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English Grammar Practice

Manual for students

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Посібник з практичної граматики англійської мови призначений для здобувачів вищої освіти, з метою вдосконалення знань та практичних умінь вживання англійської мови в усному та письмовому спілкуванні. Цей посібник охоплює основні граматичні теми, необхідні для ефективного спілкування англійською мовою, починаючи від базових правил до складніших конструкцій. Кожен розділ містить комплекс вправ, які подані у комунікативному контексті. У другій частині посібника викладено зрозумілі пояснення, приклади з реального життя. Особлива увага приділена практичним аспектам застосування граматики в усному та письмовому мовленні, що дозволяє здобувачам вищої освіти активно використовувати граматику англійської мови як інструмент спілкування у повсякденному житті.

Посібник призначений для здобувачів вищої освіти освітнього ступеня «бакалавр».

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Module 1. Parts of Speech

Topic 1. Introduction. General Classification of the Parts of Speech, Parts of the Sentence.

1. *Write the words in two columns: Adjective Adverb Adverbial Modifier Article Attribute Conjunction Interjection Noun Numeral Pronoun Particle Preposition Predicate Subject Verb.*

Parts of Speech	Parts of Sentence

2. *Fill in the table with parts of speech according to the definitions. Check it with the infographics p.82 Make sure that you know these rules.*

ADJECTIVE	INTERJECTION	PRONOUN
ADVERB	NOUN	VERB
ARTICLE	PARTICLE	
CONJUNCTION	PREPOSITION	

Parts of Speech

	a word that describes the qualities or states of nouns
	a word that modifies a verb
	a word that is used instead of a noun or noun phrase
	a word that shows an action, occurrence, or state of being.
	a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.
	a word that links other words, phrases, or clauses together.
	a word used to identify any of a class of people, places, or things, or to name a particular one of these.
	a word that has a grammatical function but does not fit into the main parts of speech
	a word that comes before a noun to show whether it's specific or general.
	a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction.

3. Underline the parts of the sentence using the images.

Attribute	*Subject*	*Predicate*	*Object*	*Adverbial Modifier*

4. Identify the parts of speech of words in bold (noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection) in the given sentences.

1. Tom went to the market to buy **books** *(NOUN).*
2. He went to the market **but (_____)** did not buy new books.
3. I **liked (_____) him (_____)** better than he likes me.
4. A smart girl was dancing **quickly (_____).**
5. **She (_____)** eats apples in the morning daily.
6. When he was **sitting (_____)** on the grass, a snake bit him.
7. **You (_____)** caught him by his arm.
8. A **rich (_____)** lady bought a **beautiful (_____)** necklace.
9. **Hurrah! (_____)** I have passed the examination.
10. The cat is sitting **under (_____)** the chair.
11. **Alas! (_____)** I could not receive you.
12. The body of the cage is made of **iron. (_____)**
13. It is not **your (_____)** pen; it is hers.
14. There is still some milk **in (_____)** the jug.
15. Jimmy is **performing (_____)** his duties diligently.
16. The drawing made by you is **almost (_____)** perfect.
17. I shall not go **unless (_____)** you allow.
18. The road is **to (_____)** go by.
19. The flowers smell **sweet. (_____)**
20. He **frequently (_____)** goes to the beach.

5. Replace the part of speech in brackets with the word according to the context.

1. She (verb) to the market and (verb) some eggs.

   She *(went)* to the market and *(bought)* some eggs.
2. I want to go (adverb).

3. What are you doing (adverb)?
4. There is a mouse (preposition) the piano.
5. John is my best (noun).
6. She looked (adverb) but didn't see anything.
7. My (noun) live in different parts of India.
8. That was a (adjective) question.
9. She was (adverb) impressed with her results.
10. The policeman didn't run fast enough (particle) catch the thief.

6. *Define the parts of the sentence and underline them with different colours.*

Two of my best friends have their birthday in the same week, so some of us have decided to have a surprise party for both of them. One of my friends, Sandra, has a big house, and her parents say we can use it. They're going away, luckily. It's at the end of October, so we're going to decorate the house with Halloween things, you know, spiders' webs and spooky things. We're going to make up an excuse to get the birthday girls to come round to the house – say we're going to help Sandra move some stuff or something. Then, as soon as Sandra lets them in, we're going to turn the lights out and jump out at them! We just have to make sure nobody mentions anything on Facebook and gives away the surprise.

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7. *Make up a story using the model below, some parts in are given in the sentences in bold type.*

Pronoun verb adjective noun, conjunction noun verb **it's going to be brilliant**. Conjunction article adjective noun verb, **we're going** particle verb article adjective noun preposition noun preposition noun noun

conjunction adjective noun conjunction noun. Noun **had this idea of** gerund noun preposition pronoun preposition article noun. Conjunction noun verb adjective noun. Adverb **there are** numeral adjective noun verb particle verb. Pronoun verb article adjective, conjunction noun verb adverb adjective conjunction noun verb article adjective noun adverb.

Topic 2. The Noun. The Article.

NOUN

1. *Read the information on how to spot fake news. Discuss the use of nouns with your partner.*



Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is … fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

1. Check the source

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

2. Watch out for fake photos

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image,

you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

3. Check the story is in other places

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

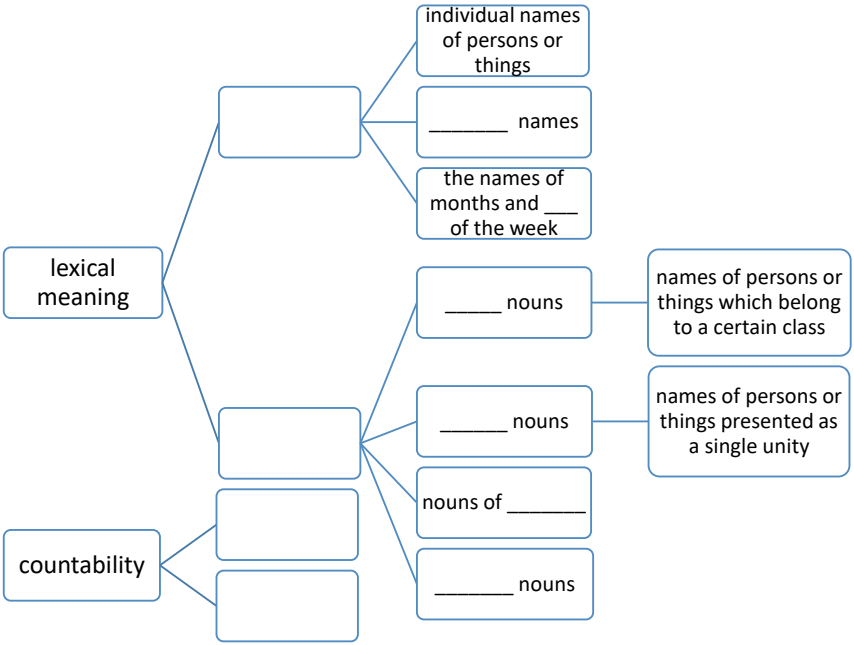
4. Look for other signs

There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

2. Fill in the schemes below using the terms from word cloud.





3. Arrange the following nouns into two columns: countable and uncountable.

Cottage, literature, car, friendship, cheese, pen, dog, art, love, water, milk, tree, student, cruelty, kitchen, brother, wine, kitten, skyscraper, envy, table, contempt, pleasure, textbook, wisdom, room, loneliness, chair, napkin, disappointment.

Countable nouns	*Uncountable nouns*
Book, house,	*Nature, hatred,*

4. *Arrange the following nouns into four columns: class nouns, collective nouns, nouns of material, and abstract nouns.*

Gold, coffee, cattle, juice, snow, police, soldier, bowl, wine, frying pan, poultry, literature, sympathy, vase, gentry, understanding, lorry, sadness, joy.

Class nouns	*Collective nouns*	*Nouns of materials*	*Abstract nouns*
Desk,	*People,*	*Silver,*	*Poetry,*

5. *Write a rule, using the example*

Rule	*Example*
Plural words take plural verbs	My trousers **are** too long.
	Gymnastics is my favourite sport.
	A **means** of transport / many **means** of transport.
	The government want to increase taxes.
	The police are investigating the murder.
	He **is a** nice **person**. / They **are** nice **people**.
	Three years is a long time to be without a job

6. *Complete each sentence using the word below. Sometimes you need **a** or **some**.*

~~glasses~~	***a means***	***shorts***	***means***	***a pair of scissors***	***a series***	***species***	***series***

1. My eyesight isn't very good. I need *glasses.*
2. _____ is a group of animals or plants that have the same characteristics.
3. Footballers don't wear trousers when they play. They wear _____.
4. The bicycle is _____ of transportation.
5. The bicycle and the car are _____ of transportation.
6. I want to cut this piece of material. I need _____.
7. A friend of mine is writing _____ of the article for the local newspaper.
8. There are a lot of American TV _____ shown on British television.
9. While we were out walking, we saw many different _____ of bird.

7. Choose the correct form of the verb, singular or plural. In one sentence either the singular or plural verb is possible

1. Gymnastics *is/are* my favourite sport. (***is*** is correct)
2. The police *want/wants* to interview two men about the robbery last week.
3. Physics *was/were* my best subject at school.
4. Can I borrow your scissors? Mine *isn't /aren't* sharp enough.
5. Fortunately, the news *wasn't/weren't* as bad as we expected.
6. Where *does/do* your family live?
7. Three days *isn't/aren't* long enough for a good holiday.
8. I can't find my binoculars. Do you know where *it is/they are*?
9. It's a nice place to visit. The people *is/are* very friendly.
10. I don't like very hot weather. Thirty degrees *is/are* too hot for me.

11. *Does/Do* the police know how the accident happened?
12. I don't like very hot weather. Thirty degrees *is/are* too hot for me.

8. Most of these sentences are wrong. Correct them where necessary.

1. Three years ~~**are**~~ a long time to be without a job. (***is*** is correct)
2. The government want to increase taxes.
3. Susan was wearing a black jeans.
4. Brazil are playing Italy in a football match next week.
5. I like Martin and Jane. They're very nice persons.
6. I need more than ten pounds. Ten pounds aren't enough.
7. I'm going to buy a new pyjama.
8. The committee haven't made a decision yet.
9. There was a police directing traffic in the street.
10. What is the police going to do?
11. This scissors isn't very sharp.

9. Supply is, are, has or have. Give two forms where possible.

1. The government ***is/are*** bringing in a new bill.
2. The company _____ going to enjoy six staff.
3. All governments _____ trying to control crime.
4. The jury _____ trying to control crime.
5. The youth of today _____ many advantages.
6. There _____ vermin in this restaurant.
7. The military _____ occupied the house.
8. The police _____ interested in this case.
9. The public _____ concerned about it.
10. How many people _____ coming tonight?
11. The committee _____ meeting now.
12. A lot of people _____ signed the petition.

10. *Put in singular or plural verb forms.*

Lies, Damn Lies?

Statistics (be) 1 is a branch of economics, but it is often said that there (be) 2 _____ lies, damn lies and statistics. Recent statistics of British life (show) 3 _____ that the family (be) 4 _____ happier than it used to be. The youth of today (be) 5 _____ likely to live longer than the previous generation. People (own) 6 _____ more things than they used to, but more police (be) 7 _____ employed to fight crime. Mathematics (be) 8 _____ a subject which is studied more by boys than by girls, as (be) 9 _____physics. The earnings of working women (be) 10 _____ getting higher all the time and many women earn more than their husbands. Good manners (be) 11 _____ declining. The public (spend) 12 _____ more on clothes, and clothes (be) 13 _____ becoming more and more expensive. Glasses (be) 14 _____ worn by more people, but only a minority (favour) 15 _____ contact lenses. Statistics (make) 16 _____ us want to grind our teeth and can probably tell us if we have any teeth left to grind!

POSSESSIVE CASE OF THE NOUN

1. *Study the examples and work out the rules of possessive case forms and use.*

1. *__Tom's__ computer isn't working*
2. *How old are __Chris's__ children*
3. *What's __Tom's sister's__ name?*
4. *Have you seen the __Carters'__ house?*
5. *Jack and __Karen's__ wedding was awesome.*
6. *The __company's__ success depends on the staff. / The success __of the company__ depends on the staff.*
7. *Next __week's__ meeting has been cancelled*
8. *Do you want to play __table tennis__?*

2. In some of these sentences, it would be more natural to use -s' or –'. Change the underlined parts where necessary.

1. Who is the owner of this restaurant?
2. Where are the children of Chris?
3. Is this the umbrella of your friend?
4. Write your name at the top of the page.
5. I've never met the daughter of Charles.
6. Have you met the son of Mary and Dan?
7. We don't know the cause of the problem.
8. Do we still have the newspaper of yesterday?
9. What's the name of this street?
10. What is the cost of a new computer?
11. The friends of your children are her.
12. The garden of our neighbours is very nice
13. I work on the ground floor of the building.
14. The hair off Bill is very long.
15. I couldn't go to the party of Catherine.
16. What's the name of the woman who lives next door?
17. Have you seen the car of the parents of Mike.
18. What's the meaning of this expression?
19. Do you agree with the economic policy of the government?

3. What is another way of saying these things? Use -'s.

A hat of a woman, a name for a boy, clothes for children, a school for girls, a nest for birds. a magazine for women.

4. Put in compounds and -s' and -' constructions in this story.

Mind your skin!

We have become very conscious of conversation these days a lot of people won't buy any goods (made from the skins of animals) 1 animal skins. In many parts of the world, it is now unthinkable for a person to dress in (a coat made of the skin of a leopard) 2 _____. We realize that (the wildlife of the earth) 3 _____ needs protection. This affects such things as (clothing worn by children) 4 _____ and (coats worn by ladies) 5 _____. If (a fur coat worn by an actress) 6 _____ attracts admiration these days, it is probably created from man-made materials. Of course we still farm animals for their skins, but the notice I saw in a shop recently must have been (the revenge of the crocodiles) 7 _____. It was selling crocodile-skin bags and offering the following service: ('skin of customers) 8 _____ made up'!

ARTICLE

1. Read a travel guide. Discuss the article's use with your partner

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where

everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.



