

1A questions

REFERENCE ◀ page 8

Wh- question words

| To ask about | We use |
|-------------------------------------|--|
| a person | Who do you know here? |
| a thing | What did you do at the weekend? Which season is your favourite? |
| a place | Where is my phone? |
| a time | When is your birthday? What time does the lesson start? |
| a reason | Why was he late? |
| the way we do something or feel | How did you travel here today? How are things with you? |
| the type of thing | What kind/sort/type of clothes does the shop sell? |
| price/cost | How much is that altogether? |
| the number of people or things | How many people are there in your class? |
| the number of times we do something | How often do you check your phone? |
| distance | How far is your home from here? |

We use *What* when there are many possible answers.

What are you going to have for lunch?

We use *Which* when there are fewer possible answers.

Which is good for you, Monday or Thursday?

We often use *What* or *Which* + noun.

What date is your driving test?

Which platform does the train leave from?

We can also use *Which* + *one*.

Which one do you like the best, the green or the red?

We often use *How* + adjective.

How old is your car?

How far do you live from here?

We use *How much* + uncountable noun.

How much time do we have?

We use *How many* + countable noun.

How many students are there in your class?

Questions with *be*

To make questions with *be*, we change the word order.

Jakub is from Poland. → Where is Jakub from?

We were very late. → Were we very late?

Questions with other verbs

We use *do/does/did* + subject + infinitive.

How do you know Tomasso?

Where does Martina live?

Did you see Hafiz yesterday?

Remember that we can also use *have got* to ask about possessions and relationships.

A: Have you got a car?

B: Yes, I have./No, I haven't.

PRACTICE

1 Choose the correct words to complete the questions.

- A: **Which / What** is your favourite film?
B: *Paddington 2*.
- A: **How long / How far** does the journey take?
B: About ten hours.
- A: **Which / What** room are you in? Room 24 or 25?
B: I'm in 24.
- A: **How many / How often** do you go swimming?
B: Twice a week.
- A: **What sort of / How many** music do you like?
B: I love hip-hop.
- A: **Where / Why** did you get those shoes?
B: From the local market.
- A: **What / Who** does Alan work for?
B: He works for a small IT company.
- A: **How / Why** are you feeling today?
B: Great, thanks.

2 Correct the questions. Two questions are correct.

Does Jayne like

- A: ~~Likes~~ Jayne ice cream?
B: Yes, she loves it.
- A: Did you watched TV last night?
B: No, I didn't.
- A: Have you any children?
B: Yes, we do.
- A: Do you are OK?
B: Yes, I'm fine thanks.
- A: How much money do you have with you?
B: Only a few euros.
- A: Why you called me?
B: Because I wanted to ask you a question.
- A: Is your father work in the city?
B: No, he works at home.
- A: How long is the class?
B: It's an hour.

3 Use the prompts to make questions and complete the conversations.

- A: 'tiny' / mean? **What does tiny mean?**
B: It means very, very small.
A: you / spell / ?
B: T-I-N-E-Y.
- A: do / weekend?
B: On Saturday I played football.
A: you / win?
B: No, we lost 4-2.
- A: the nearest bank?
B: It's in the town centre.
A: it / open?
B: It opens at 9.30.

1B present simple and continuous

REFERENCE ◀ page 11

Present simple

| | | | |
|---|--|---------------------------|--|
| + | I Ivan | live checks | in Greece. his messages every five minutes. |
| - | We Zahra | don't see doesn't like | my sister very often. big cities. |
| ? | When do you How often does it Do | get rain you | home? here? work together? |

We use the present simple:

- for actions that are habits or routines.
I wake up at five o'clock every day.
- for things that are always or generally true.
Jonas comes from Germany.

We often use frequency adverbs with the present simple: *always, usually, often, sometimes, hardly ever, never*.

We hardly ever go to the cinema.

Present continuous

| | | | |
|---|---------------------|---------------------------|---|
| + | I Yuzuru They | 'm 's 're | cooking at the moment. playing tennis right now. staying with us this week. |
| - | I Natasha We | 'm not isn't aren't | working this month. feeling very well. doing anything right now. |
| ? | What Why | are you is Emma | thinking about? laughing? |
| | | Are you Is Felipe | listening? looking for a new flat? |

For information about the spelling of the *-ing* form see page 99.

We use the present continuous:

- for an activity that is happening now or at the moment of speaking.
I'm talking to Leah. Can I call you back?
- for a temporary activity that is happening around now.
We're studying Indian art this month.

We often use these time phrases with the present continuous: *right now, now, at the moment, this week/month/year, these days*.

Right now we're looking for a new apartment.

I'm not doing very much sport these days.

State verbs

We don't usually use the present continuous with state verbs. State verbs describe feelings or states, not actions or activities. Some state verbs are: *cost, like, love, hate, want, understand, know, mean, need*.

I don't understand. NOT **I'm not understanding.**

What does 'hide' mean? NOT **What is 'hide' meaning?**

Notice

I think the film is great. = in my opinion (Use the present simple.)

I'm thinking about lunch. = now (Use the present continuous.)

I have a new car. = a possession (Use the present simple.)

I'm having a shower. = an action now (Use the present continuous.)

PRACTICE

1 Choose the correct words to complete the sentences.

- Sam and Julie **learn / are learning** how to dance salsa.
- I **don't eat / 'm not eating** meat. I only eat vegetables.
- We **wait / 're waiting** for Ahmed. He's late!
- Charlotte **doesn't work / isn't working** this week. She's on holiday.
- I **leave / 'm leaving** the office now. See you soon.
- The supermarket **usually has / is usually having** a lot of fruit.
- I **develop / 'm developing** a new app.
- You should buy that coat. It **doesn't cost / isn't costing** very much.

2 Use the prompts in brackets to complete the questions. Use the present simple or the present continuous.

- It's very hot today. Why a scarf? (you / wear)
- What sort of coffee? (Diego / want)
- any good books at the moment? (you / read)
- How to work usually? (Megan / get)
- Look out of the window.? (it / snow)
- very big or very small? ('tiny' / mean)
- Which band the best? (Nathan / like)
- any children? (your sister / have)

3 Complete the conversations with the correct form of the verbs in the box. Use the present simple or the present continuous.

come do dry need
not go sit stay work

- A: Are you ready?
B: I my hair. Just a moment.
A: Hurry up!
B: OK, I now.
- A: What your son?
B: He's an actor.
A: Really?
B: But at the moment, he as a chef.
- A: When are you going to move into your new flat?
B: We to wait for a week.
A: So where are you now?
B: We with Angela's parents.
- A: Hi, Mike. Where are you?
B: I in the airport. My plane is late.
A: Can I ask you a question?
B: Sure. I anywhere!

1C How to ... encourage people

REFERENCE ◀ page 13

We use these phrases to show that we understand a problem.

- That's all right.
- I understand.
- It's fine, really.
- I know what you mean.

We use these phrases to encourage people.

- You can do it!
- It'll be fine.
- You'll be great.
- Just be yourself.
- What a good/great question!
- That's a good/great idea.
- That's a good/great question.
- What do you think?
- Go on!
- Don't worry.
- Good idea!

We use these phrases to compliment someone.

- Nice jacket! Is it new?
- It looks good/nice/great!
- Nice shoes! Are they new?
- They look good/nice/great!
- Well done!

We use *What (a/an) + adjective + noun* to say how we feel about something.

- What a good idea!
- What an interesting question!
- What great news!

We can also use *That's (a/an) + adjective + noun*.

- That's a good idea!
- That's an interesting question!
- That's great news!

PRACTICE

1 Put the words in the correct order to make sentences. In each group there is one word you do not need.

- 1 done / well / we! **Well done!**
- 2 worry, / don't / great / 'll / you / are / be .
- 3 new / do / they / are ?
- 4 know / you / I / are / mean / what .
- 5 trainers / your / nice!
- 6 on / go / we!
- 7 do / why / think / you / what ?
- 8 don't / look / they / great!

2 Complete the conversations with the phrases in Ex 1.

Conversation 1
 A: 1! 2?
 B: Thanks. Yes, they're for the race tomorrow.
 A: 3 How are you feeling about the race?
 B: Not very confident, but I'm always stressed before races.
 A: 4
 B: Maybe!

Conversation 2
 A: I can't swim well. I don't like putting my face in the water.
 B: 5 I had the same problem the first time I tried swimming.
 A: Let me try five metres.
 B: 6! How was it?
 A: That was easy. Do you think I can do ten metres?
 B: 7?
 A: I think I can.
 B: 8! Good luck!

3 Correct the conversations. Add the words in the box.

a Don't I 'll 's that's

1D verb + -ing form

REFERENCE ◀ page 15

Sometimes we use two verbs together.

- I enjoy cooking.
- I don't like working at the weekend.

We use the *-ing* form of the second verb after verbs of feeling: *love, like, enjoy, not mind, *dislike, hate, etc.* **not mind* = it's not a problem

- I don't mind packing.
- Priya doesn't mind waiting.

| infinitive | -ing form | spelling |
|------------------|------------------------|---|
| join cry | joining crying | most verbs, add <i>-ing</i> |
| hide wake up | hiding waking up | verbs ending <i>-e</i> , change <i>-e</i> to <i>-ing</i> |
| swim begin | swimming beginning | verbs ending consonant + vowel + consonant (CVC), double the final consonant and add <i>-ing</i> |
| know play | knowing playing | verbs ending CVC with <i>-y, -w</i> or <i>-x</i> , do not double the final consonant |
| offer develop | offering developing | verbs ending CVC when the stress is not on the final syllable, do not double the final consonant* |

**begin* → *beginning*: the stress is on the final syllable. Double the *-n*.
offer, develop → *offering, developing*: the stress is not on the final syllable. Don't double the *-r* or the *-p*.

In the negative, we can also use *not + -ing*.
 I don't like video meetings. I hate not meeting people face to face.

We use *like, love, hate + -ing* form to talk about things that are always true.

We use *would like, would love, would hate + to* infinitive to talk about something we want or don't want now or in the future.

- I like listening to your travel stories, and I'd love to hear more, but not now.
- I love visiting really hot countries, but I'd hate to live in a hot country.

Notice

After *like, love* and *hate*, it is also possible to use the *to* infinitive when talking about the present.

- I like dancing. I like to dance.
- I love swimming. I love to swim.
- I hate being late. I hate to be late.

In most situations there's no difference between the two forms and the *to* infinitive is becoming common in spoken English.

We don't use the *to* infinitive after *enjoy* and *not mind*.

PRACTICE

1 Complete the sentences with the *-ing* form of the verb in brackets.

When I was young:

- 1 I liked to my friends on social media. (chat)
- 2 I didn't like to bed early. (go)
- 3 I enjoyed races at school. (win)
- 4 I loved a new exercise book. (open)
- 5 I loved a party on my birthday. (have)
- 6 I hated clothes. (choose)
- 7 I didn't mind the piano. (practise)
- 8 I disliked new people. (meet)
- 9 I hated the washing up. (do)
- 10 I didn't mind my school uniform. (wear)

2 Choose the correct words to complete the sentences.

- 1 Sam doesn't mind **working** / **to work** late.
- 2 Janine would love **developing** / **to develop** her own business.
- 3 I enjoy **relaxing** / **to relax** in the sun.
- 4 Would you like **having** / **to have** a rest?
- 5 Hurry up! I'd hate **missing** / **to miss** the train.
- 6 I hate **living not** / **not living** near the sea.
- 7 They don't like working, but they love **spend** / **to spend** money.
- 8 She enjoys **swimming** / **swiming** in the sea, but not in a pool.

3 Complete the text with the *-ing* form of the verbs in the box.

answer arrive cut drive get
listen repeat sit stand visit

What do you like most about your job?

Casey I'm a lorry driver. In my job, every day is different. I enjoy ¹ different places and I love ² in a new city. I don't mind being alone. I never get lonely because I usually listen to the radio or my music. Of course, I enjoy ³ and nowadays it's easier for me to drive a lorry than a car. What don't I like? Well, I hate ⁴ up early and I don't like ⁵ in the lorry all day. I often stop and go for a short walk.

Rowan I'm a hairdresser. I really enjoy ⁶ people's hair and I love ⁷ to their news. They tell me all about their lives. They often ask me about my holiday plans, but I don't mind ⁸ the same questions and ⁹ the same information nine or ten times a day. What don't I like? Well, I don't enjoy ¹⁰ all day, but I can't sit down and do my job.

2A past simple and continuous

REFERENCE ◀ page 18

Past simple

We use the past simple to talk about finished actions in the past. We use it for single actions and for repeated actions.

They arrived home on Thursday evening.

When I was younger, I played football every Saturday morning.

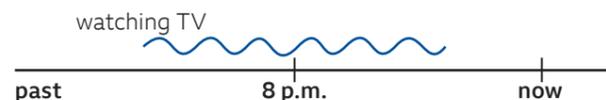
For a list of irregular verbs, see page 175.

Past continuous

We use the past continuous to talk about actions and situations in progress:

- at a specific time in the past.

I was watching TV at eight o'clock yesterday evening.



- when another (completed) action happened.

I was watching TV when you called.



| | | | |
|---------------------|-------------------------|----------------------------------|------------|
| + | I/He/She You/We/They | was were | driving. |
| - | I/He/She You/We/They | wasn't weren't | listening. |
| wh- questions | What | was I/he/she were you/we/they | doing? |
| yes/no questions | | Was I/he/she Were you/we/they | running? |

Past simple or past continuous

We often use the past continuous when we are telling a story. We use it at the beginning to give the background situation.

I was checking my messages yesterday ...

Then we use the past simple for the main events in the story.

