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Oxford  
*Living*  
**GRAMMAR**  
intermediate



Learn and practise grammar in context



Norman Coe

# Introduction



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## What is Oxford Living Grammar?

*Oxford Living Grammar* is a series of three books which explain and practise grammar in **everyday contexts**. They show how grammar is used in **real-life situations** that learners themselves will experience. The books can be used for self-study, for homework, and in class.

Elementary: CEF level A1+ (towards KET level)

Pre-intermediate: CEF level A2 (KET and towards PET level)

Intermediate: CEF level B1 (PET and towards FCE level)

## How are the books organized?

The books are divided into four-page units, each of which deals with an important grammar topic. Units are divided into two two-page parts. Each unit begins with an explanation of the grammar point, and includes a unique **Grammar in action** section which shows how the grammar is used in typical everyday situations. It explains **when** to use the grammar point. This is followed by a number of **contextualized exercises** for learners to practise the grammar they have read about. The second part of each unit introduces additional explanation of the topic, more Grammar in action, and more contextualized exercises. The last exercise in every unit provides practice of a variety of the points and contexts introduced across the four pages.

The intention is that the fully contextualized explanations and exercises will show real English in real situations, which learners can recognize and apply to their own experience.

**Word focus** boxes highlight unfamiliar words or expressions and enable learners to widen their vocabulary.

The **Over to you** section at the back of the book provides a **comprehensive bank of review exercises**. Learners are encouraged to do more creative tasks about themselves and their own experience, using what they have learned. Sample answers are provided for these tasks.

There is an **Oxford Living Grammar Context-Plus CD-ROM** at each level with further grammar practice and Word focus exercises. Learners can also build longer texts, and build and take part in dialogues; learners can record and listen to their own voice to improve pronunciation. There are six grammar tests at each level so learners can see if there are any areas they would like to study again.

## What grammar is included?

At Intermediate level, you will study all the grammar necessary for Cambridge PET and much of the grammar required for the FCE. The choice of contexts in the exercises has been informed by the Common European Framework of Reference and the framework of the Association of Language Testers in Europe at B1.

## How can students use Oxford Living Grammar on their own?

You can work through the book from beginning to end. All the units will present and practise the grammar in typical everyday situations. When you have finished the exercises, you can go to the Over to you tasks for that topic at the back of the book for extra practice, and then check your answers.

Or when you have a particular grammar problem, you might want to study that topic first. You can look up the topic you need in the Contents at the front of the book, or in the Index at the back.

## How can teachers use the material in the classroom?

*Oxford Living Grammar* enables your students to learn and practise English grammar in context. The contexts are typical everyday situations that your students themselves will experience, such as talking about their own experiences, having conversations with people they have met, talking about other people, and discussing common topics.

The syllabus is divided into 30 four-page units, which we hope will make the book ideal for study over an academic year. Units can be studied in any order, or you and your students can work through the book from beginning to end. The Over to you tasks provide freer practice and more creative review tasks.

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# 01 Present simple and present continuous

## Forms, uses, and contexts

### 1 Present simple

Here are some examples of the **present simple**:

*We live in a house but Jim lives in a flat.*  
*Rod doesn't like beer and I don't like it, either.*  
*Do you speak French? Does Terry speak Dutch?*

We add **-s** to the positive **he/she/it** form of regular verbs.  
(For more information on irregular verbs, see p. 127.)

We use **do/does** in negatives and questions.

### 2 We use the present simple to talk about permanent situations, facts, and regular, repeated, or constant actions:

*The River Amazon flows into the Atlantic.*  
*They don't have school on Saturdays.*  
*Where do you live? Does she work here?*

### 3 Present continuous

We form the **present continuous** with the present of **be (am/is/are) + the -ing form**.

*What is Sara doing? ~ She's studying for her exams.*

(For rules on spelling the **-ing** form, see p. 127.)

### 4 We use the present continuous to talk about something happening at or around the moment of speaking:

*Jane can't come to the phone — she's having a bath.*

### 5 We use the present continuous for an incomplete action or situation:

*Jim lives near me, but this week he's staying with his parents.*

### 6 Some verbs describe states and do not normally have continuous tenses:

*I like Spanish films. (NOT ~~I'm liking Spanish films.~~)*

We use state verbs to talk about thoughts (e.g. **believe, know, seem, think, understand**), feelings (e.g. **agree, hope, like, love, want**), existence (**be**), possession (e.g. **have, belong, own**), and the properties of something (e.g. **cost, contain, include, mean**).