How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around $5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

2. *Find the rule in Table A that matches the examples in Table B.*

Table A

1 An article is not usually used in expressions with *bed*, *work* and *home*.	**2** When we say what people's jobs are, we usually use *a/an*	**3** We use the definite article in this way to talk about musical instruments.
4 When we talk about a particular group of things, we use *the*.	**5** Seas and oceans, mountain ranges and rivers have *the*	**6** Universities with *of* in the title also have *the*
7 We use *the* with adjective (without the noun) to talk about groups of people	**8** *The* is usually used if someone is just visiting the place, and not there as a student/prisoner/patient, etc.	**9** Country names with *United* have *the*. There are other countries which are exceptions too.
10 *A* is used when the word that follows begins with a consonant sound. *An* is used when it's followed by a vowel sound. This makes pronunciation easier.	**11** We use the indefinite article, *a/an*, with singular nouns when the listener/reader does not know exactly which one we are referring to.	**12** *The* is the definite article. It is used when the listener already knows which thing we are talking about because it was mentioned before or because there's only one of them.
13 An article isn't normally used for continents, most countries, cities, towns, lakes, mountains or universities.	**14** When we talk about things in general, we normally use a plural or uncountable noun with no article.	**15** Singular, countable nouns always have an article – *a/an* or *the* (or another determiner *my*, *your*, *this*, *that*, etc.)
16 The definite article is usually used with a superlative adjective**.**	**17** We also use it to show that the person or thing is one of a group**.**	**18** An article isn't normally used in expressions with *school*, *university*, *prison* and *hospital*.

Table B

A *We went to the zoo and saw* ***the*** *kangaroos.*	**B** ***the*** *United Kingdom,* ***the*** *Bahamas.*	**C** *I saw* ***a*** *good film yesterday.* *Do you want* ***a*** *drink?*
D *Police are searching for* ***a 14-year-old girl****.*	**E** *He's* ***an*** *architect.* *She's* ***a*** *scientist.*	**F** *go to bed / be at work / stay at home*
G *She is* ***a student at London Road School****.*	**H** *the Atlantic, the Alps, the Himalayas, the Nile.*	**I** *Do you think* ***the rich*** *should pay higher taxes*
J *He is* ***the tallest boy*** *in the class.* *It is* ***the oldest building*** *in the town.*	**K** *She has* ***a*** *university degree.* *It took me* ***an*** *hour to get home.*	**L** *My son has started* ***school*** *now.* *I went to* ***the prison*** *a lot when I was a social worker.*
M ***the*** *University of Cape Town,* ***the*** *University of Delhi.*	**N** *I'm going to take* ***the*** *dog for a walk.* *They go to* ***the*** *school next to* ***the*** *bridge.*	**O** *Europe, New York, Lake Victoria, Mount Everest,* *Cardiff University,*
P *Joe plays* ***the piano*** *really well.* *She is learning* ***the guitar****.*	**Q** *Birds eat worms.* *Water freezes at 0°C.* *Children need a lot of sleep.*	**R** *start school /* *go to university / be sent to prison / be in hospital*

1F					

3. Put in a /an or some, where necessary. If no word is necessary, leave the space empty.

1. I've seen ***some*** good films recently.
2. What's wrong with you? Have you got _____ headache?
3. I know a lot of people. Most of them are _____ students.
4. When I was _____ child, I used to be very shy.
5. Would you like to be_____ actor?
6. Do you collect _____ stamps?
7. What _____ beautiful garden?
8. Do you enjoy going to _____ concerts?
9. I don't feel very well this morning. I've got _____ sore throat.
10. Maria speaks _____ English, but not very much.
11. It's a pity we don't have _____ camera. I'd like to take _____ photograph of that house.
12. Those are _____ nice shoes. Where did you get them?
13. I'm going shopping. I want to buy _____ new shoes.
14. You need _____ visa to visit _____ countries, but not all of them.
15. Jane is _____ teacher. Her parents were _____ teachers too.
16. I don't believe him. He is _____ liar. He's always telling _____ lies.

4. Correct sentences using a/an or the where necessary.

1. Would you like apple?
2. How often do you go to dentist?
3. Could you close the door, please?
4. I'm sorry. I didn't mean to do that. It was mistake.
5. Excuse me, where is bus station, please?
6. I have problem. Can you help me?
7. I'm just going to post office. I won't be long.

8. There were no chairs, so we sat on floor.
9. Have you finished with book I lend you?
10. My sister has just got job in bank in Manchester
11. We live in small flat in city centre.
12. There's supermarket at end of street I live in.

5. *Choose the correct form with or without the.*

1. I am afraid of *dogs / ~~the dogs~~*. *(dogs is correct)*
2. Can you pass me *salt / the salt*, please?
3. *Apple / The apples* are good for you.
4. Look at *apples / the apples* on that tree. They are very big.
5. *Women / The women* live longer than *men / the men*.
6. I don't drink *tea / the tea*. I don't like it.
7. We had a very good meal. *Vegetables / The vegetables* were especially good.
8. *Life / The life* is strange sometimes. Some very strange things happen.
9. I like *skiing / the skiing* but I'm not very good at it.
10. Who are *people / the people* in this photograph?
11. What makes *people / the people* violent. What causes *aggression / the aggression*.
12. *All books / All the books* on the top shelf belong to me. Don't stay in that hotel. It's very noisy and *beds / the beds* are very uncomfortable.
13. *First World War / The First World War* lasted from 1914 until 1918.
14. Ron and Brenda got married, but *marriage / the marriage* didn't last very long.
15. *Hyde Park / The Hyde Park* is a very large park in central London.

16. *Grand Hotel / The Grand Hotel* is in Baker Street / The Baker Street.

17. Frank is a student at *Liverpool University / The Liverpool University*.

18. *Statue of Liberty / The statue of Liberty* is at the entrance of *New York Harbor / The New York Harbor.*

19. You should go to *Science Museum / The science museum.* It's very interesting.

20. Which newspaper do you want? *Herald / the Herald.*

6. *Put in **a/an, the or -.***

High flyer.

*I travel all over 1 **the** world on business and my neighbour thinks my life is one long holiday. You know what 2 ___ business travel is like, up at 3 ___ down to catch 4 ____ plane, 5 ____breakfast in 6 ___ London, 7 ____lunch in 8 _____ New York, 9 _____ luggage in Bermuda. When you are in 10 ____ sky, you see only snow in 12 ___Arctic or 13 ____Greenland. You have glimpses of 14 _____Ands or 15 ____ Pacific. You're always exhausted. Your wife or husband complains you're never there to take 16 ___ children to 17 ___ school or put them to 18 _____ bed. When you get home, your neighbour says, 'Another nice holiday, eh? Give me Home Sweet Home any day!*



Topic 3. The Pronoun.

1. Read the article about robot teachers. Pay attention to pronouns. Discuss their use with your partner.



If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots

could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

2. Put the terms denoting groups of pronouns in the table below (column one).

Demonstrative, defining, indefinite, negative, personal in the nominative case, personal in the objective case, possessive, quantifiers, reciprocal, reflective, relative.

Group of Pronouns	Examples
	I, you, we, they, he, she, it.
	Me, you, us, them, him, her, it.
	My, mine; your, yours; his, his; her, hers; its, its; our, ours; their, theirs.
	Myself; yourself, yourselves; himself; herself; itself; ourselves; themselves.
	Much, many, little, few, a lot, plenty
	Each other, one another
	Who, whose, which, that, as
	Some, any, somebody, anybody, someone, anyone, something, anything, one
	No, none, no one, nobody, nothing, neither.
	This (these), that (those), such, (the) same.
	All, each, every, everybody, everyone, everything, either, both, other, another.

3. Put in *myself/yourself/ourselves/me/you/us/my own/your own* etc.

1. Julia had a great holiday. She enjoyed *herself*.
2. It's not my fault. You can blame _____.
3. What I did was really bad. I am ashamed of _____.
4. We've got a problem. I hope you can help _____.
5. Can I take another biscuit? Of course. Help _____.
6. You must meet Sarah. I'll introduce _____ to her.
7. Don't worry about us. We can look after _____.
8. I gave them a key to our house so that they could let _____ in.
9. I didn't want anybody to see the letters, so I burnt _____.
10. Did you go on holiday on _____?
11. I'm glad I live with other people. I wouldn't like to live on_____.

4. Put in *some* or *any.*

1. We didn't buy any flowers.
2. This evening I'm going out with _____ friends of mine.
3. I didn't have _____ money, so I had to borrow _____.
4. Can I have _____ milk in my coffee, please?
5. I was too tired to do _____ work.
6. You can cash these traveller's cheques at _____ bank.
7. Can you give me _____ information about places of interest in the town?
8. With the special tourist train ticket, you can travel on _____ train you like.
9. If there are _____ words you don't understand, use a dictionary.

5. Choose the right word.

1. She didn't tell ~~*nobody*~~ */ anybody* about her plans. (*anybody is correct*)
2. The accident looked serious, but fortunately *nobody / anybody* was badly injured.
3. I looked out the window but couldn't see *no-one / anyone*.
4. My job is very easy. *Nobody / Anybody* could do it.
5. 'What's in that box?' '*Nothing / Anything*. It's empty.
6. The situation is uncertain. *Nothing / Anything* could happen.
7. I don't know *nothing / anything* about economics.
8. I've spent the *whole money / all the money* you gave me.
9. Sue works *every day / all days* except Sunday.
10. I'm tired. I've been working hard *all the day / all day*.
11. It was a terrible fire. *Whole building / The whole building* was destroyed.
12. I've been trying to phone her, but *every time / all the time* I phone the line is busy.

6. Put in little / a little / few / a few.

1. Gary is very busy with his job. He has *little* time for other things.
2. Listen carefully. I'm going to give you _____ advice.
3. Do you mind if I ask you _____ question?
4. It's not a very interesting place to visit, so _____ tourists come here.
5. I don't think Jill would be a good teacher. She's got _____ patience.
6. Would you like milk in your coffee? Yes _____.
7. This is a very boring place to live. There's _____ to do.
8. Have you ever been to Paris? Yes, I've been there _____ times.

7. *Use your own ideas to complete the sentences.*

1. The building was damaged in the exposion. All *the windows* were broken.
2. We had a very lazy holiday. We spent most of _____ on the beach.
3. I went to the cinema by myself. None of _____ wanted to come.
4. The test was difficult. I could only answer half _____.
5. Some of_____ you took at the wedding were very good.
6. Have you spent all _____ I gave you? No. there's still some left.

8. *Write sentences with both… and …/ neither .. nor.. / either … or …*

1. Chris was late so was Pat. *Both Chris and Pat were late.*
2. He didn't write, and he didn't phone. *He neither wrote nor phoned.*
3. Joe is on holiday and so is Sam.
   _____
4. Joe hasn't got a car. Sam hasn't got one either.
   _____
5. Brian doesn't watch TV and he doesn't read newspapers.
   _____
6. It was it was a boring film. It was long too.
   The film _____
7. Is that man's name Richard? Or is it Robert? It's one of the two. That man's name _____
8. I haven't got time to go on holiday. And I haven't got the money.
   I've got. _____
9. We can live today or we can leave tomorrow – whichever you prefer.
   We _____

*9. Complete the sentences using **each.***

1. The price of one of those oranges is 30 pence. Those *oranges are 30 pence each.*
2. I had ten pounds and so did Sonia. Sonia and I _____
3. One of those postcards costs 80 pence. Those _____
4. The hotel was expensive. I paid $120 and so did you. We _____

10. Choose the correct word in brackets.

Spear that tree!

How (many/much) lists is your name on? There must be (plenty/plenty of) lists of names in every part of the world, and they must be used to send information to (millions/millions of) people. The (number/amount) of letters ordinary people receive these days has greatly increased. (A lot/a lot of) the people I know object to receiving unwanted letters. (Much/Many) of the mail we receive goes straight into the waste-paper basket. That's why (most/the most) people refer to it as 'junk mail'. It would be better for all of us if we received (much/many) less junk mail and as a result, saved (much/many) more trees from destruction. (A lot/a lot of) trees must be wasted each year to produce mountains of junk mail. Recently, I received a very welcome (bit/bit of) junk mail. It was a leaflet urging me not to waste paper and to return junk mail to the sender. 'If we all do this', the leaflet said, 'we will reduce the (number/number of) trees being destroyed. 'I agreed with every word they said, but why did they have to send me four copies of the leaflets?

Topic 4. The Numeral. The Preposition.

NUMERAL

1. *Write examples into the right cell.*

Cardinal	*Ordinal*	*Fractions*	*Even*	*Odd*
Simple	*Derived*	*Composite*	*Date*	*Arithmetic operation*

2. *Write the following numbers in words.*

364 – three hundred and sixty-four

12

_____

786

_____

378

_____

4098

_____

2876

_____

1008

_____

2098

_____

76876

_____

456751

_____

4519087

_____

876540923_____

3. *Write the following numbers in words and use them in your sentences.*

2.89 – two point eight nine

a) 3.098, 56.12, 0.26, 76.15, 0.3;
b) Page 45, Exercise 78, Chapter 12, Room 17, Line 8;
c) September 12, 1998; October 1, 2012, March 23, 1786; June 12, 1999; February 28, 2000;
d) 10 Downing Street, 46 Green Street, 378 Chelsea Road, 15 Northern Drive, 235 Fifth Avenue;
e) Phone numbers: 245 78 97, 226 09 56, 123 77 44, 093 245 6176, 095 889
7341.

4. Read the article about robot teachers. Pay attention to prepositions. Discuss their use with your partner.



Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically, pretty and female, like Tinkerbell in *Peter Pan*, **they** usually use their magic to do small things and are mostly friendly to humans.

We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think **these creatures** were originally the gods of earlier, pagan religions that worshipped nature. **They** were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for **this idea** is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. **This** might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that

fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

While most people no longer believe in fairies, only a hundred years ago some people were very willing to think they might exist. In 1917, 16-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others weren't sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures, and three **more** the girls took for him, in a magazine called *The Strand*, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

5. Write the sentences into the right column

Preposition of Place	*Preposition of Time*	*Reposition of Direction*	*Double preposition*

1. *I stood near the wall.*
2. *He was not in the class.*
3. *My son sat beside me.*
4. *I will have met you till tomorrow.*
5. *He will come at 5 p.m.*
6. *I play on Sunday.*
7. *The dog ran after the cat.*
8. *I took the fish out of the net.*
9. *He went to the market.*
10. *He put the fish into the water.*
11. *My marker is inside the box.*
12. *They were out of the city.*

*6. Complete the sentences with **in, at** or **on**.*

1. I haven't seen Kate for a few days. I last saw her _____ Tuesday.
2. The price of electricity is going up _____ October.
3. _____ weekends, we often go for long walks in the country.
4. I've been invited to the wedding _____14 February.
5. Jonathan is 63. He is retiring from his job _____ two years' time.
6. I'm busy just now, but I'll be with you _____ a moment.
7. Janny's brother is an engineer, but he doesn't have a job _____ the moment.
8. There are usually a lot of parties _____ New Year's Eve.
9. I don't like driving _____ night.
10. My car is being repaired at the garage. It will be ready _____ two hours.
11. The telephone and the doorbell ran _____ the same time.
12. Mary and David always go out for dinner _____ their wedding anniversary.
13. It was a short book and easy to read. I read it _____ a day.

