteers.

*I really like action films.*

**What** I really like **is** action films.