Note that some verbs can describe an action or state, e.g.:

*Do you have a car? (state)*  
*She's having a shower. (action now)*  
*She has a shower every morning. (regular action)*  
*The food looks good. (state)*  
*What are they looking at? (action now)*  
*I always look at the sports pages. (regular action)*  
*John is 12 years old. (state)*  
*John is being naughty. (action now)*  
*John is often naughty. (regular action)*

## Grammar in action

### 1 We can use the present simple to talk about where people live, study, and work:

*My husband, Jack, and I live in Leeds but I work in Bradford.*

### 2 We use the present simple for things we do every day or most days:

*Do you watch the news on TV? ~ No, I don't usually get home in time but I often listen to the news on the radio before I go to sleep.*

We often use frequency adverbs (*often, usually, etc.*) with the present simple.

### 3 We use the present simple to explain how we do things, or how things happen in business, politics, science, etc.:

*How do I make an omelette? Well, I break two eggs into a bowl, I add a little salt ...*  
*Water freezes at 0°C and boils at 100°C.*

### 4 We use the present continuous to talk about things that have started but not finished, for example when we describe our current situation in letters, emails, etc.:

*We're staying in a lovely hotel by the sea. We're being very lazy, and getting up late every day.*



The actions and situations we describe are not always in progress at this **exact** moment. Here, someone talks about their life **around** the moment of speaking:

*I'm very busy – I'm spending most of my time looking after my son, but I'm also learning Italian and I'm taking my accountancy exams.*



## A A fire-fighter doesn't only fight fires

Complete the text by using the verbs in brackets in the present simple.

Naturally, fire-fighters **put** <sup>0</sup> (put) out fires, but their job also ..... <sup>1</sup>  
(include) many other things. They often ..... <sup>2</sup> (rescue) people from car  
crashes, and when there is a flood, they ..... <sup>3</sup> (pump) the water out  
of buildings. And they ..... always ..... <sup>4</sup> (not, work)  
with humans. If someone ..... <sup>5</sup> (phone) to say that their cat is stuck  
in a tree, the fire service ..... <sup>6</sup> (send) someone to save it. In some  
places, a fire-fighter ..... <sup>7</sup> (not, work) 8 hours every day. Instead, they  
..... <sup>8</sup> (do) a 24-hour shift and then ..... <sup>9</sup> (have) two  
days off – which of course ..... <sup>10</sup> (equal) 8 hours a day!

## B What are the children doing?

A father phones home to talk to the babysitter. Complete the conversation with the present continuous of the verbs in the box. Use short forms where possible.

ask be behave build concentrate do  
draw help look ~~phone~~ sit talk try

- SAM Hello, Ann. This is Sam. I **'m phoning** <sup>0</sup> to ask about the children. I'm glad that you ..... <sup>1</sup> after them, but ..... they ..... <sup>2</sup> well?
- ANN Oh, yes. They are ..... <sup>3</sup> very good.
- SAM What ..... Jimmy ..... <sup>4</sup>?
- ANN He ..... <sup>5</sup> a bridge on the floor with his Lego.
- SAM And ..... Laura ..... <sup>6</sup> him?
- ANN No, she ..... <sup>7</sup> at the table. She ..... <sup>8</sup> to draw a tiger.
- LAURA Who ..... you ..... <sup>9</sup> to, Ann?
- ANN It's your father. He ..... <sup>10</sup> about you. Do you want to talk to him?
- LAURA No, just tell him that I ..... <sup>11</sup> a picture for him and I ..... <sup>12</sup> very hard.

## C Canteen conversation

Some office workers are talking at lunchtime. Complete the conversation by crossing out the form that doesn't fit.