14. It took me a long time to find a job. _____ the end. I got a job in a hotel.
15. Are you going away _____ the beginning of August or _____ the end.
16. I couldn't decide what to buy Laura to her birthday. I didn't buy her anything _____ the end.
17. Nicole was wearing a silver ring _____ her little finger.
18. There was an accident _____ the crossroad this morning.
19. I wasn't sure whether I had come to the right office. There was no name _____ the door.
20. There are some beautiful trees _____ the park.
21. You'll find the sport results _____ the back page of the newspaper.
22. Write your name _____ the top of the page.
23. Is your sister _____ this photograph? I don't recognize her.
24. I didn't feel very well when I woke up, so I stayed _____ bed.
25. My office in _____ the top floor. It's _____ the left as you come out of the light.
26. Water boils _____ 100 degrees.
27. The Earth travels round the sun _____ 107.000 kilometres an hour.
28. I mustn't eat too much. I'm supposed to be _____ diet.
29. Technology has developed _____ in great speed.
30. _____ opinion, violent films should not be shown _____ television.

7. All these sentences have a mistake. Correct them.

1. Did you come here by Kate's car or yours? *In Kate's car*

2. I don't like traveling on bus.

_____

3. These photographs were taken by a very good camera.

_____

4. I know this music is from Beethoven, but I can't remember what it's called.

_____

5. I couldn't pay by cash – I didn't have any money on me.

_____

6. We lost the game only because of a mistake of one of our players.

_____

8. Only one alternative is correct. Which is it?

1. Nobody believed Paul at first but he __*B*___ to be right. *(B is correct)*

A came out B turned out C worked out D carried out

2. Here's some good news. It will _____.

A turn you up B put you up C blow you up D cheer you up

3. I was annoyed with the way the children were behaving, so I _____.

A told them up B told them of C told them out D told them over

4. The club committee is _____ of the president, the secretary and seven other members.

A set up B made up C set out D made out

5. You were going to apply for a job, and then you decided not to. So what ____?

A Put you off B put you out C turned you off D turned you away.

6. I had no idea that he was lying to me. I was completely _____.

A taken in B taken down C taken off D taken over.

7. Barbara started a corset college, but she _____ after six months.

A went out B fell out C turned out D dropped out.

8. You can't predict anything often things don't _____ as you expect

A make out B break out C work out D get out.

9. Why are all these people here? What's _____?

A going off B getting off C going on D getting on

10. It's a very busy airport. There are planes_____ or landing every few minutes.

A going up B taking off C see getting up D driving off.

11. The traffic was moving slowly because a bus had _____and was blocking the road.

A broken down B fallen down C fallen over D broken up

12. How are you _____ in your new job? Are you enjoying it?

A keeping on B going on C carring on D getting on

9. Complete the sentences. Use the following verbs (in the correct form) + the correct preposition.

explain glance laugh listen point speak throw throw

1. I look stupid with this haircut everybody, will *laugh at* me.
2. I don't understand this. Can you _____ it _____ me?
3. Sue and Kevin had an argument, and now they are not _____one another.
4. Be careful with those scissors! Don't _____them _____ me.!
5. I _____ my watch to see what the time was.
6. Please _____ me! I've got something important to tell you.
7. Don't _____ stones _____ the birds! It's cruel.

8. If you don't want that sandwich, _____it _____ the birds. They'll eat it.

10. Write sentences about yourself. Are you good at these things or not? Use the following:

good quite good not very good hopeless

1. (Repairing things) *I'm not very good at repairing things.*
2. (Telling jokes)

_____

3. (Mathematics)

_____

(Remembering names)

_____

4. (Writing poems)

_____

5. (Predicting)

_____

11. Use your own ideas to complete these sentences. Use a preposition.

1. I wanted to go alone, but my friend insisted *on coming with me*.
2. I spend a lot of money _____
3. I saw the accident. The car crashed _____
4. Chris prefers basketball _____
5. Shakespeare's plays have been translated_____

Topic 5. The Adjective. The Adverb.

ADJECTIVE

1. *Read a blog post about the impact of social media influencers in the business world. Pay attention to adjectives and adverbs.*



An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to $25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that

describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

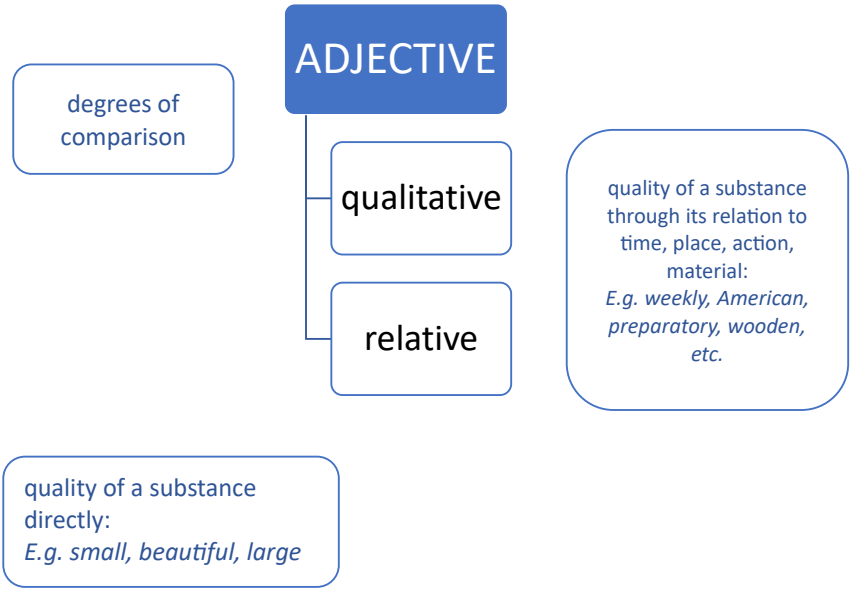
4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

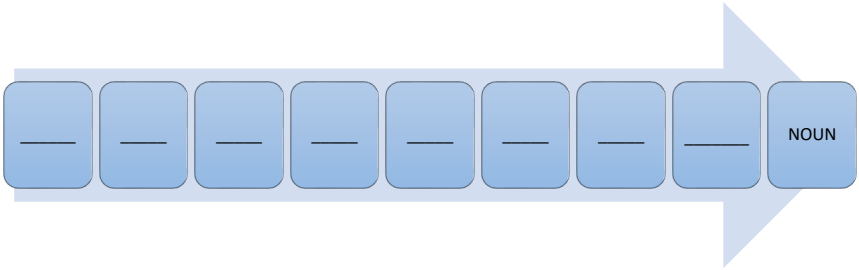
5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

2. Find the right explanation.



3. *Write the adjectives in the right order.*



age colour material opinion origin shape size type/purpose

4. *Compare the use of adjectives and adverbs. Guess them according to examples.*

Please be quiet.
I was disappointed that my exam results were so bad.
Why do you always look so serious?
I feel happy.

Please speak quietly.
I was unhappy that I did so badly in the exam. (not did so bad)
Why do you never take me seriously?
The children were playing happily.

5. *Put the correct word.*

1. Two people were *seriously* injured in the accident. (serious / seriously)
2. The driver of the car had *serious* injuries. (serious / seriously)
3. I think you behaved very _____ (selfish / selfishly)
4. Rose is _____ upset about losing her job. (terrible / terribly)
5. There was a _____ change in the weather. (sudden / suddenly)
6. Everybody at the party was _____ dressed. (colourful / colourfully)

7. Linda likes wearing _____ clothes. (colourful / colourfully)
8. Liz fell and hurt herself quite _____. (bad / badly)
9. Joe says he didn't do well at school because he was _____ taught. (bad/badly)
10. Don't go up that ladder. It doesn't look _____. (safe / safely)

*6. Complete the sentences. Each time use the comparative form of one of the words in the box. Use **than** where necessary.*

big	*~~early~~*	*high*
interested	*~~reliable~~*	*important*
crowded	*easily*	*simple*
peaceful	*serious*	*thin*

1. I was feeling tired last night, so I went to bed *earlier than* usual.
2. I'd like to have a *more reliable* car. The one I've got keeps breaking down.
3. Unfortunately her illness was _____ we thought at first.
4. You look _____. Have you lost weight?
5. I want a _____ flat. We don't have enough space here.
6. He doesn't study very hard. He's _____ in having a good time.
7. Health and happiness are _____ money.
8. The instructions were very complicated. They could have been _____.
9. There were a lot of people on the bus. It was _____ usual.
10. I like living in the countryside. It's _____ living in a town.
11. You'll find your way around the town _____ if you have a good map.
12. In some parts of the country, prices are _____ in others.

*7. Complete the sentences using the structures **better and better, more and more***

1. Cathy got *more and more* bored in her job. In the end, she left. (bored)
2. That hole in your sweater is getting _____. (big)
3. My bags seemed to get _____ as I carried them. (heavy)
4. As I waited for my interview, I became _____. (nervous)
5. As the day went on, the weather got _____. (bad)
6. Health care is becoming _____. (expensive)
7. Since Anna went to Canada, her English has got _____ (good)
8. As the conversation went on, Paul became _____anywhere else. (talkative)

*8. Complete the sentences using **as... as** the following:*

bad comfortable fast long often quietly soon well well-qualified

1. I'm sorry I'm late. I got here *as fast as* I could.
2. It was a difficult question. I answered it _____ I could.
3. How long can I stay with you?' 'You can stay _____ you like.'
4. I need the information quickly, so let me know _____ possible.
5. I like to keep fit, so I go swimming _____ I can.
6. I didn't want to wake anybody, so I came in _____ I could.

In the following sentences use just as... as.

7. I'm going to sleep on the floor. It's _____ the bed.
8. Why did he get the job rather than me? I'm _____ him.
9. At first I thought he was nice, but really he's _____everybody else.

*9. Complete the sentences. Use a superlative **(-est or most ...)** or a comparative **(-er or more ...).***

1. We stayed at *the cheapest* hotel in the town. (cheap)
2. Our hotel was *cheaper than* all the others in the town. (cheap)
3. The United States is very large, but Canada is _____. (large)
4. What's _____ country in the world? (small)
5. I wasn't feeling well yesterday, but I feel a bit _____ today. (good)
6. It was an awful day. It was _____ day of my life. (bad)
7. What is _____ sport in your country? (popular)
8. Everest is _____ mountain in the world. It is _____than any other mountain. (high)
9. We had a great holiday. It was one of _____ holidays we've ever had. (enjoyable)
10. I prefer this chair to the other one. It's _____ (comfortable).
11. What's _____ way of getting from here to the station? (quick)
12. Sue and Kevin have got three daughters. _____is 14 years old. (old)

10. What do you say in these situations? Use a superlative + ever. Use the words in brackets (in the correct form).

1. You've just been to the cinema. The film was extremely boring. You tell your friend: (boring / film / see) *That's the most boring film I've ever seen*.

2. Your friend has just told you a joke, which you think is very funny. You say: (funny joke/hear)
   That's _____.
3. You're drinking coffee with a friend. It's really good coffee. You say: (good coffee / taste) This
   _____.
4. You are talking to a friend about Mary. Mary is very generous. You tell your friend about her: (generous / person / meet) She
   _____.
5. You have just run ten kilometres. You've never run further than this. You say to your friend: (far run)
   That _____.
6. You decided to give up your job. Now you think this was a bad mistake. You say to your friend: (bad/ mistake / make)
   It _____.
7. Your friend meets a lot of people, some of them famous. You ask your friend: (famous / person / meet?)
   Who _____?

ADVERB

11. Change the adjectives into adverbs or adverbial phrases in the following sentences.

1. That was a cowardly thing to do. You acted in a *cowardly way*.
2. That was a quick response. She responded_____.
3. The music was very loud. The band played far too _____.
4. That was a silly thing to do. You acted _____.
5. The orchestra gave a lively performance. They performed _____.

6. She's a slow runner. She runs _____.
7. The singers gave a bad performance. They performed _____.
8. She can't control her motherly feelings. Even though he's 40, she looks after him _____.
9. She's a lovely teacher. She handles young children _____.
10. She delivered a careful speech. She spoke _____.
11. He looks pale and sickly. He always greets me _____.
12. You don't have to be so unfriendly! You needn't look at me _____.

12. Put in the missing adjectives and adverbs. Add -ly or make other changes where you need to.

A splash of color.

Last Thursday, I had an 2 _____interview for a job, I got up 3_____ and dressed 4_____. I put on my 5_____jacket and trousers to look my 6 _____. I had to travel by train, so I walked to the station, which isn't 7_____ from my house. I was walking quite 8. _____ when I saw a man just ahead painting his fans with red paint. He didn't notice me as I walked 9 _____. Then he turned suddenly and splashed my 10 _____trousers! He had acted 11 _____ and he apologized, but the damage was done. There was a big store on the corner, so I decided to buy a new pair 12_____. I could change on the train. I 13 _____ found a nice pair, which I bought quite 14 _____. The shop was 15_____, so I paid 16_____, grabbed my shopping bag and left. On the train, I went to the toilet to change. I took off my stained trousers and threw them out of the window. Then I opened the bag to get my 17_____ ones, but all I found was a pink woollen sweater!

Module 2. Tense Forms

Topic 1. The Verb. Word order and sentence patterns.

1. Which of the sentences A or B shows the correct English word order? In some cases, the alternative is just possible.

1. A: She eats every Friday fish.
   B: She eats fish every Friday.
2. A: Sometimes I play tennis on a Sunday.
   B: I sometimes play tennis on a Sunday.
3. A: Never I eat breakfast.
   B: I never eat breakfast.
4. A: I did quickly my homework.
   B: I quickly did my homework.
5. A: I did my homework in a hurry.
   B: I in a hurry did my homework.
6. A: You played yesterday very well.
   B: You played very well yesterday.
7. A: I do not any more live in London.
   B: I do not live in London any more.
8. A: Give it to me.
   B: Give to me it.
9. A: Give it me.
   B: Give me it.
10. A: I'm going to have cut my hair tomorrow.
    B: I'm going to have my hair cut tomorrow.
11. A: Rarely have I heard such a feeble excuse!
    B: Rarely I have heard such a feeble excuse.
12. A: Under no circumstances should you tell him what I said.
    B: Under no circumstances you should tell him what I said.
13. A: Can you tell me what is the time?
    B: Can you tell me what the time is?
14. A: She left stupidly her homework on the bus.
    B: She stupidly left her homework on the bus.
15. A: He ate slowly his lunch.
    B: He ate his lunch slowly.
16. A: No sooner we had left the house than it started to rain.
    B: No sooner had we left the house than it started to rain.
17. A: Already as a child I knew I was going to be a teacher.
    B: As a child, I knew already that I was going to be a teacher.