... when I saw a message from my brother. It said ...

We form the past continuous with *be + -ing* form.

when and while

We often use *when* or *while* to link two actions in the past.

We use *when* before the past continuous or the past simple.

I met Rosa Maria when I was working in Peru.

I was working in Peru when I met Rosa Maria.

We use *while* before the past continuous, but not before the past simple.

I saw Greta while I was waiting for a bus.

NOT **I was waiting for a bus while I saw Greta.**

Notice the difference:

When Jim arrived, we were watching TV.

(= We started watching TV before Jim arrived.)

When Jim arrived, we watched TV.

(= We started watching TV after Jim arrived.)

PRACTICE

1 Choose the correct words to complete the sentences.

- Jon **cleaned** / **was cleaning** the windows when he **saw** / **was seeing** me.
- When I **got** / **was getting** to work, Emma **talked** / **was talking** on the phone.
- It **started** / **was starting** snowing while we **drove** / **were driving** home.
- We **still waited** / **were still waiting** for Susan and Mario at 9.15. They **arrived** / **were arriving** at ten o'clock!
- Your mother **called** / **was calling** while you **had** / **were having** a shower.
- I think I **lost** / **was losing** my phone while I **ran** / **was running** in the park.

2 Correct the sentences. Two sentences are correct. **When**

- While** I left, the children were having breakfast.
- I locking the door when I heard a noise.
- Where Maria was working when you met?
- This time last week, we were relaxed on the beach.
- Was Mr Kingston looking for me?
- Sorry I no was listening to you. What did you say?
- Jean was sleeping while you called.
- What you were talking about when I came in?
- This time last year, we were travelling around Argentina.
- What you were doing at 7.30 yesterday?

3 Complete the story with the correct form of the verbs in the box. Use the past simple or the past continuous.

ask find get dressed go (x2) hear
look see sit stay want write

While we ¹..... in India last year, we ²..... a lot of monkeys. They sometimes even came into our apartment, but I didn't mind. One evening I ³..... to sleep when I ⁴..... a noise. I checked in the living room, but I couldn't see anything. The next morning, while I ⁵....., my daughter Anya came in. She ⁶..... me, 'Where's my phone? I was using it in the living room yesterday evening just before I ⁷..... to bed, but now I can't find it.' We looked everywhere, but we couldn't find it. While we ⁸..... for the phone, my son came in. 'What about the monkeys?' he asked. 'When I ⁹..... some messages last night, I saw a monkey. It ¹⁰..... outside the living room. Maybe it took the phone because it ¹¹..... to take some selfies!' Well, later that day, we ¹²..... the phone and yes, on the phone there were about twenty selfies of ... a monkey!

2B definite article: the

REFERENCE ◀ page 21

the

We use *the*:

- when we write or speak about a noun for the second time.
In 2016, I was living in an apartment in Madrid. The apartment was beautiful.
- when the writer/speaker and the reader/listener both understand which noun we mean.
Can you close the door, please? (We both know which door. It's the door in this room.)
We took the children to the zoo yesterday. (We both know which children – our children – and we know which zoo – there is only one zoo in town.)
Look at the Moon. (We both know which moon – there is only one.)
- with some geographical names and places, for example oceans, rivers, deserts, groups of mountains and some country names.
the Pacific Ocean, the Yellow River, the Gobi Desert, the Andes, the UK, the USA
- with *in + morning, afternoon and evening*.
We have our Spanish lessons in the afternoon.
- when we **say** dates.
the first of January, August the third
When we **write** dates, we don't use *the*.
1st January, August 3rd

no article

We use no article:

- with uncountable nouns when we talk in general.
Music is very important to me.
The shop sells modern furniture.
- with plural nouns when we talk in general about people and things.
People love their cars!
I always buy shirts from the same online site.
- with towns, cities, stations and most countries.
in Lima, at Victoria Station, in Thailand
- with specific words and numbers, e.g. *page, exercise, number, picture, room*.
Please do Exercise 4B.
What's the answer to number 7?
The meeting is in room 207.

PRACTICE

1 Choose the correct words to complete the sentences.

- I really like helping **people** / **the people**.
- Could you shut **window** / **the window**, please?
- This meal is great with **rice** / **the rice**.
- We bought a picture yesterday. **Picture** / **The picture** was of the sea near here.
- 'Today is **twenty-fifth** / **the twenty-fifth** of May. It's my birthday!'
- How far is it to **airport** / **the airport**?
- I often get home late in **evening** / **the evening**.
- My children love **chocolate** / **the chocolate**.
- Where are **students** / **the students**? It's nearly nine o'clock.
- Please turn to **page** / **the page** 10.

2 Complete the questions. Write *the* or – (no article).

- What were you doing yesterday at three o'clock in afternoon?
- Can we meet at King's Cross Station?
- Which gate does bus leave from?
- When did you start growing vegetables?
- How old are children?
- How long did you live in Canada?
- Did you enjoy meal?
- Where can I buy food for my cat?
- What sort of sweets do you like?
- Where does River Thames begin?
- Are we doing Exercise 5?
- You say you stayed with a friend. Who was friend?

3 Complete the text with *the* in eight places.

This happened last year. We were staying in a hotel in York **the** in/UK. Hotel was near River Ouse. We arrived late in evening and went to our room. We brushed our teeth and went to sleep. Five hours later at four o'clock in morning, we woke up. There was a very loud noise. A woman was singing. Noise was coming from a radio alarm clock in room. I turned off radio, but we didn't sleep after that.



2C How to ... make and accept offers

REFERENCE ◀ page 23

Making offers

When we make an offer to help someone, we use:

- 'll + infinitive
I'll carry this case.
We'll drive you to the airport.
- can + infinitive
We can wash up while you have a rest.
Can I phone Stefan for you?
- Do you want me/us + to infinitive
Do you want me to talk to Laura?
Do you want us to get you a burger?
- Let me + infinitive
Let me hold that for you.
Let me try and open it.
- Shall I + infinitive
Shall I drive?
Shall I answer the door?

Accepting offers

We use these phrases to accept (say yes to) offers.

- Yes, please.
Thanks. That's (really) kind/good of you.
That's a great help.
That would be great.

Refusing offers

We use these phrases to say no politely.

- I'm fine, thank you/thanks.
It's OK, thanks.
Thank you, but I'm OK.

PRACTICE

1 Find and correct one mistake in each conversation.

- 'll
- A: I shut the windows.
B: Thank you. That's a great help.
 - A: Do want you me to show you around?
B: Yes, please.
 - A: Shall I change the reservation?
B: That be great.
 - A: We can speak to them if you like.
B: Thanks. Is good of you.
 - A: Can introduce I you to everyone here?
B: Yes, please.
 - A: I shall switch off the lights?
B: That's a great help.
 - A: Let do that for you.
B: Thank you, but I'm OK.
 - A: Do you want me to lock the door?
B: Thanks. That's kind for you.

2 Complete the conversations with the words in the box. You do not need three of the words.

be can I let 'll (x2) of 's to would you

- A: I'm going to Edinburgh for two weeks, but I'm worried about Lucy.
B: Your cat? Do you want me to come over and feed her?
A: That's really kind you. Yes, please.
B: And what about your plants? Shall water them for you?
A: That would great. Thank you so much!
- A: Hi, Kanye. Are you feeling better?
B: Not really. I'm lying here in bed. I feel terrible.
A: I'm at the supermarket. I get you anything?
B: I'd love some fruit.
A: I buy you some grapes and oranges. Does that sound OK?
B: That really good of you.
A: No problem. I bring them over at about eleven.

3 Use the prompts to make sentences and questions and complete the conversations.

Conversation 1

- A: I want to go to Liz's party, but I can't find a babysitter for Nina.
B: I'm free on Saturday. I / come over.
A: That / really kind / you.
B: No problem. I / come / your flat / 7.30?
A: That / be / great.

Conversation 2

- A: There's a problem with my laptop.
B: you / want / take / look?
A: Yes / . That / good / you.
B: I / be / with you / ten minutes.
A: See you soon.

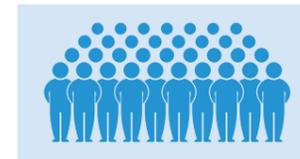
Conversation 3

- A: You've got a lot of books. Let / carry / some of them.
B: It / OK, / thanks.
A: Well, I / hold / door / open for you.
B: Thanks.

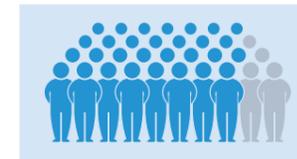


2D all, some, both, none of them

REFERENCE ◀ page 24



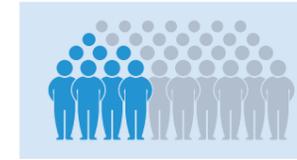
all of them



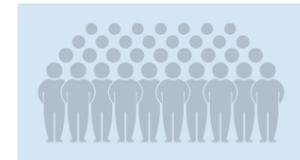
most of them



lots of them



some of them



none of them

We use all, most, lots, some, none + of + us, you or them to talk about numbers of people.

- All of us went to the party.
Most of you know me.
None of them spoke.

We can also use all, most, lots, some, none + of + plural nouns.

- All of our children go to the same school.
She had coffee with some of her friends.
None of the students passed the exam.

We can also use numbers + of.

- Four of you were late this morning.
One of the keys is missing.



both of them



two of them

We use both + of + us, you or them to talk about two out of two.

- I've got a brother, Ted. Both of us like playing video games.

Notice

We can also use we, you, they + be + all/both.

- You're all early.
They're both from Portugal.
With other verbs we use we, you, they + all/both + verb.
You all need to be here at eight o'clock tomorrow.
They both live in Dublin.

We say most of the + plural noun OR most + plural noun.

- Most of the people get up at seven.
NOT Most of people get up at seven.
Most students like chocolate.
NOT Most of students like chocolate.

PRACTICE

1 Read the information and choose the correct alternative to complete the sentences.

Bank: Opening times

9-5 Monday to Friday

Post Office: Opening hours

9-3 Monday to Friday

- All / Both / Two of them open at 9 a.m.
- All / Both / One of them closes at 5 p.m. and the other closes at 3p.m.

| | |
|---------------|---------------------------------------|
| English class | 10-12 Wednesdays and Fridays |
| Spanish class | 9-12 Mondays and Wednesdays |
| Chinese class | 9-12 Wednesdays and Saturdays |
| Bengali class | 10-12 Mondays, Wednesdays and Fridays |
| German class | 10-12 every Tuesday |

- All / Both / Two of them start at 9 a.m.
- They all / both / none finish at midday.
- Some / Most / Three of them are on Wednesdays.
- You can go to some / two / one of the classes on Saturday.

ARRIVALS

| | | | |
|-------|-----------|-------|-----------------|
| 10:35 | GLASGOW | LY488 | 30 MINUTES LATE |
| 10:50 | TOKYO | GT463 | 1 HOUR LATE |
| 13:10 | FRANKFURT | B0903 | 40 MINUTES LATE |

- All / Two / None of the planes come from Paris.
- All / Two / None of them arrive in the morning.
- All / Two / None of them are late.

2A Look at the photos. Complete the sentences with all, most, one, two or none + of them, etc. and the correct form of the verbs in brackets.



- with the letter 'p'. (start)
- with the letter 'r'. (end)
- drinks. (be)

B Look at the photos. Complete the sentences with all, most, one, two or none + of them, etc. and the correct form of the verbs in brackets.



- pieces of furniture or household objects. (be)
- electricity. (use)
- things in a garden. (be)

3A have to, don't have to, can't

REFERENCE ◀ page 29

have to

| | subject | verb | infinitive | phrase |
|---|---------------|-----------------|------------|---------------------|
| + | I/You/We/They | have to | leave | before ten o'clock. |
| | He/She/It | has to | | |
| - | I/You/We/They | don't have to | work | at the weekend. |
| | He/She/It | doesn't have to | | |

| | wh-word | auxiliary | subject | verb | infinitive |
|------------------|---------|-----------|---------------|---------|----------------|
| wh-questions | Where | do | I/you/we/they | have to | go? |
| | Why | does | he/she/it | | |
| yes/no questions | | Do | I/you/we/they | | speak English? |
| | | Does | he/she/it | | |

We use *have to* + infinitive when something is necessary. We use it for rules and obligations.

In these situations, we can't choose.

You have to drive on the right.

She has to finish the report before this afternoon.

We use *don't have to* + infinitive when something is not necessary or there are no rules or obligations.

In these situations, we can choose to do something or not do it.

You don't have to go to the party. (You choose.)

He doesn't have to have a dessert. (He can if he wants.)

We don't contract *have to*.

I have to speak to you now.

NOT ~~I've to speak to you now.~~

He has to wear a suit at work.

NOT ~~He's to wear a suit at work.~~

We can use short answers to *yes/no* questions with *have to*.

Yes, I do./Yes, she does.

No, you don't./No, he doesn't.

Notice

Use the auxiliary *do/does* not *have/has*.

Do I have to pay now?

NOT ~~Have I to pay now?~~

Does Teresa have to get a visa?

NOT ~~Has Teresa to get a visa?~~

can't

We use *can't* + infinitive when something is prohibited. The rules say it isn't OK.

You can't take photos in here.

Notice

Don't have to is different from *can't*.

You don't have to come to the meeting.

(= It's not necessary. You can choose to come or not come.)

You can't come to the meeting. It's only for managers.

(= It's prohibited. There is a rule that says it's not OK.)