- TIM I see that you *'re eating / eat* <sup>0</sup> a vegetarian dish. *Are / Do* you always *eating / eat* <sup>0</sup> vegetarian food?
- CLAIRE No, I *'m eating / eat* <sup>1</sup> everything, but I *'m trying / try* <sup>2</sup> this today because it *'s looking / looks* <sup>3</sup> so good.
- TIM My cousin is a vegan. That *'s meaning / means* <sup>4</sup> that he *isn't eating / doesn't eat* <sup>5</sup> any animal products. At the moment he *'s suffering / suffers* <sup>6</sup> from a vitamin problem and the doctor *'s thinking / thinks* <sup>7</sup> that he should eat some fish or meat.
- FRED It *'s seeming / seems* <sup>8</sup> silly to me to be so strict. People *aren't killing / don't kill* <sup>9</sup> animals to get milk or eggs, for example.
- TIM I *'m agreeing / agree* <sup>10</sup> with you, but my cousin *'s believing / believes* <sup>11</sup> that we shouldn't exploit animals at all.
- CLAIRE Well, I *'m hoping / hope* <sup>12</sup> that he'll soon get over his vitamin problem.

Find words in exercise C that have these meanings:

A not flexible

B use to our advantage

WORD FOCUS

# 01

## Present simple and present continuous Present tenses with future meaning

- 7 We can use the **present simple** and the **present continuous** to talk about the future:  
*The exam **starts** at 9.00 and **lasts** 3 hours.*  
*I'm **meeting** Ellie tomorrow night – we're **going** to the cinema to see the new Coen brothers film.*

- 6 We use the **present continuous** to talk about something in the future that we have agreed to do:  
*Tim and I **are going** to the theatre tonight, then we're **having** dinner at White's.*

### Grammar in action

- 5 We use the **present simple** to talk about something in the future that is **officially organized**, for example on a timetable or schedule:  
*The hotel **will provide** a packed lunch because the coach **leaves** at 7.30 and **doesn't return** until the evening.*  
*What date **do classes start** next term? ~ Term **starts** on 15<sup>th</sup> September but classes **don't start** until a week later.*



Here, we are talking about our plans for the weekend:

*Are you **doing** anything at the weekend? ~ I'm **playing** tennis with Mary on Saturday.*



### D Making arrangements to travel

A boss is talking to his secretary. Use the verbs in brackets to complete the dialogue with the present simple. Use short forms where possible.

BOSS Remind me of the arrangements for tomorrow, Robin.

ROBIN Well, your flight **departs**<sup>0</sup> (depart) from Heathrow at 7.10.

BOSS OK. And which terminal ..... it .....<sup>1</sup> (leave) from?

ROBIN It .....<sup>2</sup> (leave) from Terminal 2. You .....<sup>3</sup> (not / arrive) in Frankfurt until 9.40, then you .....<sup>4</sup> (take) the shuttle bus into town.

BOSS 9.40?

ROBIN Yes, the flight .....<sup>5</sup> (last) an hour and a half but Germany is one hour ahead.

BOSS Oh, yes, of course. And the meetings? When ..... they .....<sup>6</sup> (begin)?

ROBIN At 11.00. After the meetings you .....<sup>7</sup> (have) plenty of time for lunch because your flight back .....<sup>8</sup> (not / leave) until 6 o'clock. It .....<sup>9</sup> (get) back here at 6.30 local time.

BOSS That's fine because there .....<sup>10</sup> (be) a Champions League match tomorrow but it .....<sup>11</sup> (not / start) until quarter to eight.

## E Arranging to meet

Use a verb from the box in the present simple or the present continuous to complete the dialogue. Use short forms where possible.

begin do not do get go ~~go~~ leave not leave meet take

- EMMA There's an interesting talk on healthy living at the library this Friday. I'm *going*<sup>0</sup> with Sarah. We .....<sup>1</sup> in the café opposite. How about joining us?
- JACK What time ..... it .....<sup>2</sup>?
- EMMA At 7 o'clock.
- JACK I .....<sup>3</sup> my brother to the station on Friday and his train .....<sup>4</sup> until about quarter to seven so I won't be back in time, I'm afraid. What about the weekend? ..... you .....<sup>5</sup> anything special on Saturday?
- EMMA Yes, lots of us .....<sup>6</sup> to the anti-war demonstration in Leeds.
- JACK How ..... you .....<sup>7</sup> there?
- EMMA In Sarah's car. We .....<sup>8</sup> her flat at 9.00. I'm sure there's room for you.
- JACK OK, I .....<sup>9</sup> anything else, so I'll join you.



## F Making excuses

Look at Alan's diary for next week and then read the email messages he has received. Use the words given to write his replies.