18. A: Where's the toilet? asked he.
B: Where's the toilet? he asked.

2. Write the sentences with the adverbs in the correct position

1. Our friends must write a test. (also)
_____
2. I was joking. (only)
_____
3. Did you enjoy the flight? (both)
_____
4. Mary watches TV. (hardly) (ever)
_____
5. He drives his car. (carefully)
_____
6. The children play football. (in the garden)
_____
7. We went to the cinema. (yesterday)
_____
8. John fell off the bike. (almost)
_____
9. Her boyfriend will buy her some flowers. (probably)
_____
10. My uncle is moving to Stockholm soon. (definitely)
_____

3. Write affirmative sentences in the correct word order.

1. he / while / himself / the car / hurt / Sandy / was repairing.
_____
2. are / work / they / to / on their own / expected.
_____
3. larger / Los Angeles / Seattle / much / than / is.
_____
4. whose / author / the book / I / on the / met / is / best-seller list.
_____
5. dangerous / with / fire / it / to play / is.
_____
6. raining / was / home / it / I / left / when.
_____
7. to change / their / like / many women / from time to time / appearance.

_____

8. in the office / papers / some / there / on my desk / are.

_____

9. in her room / Janet / the book / left / somewhere.

_____

10. to work / football / go /game /Joe / to the / he / has / because / can't.

_____

11. this morning / than / happier / he / looks / George / did.

_____

12. more / seems / the last one / this test / difficult / than.

_____

13. make / she / possible / to / little / noise / as / as / tried.

_____

14. every / eight hours / sleeps / night / my / dad.

---

4. Choose the correct forms to complete the questions below.

1. How long _____ in Paris?

a.did you stay

b.were you stay

c.you stayed

2. How _____ to Barcelona?

a.did you travel

b.you travelled

c.were you travel

3. Which _____ ?

a.your favourite colour is

b.does your favourite colour be

c.is your favourite colour

4. What instrument _____ when you were a child?

a.could play you

b.could you play

c.you could play

5. Why _____ there?

a.that man's standing

b.does that man is standing

c.is that man standing

5. Fill in the gaps with question words.

1. A: _____do you live? B: In a small town near here.
2. A: _____was at the party? B: Frederick, Leslie, and some other friends.
3. A: _____ did you say to Laura? B: Nothing.
4. _____box do you prefer, the small one or the big one?
5. A: _____ do you go out? B: Every Saturday.
6. A: _____ are you going to visit me? B: Next Sunday.
7. A: _____ didn't you tell me anything? B: Because I was afraid.
8. A: _____ sugar do you want in your coffee? B: Two spoonfuls, please.
9. A: _____ shall we meet? B: At 7?
10. A: _____ is she going to stay? B: Just a couple of days.

6. Complete the questions below using the words in brackets.

1. How often (you / go) to the dentist?
2. How many brothers and sisters (you / have) got?
3. What time (you / can) pick me up?
4. Where (Tim / be) last night?
5. (you / see) John this morning?
6. Why (you / put) that box there?
7. What (you / do) with the scissors?
8. When (she / make) a decision?
9. What time (I / should / call) you tomorrow?
10. Who (Sandra invite) to the party?

7. Write questions for the underlined words.

1. We won a trip to Hawaii. ⇒ *What did you win?*
2. We have to clean the office in the morning. _____ the office?
3. She writes two pages every day. _____ every day?
4. He'll find a job soon. _____ a job?
5. Yesterday she called me because she needed my help. _____ yesterday?
6. She has breakfast at home twice a week. _____ breakfast at home?
7. The fish and chips cost 6 pounds on Mondays. _____ on Mondays?
8. I'm living in a small town now. _____ now?
9. The cat is under the chair. _____?
10. This pen is mine. _____ ?
11. We are going to stay for a couple of weeks. _____?

8. Read this story and arrange the words in each sentence in the right order add capital letters and punctuation in the right places

1. the local school | attends | my son Tim. *My son Tim attends the local school*

2. to his school | my wife and I went | yesterday
_____
3. we | to his teachers | spoke
_____
4. Tim's school | report | we collected
_____
5. very good | was not | Tim's report

6. in every subject | were | his marks | low

7. was waiting anxiously for us | outside | Tim

8. ‘ my report | how was’ | eagerly | he asked

9. ‘ very good | it wasn't’ | I said

10. ‘ you | harder | must try

11. seems | that boy Ogilvi | very clever

12. good marks | he got | in all subjects’

13. ‘ clever parents | Ogilvy | has’ Tim said

9.Pick a tick where you think you can change the word order

Accurate for Hysteria

When I was a girl, my parents sent me to a very strict school. They had to buy an expensive uniform for me 1✓ and pay school fees for me 2 ____. Our headmistress, Miss Prim, never smiled. She explained the school rules to us 3 ____ and expected us to obey them. ‘I will never say anything to you 4_____ twice,’ she used to say. We had to write a letter to our parents 5____ once a week and show it to Miss Prim 6 ____ before we sent it. I can still remember some of the school. We were not allowed to land anything to anyone 7 ___. We were not allowed to give each other help 8 ____ with homework. We had to report unusual situations to the headmistress 9 ____. One morning, during the assembly, a girl fainted. The next morning, two more fainted. This continued to happen for several mornings. Mass hysteria had set in! But Miss Prim put an end to it. She announced a new rule to us 10___: ‘No girl will faint in College!’ And after that, now one did!

Topic 2. Present Tenses.

1. Read the information below underline the present tense forms.

Your digital footprint



Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online. All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something.

2. Match the rules with examples.

Rules	*Examples*
Action in the moment of speaking	*The road is closed. There has been an accisent.*
Things in general	*My English is getting better.*

Activity that has recently stopped or just stopped and connected with now.	*It's the first time he cooked the dinner by himself.*
It is the first time something has happened	*Steve is talking to a friend on the phone.*
Action has happened but connected with present moment	*You are out of breath. Have you been running?*
Changes happening around now	*Nurses look after patients in hospitals.*
Regular actions in the present	*Jane doesn't drink tea very often*

3. Choose the correct variant.

1. Bryan *live / lives* in Cornwall.
2. Samantha doesn't *drive / drives* to the supermarket every day.
3. Bryan and his friend *goes / go* out together.
4. They *grow / grows* vegetables in their garden.
5. Samantha's mum is a university professor and her dad *work / works* in an office.
6. The grandpas *don't / doesn't* wash up – they use the dishwasher.
7. They *is / 're* eating in the dining room.
8. You *aren't / isn't* watching the right house.
9. Is the boy *putting / puting* salt on his dinner?
10. The *cat not / isn't* playing in the garden.
11. *Is he / He is* looking at the right house?
12. I'm *hasing / having* a bad evening.
13. A: What does Maria do?
    B: She is *working / works* in a restaurant.
14. 2 A: *Are they eating / Do they eat* chicken for dinner?

B: No, they aren't. They *have / are* having fish.

15. 3 A: Where is Jason?

B: He *sunbathes / 's sunbathing* in his garden.

16. 4 A: *Are the boys playing / Do the boys play* football?

B: No, they aren't. They *do / are* doing a crossword.

17. 5 A: Are Jeff and Bill waiters?

B: No, they *teach / are teaching* in a school.

18. 6 A: Does Maria travel for work?

B: No, Maria *isn't travelling / doesn't* travel for work

4. Choose the correct or more natural answer in this radio news report.

Emergency services were bombarded with phone calls from all over the north of the country last night by people who (1) *are reporting/reported* seeing blue objects shoot across the sky. Mrs Sophia Olsen (2) drove/was driving along the main road at the time. I (3) 'm usually coming / usually came along that bit of road at about ten. As I (4) was going/go past the old bam, I (5) was seeing / * a single bright blue light going across the road in front of my car. I (6) stopped/stop the car and (7) was watching/am watching it for about fifteen minutes. It (8) was travelling/travels quite slowly from east to west and then it (9) 's suddenly disappearing / suddenly disappeared. Until now I (10) wasn't believing/didn't believe in UFOs, although my son (11) is forever trying /forever tries to persuade me that they (12) are existing/exist. But now I (13) thought / 'm thinking that maybe he (14) was being/was right.' Dr Maria Walker, a lecturer in astronomy at Trumpton University, (15) offers/is offering a simple explanation. 'The reports that (16) were coming/come in last night (17) are suggesting/suggest that it (18) was/is a meteor shower. This (19) is/was not unusual on a small scale, but last night's shower (20) is seeming/seems to have been very large. In fact, we (21) were getting/are getting an increasing number of meteor showers, and my department (22) is currently researching / currently researches possible reasons for this.' But many witnesses to the events

(23) believe/are believing that they (24) are observing/were observing more than a meteor shower, and that last night the Earth was actually visited by beings from outer space.

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

1 usually / at the weekend / play music / we / together

_____

2 in the garden / often / grandma / works

_____

3 I / never / for school / late / am

_____

4 cooks / Mike's sister / dinner / sometimes

_____

5 washes / seldom / the dishes / my uncle

_____

6 does / Sofia / on Fridays / the shopping / usually

_____

6. Read the situations and write sentences. Use the following verbs:

arrive break fall go up grow improve ~~lose~~

1 Tom is looking for his key. He can't find it.
He has lost his key
2 Margaret can't walk and her leg is in plaster.
She _____
3 Last week the bus fare was 80 pence. Now it is 90.
The bus fare _____
4 Maria's English wasn't very good. Now it is better.
Her English _____
5 Dan didn't have a beard before. Now he has a beard.
He _____
6 This morning I was expecting a letter. Now I have it.

The letter _____
7 The temperature was 20 degrees. Now it is only 12.
The _____

7. Complete the sentences. Using today / this year / this term

1 I saw Tom yesterday, but *I haven't seen him today*
2 I read a newspaper yesterday, but I _____ today.
3 Last year the company made a profit, but this year _____.
4 Tracy worked hard at school last term, but _____ .
5 It snowed a lot last winter, but _____ .
6 Our football team won a lot last winter, but _____ .

8. Write a question for each situation.

1. You meet Paul as he is leaving the swimming pool.
You ask: (you / swim?) *Have you been swimming?*
2. You have just arrived to meet a friend who is waiting for you.
You ask: (you / wait / long)
_____
3. You meet a friend in the street. His face and hands are very dirty.
You ask: (what / you / do?)
_____
4. A friend of yours is now working in a shop. You want to know how long.
You ask: (how long / you / work / there)
_____
5. A friend tells you about his job – he sells computers. You want to know how long.

You ask: (how long / you / sell / computers?)

_____

9. Complete the second sentence so that it has a similar meaning to the first. Use for or since and the correct form of the verb in brackets.

1 Ali is an actor. She started acting when she was nine.

She _____ she was nine. (be)

2 Ricky and I are friends. We met years ago.

I _____ years. (know)

3 We moved to Madrid in 2015.

We _____ 2015. (live)

4 The last time you spoke to me was on Monday.

You _____ Monday. (not talk)

5 They went to the theatre three hours ago.

They _____ three hours. (be)

6 Jamie is hungry. He had his breakfast at 9 a.m.

Jamie _____ 9 a.m. (eat)

10. Complete the sentences about you and your family.

1 I usually _____ .

2 We sometimes _____ .

3 I seldom _____ .

4 I never _____ .

5 At home, we always _____.

11. Read the situations and write sentences as shown in the example.

1 Jack is driving a car, but he's very nervous and not sure what to do.

You ask: *Have you driven a car before?*

He says: *No, this is the first time I've driven a car.*

2 Ben is playing tennis. He's not good at it and he doesn't know the rules.
You ask: Have

_____

He says: No, this is the first

_____

3 Sue is riding a horse. She doesn't look very confident or comfortable.
You ask:

_____

She says:

_____

4 Maria is in London. She has just arrived and it's very new for her.
You ask:

_____

She says:

_____

12. Read the situations and complete the sentences.

A holiday job with a difference!

I (study)1 am studying English at Exeter University. I am on holiday at the moment and I (work)2 ……. in a public library. I am lucky to have this job. I (not have to) 3……. get up early. The library (open) 4 ……... at 10 and (close)5……. And (ask)7 ……..… me to help them, so I (learn) 8 …… a lot about different subjects. I (enjoy)9…… the job and (find)10…… it very amusing, too. People (use) 11……..… the strangest things as bookmarks. I have found a rasher of bacon (uncooked!). Matchsticks (be) 12 …… common and so (be) 13 ……..…bus tickets. My colleagues (always find)14 ……. things too - even a 10-pound note, but I haven't been so lucky! I often (think) 15 ……..... of the photo of a beautiful woman which I found. On the back were the words I (love)16 …… you. I (miss) 17 ……..….. you and I will never forget you.

Topic 3. Past Tenses.

1. Read the information below underline the past tense forms.



Donald and Elizabeth had been driving to church before they stopped. They had been driving down a dirt road when they heard a strange noise. Donald stopped the car. He got out of the car. Then, he helped Elizabeth out of the car. Elizabeth sat and waited for Donald.

Donald looked at the car. It had been going for an hour or so. He knew how to fix cars. He had been working as a mechanic for 5 years before he moved to the country. Donald got his tools. He looked under the hood. It seemed that the engine had been heating up. He crawled under the car.

Donald had been working on the car for a while when Jake parked beside him. Jake had been driving home when he saw Donald and Elizabeth on the side of the road. Jake helped Donald fix the car. Donald thanked Jake for his help. Elizabeth waved to Jake as they drove away. Thanks to Jake's help, they arrived at church on time.

2. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I *took* off my coat. (take)
2. The film wasn't very good. I…….. it very much. (enjoy)
3. I knew Sarah was very busy, so I……. her. (disturb)
4. I was very tired, so I…… the party early. (leave)
5. The bed was very uncomfortable. I…… very well. (sleep)
6. The window was open and a bird…… into the room. (fly)
7. The hotel wasn't very expensive. it…….. very much.(cost)

8. I was in a hurry, so I……. time to phone you. (have).
9. It was hard carrying the bags. They…… were having. (be)

3. Choose the correct words

My name is Chris Travis. I'm 65 years old. I ***use/used*** to climb mountains when I was younger, but I don't any more. We ***didn't use/weren't use*** to have a lot of modern equipment in those days. Our ropes and ice axes were very heavy. But we ***were/did*** used to carrying heavy packs. Where ***did we used/were we used*** to climb? We used
to go/go to the Alps every year. I ***used/would*** always try to climb a new route every time. Now I ***'m getting used/used*** to spending more time at home. I use my experiences to write books about mountain climbing. I ***wrote / used to write*** my third book last year.