PRACTICE

1 Complete the sentences with the correct form of *have to*.

- I leave home at 6.55 every day because my bus goes at 7.00.
- My son wear a uniform to school. It's a grey jumper and trousers.
- speak English in your job, Ali?
- We pay for lunch. It's included in the price of the conference.
- Drivers carry their driving licence with them at all times. It's the law.
- What time get a taxi? Her flight is at 9.30.
- Lucas study advanced maths for his engineering course. It's important.
- Mandy's pleased because she work today. It's a holiday.
- You buy a present for William. I bought one from both of us.
- Why wait? We're all ready to start.

2 Rewrite the phrases in bold. Use the correct form of *have to*, *don't have to* or *can't* and make any other necessary changes.

- It's necessary for you to** turn off the lights when you leave. **You have to**
- It isn't necessary for children under five to** pay.
- It's not OK for you to** eat in the library.
- When is it necessary to** finish our homework?
- You need to** have your ID card with you all the time.
- Is it necessary for us to** go to the party?
- It's not OK for my son to** stay out after midnight.
- Do all of us need to** sign the contract?
- What is it necessary for my friend to** do?
- It's not OK for students to** use a dictionary in the exam.

3 Find and correct eight mistakes in the text.

Information for travellers FAQs

Do I have to have

Q: Have I to have a visa to visit?

A: No, you don't. A passport is fine.

Q: My passport photo does have to be in colour?

A: Yes, it does. And remember you can't smile in the photo.

Q: Do I have to print out my boarding card before I check in?

A: No, you haven't. You can use your phone.

Q: How many bags can I take on the plane?

A: You have to check with the airline. Usually, you don't have to take more than ten kilos.

Q: My son wants to drive in the city centre. How old he has to be?

A: He has to be eighteen or over, but people don't have to drive in the city centre. Only buses can go there.

3B subject and object questions

REFERENCE ◀ page 31



Adam phoned Suzy yesterday.

This is an object question. *Who* is the **object** of the verb in the question.

Q: Who did Adam phone yesterday?

A: Suzy.

This is a subject question. *Who* is the **subject** of the verb in the question.

Q: Who phoned Suzy yesterday?

A: Adam.

Object questions

When the *wh-* question word or phrase is the object of the verb, we use the auxiliary verb *do/does/did*.

What did you do yesterday evening?

Who did you like best in the film?

Which café did they choose?

What sort of music does your brother like?

How many people do you know here?

The subjects of these sentences are *you*, *they* and *your brother*.

Subject questions

When the *wh-* question word or phrase is the subject of the verb, we don't use an auxiliary verb.

What happened next?

NOT ~~What did happen next?~~

Who plays Ella in the film?

NOT ~~Who does play Ella in the film?~~

Which film won?

NOT ~~Which film did win?~~

What sort of person comes here?

NOT ~~What sort of person does come here?~~

How many people went to the party?

NOT ~~How many people did go to the party?~~

PRACTICE

1 Choose the correct words to complete the sentences.

- It's cold in here. Who **did open / opened** the window?
- What **does 'shake' mean / means 'shake'?**
- Who **did cook / cooked** this meal? It's delicious!
- Which café **does make / makes** the best coffee?
- Which apps **do you use / use** a lot?
- What **did happen / happened** after that?
- How many capital cities **do start / start** with the letter 'v'?
- What time **does the train leave / leaves the train?**

2 Complete the questions. Use no more than three words. Make any necessary changes to word order.

- Q: Who most time with, your friends or your family? (spend)
A: I spend most time with my family.
- Q: Who most time online at the weekend? (spend)
A: Nina does. She spends more than ten hours online every weekend.
- Q: Which country the football World Cup in 2018? (win)
A: France won.
- Q: Which football competition in 2021? (Argentina / win)
A: The Copa América.
- Q: What kinds of animal in the jungle? (see)
A: We often see deer and monkeys.
- Q: What kinds of animals in the jungle? (live)
A: Deer, monkeys and elephants live there.

3 Look at the sentences (1–4) and then write a question (a and b) for each answer. Use a subject or an object question.

- Patrizia loves chocolate.
a Q:?
A: Chocolate.
b Q:?
A: Patrizia.
- Yasmin has four brothers.
a Q:?
A: Yasmin.
b Q:?
A: Four.
- Leo lost his car keys yesterday.
a Q:?
A: His car keys.
b Q:?
A: Leo.
- Jake saw Maria at school.
a Q:?
A: Maria.
b Q:?
A: At school.

3C How to ... give instructions and check understanding

REFERENCE ◀ page 33

Giving instructions

- When we give instructions, we use:
 - imperatives
 - Put the batteries into the mouse.
 - Don't hold it so high.
 - always or never + an imperative
 - Always check your batteries.
 - Never wash red clothes with white ones!
 - the present simple with you
 - Then you drop it onto the table.
 - have to or need to
 - You have to do it very fast.
 - You need to press this button.
 - linkers: first, now, next, then, after that, etc.
 - First you take a stick of spaghetti.
 - Now/Next light the end of it.
 - Then you light the candle with the spaghetti.
 - After that, put the spaghetti under water.
 - like + this/that
 - Hold the ball like this.

Notice
Imperatives are the same as the infinitive. We don't use a negative verb with *never*. NOT **Never don't wash red clothes with white ones!**

Checking you understand instructions

When we want to check we understand, we can use these phrases:
Like this?
Is this right?
I'm not sure I understand.

Saying you don't understand

When we want to say we don't understand, we can use these words and phrases:
Sorry?
I don't know that word.
What does that mean?

Asking for another instruction

When we want to ask for another instruction, we can use these phrases:
That's all?
OK, what next?
What now?
What do I have to do next/after that?
What do I need to do next/after that?

Correcting instructions

When we give instructions and someone doesn't follow them correctly, we can use these phrases:
No, I meant ...
Not like that, like this.
Yes, but don't ...

PRACTICE

- 1 Match the sentence halves.
- | | |
|---------------------|--|
| 1 Always | a do after that? |
| 2 I don't | b 'cube' mean? |
| 3 What does | c meant your right hand. |
| 4 OK, what | d look and listen before you cross the road. |
| 5 That's | e to be careful. |
| 6 What do I have to | f next? |
| 7 No, I | g know that word. |
| 8 You have | h all? |

2 Complete the conversation with the words and phrases in the box.

After First have Like Next you turn Now you add
Remember always right sure I that that word What

- A: 1..... you put the flour, sugar and baking powder in a bowl.
B: 2..... this?
A: Yes, that's fine. 3..... a little bit of salt and mix it around.
4..... mix the dry ingredients first.
B: I don't know 5..... – 'ingredients'.
A: It's these things – the flour, sugar, eggs, all that.
B: I understand. 6..... now?
A: 7..... that, you make a well, a hole, in the middle of the dry ingredients. ... Oh, no. Not like 8....., like this.
B: Oh, OK. What do I 9..... to do next?
A: Put the milk, egg and oil in the well. Then mix everything.
B: Is this 10.....?
A: Yes, great. 11..... on the oven and get the dish ready ...
B: I'm not 12..... understand. Can you do this part?
A: Sure.

- 3 Correct the conversation. In sentences 1–10, add a word OR take a word away.
- A: 1What do I have/do?
B: 2Well, first you do choose five letters.
A: 3You like this? 'EKXWA'.
B: 4No, I did meant a word with five letters. 5Always you choose a word with vowels in it.
A: OK. 'MEETS'.
B: No, in your first go, 6never don't choose a word with a double letter. 7Do try 'ADIEU'.
A: 8I don't that word.
B: It means 'goodbye' in French and we use it in English. It's good because it has four vowels.
A: OK. Ah, now two letters are yellow. 9What does mean?
B: That means the letters are correct, but in the wrong place.
A: 10What is now?
B: Try another word. Use different letters.
A: 'CLOTH'.
B: Nice! And 'C' is green. So it's the right letter in the right place.
A: Oh, I see. And I have six goes. Right. This is a great game!

3D had to, didn't have to, couldn't

REFERENCE ◀ page 35

had to
We use *had to* + infinitive when something was necessary or was a rule in the past.

At school, we had to stand up when the teacher entered the room.
I had to get up early yesterday to go to the airport.

didn't have to
We use *didn't have to* + infinitive when something was not necessary or there was no rule.

We didn't have to wear a uniform.
He didn't have to work in the summer holidays, and he spent all his time on the beach.

couldn't
We use *couldn't* + infinitive when something was prohibited in the past. The rules say it wasn't OK.

We couldn't use our phones in class.
They couldn't get on the plane because they didn't have their passports.

Notice
Didn't have to is different from *couldn't*.
We didn't have to speak English all the time in the lesson. We sometimes spoke in Spanish.
(= It wasn't necessary. You could choose to speak English or not speak English.)
We couldn't speak Spanish in the lesson. So we always spoke in English.
(= It was prohibited. There was a rule that says it wasn't OK.)

Questions with *had to*

| | wh-word | auxiliary | subject | verb | infinitive |
|------------------|---------|-----------|---------|---------|-------------|
| wh-questions | Why | did | you | have to | work? wait? |
| yes/no questions | | Did | she | | |

We can use short answers to *yes/no* questions with *had to*.
Yes, we did./No, she didn't.

Notice
Use the auxiliary *did* not *have*.
Did you have to pay?
NOT **Had you to pay?**



PRACTICE

- 1 Choose the correct words to complete the sentences.
- When I drove in the UK, I **have to** / **had to** drive on the left.
 - Mr García **had to** / **didn't have to** cancel the meeting because he wasn't well.
 - We were surprised because we **had to** / **couldn't** take photos inside the post office.
 - I **couldn't** / **didn't have to** go to baggage reclaim because I only had a carry-on bag.
 - Did Stella **have to** / **had to** wear a hat at the wedding?
 - We **hadn't to** / **didn't have to** wait long before we saw the doctor.
 - Why **had you to** / **did you have to** study Italian and German?
 - We **didn't have to** / **couldn't fly** because Francisco didn't have a passport.

2 Complete the sentences with *had to*, *didn't have to* or *couldn't*.
Last month you worked from home. What was different about that?

- I have good internet because we had a lot of online meetings.
- I take a holiday on Fridays because the company wanted me to work every day.
- I wear business clothes and I often wore jeans and a jumper.
- I make lunch every day because there were no cafés in the area.
- I wake up early because I didn't need to catch a train.

And earlier this month you were back in the office. How was that?

- I get up earlier and catch the train to work.
- I leave work before five o'clock in the afternoon.
- I wear jeans. In our office everyone wears suits.
- I make lunch. There were lots of cafés nearby.
- I go to a lot of face-to-face meetings.

- 3 Use the prompts to make sentences and questions and complete the conversations.
- A: Sorry I'm late home. I / have / finish a report.
Sorry I'm late home. I had to finish a report.
B: That's all right. I / have / have a shower and get dressed.
A: Is that a new shirt? It's nice.
 - A: How was the interview yesterday? you / have / answer / lot / questions?
B: Yes, / I / , but they offered me the job.
A: That's great news!
 - A: It's 11.30 p.m. Where's Helene?
B: She's at the party.
A: When I was young, I / could / stay out late. I / have / get home before 10.30 p.m.
B: Really? I / not / have / get home early, but I / have / phone my parents every hour.

4A present perfect simple (1)

REFERENCE ◀ page 38

We use the present perfect simple to talk about general experiences in our life, before now.

We don't say when because it isn't important or we don't know.

I've driven a bus. (= in my life before now)

Chris has never watched a football match. (= in his life before now)

Positive and negative

| subject | auxiliary verb (have) | past participle | object or phrase |
|---------------|-----------------------|-----------------|------------------|
| I/You/We/They | 've (have) haven't | played | this game. |
| He/She/It | 's (has) hasn't | seen | snow before. |

For negatives we can also use *never* + a positive verb.

I've never swum in the ocean.

Past participles

Past participles of regular verbs are the same as the past simple.

We've stayed in this hotel three times. Jamil has worked in India.

Many common verbs have irregular past participles.

I've done a lot of different sports. Elena has driven a bus.

See page 175 for a list of irregular verbs and their past participles.

Go has two past participles, *been (to)* and *gone (to)*.

My brother has been to Spain. (= He went to Spain and came back.)

My brother has gone to Spain. (= He's in Spain now.)

Been is also the past participle of *be*.

I've never been in a play. She's been really tired all week.

Questions

| | wh- word | auxiliary | subject | past participle |
|------------------|-----------------|-----------|---------------|------------------|
| wh- questions | Which countries | have | I/you/we/they | visited? |
| | | has | he/she/it | |
| yes/no questions | | Have | I/you/we/they | been (to Spain)? |
| | | Has | he/she/it | |

We can use short answers to *yes/no* questions in the present perfect simple.

Yes, they have./No, I haven't.

Yes, he has./No, she hasn't.

We can also ask questions with *ever*.

Have you ever flown in a small plane? (= in all of your life)

Notice

Look at the difference between the present perfect simple and the past simple.

I've been to Malaysia. (= We don't say when this happened. It is some time in my life before now.)

I went to Malaysia in 2020. (= We are speaking about a specific time in the past.)

We can use the present perfect simple to begin conversations, and then the past simple to ask about or give details.

A: Have you ever been to China?

B: Yes, I have.

A: When did you go?

B: I went in 2018.