Monday 7 p.m. Dinner with Mary. Friday 1 p.m. Lunch with the boss  
 Tuesday 4.30 p.m. Tennis with Peter Saturday a.m. Shopping with mum  
 Thursday p.m. Help Sam with move

- 0 Alan: Do you want to go to the cinema on Monday evening? Lenny  
 Hi, Lenny. Monday evening / no good. I / have / dinner with Mary. How about Wednesday?  
 Hi, Lenny. *Monday evening is no good. I'm having dinner with Mary.* How about Wednesday?
- 1 Alan: Can we meet on Tuesday afternoon to talk about the holiday? Sue  
 Hi Sue. I / afraid / can't meet on Tuesday afternoon because I / play / tennis with Peter. Alan  
 Hi Sue. .... Alan
- 2 Hi Alan. Any chance of seeing you on Thursday afternoon? Kim  
 Kim: I / sorry / can't / see you on Thursday afternoon. I / help / Sam move into his new flat. Alan  
 Kim: .... Alan
- 3 Dear Alan: Can we have lunch together on Friday? Love, Mum  
 Dear Mum, Friday / no good. I / have / lunch / with the boss. Anyway, I / see / you on Saturday. Love, Alan  
 Dear Mum, ..... Love, Alan
- 4 Hi Alan: Are you free on Saturday morning? I need your advice. Tony  
 Hi Tony. Sorry, I / go / shopping / with my mum on Saturday morning. you / do / anything in the evening? Alan  
 Hi Tony. .... Alan

**OVER TO YOU** Now go to page 122.



# 02 Talking about the past

## Past simple and past continuous

### 1 Past simple

To form the positive **past simple**, add **-ed** to the verb. We form negatives and questions with **did/didn't + verb**:

*Last Saturday I **ainted** my bedroom.*  
*Ella **idn't stay** at the party very long. (NOT ~~idn't stayed~~)*  
***Did you enjoy** your birthday? (NOT ~~did you enjoyed~~)*

The past simple is the same in all persons. Many common verbs are irregular. (For more information, see p. 129.)

### 2 We use the **past simple** to talk about:

- short events in the past:  
*When **id** Oscar **hone** you?*
- longer past actions:  
*Mary and Tim **studied** physics at university.*
- repeated events in the past:  
*Dr. Thomas **visited** 43 patients yesterday.*
- past states:  
*Computers **cost** much more a few years ago.*

### 3 We often use the **past simple** with time expressions such as **yesterday, last week/year, in 1999, two years ago, when?, how long?**:

***Did** the accident **happen** yesterday or several days ago?*  
*When **id** they **move**? ~ They **moved** in 2007.*  
*How long **id** you **stay**? ~ We **stayed** for two years.*

### 5 Past continuous

We form the **past continuous** with **was/were + -ing form**:  
*They **were waiting** for a bus.*  
*It **wasn't raining** at the time.*  
***Were** you **listening** to me?*

### 6 We use the **past continuous** to describe an action or situation in the past that continued for a period of time:

*It **was snowing** heavily all that day.*  
*She **was crying** while watching the film.*

### 7 We can use the **past continuous** for two actions that were both in progress at the same time:

*While I **was cleaning** the floors, the children **were washing** the windows.*

## Grammar in action

### 1 We use the **past simple** to talk about completed actions in the past. We often mention **when** the action happened. We can build up a picture of the past, for example at an interview:

INTERVIEWER *When **id** you **finish** school?*  
BETH *I **finished** in 1999.*  
INTERVIEWER ***Did** you **go** to university in the same year?*  
BETH *No. First, I **went** abroad for a year. I **worked** in an orphanage in Mexico. I **stayed** there for six months.*



### 2 We use the **past continuous** to talk about actions we were in the middle of at particular times in the past:

POLICEMAN *What **were** you **doing** yesterday at 6 o' clock?*  
MAN *I **was visiting** my grandmother.*  
POLICEMAN *We **know** that you **made** a phone call from your car at 6.15. Where **were** you **going** when you **made** that call?*  
MAN *I **was going** home.*



### 3 We use the **past simple** to give the actions in a story, and we use the **past continuous** to give background information about the situation:

*It **was raining** so Mrs Taylor **put** on her coat. The children **were waiting** by the door. She **kissed** them and **set** off for the station. While she **was waiting** for the train, she **noticed** a handbag under a bench.*

Two people who are **engaged** have agreed to marry each other.