4. Put the verb into the correct form, past continuous or past simple

Jenny *was waiting* (wait) for me when I *arrived* (arrive).
'What……(you/do) at this time yesterday?' 'I was asleep'.
'……(you/go) out last night?' 'No, I was too tired.'
How fast……(you/drive) when the
accident……..(happen)?
Sam ……. (take) a photograph of me while I …….. (not/ look).
We were in a very difficult position. We……..(not/know) what to do.
I haven't seen Ellen for ages. When I last…… (see) him, he …… (try) to find a job.
I……(walk) along the street when suddenly I…….. (hear) footsteps behind me. Somebody……(follow) me. I was scared and I……. (start) to run.

When I was young, I…….. (want) to be a pilot.

Last night I…….(drop) a plate when I …….(do) the washing up. Fortunately it……..(not/break).

5. Put the verbs into the correct form, Past perfect (I had done) or past simple (I did).

1 'Was Paul at the party when you arrived?' 'No, he had gone (go) home.'

2 I felt very tired when I got home, so I _____ (go) straight to the bed.

3 The house was very quiet when I got home. Everybody _____ (go) to bed.

4 Sorry I'm late. The car _____ (break) down on my way here.

5 We were driving along the road when we _____ (see) a car which _____ (break) down, so we _____ (stop) to help.

6. Read the situation and make sentences from the words in brackets.

1 I was very tired when I arrived home.

(I / work / hard all day) *I'd been working hard all day*.

2 The two boys came into the house. They had a football and they were both very tired. (they / play / football)

_____

3 I was disappointed when I had to cancel my holiday. (I / look / forward to it) _____

4 Ann woke up in the middle of the night. She was frightened and didn't know where she was. (she / dream)

_____

5 When I got home, Tom was sitting in front of the TV. He had just turned it off. (he / watch / a film)

_____

7. Put the verb into the most suitable form, past continuous (I was doing), past perfect (I had done) or past perfect continuous (I had been doing).

1. It was very noisy next door. Our neighbours *were having* (have) a party.
2. We were good friends. We _____ (know) each other for years.
3. Jonh and I went for a walk. I had difficulty keeping up with him because he _____ (walk) so fast.
4. Sue was sitting on the ground. She was out of breath. She _____ (run).
5. When I arrived, everybody was sitting round the table with their mouths full. They _____ (eat).
6. When I arrived, everybody was sitting round the table and talking. Their mouths were empty, but their stomachs were full. They _____ (eat).
7. Jim was on his hands and knees on the floor. He _____ (look) for his contact lens.
8. When I arrived, Kate _____ (wait) for me. She was annoyed with me because I was late and she _____ (wait) for a long time.
9. I was sad when I sold my car. I _____ 9 have) it for a very long time.
10. We were extremely tired at the end of the journey. We _____ (travel) for more than 24 hours.

8. Choose the correct verbs to complete the sentences.

1. My father **worked / has worked** as a policeman since he **left / has left** school.
2. Linda **called / has called** me this morning. She **has decided / decided** to come out with us later.

3. Tom **never drove / has never driven** a car because he's not old enough.

4. I **bought / have bought** a new shirt at the weekend, but I **didn't wear / haven't worn** it yet.

5. Pablo loves Sam Smith's new album, but I **haven't heard / didn't hear** it.

6. I **spilled / have spilled** water on my phone earlier; I think **I broke / I've broken** it.

9. Put in the past perfect simple or continuous or the simple past. Give alternatives were possible.

Cooking the books?

Old Mr William was very concerned. He and his wife were pensioners and he (spent) 1 ***had spent*** *the whole morning looking for their pension books. He (look) 2…….. everywhere, but he (not be able) 3…….. to find them. Meanwhile, his wife (be) 4 …… busy. She (cook) 5 …….. all morning. She (prepare) 6 …… a delicious meal. She (make) 7 …… soup, followed by a lovely pie, which she (bake) 8 …….. in the oven. Mr Williams (always enjoy) 9 …… his food, but he clearly wasn't enjoying his lunch. 'What's the matter, Tom?' his wife asked. Mr Williams (have to) 10 …… confess that he (lost) 11 …….. their pension books. 'I know,' Mrs Williams (say) 12 …….. with a twinkle in her eye. 'I've got them'. 'You've got them?' 'Yes – and guess where I (find) 13 …… them!' Mr William suddenly remembered. 'In the oven! I (put) 14 …….. them there for safe-keeping.' He (smile) 15 …… with relief and she (fish) 16 …….. them out of her apron pocket!*

Topic 4. Future Tenses.

1. *Read the stories below underline the past tense forms.*

Story 1

Brad likes to fish. He fishes whenever he can. This weekend, he will be fishing at the lake. It is his favorite place to fish. Mark is Brad's friend. Mark likes to fish too. He also fishes whenever he can. This weekend he will be fishing at the lake with Brad. They will be camping at the lake all weekend. Mark will be picking Brad up at 8 o'clock Friday night. Brad will be ready when Mark arrives. They will be driving all night before they get to the lake. They are excited about the weekend. Brad and Mark both love to fish. They love to fish together. They will be fishing together for many years!



Story 2

Tyler and William are paddling their canoe down the river. They are traveling a long distance through trees and canyons. They will have paddled for many miles by the time they arrive at their destination. They are going to have been gone for 2 weeks by the time they finish their trip. They are going to have seen many sights by the time their trip is completed. They probably will have seen many wild animals. They will have eaten many fish. They will not have seen many other people by the end of their trip.



Story 3



Barry is a magician. Barry has been a magician for many years. This December, he will have been doing magic professionally for 25 years. He will have been entertaining audiences for 25 years. Currently, Barry is a magician in a show in Las Vegas. In October, he is going to have been performing in Las Vegas for 3 years. He will have been entertaining Las Vegas audiences with his card tricks for 3 years.

Put the sentences in the correct groups.

Predictions and hopes	*Spontaneous ideas*	*Plans and arrangements*

1. I'm playing basketball tonight.
2. I'm seeing Jenny on Sunday.
3. I'll ask him.
4. You'll feel better soon.
5. I'll wash. You dry.
6. Are you going to the cinema tomorrow night?
7. What are you doing next week?
8. I don't think I'll ever be famous.
9. I'll hold the door for you.
10. We'll help you!
11. I'm sure you'll enjoy it.
12. It won't take long to get there.

2. Choose the correct future form.

1. You'll freeze if you'**ll go / go** out dressed like that. Put on a warm coat!
2. When I retire next year, I'**m doing / going** to do a lot of travelling around South America.
3. Look at that stupid cyclist! He**'s going to cause / causes** an accident.
4. **A:** What do you want done with this box?
   B: If you just leave it there, I'**ll take / 'm taking** it upstairs when I go.
5. **A:** What **are you doing / do you do** this evening?
   B: Oh, I don't know. Maybe I'**ll Skype / 'm Skyping** Lida.
6. Please note that next week's concert **is commencing / will commence** at 7.00, not 7.30 as advertised in the programme.
7. **A:** Adele **will do / is doing** a concert in Milan next month.
   B: Will / Shall I book some tickets?
8. When Stefan **is / will be** 50, Sofiia **is to be / will be** 18.

3. Choose the best future form to complete these sentences.

1. Don't worry about your driving test! I'm sure **you'll pass / you're passing** .
2. I **won't come / 'm not coming** on Friday, sorry. I have a doctor's appointment.
3. Are you hot? OK, **I'm going to / I'll** open the window.
4. Don't leave your bike there! Someone **'s stealing it / 'll steal it** .
5. Good morning and welcome to our school. In this talk **I'll / I'm going to** tell you about ...
6. Look at the traffic! **We're going to be / We're arriving** late for school.
7. Oops, I forgot your drink! **I'm going to / I'll go** and get it now.
8. I **don't think he'll / think he won't** go to the party.

4. Open the brackets using the Present Simple or the Future Simple.

1. I (to tell) you all the details as soon as he (to share) this information with me.
2. The teacher wants to know if Peter Simpson (to be) present in class tomorrow.
3. I wonder if the stadium (to be crowded) during the match.
4. Maggie (to help) you with the translation if she (to get) a spare moment.
5. Do you mean that you don't know when exactly they (to come) back?
6. I'd like to know if Laura (to come) to our party if she (to get) an invitation.
7. I never know when they (to decide) to play one of their practical jokes.
8. It (to be) very interesting to know when this popular band (to come) to our city.
9. The palace (to be) so beautiful when they (to illuminate) it with hundreds of multicoloured lamps.
10. I don't know when he (to come) tomorrow or whether he (to come) at all.

5. Write questions using do you think…will…? The following:

1. I've bought Rosa this picture. Do you think she'll like it?
2. The weather doesn't look very good. Do you _____?
3. The meeting is still going on. When do you _____?
4. My car needs to be repared. How much _____?

5. Sally and David are in love. Do _____?
6. “I’m going out now.” “OK. What time _____?
7. The future situation is uncertain. What _____?

6. Complete the sentences using will (‘ll) or going to:

1. A: Why are you turning on the television?
   B: *I’m going to watch* the news/ (I/watch)
2. A: Oh, I’ve just realized. I haven’t got any money.
   B: Haven’t you? Well, don’t worry. _____ you some. (I/lend).
3. A: I’ve got a headache.
   B: Have you? Wait a second and _____ an aspirin for you. (I/get)
4. A: Why are you filling that bucket with water?
   B: _____ the car. (I/wash)
5. A: I’ve decided to repaint my room.
   B: Oh, have you? What colour _____ it? (you paint)
6. A: Where are you going? Are you going shopping?
   B: Yes, _____ something for dinner. (I/buy)
7. A: I don’t know how to use this camera.
   B: It’s easy. _____ you. (I/show)
8. A: What would you like to eat?
   B: _____ a sandwich, please. (I/have)
9. A: Did you post that letter for me?
   B: Oh, I’m sorry. I completely forgot. _____ it now. (I/do)
10. A: The ceiling in this room doesn’t look very safe, does it?
    B: No, it looks as if _____ down. (it/fall)

7. Correct and write these sentences on the line below

1. That looks heavy. I help you.

_____

2. I'll play at a music festival this weekend.

_____

3. He's playing really badly. There's no way he's winning this match.

_____

4. I'll meet Charlie and Anna later.

_____

5. Let's not go to that beach. I think it's too full of tourists today.

_____

6. I'll start piano lessons on Monday. I'm really looking forward to it.

_____

7. I think it won't rain today.

_____

8. Ask her! I'm sure she isn't minding.

_____

8 . Put in the future simple, future continuous or the future perfect simple. Give alternatives were possible.

Flying junk

By the middle of the 21st century we (build)1 will have built space stations which (circle) 2 _____ the earth and (probably circle)3 _____ the moon, too. We (establish) 4 _____ bases on planets like Mars. At present, we use radar to 'watch' nearly 8,0000 objects in space. In addition, there are at least 30,000 bits or rubbish from the size of marbles to the size of basket balls flying round the earth. These (increase) 5 _____ in number of the year 2050 and (orbit) 6 _____ the earth. All these bits and pieces are watched by NORAD (North American Radar Defense Command). NORAD (have)7 _____more and more rubbish to watch as the years go by. Some bits fall back to earth, crashing junk could give us a bad headache. Most of the stuff (stay) 8 _____ up there, we hope! The sad fact is that we who are alive today (not clear up) 9_____ our own junk tomorrow. Perhaps we (just watch) 10 _____ from some other safe place as it does round and round the earth!

Topic 5. Reported Speech and Sequence of Tenses

1. Read the story and underline the reported patterns.

John told me that he visited San Francisco, California, last weekend. He asked me if I had been there. He said that he had never actually been there before. John mentioned that he had planned to visit his sister there, but she was out of town for work, so he toured the city alone. He told me that he saw many sights. He described how he had driven over the Golden Gate Bridge. He mentioned that it is almost 2 miles long! Then, John recalled that he took a ferry to Alcatraz Island and toured the prison. John explained that it was spooky, and that he might have seen a ghost there!

John continued by telling me that he saw the Golden Gate Park. John emphasized that it was beautiful, and that he would definitely visit again. On his last day, John said that he spent time in Chinatown. He remembered that he had been eating a traditional Chinese dinner, when he realized that there was one more destination to visit. He explained that he toured the Golden Gate Fortune Cookie Factory. He commented that his fortune cookie had said that his journey would never be complete. John said that it was true because he was already planning his next journey. He asked me if I would like to go with him!



2. Check your grammar: matching

1. Present Simple	*a. Past Perfect*
2. Present Continuous	*b. Past Perfect Continuous*
3. Past Simple	*c. Past Continuous*
4. may	*d. Past Perfect*
5. Present Perfect	*e. Past Simple*
6. Present Perfect Continuous	*f. could*

7. be going to	*g. might*
8. Past Continuous	*h. was/were going to*
9. can	*i. Past Perfect Continuous*
10. will	*j. would*

3. Correct and write these sentences on the line below.

1. He said her that he loved her. _____
2. She said she knows the answer. _____
3. Ryan said had bought the tickets. _____
4. She told me don't speak in the library. _____
5. Sara asked if had he finished. _____
6. She asked me where was my sister._____
7. They asked me come back later. _____
8. She asked did I spoke French._____

4. Somebody says something to you which is the opposite of what they said earlier Complete the answers

1. A: That restaurant is expansive
   B: Is it? I thought you said *it was cheap*
2. A: See you is coming to the party tonight.
   B: Is she? I thought you said she _____
3. A: Sara likes Paul.
   B: Does she? Last week you said _____
4. A: I know lots of people.
   B: Do you? I thought you said _____
5. A: Jane will be here next week.
   B: Will she? But didn't you say _____
6. A: I'm going out this evening.
   B: Are you? but you said_____

7. A: I can speak a little French.
   B: Can you? But earlier you said _____
8. A: I haven't been to the cinema for ages.
   B: Haven't you? I thought you said_____

5. Write the bold sentence in reported speech.

1. 'I feel ill.' Sandra said _____.
2. 'I'm going into town.' Mark said _____.
3. 'I studied music for five years.' Alex said _____.
4. 'I've been to Shanghai.' She said _____.
5. 'We can help you.' Will said _____.
6. 'It will rain on Tuesday.' The weather forecast said
_____on Tuesday.
7. 'What's your name?' The police officer asked me
_____.
8. 'Are you over eighteen?' The teacher asked Amy
_____.

*6. Complete the sentences with **say** or **tell** in the correct form. Use only one word each time.*

1. Ann ***said*** goodbye to me and laughed.
2. _____ us about your holiday. did you have a nice time?
3. Don't just stand up there! _____ something!
4. I wonder where Sue is. She_____ she would be here at 8 o'clock.
5. Dan _____ me that he was bored with his job.
6. The doctor_____ that I should rest for at least a week.
7. Don't_____ anybody what I_____. It's a secret between us.