PRACTICE

1 Complete the sentences with the present perfect simple form of the verbs in brackets.

- Gemi as a vet in Kenya. (work)
- Can you help me with this app? I it before. (not / use)
- I golf. (never / play)
- my manager, Amah? Amah, this is Robert. (you / meet)
- Jude to Montevideo and Salto. He loved both places! (go)
- in Canada? (Sofía / ever / live)
- That actor's very famous. He in lots of films. (be)
- How many videos ? (she / make)

2 Choose the correct words to complete the email.

Hi Mateo,

Wow! You're going to live in New Zealand for a year! ¹**Have you been / Did you go** to New Zealand before? I ²**ve been / was** there twice and when I was there I ³**ve travelled / travelled** all round North Island. It's beautiful! You asked me about Auckland. Yes, I've ⁴**been / gone** there, too. I ⁵**ve stayed / stayed** in Auckland in 2010 for a month. I was teaching at the university. It was in July and it ⁶**s rained / rained** a lot, but I really enjoyed my stay.

I ⁷**ve never visited / never visited** South Island, but my friend Carla ⁸**has driven / drove** all around it. She says it's beautiful. Last year, she ⁹**s gone / went** to Queenstown and she ¹⁰**s done / did** a bungee jump. I think she's very brave!

Write back to me and tell me more!
Dan

3 Use the prompts to make sentences and questions and complete the conversations. Use the present perfect simple and the past simple.

- A: you / ever / eat / Thai food?
B: Yes, / I / .
A: you / like / it?
B: Yes, / I / .
- A: I / see / this programme / before.
B: When / you / see / it?
A: I / see / it / last year. / I / not / like / it.
B: I / never / see / it.

4B comparatives and superlatives

REFERENCE ◀ page 40

We use comparative adjectives + *than* to compare two people, places or things.

Rachel is younger than her sister.

We use superlative adjectives to compare three or more people, places or things.

We usually use the superlative with *the*.

My bedroom is the coldest room in the house.

| rule | adjective | comparative | superlative |
|--|--------------------|--|--|
| most one-syllable adjectives, add <i>-er/-est</i> | small | smaller | the smallest |
| one-syllable adjectives ending <i>-e</i> , add <i>-r/-st</i> | safe | safer | the safest |
| adjectives ending CVC*, double the final consonant, and add <i>-er/-est</i> | big | bigger | the biggest |
| one- or two-syllable adjectives ending consonant + <i>-y</i> , change <i>-y</i> to <i>-ier/-iest</i> | heavy | heavier | the heaviest |
| longer adjectives, <i>more/most</i> + adjective | dangerous | more dangerous | the most dangerous |
| all adjectives ending <i>-ed</i> , <i>more/most</i> + adjective | tired | more tired | the most tired |
| irregular adjectives | good bad far | better worse further/ farther | the best the worst the furthest/ farthest |

*CVC = consonant + vowel + consonant

We often use *which* to ask questions about the difference between two things.

Which is longer, the Yangtze River or the Amazon?

We often use *in* + place after superlative adjectives.

Sam's the youngest student in the class.

NOT **Sam's the youngest student of the class.**

We also use superlative adjective + noun + *to* infinitive.

What's the hardest thing to learn?

It's the most comfortable place to stay.

We can use these phrases to say that something is the same or different:



We can use *the same*, *similar* and *different* with a noun.

It's the same colour as your car.

It's a similar colour to your bag.

It's a different colour from your shirt.

PRACTICE

1 Complete the text with the comparative or superlative form of the adjectives in brackets.

When I started my job a year ago, I found it very difficult. Now, after one year, I feel ¹..... (confident) and I'm ²..... (positive) about everything. The ³..... (nice) things about working here are the people and my journey to work. Although the hours are ⁴..... (long) than in my last workplace, the people here don't mind working hard. All of them are ⁵..... (friendly) than in my last company. The ⁶..... (good) thing of all is that I don't have to catch the underground to come to work. I can walk. My ⁷..... (fast) time this year was twenty minutes from door to door. It's a lot ⁸..... (quick) than by underground and I feel ⁹..... (fit) and ¹⁰..... (strong) because of all the walking.

2 Correct the sentences. Two sentences are correct.

- English grammar is ~~more~~ **easier** than German grammar.
- It's more darker in the evenings than it was last month.
- Your computer is older that mine.
- She's most interesting person in our office.
- Which car is the cheapest?
- Your phone is similar of Ricki's.
- The best time for visit Mexico is from December to April.
- This meal is the same like yesterday's meal.
- My birthday was the most wettest day of the year.
- Paris is further from Berlin than Warsaw.
- My answer is different of your answer.
- It was the baddest day of my life.

3 Use the prompts to make sentences and questions and complete the conversations.

- Q: When / be / the / good / time / visit?
A1: Well, / although / it / be / warm / August, it / busy / other months.
A2: Yes, / it / be / quiet / May / other months / and / it / be / pretty / month / the year.
- Q: Be / the north of the country / same / the south?
A1: It / be / similar / the south.
A2: I think / it / be / very / different / the south. / The north / be / dry / and / hot / the south.
- Q: Which part / the country / the / beautiful?
A1: The west, / but / it / also / the / expensive.
A2: Yes, it / popular / place for holidays / the country.

4C How to ... make suggestions and recommendations

REFERENCE ◀ page 43

Asking for suggestions and recommendations

- We use these questions to ask for suggestions and recommendations:
- *wh-* question word + *can/could* + subject + infinitive
Where can I get some petrol?
When could I visit you?
 - *wh-* question word + *shall + I/we* + infinitive
What shall we do tonight?
 - *wh-* question word + *should + I/we* + infinitive
What sort of clothes should I bring?

We use *should* when we ask for stronger advice.

Making suggestions and recommendations

- We use these phrases to make suggestions and recommendations:
- subject + *can/could* + infinitive
You can get petrol at the garage on the left.
You could come in August or September.
 - *Why don't* + subject + infinitive
Why don't we watch a film?
 - *How about* + *-ing* form
How about trying that new club?
 - *What about* + *-ing* form
What about inviting Zsuzsa and Bence for dinner?
 - subject + *should* + infinitive
You should bring a warm coat.

We use *should* when we give stronger advice.

We use these phrases to respond in a positive way to suggestions and recommendations:

- That's a good idea.
- That's an interesting idea.
- That sounds really exciting.
- That's fine with me.

We use these phrases to say we don't like a suggestion or recommendation:

- I'm not sure.
- I'm not sure that's a good idea.
- I (don't) think he'd like it/that.
- It's a bit expensive.
- It's too dangerous.

We often make some phrases shorter:
Great idea! (= That's a great idea!)
Sounds good (to me).

PRACTICE

1 Match the sentence halves.

- | | |
|---------------------------------------|--|
| 1 How about | a we go to the Greek café? |
| 2 You should | b could cancel the meeting. |
| 3 Sounds good | c a good idea because the service is very slow. |
| 4 Good idea. Maybe he | d about phoning him and explaining the problem? |
| 5 Where shall we | e go for lunch? |
| 6 OK. So why don't | f like that. We have an important meeting. |
| 7 My tooth is really bad. What should | g going to that French restaurant near the gym? |
| 8 What | h I do? |
| 9 I'm not sure that's | i to me. |
| 10 I don't think my manager would | j make an appointment to see the dentist, today. |

2 Put the sentences in Ex 1 in the correct order to make two conversations.

Conversation 1
5, ...

Conversation 2
7, ...

3 Correct the conversation. In sentences 1–8, add a word OR take a word away.

- A: ¹How ~~about~~ can we get to the airport tomorrow before 5 a.m.?
B: ²You should to take a taxi. That's always best.
A: ³That too expensive for us. Is there another way?
B: ⁴How about you going by underground?
A: I hate travelling by underground. ⁵I really don't like.
B: ⁶Why you don't you take the airport bus from your hotel?
A: ⁷That's good idea. Is that OK with you, Vincenzo?
C: ⁸Yes, that's fine with.



4D verbs of sensation + adjective or like

REFERENCE ◀ page 45



That looks great.

That sounds terrible.



This tastes delicious.

That smells good.

This feels very hard.

After most verbs we use an adverb. **I cook badly.**

After the verb *be* we use an adjective. **These eggs are bad.**

We also use adjectives after the five verbs of sensation: *look, sound, taste, smell* and *feel*.

This tastes bad. NOT ~~This tastes badly.~~

Remember that verbs of sensation are state verbs. We don't usually use them in the present continuous or the past continuous.

That smells nice. NOT ~~That is smelling nice.~~

The soup tasted delicious. NOT ~~The soup was tasting delicious.~~

We can use *look* in the continuous when we talk about seeing, not sensations.

What are you looking at? (= seeing)

NOT ~~This hotel is looking good.~~ (= sensation)

We can use *feel* in the continuous when we talk about emotions, not sensations.

I'm feeling great. OR **I feel great.** (= emotion)

NOT ~~This bed is feeling soft.~~ (= sensation)

Questions with verbs of sensation

We can ask about sensations with *How ... ?* or *What ... like?* They mean the same thing.

We can answer with an adjective.

Q: How does it taste? A: It's delicious.

Q: What does it taste like? A: It's really nice.

We can use *What/Who ... like?* to ask about things that are similar.

We answer with a noun.

Q: What does it taste like? A: It tastes like dishwater.

Q: Who does she look like? A: She looks like her mother.

Remember that we can also use *What ... like?* with the verb *be*.

Q: What's the weather like? A: It's raining.

Q: What was the film like? A: It was great.

Look, sound, taste, smell and *feel* can also be nouns.
I love the sound of the sea. / The smell was terrible.

PRACTICE

1 Complete the sentences with the correct form of the verbs in the box. Use each verb twice.

feel look smell sound taste

- I don't want to climb up there. It very high.
- I like your idea. It good!
- Does this swimming pool have a water heater? The water really warm.
- There's too much sugar in this cake. It very sweet.
- What are you cooking? It lovely.
- It very cold in here. Can we close the windows?
- This soap like vanilla.
- What's that noise? It like a helicopter.
- You and Lena really like each other. Your eyes are the same.
- Mmm, this soup is really good. It like my grandmother's soup.

2 Find and correct one mistake in each conversation.

- A: How does it look like?
B: It looks great.
- A: Did you like the fish?
B: Yes! It was tasting wonderful!
- A: I can't reach the shelf.
B: Don't stand on the chair. It no look very safe.
- A: What did the music sound?
B: It was beautiful.
- A: What a lovely plant! What is it?
B: It's a type of iris. It looks nice, but it's smelling horrible.
- A: Oh, you're baking a cake. Is it ready?
B: Yes. See, it's feel soft, but nice and dry.

3 Use the prompts to make sentences and questions and complete the conversations.

- A: I / can / not / find / my wallet.
B: What / look / ?
A: It / be / small / black.
- A: Your veggie burger / smell / good.
How / it / taste?
B: Well, it / look / meat / and / it / smell / meat.
A: But / it / taste / meat?
B: No, / taste / terrible!
- A: You should / go / bed.
B: You / sound / my mother!

5A possessive pronouns, whose, this/that, there/then

REFERENCE ◀ page 49

Personal pronouns and adjectives

| subject pronoun | object pronoun | possessive adjective | possessive pronoun |
|-----------------|----------------|----------------------|--------------------|
| I | me | my | mine |
| you | you | your | yours |
| he | him | his | his |
| she | her | her | hers |
| it | it | its | its |
| we | us | our | ours |
| they | them | their | theirs |

Subject and object pronouns replace nouns.

Elena has got a problem. Elena **She** hasn't used this program before. Can you help Elena **her**?

We use object pronouns after prepositions.

Is this Jamie? I have a present **for him**. It's **from me** and William.

Possessive pronouns replace possessive adjectives + nouns.

A: Is this bag **your bag yours**?

B: No, it's **their bag theirs**.

We never follow a possessive pronoun with a noun.

What time is your flight? **Ours** is at 7.55. NOT ~~Ours flight is at 7.55.~~

That phone is **mine**. NOT ~~That phone is mine phone.~~

We use *Whose + be* or *Whose + noun + verb* to ask about possession.

A: **Whose** is that car?

A: **Whose laptop** is this?

B: It's **his**.

B: It's not mine. I think it's Ken's.

Notice that this is different from *Who's* (= *Who is* or *Who has*).

A: **Who's** that new student?

A: **Who's** got my book?

B: Her name's Lydia.

B: I have. Sorry.

this, that, these, those

We can use *this, that, these* and *those* as adjectives with nouns.

This shower is broken. **That boy** is my brother.

I haven't seen **these photos** before. Look at **those butterflies**.

We can also use *this, that, these* and *those* as pronouns, with no nouns.

This is broken. **That's** my brother.

I haven't seen **these** before. Look at **those**.

Pronouns this/that and there/then in writing and speaking

We often use personal pronouns, *this/that* and the adverbs *there* and *then* when we don't want to repeat a word, phrase or idea. These pronouns and adverbs refer back to a word, phrase or complete sentence that we have written or said earlier.

Eliza and I were walking home when Pat saw **us**.

I haven't got a pen. Can I borrow **yours**?

My manager cancelled the meeting yesterday. **This** was a problem for me.

We saw the sunrise over the ocean. **That** was my favourite moment.

We flew to Miami and landed **there** at 7 a.m.

I'm going out at 3 p.m. I'll get you some chocolate **then**.

PRACTICE

1 Choose the correct word to complete the sentences.

- I think this bag is **your / yours**.
- Where's Maria? These are **her / hers** glasses.
- Who's / Whose** book is this?
- Who's / Whose** that man over there?
- This credit card isn't **my / mine**.
- Kamal and Chidi want us to meet **their / theirs** parents.
- Who's / Whose** surname begins with A?
- We're sitting here. Where are **your / yours** seats?
- Who's / Whose** got the correct answer?
- I like Mateo's apartment, but **our / ours** is nicer.