## A At the time it happened

We often ask what people were doing when something important happened. Complete these questions and answers by writing in the correct form of the verbs given.

MIRA What were you doing (you, do) when you heard (hear) that London would host the Olympics in 2012?

PETRA Strangely enough, I .....<sup>1</sup> (spend) some time with friends in England. After a couple of days in Liverpool, we .....<sup>2</sup> (set) off for the south. We .....<sup>3</sup> (reach) London in the late morning of the very day that they .....<sup>4</sup> (make) the announcement, but of course the celebrations .....<sup>5</sup> (not, start) until the afternoon. When we .....<sup>6</sup> (arrive) in Greenwich in south London we .....<sup>7</sup> (not, plan) to stay, but the sun .....<sup>8</sup> (shine) and everyone .....<sup>9</sup> (walk) up and down because there was a special festival. Anyway, we .....<sup>10</sup> (decide) to join in the fun. Just before 1 p.m., while we .....<sup>11</sup> (have) an ice cream in the park, the band that .....<sup>12</sup> (play) music for the dancing .....<sup>13</sup> (stop) in the middle of the song and the bandleader .....<sup>14</sup> (announce) that London had won the 2012 Olympics! The news really .....<sup>15</sup> (add) to the party atmosphere, of course.

ED Where .....<sup>16</sup> (you, be) when the tsunami disaster .....<sup>17</sup> (happen)?

AMY I .....<sup>18</sup> (lie) in bed because I .....<sup>19</sup> (have) flu. I .....<sup>20</sup> (watch) an old film on television, although I .....<sup>21</sup> (not, enjoy) it very much because I .....<sup>22</sup> (not, think) it was very good. Then suddenly they .....<sup>23</sup> (interrupt) the programme to give the news.

DAVE What .....<sup>24</sup> (you, do) when you .....<sup>25</sup> (hear) that your sister was engaged?

CLAIRE I .....<sup>26</sup> (walk) to work and I .....<sup>27</sup> (get) a text message on my mobile. My sister .....<sup>28</sup> (send) me a photo of her hand, and she .....<sup>29</sup> (wear) an engagement ring! At first I .....<sup>30</sup> (not, believe) the news, but then I .....<sup>31</sup> (call) her and she .....<sup>32</sup> (tell) me the good news herself!



## B Rose's email

Complete Rose's email to a friend about her busy weekend. Choose the correct form of the verbs given.

Dear Jessica,

Thanks for the email that you *sent / were sending*<sup>0</sup> last Friday. I *didn't have / wasn't having*<sup>1</sup> time to reply at the weekend because Mike and I *spent / were spending*<sup>2</sup> most of the time doing jobs in the flat. First, of course, we *had / were having*<sup>3</sup> to go to the shops to buy all the things we needed, then we *started / were starting*<sup>4</sup> work. Mike *had / was having*<sup>5</sup> a small accident while we *worked / were working*<sup>6</sup>. I *ainted / was painting*<sup>7</sup> and he *put / was putting*<sup>8</sup> up some new shelves when he *fell / was falling*<sup>9</sup> off the ladder. He *didn't be / wasn't being*<sup>10</sup> careful. We *worked / were working*<sup>11</sup> hard both days, and *didn't finish / weren't finishing*<sup>12</sup> everything until Sunday evening. What *did you do / were you doing*<sup>13</sup> at the weekend? *Did you see / Were you seeing*<sup>14</sup> the film that you *mentioned / were mentioning*<sup>15</sup> in your email? Who *did you go / were you going*<sup>16</sup> with?

Write soon,

Rose

# 02

## Talking about the past Used to

- 8** Notice the forms of **used to**:
- My cousin **used to** be a boy scout.*  
*I **didn't use to** like chocolate.*  
*Did they **use to** cause trouble at school?*
- 9** We use **used to** for past habits and regular past activities:
- Ian **used to** swim every week. (= He doesn't swim every week now.)*  
*Did Sara **use to** take piano lessons?*
- 10** We also use **used to** for situations in the past that continued for some time:
- Did there **use to** be a cinema here?*  
*Liz **used to** live in Highgate. (= Liz doesn't live in Highgate now.)*

We often use the negative form **never used to**, as a more informal way of saying 'didn't use to':  
*Our daughter **never used to** wear make-up, but now she wears it all the time.*