8. Did she_____ what happened? No, she didn't _____ anything to me.

9. Gary couldn't help me. He _____me to ask Caroline.

10. Gary couldn't help me. He_____ to ask Caroline.

7. Choose one of the sentences in the table that are direct speech to complete each sentence below. Use reported speech.

Don't wait for me if I'm late.	Mind your own business	Don't worry, Sue
Please, slow down!	Can you open your back, please?	Could you get a newspaper?
~~*Hurry up!*~~	Will you marry me?	Do you think you could give me a hand, Tom?

1. Bill was taking alone time to get to ready coma so I ***told him to hurry up***
2. Sara was driving to fast, so I asked _____
3. Sue was nervous about the situation. I told _____
4. I couldn't move the piano alone, so I _____
5. Tom was going to the shop, so I _____
6. The customs officer looked at me suspiciously and _____
7. The man started asking me personal questions, so I _____
8. John was very much in love with Mary, so he _____
9. I didn't want to delay Helen, so I _____

8. Report These questions-word questions moving the clauses 'one tense back'.

1. 'What's the weather like? She asked me *what the weather was like.*

2. ‘What does Frank do for a living?’ I wanted to know
_____.
3. ‘Why is Maria crying?’ She wondered _____.
4. ‘What kind of holiday has Marco had?’ You wanted to know
_____.
5. ‘How long have you both been living here?’ They inquired
_____.
6. ‘Where did they go last week?’ She wanted to know
_____.
7. ‘Who were you looking for?’ He asked me
_____.
8. ‘When will lunch be ready?’ You didn’t tell me
_____.
9. ‘Which countries will John be visiting?’ You didn’t say
_____.
10. ‘How can I solve the problem?’ I wanted to know
_____.

9. Put in the correct forms and tenses of the numbered verbs.

Burning the candle at both ends.

The nurse asked me if I (be)1 ***was*** *next and she led me into Dr. Grey’s surgery. Dr. Grey smiled at me and asked (what the problem be)2 _____. I am a young man and not the sort of person she has to see very often! I told her I (be) 3_____ feeling rather run down. She asked to me if I (keep)4 _____ regular hours and I said I (have not)5_____. She wanted to know why I (not/keep)6_____ regular hours and I said I (be) 7 _____ out with friends almost every evening. Dr Grey then wanted to know how I (spend)8 _____ my time and I (tell)9_____ her I (go)10_____ to parties mostly. The doctor asked if I (not/ have)11_____ the chance to recover during weekends and I (tell)12_____ her that my party-going (be)13_____ even worse during the weekends! She asked me if I (smoke)14_____. When I said I did, she asked how many cigarettes a day I (smoke)15_____. She raised her eyebrows when I answered! then she asked me if I (take)16_____ any exercises and I answered that I (not/ have)17_____ time for that sort of thing. “You’re you burning the candle at both ends, Mr. Finley,” she told me. “Rest is the only cure for you. You’ve really got to slow down.” She looked at me wistfully before I left her surgery and added, “But I do envy you the life you've been living!”*

Topic 6. Passive Voice

1. Read the conversation and underline the passive voice forms.

Sophie: *Hello? Hi? Can you hear me? I'm outside the hotel. My room is being cleaned. It's a bit noisy.*
Oliver: *Yeah, I can hear you, Mum. How's China?*
Sophie: *Amazing. I'm in Zhangjiajie.*
Oliver: *Where?*
Sophie: *Zhangjiajie National Park. It's been used in a lot of films. I was told the scenery in Avatar was based on the landscape here.*
Oliver: *Really? Wow! Has it got mountains a bit like fingers?*
Sophie: *Yeah, that's the place.*
Oliver: *So, how do you get up the mountains? Can you?*
Sophie: *One mountain has an enormous lift, the biggest outdoor elevator in the world, so I've been informed. It takes you right to the top. It was fantastic!*
Oliver: *What else have you seen?*
Sophie: *Well, I met some local girls wearing regional costume. They were absolutely gorgeous. They're decorated with bands of flowers and there's a lot of red.*
Oliver: *Ah, nice, but don't even think about it as a Christmas present!*
Sophie: *OK, got the message!*
Oliver: *Good! What are you up to tomorrow?*
Sophie: *Well, we're going to Baofeng Lake. I think loads of films have been made there too. It's going to be fascinating.*
Oliver: *Cool. What about the language? Have you learned any Mandarin?*
Sophie: *Not much, to be honest. My guide translates for us. She's the best! Anyway! I'll call tomorrow and I'm back on Saturday. I hope to find everything clean and tidy … you've been warned!!*
Oliver: *Yeah, Mum. Have a great day tomorrow – look forward to seeing the photos. Bye.*
Sophie: *Love you.*

2. *Check your grammar: true or false. Circle True or False for these sentences.*

1. We use the passive when we don't want or need to specify who did the action. True False
2. We use the verb have and the past participle to form the passive. True False
3. You can't say who did the action when you're using the passive. True False
4. The passive is not always formal. True False
5. In some contexts we can say they or you instead of using the passive. True False
6. We also use get instead of be to form the passive sometimes. True False

3. *Write the words in the correct order to make sentences.*

1. stolen! My wallet been has _____
2. repaired. Our being television is _____
3. bags made are These by hand. _____
4. made The one week! film was in _____
5. not to were They asked do that. _____
6. decided will be The winners next week. _____
7. The Hunger were books. based Games films on a series of

_____

8. Over sold. three million have DVDs of Avatar been

_____

4. *Complete the sentences using the passive*

1. The theatre has cancelled the play.

= The play _____ by the theatre.

2. Did someone tell the students about the trip?

= Were _____ about the trip?

3. They haven't announced the opening date yet.

= The opening date _____ yet.

4. A car hit my dog.

= My dog _____ by a car.

5. Someone had burgled his house.

= His house _____.

6. Students will organise the party themselves.

= The party _____ by students themselves.

7. Clare didn't write that note.

= That note _____ by Clare.

8. Someone is painting our classroom.

= Our classroom _____ painted.

9. People saw a meteorite over the North Pole.

= A meteorite _____ over the North Pole.

10. The organisers will divide the prize money between the two winners.

= The prize money _____ between the two winners.

5. Complete the sentences using the verbs in the correct form present or past.

cause	damage	hold	invite	make
overtake	show	surround	translate	write

1. Many accidents are caused by dangerous driving
2. Cheese_____ from milk.
3. The root of the building_____ in a storm a few days ago.
4. You_____ to the wedding. why didn't you go?
5. A cinema is a place where films_____.

6. In the United States, election president_____ every four years.
7. Originally the book_____ in Spanish, and a year ago it_____ into English.
8. Although we were driving quiet fast, we_____ buy a lot of other cars.
9. You can't see the house from the. it_____ by trees.

6. Write questions using the passive. some of present and some of us.

1. Ask about gloss.(how/make?) *How is glass made*
2. Ask about television.(when/invent?)_____
3. Ask about mountains.(how/foam?)_____
4. Ask about Pluto (the planet). (when/discover?)_____
5. Ask about silver. (what/use for?)

7. Put the verb into the correct form present simple or past simple active

1. It's a big factory. 500 people *are employed* (employ) there.
2. *Did somebody clean* (somebody/clean) this room yesterday?
3. How much of the Earth surface_____(cover) by water?
4. Water_____ (cover) most of the Earth's surface.
5. The park gates_____(lock) at 6:30 p.m. every evening.
6. The letter_____(post) a week ago and it_____(arrive) yesterday.
7. The boat hit a rock and_____(sink) quickly. Fortunately everybody_____ (rescue).
8. Richard's parents_____(die) when he was very young. he and his sister_____ (bring up) by the grandparents.
9. I was born in London, but I_____(grow up) in Canada.
10. While I was on holiday, my camera_____ (steal) from my hotel room.

11. While was on holiday, my camera_____ (disappear) from my hotel room.
12. Why_____ Kate/ resign) from her job? Didn't she enjoy it?
13. Why_____ (Bill/ sack) from his job? What did he do wrong?
14. The company is not independent. It_____(own) by a much larger company.
15. I saw an accident last night. Somebody_____(call) an ambulance, but nobody_____ (injure), so the ambulance_____(not/need).
16. Where_____ (these photographs/take)? In London? _____ (you/ take) them, for somebody else?
17. Sometimes it's quite noisy leaving here, but it's not a problem for me - I_____ (not/bother) by it.

*8. Use the words in brackets to complete the sentences. Use the structure **have something done**.*

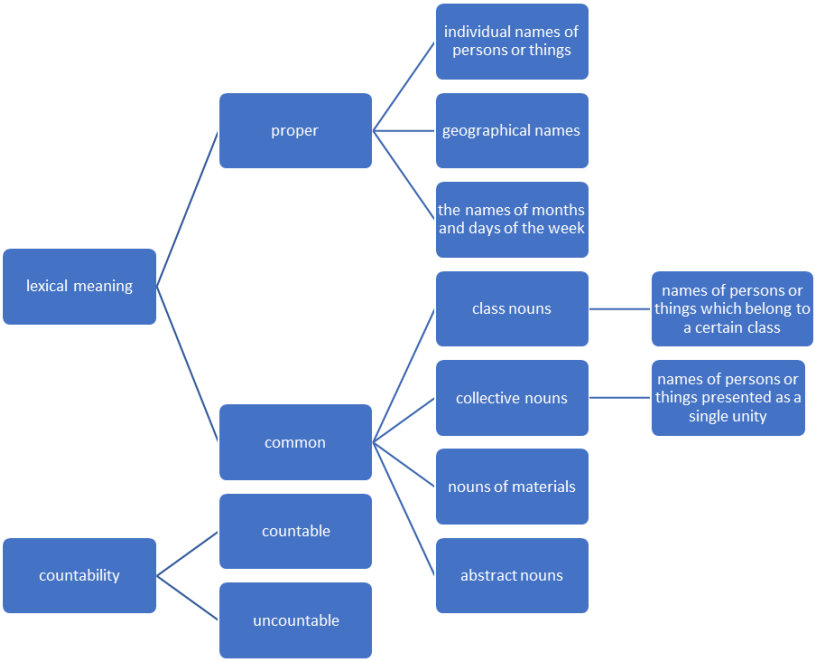
1. We *are having the house painted* (the house/paint) at the moment.
2. I lost my key. I'll have to _____ (another key/make).
3. When was the last time you_____(your hair/cut)?
4. A: what are those workmen doing in your garden?
   B: Oh, we _____ (a garage/build).
5. A: Can I see your wedding photographs?
   B: I'm afraid, I_____(not/ print) yet.
6. This coat is dirty. I must_____(it/clean).
7. If you want to wear earrings why don't.
   you_____(your ears/ pierce)?
8. A: I heard your computer wasn't working.
   B: that's right, but it's okay now. I_____(it/repair).

9. Use the correct forms of passives and tenses of the verbs in brackets.

Fishy tales

*Mermaids (see) **have been seen** by sailors for centuries. The basis of all mermaid myths (suppose) 2 _____ to be a creature called a Manatee: a kind of walrus! Mermaids used (to show) 3 _____ in funfairs until recently. It all began in 1817 when mermaid (buy) 4 _____$6000 by a sailor in the South Pacific. She (eventually sell) 5 _____ to the great circus owner Barnum. She (exhibit) 6 _____ in 1842 as "the Freejee Mermaid". It (say) 7 _____ that she earned Barnum $1000 a week! The thousands who saw the mermaid (must/ disappoint) 8 _____. She (cleverly make) 9 _____ by a Japanese fisherman. A monkey's head (delicately sew) 10_____ to the tail of a large salmon. The job (so skilfully do) 11 _____ that that join between the fish and the monkey was Invisible. Real imagination (must/ require) 12 _____ to see this reward when creature as a beautiful mermaid combining her golden hair!*

Study guide


lexical meaning
proper
individual names of persons or things
geographical names
the names of months and days of the week
common
class nouns
names of persons or things which belong to a certain class
collective nouns
names of persons or things presented as a single unity
nouns of materials
abstract nouns
countability
countable
uncountable

PARTS OF SPEECH

NOTIONAL PARTS OF SPEECH

1. NOUN

a word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun).



2. PRONOUN

A pronoun is a word that is used instead of a noun or noun phrase.



3. VERB

Verbs are words that show an action (sing), occurrence (develop), or state of being (exist). Almost every sentence requires a verb.



4. ADJECTIVE

A word that describes the qualities or states of nouns



5. ADVERB

An adverb is a word that modifies (describes) a verb ("he sings loudly"), an adjective ("very tall"), another adverb ("ended too quickly")



STRUCTURAL PARTS OF SPEECH

6. PREPOSITION

a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.



7. CONJUNCTION

A word that links other words, phrases, or clauses together.



8. PARTICLE

a word that has a grammatical function but does not fit into the main parts of speech



9. ARTICLE

a word that comes before a noun to show whether it's specific or general.



PARTS OF SENTENCE

1. SUBJECT

the person, place, or thing that is performing the action of the sentence

noun
pronoun

2. PREDICATE

the part of a sentence that contains the verb and gives information about the subject

simple
compound

3. OBJECT

a sentence part that talks about the thing/person that the action is done to

- Direct objects: follow an action verb, tell who or what receives the action.
- Indirect objects: come after an action verb and before a direct object, tell to or for whom or what the action was performed.
- Objects of prepositions

4. ADVERBIAL MODIFIER

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

time
place
manner

5. ATTRIBUTE

provides additional information about the subject or object in the sentence.

ATTRIBUTE | SUBJECT | PREDICATE | OBJECT | ADVERBIAL MODIFIER

Count nouns

Count nouns have two forms: **singular** and **plural**.

Singular count nouns refer to **one person or thing**:

a teacher	*a book*	*a wish*	*an idea*

Plural count nouns refer to **more than one person or thing**:

teachers	*Books,*	*wishes*	*ideas*

Singular count nouns

Singular count nouns cannot be used alone. They must have a **determiner**:

***the** English teacher*	***that** book*	***a** wish*	***my** latest idea*

Plural count nouns

We usually add *–s* to make a plural noun:

Book	>	*book**s***
school	>	*school**s***
friend	>	*friend**s***

We add *–es* to nouns ending in *–s*, *–ch*, *–sh*, *–ss*, *–x* and *–o*:

*cla**ss***	>	*clas**ses***
*wat**ch***	>	*wat**ches***

*ga**s***	>	*ga**ses***
*wi**sh***	>	*wi**shes***
*bo**x***	>	*bo**xes***
*potat**o***	>	*potat**oes***

When a noun ends in a consonant and –*y*, we make the plural with –*ies*:

*la**dy***	>	*la**dies***
*countr**y***	>	*countr**ies***
*par**ty***	>	*par**ties***

If a noun ends in a vowel and –y, we simply add –s:

*b**oy***	>	*b**oys***
*d**ay***	>	*d**ays***
*pl**ay***	>	*pl**ays***

Some common nouns have **irregular plurals**:

man	>	***men***

woman	>	***women***
child	>	***children***
person	>	***people***
foot	>	***feet***

Plural count nouns do not have a **general determiner** when they refer to people or things **in general**:

Computers *are very expensive.*

Do you sell ***old books****?*

But they may have a **specific determiner**:

Those computers *are very expensive.*

The books *in that shop are very expensive.*

Her sisters *live there.*

or a **quantifier**:

some *new books*	***a few*** *teachers*	***lots of*** *good ideas*

or a **numeral**:

two *new books*	***three*** *wishes*

Possessives

We add ***'s*** to singular nouns to show possession:

We are having a party at ***John's*** *house.*

Michael drove his ***friend's*** *car.*

We add **'** to **plural** nouns **ending in *-s***:

*This is my **parents'** house.*

*Those are **ladies'** shoes.*

But we use ***'s*** with **irregular plural** nouns:

men	*women*	*children*	*people*

*These are **men's** shoes.*

***Children's** clothes are very expensive.*

We can use a possessive instead of a full noun phrase to avoid repeating words:

Is that John's car?