2 Complete the sentences with a pronoun (*I, me, mine, etc.*) or a possessive adjective (*my, etc.*).

- Do you know the people in number 73? I think this dog is
- Budapest is famous for river and castle.
- Do you like this photo of Anna with new baby?
- I've never met Mr Browne, but I've heard a lot about
- We had to wait a long time for food.
- Steffi's our new teacher. She's great. We all really like
- I'm looking for my brother's coat. I think this blue coat's, but it's very similar to that one.
- The party is at eight o'clock! I told you yesterday! You never listen to
- I love that car. Is it, Brigitte?
- These aren't my gloves. are smaller.

3 Replace the words in bold with pronouns.

- Conversation 1
- A: Whose keys are **these keys**?
- B: I think they're **my keys**.
- A: **The keys** were on that table.
- B: Yes, I left **the keys** **on that table**. Thank you.
- A: No problem.
- Conversation 2
- A: Hi, Miriam and Kodi. How was your trip?
- B: **Our trip** was brilliant, thanks. My uncle met **Miriam and Kodi** at the bus station.
- A: **Meeting you at the bus station** was nice of him.
- B: Yes, the bus got in at 5 a.m. so he had to arrive before **5 a.m.**
- A: Did you stay with **your uncle**?
- B: No, we didn't. We stayed in a hotel.

5B quantifiers

REFERENCE ◀ page 51

Quantifiers with countable and uncountable nouns

We use the quantifiers *some, any* and *no* before nouns.

We use *some* when we don't say the exact amount, but it is not large.

We use *any* to ask if something exists or to say something doesn't exist.

We use *no* to mean 'not any'.

| | + | - | ? | |
|-------------|---|---|---|---|
| <i>some</i> | ✓ | | | There's some good advice on the website. |
| <i>any</i> | | ✓ | ✓ | Do you have any ideas? |
| <i>no</i> | | ✓ | | There's no electricity. |

Remember that we use a singular verb with uncountable nouns.

There **isn't any** news. NOT ~~There aren't any news.~~

We use a positive verb with *no*.

I **have no** time to talk. NOT ~~I don't have no time to talk.~~

Notice

We can also use *some* for requests and offers.

Could you give me **some information** about trains to Madrid?

Would you like **some tea**?

Nouns with no quantifiers

When we are speaking in general, we don't use a quantifier or *the* before uncountable or countable nouns.

I'm not interested in **fashion**. NOT ~~I'm not interested in some fashion.~~

People are important to me. NOT ~~The people are important to me.~~

Compare this with when we are speaking about something specific.

The people in my family are the most important to me.

Quantifiers for different amounts

We use quantifiers to talk about the amount of something.

We use them with countable [C] nouns and uncountable [U] nouns.

| | meaning | [C] | [U] | + | - | ? | |
|----------------------------|---------------------|-----|-----|---|---|---|-------------------------------|
| <i>lots of / a lot of</i> | | ✓ | ✓ | ✓ | ✓ | ✓ | You've got a lot of T-shirts. |
| <i>much</i> | a large amount | | ✓ | | ✓ | ✓ | How much food shall I make? |
| <i>many</i> | | ✓ | | ✓ | ✓ | ✓ | There aren't many buses. |
| <i>too much</i> | more than necessary | | ✓ | ✓ | ✓ | ✓ | There's too much work. |
| <i>too many</i> | (a problem) | ✓ | | ✓ | ✓ | ✓ | I get too many emails. |
| <i>enough</i> | the right amount | ✓ | ✓ | ✓ | ✓ | ✓ | Have we got enough food? |
| <i>a bit of / a little</i> | a small amount | | ✓ | ✓ | | ✓ | I've got a bit of news. |

Remember that we don't use *too much* + adjective.

I was **too bored**. NOT ~~I was too much bored.~~

Countable and uncountable meanings

Some nouns can be countable or uncountable. These include: *coffee(s), tea(s), cake(s), paper(s)* and *time(s)*.

There's **some coffee** in the cupboard. We had **three coffees**.

Is there **any paper** for the printer? I read it in **the paper**. (= newspaper)

I don't have **much time**. I've been to Argentina **many times**.

PRACTICE

1 Complete the sentences with *some, any, no, much, many* or *enough*.

- Sorry, we haven't got batteries. Come back tomorrow.
- Stop! That's too salt!
- How times have you been to India?
- Are there chairs for twelve people?
- Look on the table. There are keys there.
- How meat do you eat?
- I don't have cousins. I only have two.
- We have dollars, but we have some euros.

2 Correct the sentences. Two sentences are correct. suggestions

- There are some good suggestion here. Thank you.
- My coffee machine doesn't use many electricity.
- Can you pass me some bread, please?
- I'm sorry. We haven't got some bread.
- There are no new software this year.
- How much words do you know?
- I don't remember a lot vocabulary.
- I can call you tomorrow, but I haven't got enough time now.
- I'm afraid there aren't no blue shirts.
- I'd like to give you a bit of advices.

3 Complete the text with the words in the box.

a any enough little
lot many much no

We only took a(n) ¹..... luggage with us, so we didn't have to go to the check-in desk. Although it took us a(n) ²..... of time to go through security, we were early so we had ³..... time to go to one of the cafés and have breakfast. We got on the plane at seven. It was a long flight. Susie did ⁴..... bit of work on her laptop, but I didn't have ⁵..... work, so I watched a film. There weren't ⁶..... people on the plane, only about thirty. I had a second breakfast, then Susie wasn't hungry, so I ate hers, too. That was too ⁷..... food for one person and I felt very sleepy. There were ⁸..... passengers in the seats next to mine, so I lay down and slept for about five hours. We landed at three o'clock.

5C How to ... talk about a product

REFERENCE ◀ page 53

Introducing a product

We all need ... , but are you looking for something different?

We all need a good water bottle, but are you looking for something different?

We all want ... , but lots of us ...

We all want a good pair of trainers, but lots of us have problems with ours.

Maybe your ... are too .../aren't ... enough.

Maybe your gloves aren't warm enough.

Do you have a problem with ... ?

Do you have a problem with cold hands?

(Well,) here's the answer.

(Well,) I have the answer.

Giving details to sell a product

It's not just a normal ... , and I'll tell you why.

It's not just a normal water bottle, and I'll tell you why. It can hold two litres of water.

It's ... It has ... It's got ...

It's light. It has a metal top. It's got a strong cover.

And that's not all.

You/It can ...

It can keep water cool for 24 hours.

It's perfect for ...

It's perfect for walkers and workers.

The best thing about ... is that/its/their ...

The best thing about our trainers is that they are very comfortable.

Another good thing about ... is that/its/their ...

Another good thing about our gloves is their price.

It comes/They come in ... different colours/sizes.

They come in six different colours.

Involving your listeners

Think about it.

Think about it. Your feet work all day for you, so you need to give them the best.

Why is this important?

Why is this important? Well, we spend a lot of the day at our computers, so ...

We all know that ...

We all know that it's difficult to work with cold hands.

I like my ... a lot/I really love my ... , and you're going to love yours, too!

I like my trainers a lot.

I really love my gloves, and you're going to love yours, too!

PRACTICE



- Put the words in the correct order to complete the product description.
 - need / all / a / toothbrush / good / We .
 - plastic / toothbrushes / are / But / most .
 - much / have / you / a / too / plastic / problem / Do / with ?
 - answer / Well, / I / the / have .
 - is / bamboo / The / toothbrush / E-boo-brush / a .
 - all / that's / And / not .
 - too / electric, / It's .
 - thing / your / well / cleans / Another / is / it / teeth / that .
 - like / lot / E-boo-brush / a / I / my .
 - teeth / is / much / my / cleaner / feel / because / That .
 - your / one / for / and / all / friends / Buy / you .
 - it / to / going / love / You're .

2 Complete the sentences with the words in the box.

enough for got important in
is it the thing us we yours

- We are all making more videos these days, but lots of have problems with them.
- Maybe your videos aren't clear for larger screens.
- Are you looking something different?
- Well, here's answer.
- It's a tripod to hold your phone. It's three legs.
- It's light and you can carry in a small bag.
- It perfect for all film-makers.
- It comes three different sizes: small, medium and large.
- The best about it is that it is very strong.
- Why is this ?
- Well, all know that it's easy to break your phone.
- I really love my tripod, and you're going to love, too.

5D verbs with two objects

REFERENCE ◀ page 55

Direct and indirect objects

We use many verbs with a single direct object:

My brother is buying an apartment.
subject verb direct object

The direct object answers the question *What is he buying?* (The answer is 'an apartment'.)

We use some verbs with a direct object and an indirect object:

My brother lent me his apartment.
subject verb indirect object direct object

The indirect object answers the question *Who did he lend it to?* (The answer is 'me'.)

Verbs with two objects

We use two different patterns with this type of verb.

- She gave me a book.**
verb + indirect object + direct object
- She gave a book to me.**
verb + direct object + to + indirect object

Verbs with two objects include:

| verb | pattern 1 | pattern 2 |
|-------|---------------------------------------|--|
| give | Give your sister that toy. | Give that toy to your sister. |
| lend | We lent Jamie our car. | We lent our car to Jamie. |
| offer | They offered us a free ticket. | They offered a free ticket to us. |
| pass | Could you pass me the salt? | Could you pass the salt to me? |
| send | I'll send Liz a card. | I'll send a card to Liz. |
| show | Charlie showed me his picture. | Charlie showed his picture to me. |
| teach | Sara taught them Spanish. | Sara taught Spanish to them. |
| write | Shall I write him a letter? | Shall I write a letter to him? |

Some verbs take verb + direct object + *for* + indirect object:

| verb | pattern 1 | pattern 2 |
|-------|---|---|
| buy | Let's buy mum a present. | Let's buy a present for mum. |
| get | I'm going to get her some flowers. | I'm going to get some flowers for her. |
| leave | I left you a note. | I left a note for you. |
| make | He made me a dress. | He made a dress for me. |

We often choose pattern 1, especially when the object is short.
I sent him an email.

We usually choose pattern 2 with a longer indirect object.
I sent an email to everyone in the company.

We almost always use pattern 1 with the verbs *ask* and *tell*.
I asked her a question. NOT ~~I asked a question to her.~~
I told him my name. NOT ~~I told my name to him.~~

PRACTICE

1 Put the words in the correct order to make sentences and questions.

- us / give / When / the / you / can / money ?
- photos / show / Let / our / holiday / you / me .
- please / you / a / plate, / Can / me / pass ?
- a / hour / Ken / sent / about / text / to / an / ago / I .
- I / for / my / favourite / ticket / got / brother / his / a / band .
- the / you / the / tell / park, / us / way / Can / to / please ?
- our / to / lent / some / last / house / We / friends / summer .
- of / anyone / you / piece / made / a / furniture / Have / ever ?
- to / Jenny / plant / going / buy / I'm / a / for .
- any / me / want / you / Do / to / questions / ask ?

2 Put the words in brackets in the correct place.

- Could you show ^{us} a picture of the house? (us)
- Did you send an email yesterday? (to Mark and Rachel)
- I was telling a story when you came in. (the children)
- Have you ever lent a friend? (money to)
- You could buy a jumper. (for dad)
- I'll leave the keys on the table. (for Justine)
- Let me give my business card. (you)
- Did they offer the job? (to Carlo)
- After our birthdays we had to write people. ('thank you' letters)
- Why don't we get an experience gift? (Jennifer)

3 Find and correct two mistakes in each conversation.

- A: Kelly, I have to give a talk my class tomorrow.
B: What's it about?
A: About this street.
B: That sounds interesting.
A: Can I show to you the video?
B: Yes, of course. I'd like to see it.
- A: Is there wifi in the apartment?
B: Yes. I'll leave the wifi password you in the kitchen.
A: Thanks.
B: Do you want to ask to me anything else?
A: No, that's everything. Thank you.
- A: Bianca would like the report today. Is it ready?
B: I can send the report her in about an hour.
A: Thank you. I'm going out for lunch. Do you want anything?
B: Can you get for me a sandwich?
A: What sort?
B: Egg, please.

6A adverbs of frequency and manner

REFERENCE ◀ page 59

We use adverbs to tell us more about an action.

Adverbs of frequency

Adverbs of frequency are *always, usually, normally, often, sometimes, not often, hardly ever, occasionally, never*. They answer the question *How often?*

We use adverbs of frequency before most main verbs.
I **occasionally write letters**.

We don't put an adverb of frequency between a verb and its object.
We **often visit my parents**. NOT ~~We visit often my parents~~.

We use adverbs of frequency after the verb *be*.
The children **are normally asleep before nine o'clock**.

We can also use *often, sometimes* and *occasionally* at the beginning or end of a sentence or phrase.

Often we rented a house by the sea in the summer.
My mother taught Spanish to our neighbours sometimes.

Adverbs of manner

Adverbs of manner answer the question *How?*

| | adjective | adverb |
|---|---------------------------------------|---------------------------------------|
| most adverbs, add <i>-ly</i> to the adjective | brilliant careful | brilliantly carefully |
| adjectives ending <i>-y</i> , change <i>-y</i> to <i>-ily</i> | angry happy | angrily happily |
| irregular adverbs | good fast hard early late | well fast hard early late |

We usually use adverbs of manner after a verb.
They **lived happily ever after**.

We don't put an adverb of manner between a verb and its object.
I **love our sons equally**. NOT ~~I love equally our sons~~.

The comparative adverbs for *good/bad* are *better/worse*.
I **did worse in the second exam than the first**.

The superlative adverbs for *good/bad* are *best/worst*.
I **work best in the mornings**.

Remember that we use verbs of sensation (*look, sound, taste, smell, feel*) with adjectives, not adverbs.