TIP

### Grammar in action

- 4** We use **used to** for past habits and situations when we want to emphasize that things are different now:  
*I **used to** believe in love at first sight. Now I'm more cynical.*
- 5** We use the **past simple**, not **used to**, with exact dates, times, numbers of times, and periods of time:  
*My dad went on business trips to Japan four times last year. (NOT **used to go**)*  
*This building was a cinema from 1940 to 1992. (NOT **used to be**)*

But we can use either the **past simple** or **used to** when we don't give an exact time reference:  
*I went / **used to** go on lots of business trips when I was younger.*  
*The tall building was / **used to** be a fire station at one point.*

- 6** We can use the **past continuous** or the **past simple** to give background information, and **used to** to explain a habit or situation:  
*When we lived here, there **didn't use to** be a swimming pool.*  
*When I was learning Spanish, I **used to** memorize ten words a day.*



### C How things change

For these people, write in an expression with **used to** in order to contrast the present situation with the earlier situation.

- 0 Eric doesn't smoke nowadays but he **used to smoke** 40 a day when he was younger.
- 0 Penny and Sam **didn't use to listen** to classical music at all but they listen to it all the time now.
- 1 There ..... some old houses here but, as you can see, now there's a supermarket.
- 2 Now Joe goes to bed early but he ..... to bed early before he got this job.
- 3 Zoë has a car now but she ..... one when she was at university.
- 4 Simon ..... with his brother but now he lives on his own.
- 5 Carol goes to work by bike now but she ..... by car.
- 6 Sandra ..... coffee but now she drinks three or four cups a day.

## D In the past

Tick the verb phrases that are correct and rewrite the incorrect ones, using *used to* where possible.

- 0 The lights went out while I was getting the lunch ready, yesterday. ✓  
 0 When Jim was younger, he wasn't taking much exercise. *didn't use to take*  
 1 Three years ago, Tony used to be in the army. ....  
 2 Sally made several mistakes because she wasn't concentrating. ....  
 3 I took my umbrella because I could see that it rained. ....  
 4 When Jill was young, she was keeping a diary. ....  
 5 The doctor called to see my mother every day last week. ....  
 6 I read the text again because I wasn't understanding it very well. ....

## E Junior tennis champions

Some years ago, Pam and Carl were junior tennis champions. Now they have three young children and don't have much time for tennis. They are being interviewed on television. Write in the correct past form of the verbs in brackets; use *used to* where possible.

- TV How did you get<sup>0</sup> (you, get) to know each other?  
 PAM Well, when I was in my early teens I .....<sup>1</sup> (play) tennis two or three times a week and when I .....<sup>2</sup> (not, play), I .....<sup>3</sup> (watch) matches on TV. One day, while I .....<sup>4</sup> (watch) a boys' match, I .....<sup>5</sup> (notice) this handsome young player who .....<sup>6</sup> (wear) earrings. In those days, in general, boys .....<sup>7</sup> (not, wear) jewellery, and I .....<sup>8</sup> (think) it was a bit strange. Anyway, he .....<sup>9</sup> (win) the match and I .....<sup>10</sup> (decide) to send him a fan letter.  
 TV So you .....<sup>11</sup> (knew) the name of the handsome young player. What .....<sup>12</sup> (happen) next, Carl?  
 CARL One day, a letter .....<sup>13</sup> (arrive) from this fan called Pamela. In those days, I .....<sup>14</sup> (get) a lot of fan mail, but the letter .....<sup>15</sup> (have) a photo. The girl .....<sup>16</sup> (look) very nice and she .....<sup>17</sup> (hold) a tennis racket.  
 TV So you .....<sup>18</sup> (arrange) to meet her.  
 CARL Yes, but soon we .....<sup>19</sup> (not, have) to arrange to meet because Pam .....<sup>20</sup> (start) playing for the young women's team.  
 TV You both .....<sup>21</sup> (become) junior champions, but you don't play any longer.  
 PAM No, we .....<sup>22</sup> (stop) playing regularly when I .....<sup>23</sup> (expect) Sally, our first daughter.  
 TV And do you miss top-class tennis?  
 CARL Not really. We .....<sup>24</sup> (love) tennis while we .....<sup>25</sup> (play) but now we're happy to spend our time with the children.



**OVER TO YOU** Now go to page 122.

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