No, it's Mary's. (NOT *No, it's **Mary's [car]**.*)

Whose coat is this?

It's my wife's. (NOT *It's **my wife's [coat]**.*)

Personal pronouns

We have both subject pronouns and object pronouns:

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

We use subject pronouns as the subject of a verb:

I like your dress.
You are late.
He is my friend.
It is raining.
She is on holiday.
We live in England.
They come from London.

English clauses always have a subject.

His father has just retired. > He was a teacher. (NOT Was a teacher.)
I'm waiting for my wife. > She is late. (NOT Is late.)

The imperative, which is used for orders, invitations and requests, is an exception:
Stop!
Go away.
Please come to dinner tomorrow.
Play it again, please.

If there is no other subject, we use it or there. We call this a dummy subject.
We use object pronouns as the object of a verb:
Can you help me, please?
I can see you.
She doesn't like him.
I saw her in town today.
We saw them in town yesterday, but they didn't see us.

and after prepositions:

She is waiting for me.
I'll get it for you.
Give it to him.
Why are you looking at her?
Don't take it from us.
I'll speak to them.

he, she and they

We use he/him to refer to men, and she/her to refer to women. When we are not sure if we are talking about a man or a woman, we use they/them:

This is Jack. He's my brother. I don't think you have met him.
This is Angela. She's my sister. Have you met her before?
You could go to a doctor. They might help you.
Talk to a friend. Ask them to help you.

you and *they*

We use ***you*** to talk about people in general, including the speaker and the hearer:

You *can buy this book everywhere.* = This book is on sale everywhere.
You *can't park here.* = Parking is not allowed here.

We use ***they/them*** to talk about institutions and organisations:

They *serve good food here.* (*they* = the restaurant)
Ask ***them*** *for a cheaper ticket.* (*them* = the airline)

especially the government and the authorities:

***They** don't let you smoke in here.*

***They** are going to increase taxes.*

***They** are building a new motorway.*

***They** say it's going to rain tomorrow.*

it

We use it to talk about ourselves:

on the telephone: Hello. It's George.

when other people cannot see us:

It's me. It's Mary. (Mary is knocking on the door.)

We also use *it* to talk about other people:

when we point people out for the first time:

Look. It's Paul McCartney.

Who's that? I think it's John's brother.

when we cannot see someone and we ask them for their name:

Hello. Who is it? (someone answering the phone)

Who is it? (someone about to answer the door)

'it' and 'there' as dummy subjects

English clauses always have a **subject**:

*His father has just retired. > **He** was a teacher.* (NOT ~~*Was a teacher*~~.)

*I'm waiting for my wife. > **She** is late.* (NOT ~~*Is late*~~.)

... except for the **imperative**:

***Go** away.*

***Play** it again, please.*

there

If there is no other subject, we use ***there*** to talk about:

- where or when something is:

***There's** an interesting book on the shelf.*

***There'll be** an eclipse of the moon tonight.*

- a number or amount:

***There is** plenty of bread left.*

***There were** twenty people at the meeting.*

- something existing or happening:

***There's** a small problem.*

***There was** a nasty fight.*

it

We use ***it*** to talk about:

- times and dates:

***It's** nearly one o'clock.*

***It's** my birthday.*

- the weather:

***It's** raining.*

***It's** a lovely day.*

***It was** getting cold.*

We use ***it*** with the verb *be* and an *–ing* form or *to-infinitive* to express opinions:

It's *great living here.*

It's *nice to meet you.*

Possessives: pronouns

Subject	*Object*	*Possessive adjective*	*Possessive pronoun*
I	*me*	*my*	***mine***
you	*you*	*your*	***yours***
he	*him*	*his*	***his***
she	*her*	*her*	***hers***
it	*it*	*its*	***-***
we	*us*	*our*	***ours***
they	*them*	*their*	***theirs***

Possessive pronouns do not have an apostrophe:

Is that car yours/hers/ours/theirs?

(NOT Is that car your's/her's/our's/their's?)

We can use a possessive pronoun instead of a full noun phrase to avoid repeating words:

Is that John's car?

No, it's mine. (INSTEAD OF No, it's [my car].)

Whose coat is this?

Is it yours? (INSTEAD OF Is it [your coat]?)

Her coat is grey.

Mine is brown. (INSTEAD OF [My coat] is brown.)

Possessives: pronouns 1

We can use possessive pronouns and nouns after of. We can say:

Susan is one of my friends. > Susan is a friend of mine.
(NOT Susan is a friend of me.)

I am one of Susan's friends. > I am a friend of Susan's.
(NOT I am a friend of Susan.)

Demonstratives

this and these

We use **this** (singular) and **these** (plural) as pronouns:

- to talk about people or things near us:

***This** is a nice cup of tea.*
*Whose shoes are **these**?*

- to introduce people:

***This** is Janet.*
***These** are my friends John and Michael.*

But we say,

__This__ is John and __this__ is Michael. (NOT __These__ are John and Michael.)

- to begin a conversation on the phone:

Hello, __this__ is David. Can I speak to Sally?

that and those

We use **that** (singular) and **those** (plural) as pronouns to talk about things that are not near us:

What's __that__?

__Those__ are very expensive shoes.

This is our house, and __that__'s Rebecca's house over there.

Demonstratives

We also use **that** to reply to something someone has said:

'Shall we go to the cinema?' 'Yes, __that__'s a good idea.'

'I've got a new job.' '__That__'s great.'

'I'm very tired.' 'Why is __that__?'

With nouns

We can also use this, these, that and those with **nouns**. We use this and these for people or things near us:

We have lived in __this house__ for twenty years.

Have you read all of __these books__?

and that and those for people or things that are not near us:

Who lives in __that house__?

Who are __those people__?

'One' and 'ones'

We use ***one*** (singular) and ***ones*** (plural):

- after an **adjective**:

*See those two girls? Helen is the **tall one** and Jane is the **short one**.*

*Which is your car, the **red one** or the **blue one**?*

*My trousers are torn. I need some **new ones**.*

- after ***the***:

*See those two girls? Helen is **the one** on the left.*

*Let's look at the photographs – **the ones** you took in Paris.*

after *which* in questions:

*You can borrow a book. **Which one** do you want?*

***Which ones** are yours?*

Reflexive pronouns

We use reflexive pronouns as an **indirect object** when the indirect object is **the same as the subject of the verb**:

*Would **you** like to pour **yourself** a drink?*

***We**'ve brought **ourselves** something to eat.*

We use reflexive pronouns as the **object of a preposition** when the object is **the same as the subject** of the verb:

***They** had to cook **for themselves**.*

***He** was feeling very sorry **for himself**.*

But we use **object pronouns**, not reflexives, after **prepositions of place**:

*He had a suitcase **beside him**.* (NOT ~~himself~~)

and after ***with*** when it means *accompanied by*:

*She had a few friends **with her**.* (NOT ~~herself~~)

We use reflexives **with the preposition *by*:**

- to show that someone did something without any help:

*The children got dressed **by themselves**.*

*I prepared the whole meal **by myself**.*

- to show that someone was alone:

*He lived **by himself** in an enormous house.*

*She walked home **by herself**.*

We use reflexive pronouns **intensively** to emphasise the person or thing we are referring to:

***Kendal itself** is quite a small town.*

- especially if we are talking about someone very famous:

***Sir Paul McCartney himself** sang the final song.*

We often put the reflexive pronoun at the end of the clause when we are using it **intensively** for emphasis:

*I baked the bread **myself**.*

*She mended the car **herself**.*

Some verbs change their meaning slightly when they have a reflexive pronoun as direct object:

*Would you like to **help yourself** to another drink?*

= Would you like to take another drink?

*I wish the children would **behave themselves**.*

= I wish the children would behave well.

*He **found himself** lying by the side of the road.*

= He was surprised when he realised that he was lying by the side of the road.

*I **saw myself** as a famous actor.*

= I imagined that I was a famous actor.

*She **applied herself** to the job of mending the lights.*

= She worked very hard to mend the lights.

*He **busied himself** in the kitchen.*

= He worked busily in the kitchen.

*I had to **content myself** with a few euros.*

= I had to be satisfied with a few euros.

Reciprocal pronouns

We use the reciprocal pronouns ***each other*** and ***one another*** when two or more people do the same thing.

*Peter and Mary helped **each other**.*

= Peter helped Mary and Mary helped Peter.

*We sent **one another** Christmas cards.*

= We sent them a Christmas card and they sent us a Christmas card.

*They didn't look at **each other**.*

= X didn't look at Y and Y didn't look at X.

We also use the possessive forms ***each other's*** and ***one another's***:

*They helped to look after **each other's** children.*

*The group of students often stayed in **one another's** houses.*

Note that we do **not** use reciprocal pronouns as the subject of a clause.

Reciprocal pronouns and plural reflexive pronouns (ourselves, yourselves, themselves) have different meanings:

John and Fred talk to each other regularly.

= John talks to Fred and Fred talks to John.

John and Fred regularly talk to themselves.

= John talks to himself and Fred talks to himself.

Indefinite pronouns

Some of the indefinite pronouns in English are:

anybody	*everybody*	*nobody*	*somebody*
anyone	*everyone*	*no one*	*someone*
anything	*everything*	*nothing*	*something*

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in -body or -one for people, and pronouns ending in **-**thing for things:

Everybody *enjoyed the concert.*

I opened the door but there was ***no one*** *at home.*

It was a very clear day. We could see ***everything****.*

We use a **singular verb** after an indefinite pronoun:

Everybody ***loves*** *Sally.*

Everything ***was*** *ready for the party.*

When we **refer back** to an indefinite pronoun, we normally use a **plural pronoun**:

Everybody *enjoyed the concert.* ***They*** *stood up and clapped.*

I will tell ***somebody*** *that dinner is ready.* ***They*** *have been waiting a long time.*

In **negative clauses**, we use **pronouns with no-**, not pronouns with any-

Nobody *came. (NOT* ***Anybody*** *didn't come.)*

We do **not** use another negative in a clause with nobody, no one or nothing:

***Nobody** came. (NOT **Nobody** didn't come.)*

***Nothing** happened. (NOT **Nothing** didn't happen.)*

We can add **'s** to an indefinite pronoun to make a **possessive:**

*They were staying in **somebody's** house.*

*Is this **anybody's** coat?*

We use **else** after indefinite pronouns to refer to **other people or things**:

*All the family came, but **no one else**.*

*If Michael can't come, we'll ask **somebody else**.*

*I think this is **somebody else's** coat.*

Relative pronouns and relative clauses

The relative pronouns are:

Subject	*Object*	*Possessive*
who	*who/whom*	*whose*
which	*which*	*whose*
that	*that*	*-*

We use relative pronouns to introduce **relative clauses**. Relative clauses tell us more about people and things:

*Lord Thompson, **who is 76**, has just retired.*

*This is the house **which Jack built**.*

*Marie Curie is the woman **that discovered radium**.*

We use:

- who and whom for **people**
- which for **things**
- that for **people or things**.

Two kinds of relative clause

There are two kinds of relative clause:

1. We use relative clauses to **make clear which** person or thing we are talking about:

*Marie Curie is the woman **who discovered radium**.*

*This is the house **which Jack built**.*

In this kind of relative clause, **we can use that** instead of who or which:

*Marie Curie is the woman **that discovered radium**.*

*This is the house **that Jack built**.*

We can **leave out** the pronoun **if it is the object** of the relative clause:

*This is the house **that Jack built**. (that is the object of built)*

The relative pronoun is the subject/object of the relative clause, so we **do not repeat** the subject/object:

*Marie Curie is the woman **who she discovered radium**.*

(who is the subject of discovered, so we don't need she)

*This is the house **that Jack built it**.*

(that is the object of built, so we don't need it)

We also use relative clauses to **give more information** about a person, thing or situation:

*Lord Thompson, **who is 76**, has just retired.*

*We had fish and chips, **which I always enjoy**.*

*I met Rebecca in town yesterday, **which was a nice surprise**.*

With this kind of relative clause, we use commas (,) to separate it from the rest of the sentence.

In this kind of relative clause, we **cannot** use **that**:

*Lord Thompson, **who is 76**, has just retired.*

*(NOT Lord Thompson, **that is 76**, has just retired.)*

and we **cannot** leave out the pronoun:

*We had fish and chips, **which I always enjoy**.*

*(NOT We had fish and chips, **I always enjoy**.)*

whose and whom

We use **whose** as the **possessive** form of who:

*This is George, **whose brother went to school with me**.*

We sometimes use **whom** as the **object** of a verb or preposition:

*This is George, **whom you met at our house last year**.*
(whom is the object of met)

*This is George's brother, **with whom I went to school**.*
(whom is the object of with)

but nowadays we normally use who:

*This is George, **who you met at our house last year**.*

*This is George's brother, **who I went to school with**.*

Relative pronouns with prepositions

When **who(m)** or **which** have a preposition, **the preposition can come at the beginning** of the clause:

*I had an uncle in Germany, **from who(m) I inherited a bit of money**.*

*We bought a chainsaw, **with which we cut up all the wood**.*

***or at the end** of the clause:*

*I had an uncle in Germany, **who(m) I inherited a bit of money from**.*

*We bought a chainsaw, **which we cut all the wood up with**.*

But when **that** has a preposition, **the preposition always comes at the end**:

*I didn't know the uncle **that I inherited the money from**.*

*We can't find the chainsaw **that we cut all the wood up with**.*

and where

We can use when with times and where with places to **make it clear which time or place** we are talking about:

*England won the World Cup in 1966. It was the year **when we got married**.*

*I remember my twentieth birthday. It was the day **when the tsunami happened**.*

*Do you remember the place **where we caught the train**?*

*Stratford-upon-Avon is the town **where Shakespeare was born**.*

We can **leave out when**:

*England won the World Cup in 1966. It was the year **we got married**.*

*I remember my twentieth birthday. It was the day **the tsunami happened**.*

We often use quantifiers and numbers with relative pronouns:

all of which/whom	*most of which/whom*	*many of which/whom*
lots of which/whom	*a few of which/whom*	*none of which/whom*
one of which/whom	*two of which/whom*	*etc.*

*She has three brothers, **two of whom are in the army**.*

*I read three books last week, **one of which I really enjoyed**.*

*There were some good programmes on the radio, **none of which I listened to**.*

Pronouns

We use the prepositions *in*, *on* or *at* to say when something happens.

at

We usually use ***at*** with clock times and mealtimes.