That sounds good! NOT ~~That sounds well!~~

Well can be an adjective or an adverb.
I'm **well, thanks**. (adjective = fine/not ill)
I **play tennis well**. (adverb = I'm good at tennis.)

Modifiers

We use modifiers to say more about an adverb.
We can use the modifiers *really, (not) very* and *quite* with adverbs of manner and with *often*.

Ivaan **talks really fast**. She **goes there quite often**.

We can also use *really, very* and *only* with *occasionally*.
My cousin and I **call each other very occasionally**.

PRACTICE

1 Complete the sentences. Choose the correct place (a or b) for the adverb of frequency or manner.

- They pronounce (a) some words (b) **differently** in the north of the country. (differently)
- When you work at a computer, you (a) should take a short break (b) (occasionally)
- I (a) shut all the windows (b) before I go to bed. (usually)
- Push (a) the button (b) and then wait for a minute. (hard)
- Irena (a) is (b) late, especially on Monday mornings. (often)
- You should (a) switch off (b) the light when you leave a room. (always)
- You played (a) that piece of music (b) (beautifully)
- I've ridden (a) a horse alone (b) (sometimes)

2 Complete the sentences. Use the adjective in brackets or change it to an adverb.

- I don't like being in a car with my brother because he drives really (dangerous)
- Could you speak? The baby's sleeping. (quiet)
- You should throw away these eggs. They smell really (bad)
- We arrived home, but the journey took ten hours. (safe)
- I can dance salsa, but not very (good)
- I'd like to go to Dr Muller's talk this evening. It looks (interesting)
- We have to walk because the bus leaves in ten minutes. (fast)
- 'I'm going to win this race,' Luzia said (confident)
- Well done! You played! (brilliant)
- Look at the baby. She's trying really to stand up. (hard)

3 Complete the text with the adverb form of the adjectives in the box. Use one word twice.

early easy hard late loud slow

One morning last week, I woke up ¹ because my neighbours were talking ² I didn't want to stay and listen to them, so I had breakfast and I ran out of the door to work. I forgot to take an umbrella and it started raining ³, so I got very wet. My train was at eight o'clock, but I arrived at the station ⁴, at a quarter to eight. So I caught my train ⁵ I was surprised because there weren't many people on the train. Because of the rain, the train went ⁶ and I got to the office ⁷, at half past nine. It was empty. I checked on my phone ... It was Sunday and I didn't have to work!

6B present perfect simple (2)

REFERENCE ◀ page 60

For the form of the present perfect simple, refer to page 108.

We use the present perfect simple to talk about a recent event before now.

It is always connected to now.

I've lost my phone. (= I can't find it now.)

We don't mention the specific time.

NOT ~~I've lost my phone half an hour ago.~~

just

We use the present perfect simple with *just* for an action a very short time before now and very close to now.

Just goes before the past participle.

I've just spoken to Jon and he's going to call you.

recently

We use the present perfect simple with *recently* for an action a short time before now, but not very close to now.

Recently goes before the past participle or at the beginning or the end of a sentence or phrase.

I've recently moved home.

Recently I've moved home.

I've moved home recently.

already

We use the present perfect simple with *already* for an action before now and often before the listener expected.

Already goes before the past participle or at the end of a sentence or phrase.

Emilio's already paid for the meal.

Emilio's paid for the meal already.

yet

We use the present perfect simple with *yet* for an action that hasn't happened before now, but that we expect to happen in the future.

Yet goes at the end of a sentence or phrase.

I haven't bought a present for Sara yet. (= but I'm going to buy one)

We use *yet* with negatives and to ask questions. In questions, we expect the person has done the action.

Have you called Lucas yet? (= I expect that you called him before now)

In short answers we can use *Not yet*.

Not yet, but I'm going call him this morning.

still

We use the present perfect simple with *still* for an action that hasn't happened before now, but that we expect to happen in the future.

We use *still ... not* to say things haven't changed and we feel a bit negative about this.

Still goes before *have/has*.

I still haven't read that book.

PRACTICE

1 Choose the correct words to complete the sentences.

- Oh no! I **'ve forgotten / forgot** my ticket.
- We **haven't seen / didn't see** anyone in the park yesterday.
- Can I go out? I **'ve done / did** my homework.
- Has Beata gone / Did Beata go** to sleep or do I need to read her a story?
- What time **have you woken up / did you wake up?**
- The taxi's here. **Have you shut / Did you shut** all the windows?
- We **'ve bought / bought** a new car in March.
- And Alan Jefcoate **has won / won!** That's amazing! Congratulations, Alan!

2 Put the words in the correct order to make sentences and questions.

- plane / just / off / got / We've / the .
- yet / you / contract / signed / the / Have ?
- food, / ordered / I've / our / already / thanks .
- question / yet / haven't / answered / my / You .
- married / recently / Florence / got / has .
- that / read / already / I've / book .
- apartment / moved / our / still / We / to / new / haven't .
- swim / the / yet / Have / children / to / learnt ?
- jeans / new / bought / just / these / I've .
- us / hasn't / plans / told / Jayne / yet / her .
- recently / company / left / Hilary / has / the .
- off / still / taken / plane / Our / hasn't .

3 Use the prompts to make sentences and questions and complete the conversations.

Conversation 1

A: you / finish / the report / yet?

B: I / still / not / finish / it.

A: Do you want me to do it?

B: Thanks, but / I / already / do / five pages.

A: All today?

B: No, I / do / those / yesterday. I can finish it this afternoon.

A: OK. That sounds good.

Conversation 2

A: What are you going to have?

B: I / not / decide / yet. How about you?

A: I / already / choose / my main course. The fish. I / have / it / last time.

(later)

A: Could we have the bill, please?

B: It / be / OK. / I / already / pay.

A: Really? Let me give you something. How much / be / it?

B: That's a secret!

6C How to ... talk about health problems

REFERENCE ◀ page 63

The doctor uses these phrases to greet the patient and ask questions.

What can I do for you?

How can I help you?

Could you tell me your symptoms?

When did these symptoms start?

We use these phrases to explain the problem.

I'm worried about my heart.

I've taken some painkillers, but **it still hurts** a lot.

I've taken some pills, but **they haven't worked**.

I've broken my wrist.

I've hurt my leg.

I've put ice on it.

My neck hurts.

My legs hurt.

My whole body aches.

I can't stop coughing.

I've got a sore throat.

I've got toothache.

I'm feeling/I feel really tired.

Notice

We can use *have got* or *have* for symptoms.

I've got a painful wrist. OR **I have a painful wrist.**

Have you got a temperature? OR **Do you have a temperature?**

We often use the present perfect simple in this situation because:

- the action or event is recent.
- it is connected to now.
- we don't mention the time.

I've cut my hand. NOT ~~I cut my hand.~~

The doctor uses these phrases to say what is wrong and to give advice.

If it still hasn't got better, you should get an X-ray.

It sounds like you've got flu.

It sounds like you've broken it.

You should stay at home.

You shouldn't play tennis.

And you must stay in bed.

You mustn't take more than four tablets every twenty-four hours.

If you don't feel better in a couple of days, give me a call.

Notice the difference:

You should(n't) + infinitive = It's a good/bad idea to do something.

You should drink lots of water. You shouldn't do too much exercise.

You must + infinitive = You have to do something. It's necessary.

You must stay at home.

You mustn't + infinitive = You can't do something. It's prohibited.

You mustn't do any sport for the next week.

PRACTICE

1 Complete the conversation with the correct form of the verbs in the box.

feel help hurt (x2) put rest take work

A: Hi, how can I ¹..... you?

B: I've ²..... my hand. I fell over in the garden.

A: Let me look at it.

B: I've ³..... ice on it.

A: Can you move your fingers? OK, nothing's broken.

B: Ow, my fingers really ⁴.....

A: Yes, well, you should ⁵..... it. Don't use it.

B: I've ⁶..... some painkillers, but they haven't ⁷.....

A: Just rest for a day or two. If you don't ⁸..... better in a couple of days, give me a call.

2 Match the sentence halves.

- | | |
|---------------------|--------------------------|
| 1 What can | a take these tablets. |
| 2 I've | b your symptoms? |
| 3 This tooth | c really unwell. |
| 4 I can't stop | d I help you? |
| 5 How can | e taken the antibiotics. |
| 6 I've got | f hurts. |
| 7 Could you tell me | g I do for you? |
| 8 I feel | h coughing. |
| 9 You must | i sore throat. |
| 10 I have a | j earache. |

3 Correct the sentences. One sentence is correct.

- I'm always tired and I can't stop ery. **crying**
- I think I break my little finger because it's very painful.
- I'm worried my elbow, it really hurts.
- You mustn't go to work tomorrow.
- When have your symptoms started?
- You should to go to the hospital immediately.
- It sounds a bad cold, not flu.
- My all body aches.
- If it still has got better tomorrow, call me.
- My knee pains a lot.



6D be + adjective + to infinitive

REFERENCE ◀ page 65

We use *It + be + adjective + to infinitive* with these adjectives:

| | | |
|-----------|-------------|---------|
| bad | great | polite |
| common | hard | quick |
| dangerous | important | right |
| difficult | interesting | safe |
| easy | kind | unusual |
| exciting | nice | useful |
| fine | normal | usual |
| good | OK | wrong |

It's useful to discuss the problem together.

It isn't common to have barbecues in winter.

It was good to see you yesterday.

Was it easy to find the restaurant?

When we want to add a person, we can add *for + me, him, Stef*, etc.

It's difficult for me to change your flight.

It's fine for Stef to stay here tonight.

In some phrases with *kind, good* and *nice*, we use *of + you, them, Jim*, etc.

It's kind of you to help.

It's good of Jim to drive us to the airport.

It's nice of her to invite us to the party.

We can compare things with *It + be + comparative adjective + to infinitive + than*.

It's more interesting to be a driver than (to be) a passenger.

It's harder to work from home than (to work) in an office.

We use *subject + be/feel*, etc. + *adjective + to infinitive* when we want to talk about our feelings. Adjectives used in this structure include:

| | | |
|--------|---------|-----------|
| amazed | lucky | sorry |
| angry | pleased | surprised |
| happy | sad | |

I was amazed to see Jim at the party.

Are you pleased to be home after the holiday?

Notice

After *sad, surprised* or *sorry*, we often use these verbs:

find out hear learn see

We were sad to learn the news.

I was surprised to find out about the job on social media.

I'm really sorry to hear about your grandmother.

Are you surprised to see me?

Other adjectives + *to infinitive* include *careful* and *ready*.

Are you ready to leave?

The manager was careful to speak slowly.

We form negatives with *adjective + not + to infinitive*.

Be careful not to fall over.

I was sorry not to see you yesterday.

PRACTICE

1 Match the sentence halves.

- | | |
|--|--|
| 1 Is it better to go to university now | a because I think it's useful to do both. |
| 2 I don't think it's bad | b to wait a year before starting university. |
| 3 Will it be difficult for | c learn about the real world. |
| 4 Maybe, but it's more important to | d of you to give me your advice. |
| 5 Do you think it's | e me to be a student again after a one-year break? |
| 6 It's difficult for me to say | f or to travel for a year? |
| 7 Thanks, it's nice | g better to work for a year than to travel? |

2 Put the words in the correct order to make sentences and questions.

- come / to / for / fine / It's / you .
- to / It's / again / see / you / great .
- perfect / not / to / It's / OK / be .
- listen / It's / to / than / better / to / speak .
- to / for / meetings / Is / unusual / cancel / Wendy / it ?
- the / It's / to / lock / windows / important / all .
- It / Rachel / was / exciting / meet / to .
- meal / pay / was / you / It / to / of / for / kind / the .
- it / Spanish / Was / to / hard / learn ?
- It / this / isn't / us / for / drive / in / weather / to / safe .
- it / 'thank you' / wrong / expect / a / message / Is / to ?
- car / travel / by / It's / to / than / quicker / train / by .

3 Join the sentences and questions. Use an adjective and the to infinitive.

- We found the key in the door. We were surprised.
We **were surprised to find the key in the door** .
- I heard your news. I was very sorry.
I
- Can you leave now? Are you ready?
Are ?
- You have a balcony. Nice!
It's
- Adrian didn't go to the party. He was sorry about that.
Adrian
- The water's safe. You can drink it.
It's
- Don't start eating before other people. It isn't polite.
It
- Isabella has to pass the exam. It's important for her.
It's
- You asked for a clean spoon. That was right.
You
- I met my new manager yesterday. I was pleased about that.
I

7A present continuous with future reference; other future forms

REFERENCE ◀ page 69

Present continuous

We use the present continuous to talk about events that we have already arranged. The arrangements are often with other people.

I'm meeting my manager tomorrow at three o'clock.

(= I know about this, and my manager knows about the arrangement. It's in our diaries.)

Mariam's parents are coming for lunch tomorrow.

(= We know, and Mariam's parents know about the arrangement.)

We often use the present continuous for future arrangements with:

- a specific time phrase.
We're leaving for the airport at midday.
- a specific place.
We're stopping in Dubai.

be going to + infinitive

We normally use *be going to* for general plans and intentions about the future.

We're going to look for a new apartment.

Eduardo is going to try and speak to the engineer later this afternoon.

We can also use it for arrangements, but we usually choose the present continuous.

I'm going to meet Juan at the weekend. OR I'm meeting Juan at the weekend.

With the verb *go*, we don't usually say *going to go*:

I'm going to go to the park this afternoon.

'll/will + infinitive

We can use *'ll/will + infinitive* when we decide at the moment of speaking. In positive sentences we usually use the contraction *'ll*.

A: What are you having for dessert?

B: I can't decide ... OK, I'll have the ice cream.

We often use it when we make an offer.

Just a minute. I'll help you.

Notice

We can use *shall + I/we + infinitive*:

- to make an offer.
Shall I carry that for you?
- to ask for or make a suggestion.
What shall we do on Saturday?
Shall we have a rest?

Future time phrases

We can use these phrases to talk about arrangements, intentions and decisions in the future:

- *today, this (afternoon), tomorrow (morning), next (week), soon*
I'm seeing Ziya tomorrow evening.
- *in a few (minutes), in two (weeks), in a (month's) time*
We're having a video call in a few minutes. NOT **a few minutes later**
- *(right) now, straightaway, immediately (with 'll + infinitive)*
Oh, here's Kai. I'll speak to him right now.

PRACTICE

1 Choose the correct alternative(s) to complete the conversations (1–5). Sometimes two are possible.

- 1 A: Do you have any plans for tomorrow?
B: Yes, Ivan and I tennis.
a are playing
b are going to play
c 'll play
- 2 A: Where are you? Why aren't you here?
B: Stay there and I why in a minute.
a 'm explaining
b 'm going to explain
c 'll explain
- 3 A: It's Paola's birthday on Saturday.
B: Oh, what her?
a are you getting
b are you going to get
c 'll you get
- 4 A: Oh, I feel ill.
B: I'm sorry about that. the meeting?
a Am I cancelling
b Am I going to cancel
c Shall I cancel
- 5 A: You seem tired. You need a break.
B: Well, I'm going on holiday to the UK
a in a month
b a month later
c a month after

2 Correct the sentences. Use a future form. Two sentences are correct.

- are**
- 1 What you going to do after college?
2 Do you need some money? I lend you some.
3 Thank you for the party invitation. What will I bring?
4 We landing in five minutes.
5 How long is Jen staying in Venezuela?
6 I'm not going tell you my plans.
7 How much luggage do you take next week?
8 When you starting the IT course?
9 We're not going bowling this Saturday.
10 I'm seeing Ali in a month time.
11 When they're going to sign the contract?
12 Oh, so there's no more fish? Then I have the steak.

7B indefinite pronouns: someone, nothing, anywhere, etc.

REFERENCE ◀ page 71

We use indefinite pronouns to talk about people, things and places. They end with *-one/-body, -thing* or *-where*.

Someone/Somebody called about the flat yesterday.

There's nothing in the fridge.

Sofia goes everywhere by bike.

every-

We use *everyone/everybody, everything* and *everywhere* to talk about all people, things and places.

When these words are the subject, we use them with a third person singular verb.

Everyone/Everybody likes chocolate.

NOT **Everyone/Everybody like chocolate.**

Is everything all right?

I've looked everywhere for my glasses, but I can't find them.

some-

We use *someone/somebody, something* and *somewhere* to talk about a person, a thing or a place.

We don't say (or know) exactly who, what or where.

Someone/Somebody has eaten my sandwich.

There's something wrong with my phone.

Joshua's somewhere in Egypt at the moment.

no-

We use *no one/nobody, nothing* and *nowhere* to talk about no people, things and places.

We use these words with a positive verb.

No one/Nobody knows the answer.

NOT **No one/Nobody doesn't know the answer.**

I have nothing valuable with me.

There's nowhere to eat around here.

any-

We use *anyone/anybody, anything* and *anywhere* to ask questions about people, things and places.

Has anyone/anybody seen my keys?

Is there anything good on TV tonight?

Are you going anywhere nice this summer?

We also use these words with a negative verb.

I didn't know anyone at the party. (= no people)

We haven't been anywhere in the USA. (= no places)

We can also use *anyone/anybody, anything* and *anywhere* with a positive verb to mean all people, things and places. It's not important who, what or where.

You can ask me anything and I'll try to answer.

I can sleep anywhere, for example, in a hotel, on a bus or a train.

Notice

With offers and requests, we usually use *something*.

Would you like/Can I have something to drink?

We can use *no one/nobody, nothing* and *nowhere* in short answers.

A: Where have you been? B: Nowhere.

Indefinite pronouns + to infinitive

We often use indefinite pronouns with the *to* infinitive.

I'll find someone/somebody to help you.

I've got nothing to read on the train.

Is there anywhere to get a coffee near here?

PRACTICE

1 Choose the correct word to complete the sentences.

- 1 I don't know **anything** / **nothing** about the history of this place.
- 2 Everyone **is** / **are** wearing really bright colours this winter.
- 3 We're trying to find **anyone** / **someone** to look after our cat while we are away.
- 4 The shop **is somewhere** / **something** on the other side of the city.
- 5 I explained the plan carefully to **everybody** / **anybody**.
- 6 Is this **anyone's** / **anyone** bag?
- 7 I pushed the button, but **nothing** / **anything** happened.
- 8 I wash **something** / **everything** inside-out.
- 9 What **'s** / **are** everybody looking at?
- 10 We've got **anywhere** / **nowhere** to stay tonight.

2 Complete the conversations with indefinite pronouns.

Conversation 1

A: Did ¹ call while I was out?

B: Yes, ² called, but they didn't leave their name.

A: Did they leave a message?

B: No, ³

Conversation 2

A: Hello. I'm in Room 209 and I can't find the remote for my TV ⁴

B: It's usually ⁵ near the television.

A: I've looked ⁶, but I can't find it.

B: I'll send ⁷ up to help you.

Conversation 3

A: I can't see ⁸ to eat.

B: I think we've eaten ⁹ in the house!

A: There's ¹⁰ here.

B: OK. Then let's go out for a meal.

3A Answer the question with *no one/nobody, nothing* or *nowhere*.

- 1 Where did you go on Friday night?
.....
- 2 What did Katie do on Saturday?
- 3 Who did Chris and Megan see on Sunday?

B Answer the questions in Ex 3A with a full sentence.

- 1 I didn't
- 2
- 3

7C How to ... ask for and give permission

REFERENCE ◀ page 73

We use these informal phrases to ask for permission.

| | | |
|---------------------|--------------------|-----------------------------------|
| Can | I | close the window? I'm a bit cold. |
| Is it all right if | I/he/she/we/they | sit(s) here? |
| Is it OK if | | |
| Is it all right for | me/him/her/us/them | to use your bathroom? |
| Is it OK for | | |

We use these phrases for more formal or bigger requests, or to talk to people we do not know.

| | | |
|--------------|------|--------------------------------|
| Could | I | use your pen for a minute? |
| Do you think | | could leave the meeting early? |
| May | I/we | take a photo of you? |

We use these phrases to give permission (to say yes) after someone has asked for something.

- (Yes,) no problem.
- (Yes,) of course.
- (Yes,) go ahead.
- Sure, no problem.
- Go right ahead.
- Please feel free (to ...).

We use these phrases to refuse permission (to say no) after someone has asked for something.

- (I'm) sorry, you can't.
- (I'm) sorry, no bags inside.
- I'm afraid not.
- I'm afraid that's not possible.
- I have to say no. (I'm) sorry.

We use these phrases to say what people are allowed to do.

- You can take photos.
- You may ask questions now.

We use these phrases for prohibition (to say something is not allowed).

| | |
|----------------------------|--|
| weak | strong |
| You shouldn't talk loudly. | You can't sit here. |
| | You mustn't take big bags into the exhibition. |

We use these phrases for obligation (to say something is necessary).

- You have to arrive at 10 a.m. for your tour.
- You must leave your bags in the cloakroom.

Notice

You don't have to = it's not necessary.
 You don't have to use the VR glasses, but you can if you want. NOT You mustn't/You can't ...

PRACTICE

1 Complete each conversation with four of the words and phrases in the box.

Conversation 1

can can't may mustn't no OK

- A: Dad, is it if I borrow the car tonight?
- B: Sorry, you. I'm using it.
- A: Well, I use it tomorrow?
- B: Sure, problem.

Conversation 2

course feel go I may to

- A: Excuse me, we join you?
- B: Please free.
- A: Could ask you a question?
- B: Sure, ahead.
- A: Where did you buy your ring? It's beautiful.
- B: My sister gave it to me.

Conversation 3

can't don't have to for no not of

- A: Excuse me. Is it all right me to take photos here?
- B: Yes, course.
- A: What about in the theatre?
- B: I'm afraid. We don't allow photos.
- A: I understand, thank you.
- B: Sorry Sir, but you take that bag in. It's too big.

2 Use the prompts to make sentences and questions and complete the conversations.

- 1 A: you / think / I / could / change my holiday dates?
 B: I / afraid / that / going / be / difficult. What dates would you like?
 A: Could / change / them / from / the thirteenth / the twentieth / March?
 B: have / say / no. I / be / sorry.
- 2 A: it / OK / me / use / your wifi?
 B: Go right. / Here / be / the password.
 A: Thanks, and / is / all right / I / use / bathroom?
 B: Sure, / problem.
- 3 A: You / show / passport / before you go through security.
 B: I / take / this bottle / water / me?
 A: No, / we / take / drinks through security.
 B: It / full!
 A: You / drink / it / now.
 B: But / not / thirsty!

7D adverbial and prepositional phrases

REFERENCE ◀ page 74

Phrases to describe position

We use the adverbial phrases *at the front*, *in the middle*, *at the back*, *on the left/right* and *on the left-hand/right-hand side* to answer the question *Where?*

Who's the man on the left-hand side of the photo?

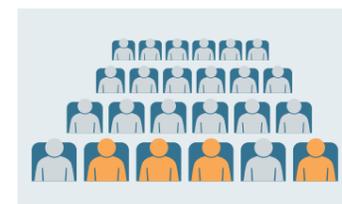
We also use:

in the distance = far away

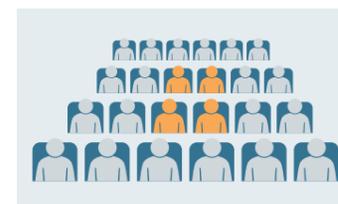
What is that building in the distance? I can't see it well.

in the background = behind the main people or things in a photo or picture

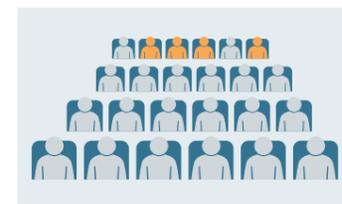
It's a picture of a woman with a building in the background.



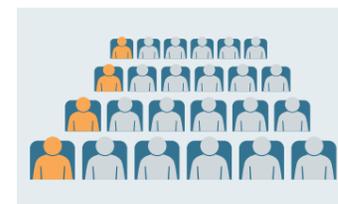
at the front



in the middle



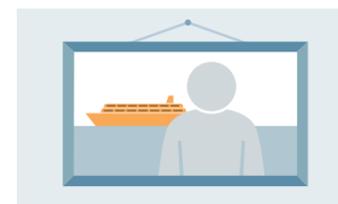
at the back



on the left/left-hand side



in the distance



in the background

Other prepositional phrases

We often use prepositions + adjectives + nouns.

He's standing in front of a beautiful old building.

There's a woman in a modern sports car.

I love the photo of the child with long dark hair.

Phrases + with and without

We use *with* to mean:

- two or more people together in the same place.
 She's walking in the park with her children.
- having, possessing or carrying something.
 Can you see that man with the black bag?
- 'including'.
 Would you like a room with a view?

We use *without* to mean:

- not having something.
 You can travel there without a visa.
- 'not including'.
 It's an apartment without a balcony.

PRACTICE

1 Choose the correct words to complete the sentences.

- 1 It's very dark here. Can you see a light in the distance / background?
- 2 Who is the woman in middle / the middle?
- 3 My brother is the one with a bright blue / bright and blue T-shirt.
- 4 I like sitting at / on the back of the class.
- 5 I think there's a cow in the distance / background of this photo.
- 6 You can see some people on the right / right of the picture.
- 7 Look on the left-hand / left. Pip's hiding behind that small tree!
- 8 My house is next to a clothes shop popular / popular clothes shop.
- 9 The teacher was standing at front / in front of his new class.
- 10 We drive in / on the left-hand side of the road.

2 Rewrite these sentences as one sentence. Use with or without.

- 1 Sonya came to class. She didn't have her coursebook.
 Sonya came to class without her coursebook.
- 2 It's difficult for him to get a job. He doesn't have any experience.
- 3 She's the girl over there. She's got long black hair.
- 4 Have you seen a phone? It's pink and it's got a flower on it.
- 5 Who's that man? He's got a moustache.
- 6 This is the price. I haven't included any tax.
- 7 Ji-hoon often goes to parties. Izzy and he go together.
- 8 Pedro arrived at the airport. He didn't have his passport.

3 Complete the email with the words in the box. You do not need one of the words.

a in of on right the with without

Hi Sam,
 I'm in my hotel and I'm so glad I got a room ¹..... a balcony - the view of the town is perfect. The market square is ²..... the middle, and there are beautiful old buildings all around the square. People are sitting at restaurant tables in front ³..... some of the pretty buildings. There's a museum ⁴..... the left-hand side of the square. I can see a bridge in ⁵..... distance and a tower on the ⁶..... of the bridge. It's all so beautiful, but I feel sad that I'm here ⁷..... you.

8A will for predictions

REFERENCE ◀ page 79

We often use *will* + infinitive when we talk about predictions (the things that we know, think or guess about the future).

Food prices **will increase** next year.
They **won't win** the championship.

Positive and negative

| | subject | auxiliary verb (will) | infinitive |
|---|-----------------------------|-----------------------|----------------|
| + | I/You/He/She/It/ We/They | 'll will | be fine. |
| - | I/You/He/She/It/ We/They | won't will not | pass the test. |

We often use *I'm sure, I think, I don't think* with *will* + infinitive.

I'm sure Greta will be here soon.
I don't think she'll be late. NOT **I think she won't be late.**

We can also use *probably* when we think something will happen, but we're not 100 percent sure.

We use *probably* after *will* or before *won't*.

Wiener will probably finish first.
He probably won't be happy with his time.

We can use *maybe* and *perhaps* when we're not sure.

We use *maybe* and *perhaps* at the beginning of a sentence or phrase.

Perhaps prices will stay the same.

Maybe it won't rain tomorrow.

Questions

| | wh- word | auxiliary | subject | infinitive |
|------------------|--------------------------------------|-----------|-----------------------------|----------------------------------|
| wh- questions | What When How long How much | will | he it she the trip | do? happen? take? cost? |
| yes/no questions | | Will | they she | win? like it? |

We can use short answers to *yes/no* questions with *will*.

Yes, she will.
No, they won't.

Notice

We can also use *will* + infinitive in a subject question:

Who will become the next president?

Who is the subject of the verb.

Compare this with the object question:

Who will they choose?

They is the subject of the verb. *Who* is the object.

We can also use *'ll/will* + infinitive for decisions we make at the moment of speaking.

I can't decide. OK, I'll have the chicken, please.

We don't usually use *'ll/will* + infinitive for arrangements or for general intentions.

I'm seeing Zack tomorrow and we're going to talk about the party.

NOT **I'll see Zack tomorrow and we'll talk about the party.**

PRACTICE

1 Choose the correct words to complete the sentences.

- The price of electric cars **will to go down / will go down**.
- I think **she will / she will want** to come to the party.
- I don't think Günter **will / won't** enjoy his new job.
- Perhaps it'll / It perhaps will** rain next week.
- The company **won't probably / probably won't** offer me the job.
- My rent **will probably / probably will** go up next month.
- How long **will take / will she take** to go to sleep?
- What **will happen / will it happen** next do you think?

2 Put the words in the correct order to make sentences and questions.

- forget / will / I'm / I / something / sure .
- there / lot / be / of / Will / a / people / there ?
- to / find / a / park / place / probably / You / won't .
- with / an / half / you / be / hour / We'll / in .
- Teresa / the / I / don't / will / to / come / think / party .
- discover / will / next / What / scientists ?
- see / be / impossible / to / It'll / anything .
- expect / hotel / Mr / in / a / will / to / good / Garcia / stay .
- have / a / Greece / in / time / You'll / wonderful .
- in / probably / an / will / Our / plane / land / hour .

3 Find and correct two mistakes with *will* in each conversation.

- A: Where are Sue and Mike? They're late. They ^{'ll}miss the start of the film.
B: It's OK. I'm sure they won't be here soon.
- A: Will be bad the traffic at six o'clock?
B: You should travel a bit later. It'll be probably less busy at about seven o'clock.
- A: Do you think Amara like this present?
B: I'm sure she will like.
- A: I haven't seen the management team today. When will decide about the job?
B: They won't probably decide anything today.
- A: Who will he play the main part in the film, do you think?
B: Nobody's sure, but it maybe will be Raiden Barlowe.
- A: I'm coming to the UK In September. Will the children to be back at school?
B: Yes. It'll still be sunny and you are having a wonderful time.
- A: Do you think Winston will signs the contract?
B: I won't think he will.

8B first conditional

REFERENCE ◀ page 80

We use the first conditional to talk about a possible situation in the future and its result.

If we leave after five, we'll miss the train.

We use *if* + present simple to talk about the situation.

If it rains tomorrow, ...

We use *will* + infinitive to talk about the result.

... we'll stay at home.

We use a comma after the *if* clause (part of the sentence).

If it rains tomorrow, we'll stay at home.

if clause *result clause*

We can also start the sentence with the result clause. We don't use a comma for this.

We'll stay at home if it rains tomorrow.

result clause *if clause*

We can use a negative in the *if* clause and/or the result clause.

If you don't work harder, you won't pass the exam.

We make questions with *will* + subject + infinitive.

What will you do if you miss the last bus?

We often use a contraction when we speak.

What'll you do if you get the job?

We often use the first conditional for:

- decisions.
If it's a boy, we'll call him Jordan.
I won't drive if it snows tomorrow.
- offers.
If I have time, I'll drive you to the airport.
We'll get the tickets if you want.
- advice.
If you practise a lot, you'll pass your driving test.
You'll feel better if you have something to eat.

PRACTICE

1 Match the sentence halves.

- I'll go to the party
 - If you go straight on here,
 - If you call the surgery tomorrow,
 - I'll be very surprised
 - You'll be late
 - If you take this bag,
 - If I find your glasses,
 - You'll feel better
- a if you take some of these pills.
b I'll carry the other one.
c I'll send them to you.
d if you come with me.
e you'll see the cinema on your left.
f if you don't leave now.
g if I win.
h I'll give you the test results.

2 Complete the first conditional sentences with the correct form of the verbs in brackets. Use contractions where possible.

- If we enough time, we on a walking tour around the city. (have / go)
- If there an emergency, I straightaway. (be / come)
- If we at seven, we to the airport at half past eight. (leave / not get)
- You some bottles of water if you in the fridge. (find / look)
- They into each other if they too fast. (crash / drive)
- If the phone too expensive, I it. (be / not buy)
- What (you) if it ? (do / snow)
- If Andy well this afternoon, he the meeting. (not feel / cancel)
- If we some sandwiches, the boys them? (make / eat)
- If you your contact details, we you in a week's time. (leave / call)
- They time for lunch if the film at 1 p.m. (not have / start)
- If I dinner, you the children? (cook / look after)

3A Use the prompts to make sentences and questions and complete the conversations. Use the first conditional.

Conversation 1

- A: Oh no, my printer's broken.
B: If you / wait / minute / I / come / take / look.
A: Thank you. And have you seen Zena? I have a question for her.
B: No, but / if I / see / her / I / tell / her / you / want / speak / her.
A: Thanks.

Conversation 2

- A: This soup doesn't taste very nice.
B: It / taste / better / if you / add / some salt.
A: Ah yes, that's better.
B: Be careful. If you / not / stir / it / it / burn.
A: Oh, yes. I'll turn the heat down.

Conversation 3

- A: What / you / do / if you / fail / the exam?
B: I don't know. Maybe I'll wait for a year and then try again. What about you?
A: I'm not sure, but if I / pass / the exam / I / study / politics / university.
B: Good luck!
A: And you.

B Which sentences in Ex 3A are about:

- making a decision?
- offering?
- giving advice?

8C How to ... check information

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Question tags

We use question tags when we guess or we think that we already know the correct information. We want to check that it is true.

That's an electric car, **isn't it?**
You come from Italy, **don't you?**

We use a positive verb in the first part of the question.
We use a negative question tag in the second part.

Question tags with *be*

To make a question tag, we use negative forms of *be*: *isn't/aren't, wasn't/weren't, won't* + pronoun.

| | positive verb | question tag |
|-----------|--|---|
| <i>be</i> | Jasmine was here a minute ago, You're from Italy, Karim will be here soon, | wasn't she? aren't you? won't he? |

Question tags with other verbs

To make a question tag, we use the correct auxiliary verb in the negative + pronoun.

| | positive verb | question tag |
|------------------------|--|-----------------------------|
| present simple | Your husband eats meat, You know Andy, | doesn't he? don't you? |
| present continuous | She's living in Brazil, They're working at home, | isn't she? aren't they? |
| past simple | Emma studied at Harvard, | didn't she? |
| past continuous | It was raining, They were having a party, | wasn't it? weren't they? |
| present perfect | Salvador has been to China, You've just arrived here, | hasn't he? haven't you? |
| <i>will</i> future | You'll talk to John tomorrow, | won't you? |
| <i>can</i> for ability | You can play the piano, She can come tomorrow, | can't you? can't she? |

We can use question tags to start conversations, for example:

- meeting someone on the street.
A: **It's a lovely day, isn't it?**
B: **Yes, it's beautiful.**
- talking to a classmate after a test.
A: **That was difficult, wasn't it?**
B: **Yes, it really was.**
- trying to talk to a person who is angry.
A: **You're angry about it, aren't you?**
B: **Yes, I am.**

When we use a question tag, we expect the other person to agree with us.

A: **He's a brilliant actor, isn't he?**
B: **Yes, I think he's great.**

If we disagree after this type of question tag, we can use *actually* to make our answer softer.

A: **You eat cheese, don't you?**
B: **Actually, I don't./I don't, actually.**

PRACTICE

1 Match the sentence halves.

- | | |
|-----------------------------------|-----------------|
| 1 The children were really good, | a wasn't he? |
| 2 He works in the city centre, | b isn't it? |
| 3 We're leaving from Dubai, | c can't you? |
| 4 We had a great time yesterday, | d doesn't he? |
| 5 You've got a cat, | e don't they? |
| 6 He can sing well, | f isn't there? |
| 7 This is a beautiful view, | g haven't you? |
| 8 He was talking to Jane, | h didn't we? |
| 9 There's a lot of traffic today, | i weren't they? |
| 10 They come from Scotland, | j doesn't it? |
| 11 This dress looks amazing, | k aren't we? |
| 12 You can taste the lemon in it, | l can't he? |

2 Complete the questions with a question tag.

- Your name's Sylvia, _____?
- You're going to Scotland soon, _____?
- We met last year, _____?
- You'll call me later, _____?
- That was a big storm last night, _____?
- You've forgotten your phone again, _____?
- We've been here before, _____?
- Ms Davis lives near here, _____?
- There's some milk in the fridge, _____?
- You enjoy playing badminton, _____?
- It was a wonderful concert, _____?
- Jeff's just finished college, _____?

3 Use the prompts to make sentences and questions and complete the conversations. Use one question tag in each conversation.

- A: Liana / wants / be / vet, / she?
B: That / be / right.
- A: You / studied / economics / university, / you?
B: Actually, / I / study / law.
- A: That / be / our luggage / over there, / it?
B: Yes / be.
- A: Tomorrow / we'll / have time / go shopping / airport, / we?
B: Yes / will.
- A: You / meet / Chris / before, / you?
B: Yes / we / meet / last year.
- A: These / be / my sandwiches, / they?
B: Actually, / they / be / mine.
- A: You / will / remember / shut / all / windows, / you?
B: Yes, / will. / not / worry!
- A: You / print / our boarding passes, / you?
B: Yes, / have, / but they / be / also here on my phone.

8D word building: nouns to adjectives

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We often make adjectives from nouns:

sport – sporty
care – careful

Adjectives ending in -y

| noun | adjective | spelling |
|-------|-----------|---|
| luck | lucky | most nouns, add -y |
| noise | noisy | nouns ending -e, change -e to -y |
| sun | sunny | nouns ending CVC*, double the final consonant and add -y |
| snow | snowy | nouns ending -w or -x, do not double the final consonant |
| sugar | sugary | nouns ending CVC*, but the stress is not on the final syllable, do not double the final consonant |

*CVC = consonant + vowel + consonant

Adjectives ending in -ful

| noun | adjective | spelling |
|------|-----------|----------|
| use | useful | add -ful |
| pain | painful | |

Notice

We can form the comparative and superlative from adjectives ending with -y and -ful:

lucky – luckier – the luckiest
powerful – more powerful – the most powerful
We can form adverbs in this way:
sleepy – sleepily
helpful – helpfully

PRACTICE

1 Write the noun forms of the adjectives.

- hilly
- lucky
- sleepy
- smoky
- sporty
- dirty
- tasty
- smelly
- careful
- colourful
- helpful
- powerful
- successful
- wonderful

2 Choose the correct word to complete the sentences.

- This curry tastes delicious. It's really hot and **spicy / spice / spicy**.
- If you are looking for a **cream / creamy / creammy** taste, then you will love our new soup.
- We only use the **juice / juicey / juicy** from fresh oranges in our drinks.
- This coffee tastes nice and **milk / milkey / milky**.
- I usually try and eat **health / healthy / healthful** food.
- This food has too much **oil / oily / oily** for me.
- I don't like **sugar / sugary / sugarry** drinks.
- I love these biscuits. They taste really **butter / buttery / buttery**.

3 Complete each sentence with a noun (in the singular or plural) or the adjective form of the noun.

-  Tomorrow in the north it will snow all day. The _____ will be thickest in the north-east. The weather all week will be _____.
-  Motorists should be careful as there will be _____ on some country roads. This _____ weather will be with us overnight.
-  In the east of the country, it will be very _____. In some areas on the coast, the _____ will be at speeds of 45–50 miles per hour and car drivers should be careful about trees on the road.
-  There will also be some bad _____ along the coast. The _____ weather will go on overnight, but things will become quieter on Wednesday.
-  In the west, last week's _____ weather has gone and there will be no more _____ this week.
-  In the south of the country, it's quite _____ at the moment, but this afternoon the _____ will go.
-  Here we will have some bright, _____ weather for the rest of the day. Enjoy the _____ now as tomorrow everything will change.
-  In the evening, we expect _____ on some roads and it will be _____ all the next day.

4 Complete the sentences with the adjective form of the noun in brackets.

- We love sitting by this lake. It's so _____ here. (peace)
- I enjoyed the lesson yesterday. It was really _____. (use)
- My daughter lives in a very _____ part of the country. (hill)
- You look _____. I think it's time for you to go to bed. (sleep)
- Everyone in the gym was very _____. (help)
- In the past, cities were often very _____, but today they're cleaner. (smoke)
- Stefan loves football and tennis. He's very _____. (sport)
- Eleanor's new car is more _____ than her old one. (power)
- Is your shoulder _____? (pain)
- The hotel room was quite _____. (dirt)