*I get up **at** 6.30 a.m. and go for a run.*

*She doesn't like to leave the office **at** lunchtime.*

We also use *at* with some specific phrases such as *at the weekend* and *at night*.

***At** the weekend, I can spend the days how I like.*

We can also say *on weekends* or *on the weekend*. This is more common in American English.

We say *at night* when we mean all of the night. But we say *in the night* when we want to talk about a specific time during the night.

*She's a nurse and she works **at night**.*

*The baby often wakes up **in the night**.*

We use *at* with Christmas and other holidays that last several days.

*The weather is very cold here **at Christmas**.*

***At Chinese New Year**, many people go home to their families.*

clock times	*at 6 o'clock* *at 9.30* *at 13.00*
mealtimes and breaks	*at breakfast time* *at lunchtime* *at dinner time* *at break time*
other time phrases	*at night* *at weekends/the weekend* *at Christmas/Easter*

in

We usually use ***in*** with parts of the day and longer periods of time such as months, seasons and years.

*I usually relax **in** the evening.*

***In** summer it's too hot to do anything.*

*I'm always really busy **in** December.*

parts of the day	*in the morning/afternoon/evening*

months	*in January/February*
seasons	*in (the) spring/summer/autumn/winter*
years, centuries, decades	*in 2016* *in the 21st century* *in the 80s*
other time phrases	*in the past* *in the future* *in the last few years/months/weeks/days*

On

We usually use *on* with days and dates.

***On** Fridays, I have a long lunch.*

*It's his birthday **on** 19 October.*

days	*on Monday/Tuesday* etc. *on my birthday* *on New Year's Day*

dates	*on 30 July* *on the second of August*

Prepositions of place – 'in', 'on', 'at'

We can use the prepositions in, on and at to say where things are. They go before nouns.

I am in the kitchen.

My dog likes sleeping on the sofa.

The children eat lunch at school.

In

We use in to talk about a place that is inside a bigger space, such as a box, a house, a city or a country.

The clothes are in the wardrobe.

The children are playing in the park.

There's a bookshop in the shopping centre.

My grandmother was born in Sweden.

We also use in with other physical locations such as:

in the world

in water / the sea / a river / a lake / a pool

in the mountains / the countryside / a valley / the forest

in a car / a taxi

on

We use on to talk about location on a surface.

The books are on the desk.

We live on the fifth floor.

There are pictures on the wall.

She likes to sit on the floor.

We also use on for some types of public transport.

He's on the bus now.

You can't make phone calls on a plane.

They go to school on the train.

We also use on for lines (including rivers, borders, streets, etc.) and islands.

London is on the River Thames.

The Pyrenees are on the border of Spain and France.

There's a market on James Street.

I'd love to live on the Isle of Wight.

at

We use at in many common phrases, especially when we are talking about a place for a specific activity.

I'm at work.

She's working at home today.

The children are at school.

See you at the train station!

They're at the supermarket.

I met him at a party.

We also use at for addresses or exact positions.

I live at 15 Craig Street.

She's sitting at a desk.

He's waiting at the entrance.

Please sit at the back of the room.

Adjective

Where adjectives go in a sentence

We use adjectives to **describe nouns**.

Most adjectives can be used **in front of a noun**:

*They have a **beautiful house**.*

*We saw a very **exciting film** last night.*

or **after a link verb** like *be*, *look* or *feel*:

*Their house **is beautiful**.*

*That film **looks interesting**.*

Adjectives with '-ing' and '-ed'

-ing adjectives

The commonest *-ing* adjectives are:

amusing *annoying* *boring* *disappointing* *exciting* *interesting*	*frightening* *tiring* *shocking* *surprising* *worrying*

If you say something is *interesting*, you mean it *interests* you:

*I read a very **interesting** article in the newspaper today.*

If you say something is *terrifying*, you mean it *terrifies* you:

*That Dracula film was absolutely **terrifying**.*

-ed adjectives

The commonest *-ed* adjectives are:

annoyed *bored* *closed* *delighted* *disappointed*	*excited* *frightened* *tired* *worried*

If something *bores* you, you can say you feel *bored*.

*We had nothing to do. We were really **bored**.*

If something *terrifies* you, you can say you are *terrified*.

*I didn't really enjoy the Dracula film. Most of the time I was **terrified**.*

Adjective order

Two adjectives

We often have **two adjectives** in front of a noun:

*a **handsome young** man*

*a **big black** car*

*that **horrible big** dog*

Some adjectives give a **general opinion**. We can use these adjectives to describe almost any noun:

good *bad* *lovely* *strange*	*nice* *beautiful* *brilliant* *excellent*	*awful* *important* *wonderful* *nasty*

*He's a **good/wonderful/brilliant/bad/dreadful** teacher.*

*That's a **good/wonderful/brilliant/bad/dreadful** book.*

Some adjectives give a **specific opinion**. We only use these adjectives to describe particular kinds of noun, for example:

Food	Furniture, buildings	People, animals
delicious tasty	comfortable uncomfortable	clever intelligent friendly

We usually put a **general** opinion **in front of a specific** opinion:

***nice tasty** soup*

*a **nasty uncomfortable** armchair*

*a **lovely intelligent** animal*

We usually put an **opinion** adjective **in front of a descriptive** adjective:

*a **nice red** dress*

*a **silly old** man*

*those **horrible yellow** curtains*

Adjectives after link verbs

We use some adjectives **only after a link verb**:

afraid *alive* *alone* *asleep*	*ill* *ready* *sorry* *sure*

content *glad*	*unable* *well*

Some of the commonest *-ed* adjectives are normally used **only after a link verb**:

annoyed
bored
finished
pleased
thrilled

We say:

*Our teacher **was ill**.*

*My uncle **was** very **glad** when he heard the news.*

*The policeman seemed **to be** very **annoyed**.*

but we do not say:

*We had an **ill** teacher.*

When he heard the news he was a very **glad** uncle*.*

*He seemed to be a very **annoyed** policeman.*

Three or more adjectives

Sometimes we have **three** adjectives in front of a noun, but this is **unusual**:

*a **nice handsome young** man*

*a **big black American** car*

*that **horrible big fierce** dog*

It is **very unusual** to have **more than three** adjectives.

Adjectives usually come in this order:

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

Adjectives in front of nouns

A few adjectives are used **only in front of a noun**:

north *south* *east* *west*	*northern* *southern* *eastern* *western*	*countless* *occasional* *lone* *mere*	*indoor* *outdoor*

We say:

*He lives in the **eastern district**.*

*There were **countless problems** with the new machinery.*

But we do not say:

~~*The **district** he lives in is **eastern**.*~~

~~*The **problems** with the new machinery were **countless**.*~~

Comparative and superlative adjectives

Comparative adjectives

We use **comparative adjectives** to show change or make comparisons:

*This car is certainly **better**, but it's much **more expensive**.*

*I'm feeling **happier** now.*

*We need a **bigger** garden.*

We use *than* when we want to **compare one thing with another**:

*She is two years older **than** me.*
*New York is much bigger **than** Boston.*
*He is a better player **than** Ronaldo.*
*France is a bigger country **than** Britain.*

When we want to **describe how something or someone changes** we can use two comparatives with *and*:

*The balloon got **bigger and bigger**.*
*Everything is getting **more and more expensive**.*
*Grandfather is looking **older and older**.*

We often use *the* with comparative adjectives to **show that one thing depends on another**:

***The faster** you drive, **the more dangerous** it is.*
(= When you drive faster, it is more dangerous.)

***The higher** they climbed, **the colder** it got.*
(= When they climbed higher, it got colder.)

Superlative adjectives

We use *the* with **superlative adjectives**:

*It was **the happiest day** of my life.*
*Everest is **the highest mountain** in the world.*
*That's **the best film** I have seen this year.*
*I have three sisters: Jan is **the oldest** and Angela is **the youngest**.*

How to form comparative and superlative adjectives

We usually add *–er* and *–est* to **one-syllable words** to make comparatives and superlatives:

old	*older*	*oldest*
long	*longer*	*longest*

If an adjective **ends in *–e***, we add *–r* or *–st*:

nice	*nicer*	*nicest*
large	*larger*	*largest*

If an adjective **ends in a vowel and a consonant**, we double the consonant:

big	*bigger*	*biggest*
fat	*fatter*	*fattest*

If an adjective **ends in a consonant and *–y***, we change *–y* to *–i* and add *–er* or *–est*:

happy	*happier*	*happiest*
silly	*sillier*	*silliest*

We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

careful	*more careful*	*most careful*
interesting	*more interesting*	*most interesting*

However, with **these common two-syllable adjectives**, you can **either** add *–er*/*–r* and *–est*/*–st* or use *more* and *most*:

common *cruel* *gentle* *handsome* *likely*	*narrow* *pleasant* *polite* *simple* *stupid*

*He is certainly **handsomer** than his brother.*

*His brother is handsome, but he is **more handsome**.*

*She is one of **the politest** people I have ever met.*

*She is **the most polite** person I have ever met.*

The adjectives ***good***, ***bad*** and ***far*** have irregular comparatives and superlatives:

good	*better*	*best*
bad	*worse*	*worst*
far	*farther/further*	*farthest/furthest*

Present tense

The present tense is used to talk about the **present** and to talk about the **future**.

There are four present tense forms:

Present simple	*I work*

Present continuous	*I am working*
Present perfect	*I have worked*
Present perfect continuous	*I have been working*

We can use all these forms:

- to talk about the present:

*London **is** the capital of Britain.*
*He **works** at McDonald's.*
*He **is working** at McDonald's.*
*He **has worked** there for three months now.*
*He **has been working** there for three months now.*

- to talk about the future:

*The next train **leaves** this evening at 17.00.*
*I'll phone you when I **get** home.*
*He **is meeting** Peter in town this afternoon.*
*I'll come home as soon as I **have finished** work.*
*You will be tired out after you **have been working** all night.*

We can use present forms to talk about the past:

- when we are telling a story:

*Well, it**'s** a lovely day and I**'m** just **walking** down the street when I **see** this funny guy walking towards me. Obviously he**'s been drinking**, because he**'s moving** from side to side …*

- when we are **summarising** something we have read, heard or seen:

*I love Ian Rankin's novels. He writes about this detective called Rebus. Rebus **lives** in Edinburgh and he**'s** a brilliant detective, but he**'s** always **getting** into trouble. In one book, he **gets suspended** and they **tell** him to stop working on this case. But he **takes** no notice …*

Present simple

The present tense is the **base form** of the verb:

*I **work** in London.*

But with the third person singular (*she*/*he*/*it*), we add an **–s**:

*She **works** in London.*

Present simple questions

Look at these questions:

***Do** you **play** the piano?*
*Where **do** you **live**?*
***Does** Jack **play** football?*
*Where **does** he **come from**?*
***Do** Rita and Angela **live** in Manchester?*
*Where **do** they **work**?*

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she*/*he*/*it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

***Where do** Angela and Rita **live**?*

***What does** Angela **do**?*

***When does** Rita usually **get up**?*

But questions with *who* often don't use *do* or *does*:

***Who lives** in London?*

***Who plays** football at the weekend?*

***Who works** at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

Where do you come from? *Do you come from …?* *Where do you live?* *Do you live in ...?*	*What work do you do?* *Do you like …?* *Do you know …?*

Present simple negatives

Look at these sentences:

*I like tennis but I **don't like** football.* (don't = do not)

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester.* (doesn't = does not)

*Angela **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she*/*he*/*it*) and *don't* for the others.

Present simple and present time

We use the present simple to talk about:

- something that is **true** in the present:

*I**'m** nineteen years old.*

*I**'m** a student.*

*He **lives** in London.*

- something that **happens regularly** in the present:

*I **play** football every weekend.*

- something that is always true:

*The human body **contains** 206 bones.*

*Light **travels** at almost 300,000 kilometres per second.*

We often use adverbs of frequency like *sometimes*, *always* and *never* with the present simple:

*I **sometimes** go to the cinema.*

*She **never** plays football.*

Here are some useful sentences. Complete them so that they are true for you and try to remember them:

My name is … . *I'm … years old.*	*I'm a(n) … .* *I … at the weekend.*

I come from … . *I live in … .*	*I often … .* *I never … .*

Complete these sentences so that they are true for a friend and try to remember them:

Her/His name is … . *She's/He's … years old.* *She/He comes from … .* *She/He lives in … .*	*She's/He's a(n) … .* *She/He … at the weekend.* *She/He often … .* *She/He never … .*

Present simple and future time

We also use the present simple to talk about:

- something that is **fixed** in the future:

*The school term **starts** next week.*

*The train **leaves** at 19.45 this evening.*

*We **fly** to Paris next week.*

- something in the future **after time words** like *when*, *after* and *before* and **after** *if* and *unless*:

*I'll talk to John **when** I **see** him.*

*You must finish your work **before** you **go** home.*

***If** it **rains** we'll get wet.*

*He won't come **unless** you **ask** him.*

We sometimes use the present simple to talk about the past when we are:

- telling a story:

*I was walking down the street the other day when suddenly this man **comes up** to me and **tells** me he **has lost** his wallet and **asks** me to lend him some money. Well, he **looks** a bit dangerous so I**'m** not sure what to do and while we **are standing there** …*

- summarising a book, film or play:

*Harry Potter **goes** to Hogwarts School. He **has** two close friends, Hermione and …*

*Shakespeare's Hamlet **is** the Prince of Denmark. One night he **sees** his father's ghost. The ghost **tells him** he **has been murdered** …*

Present continuous

The present continuous is made from the **present tense of the verb *be*** and the ***–ing* form** of a verb:

*I **am***	*work**ing***
*You **are***	*play**ing***
*He **is***	*talk**ing***

*She **is***	*liv**ing***
*It **is***	*eat**ing***
*We **are***	*stay**ing***
*They **are***	*sleep**ing***

We use the present continuous to talk about:

- **activities at the moment of speaking**:

*I'**m** just **leaving** work. I'll be home in an hour.*
*Please be quiet. The children **are sleeping**.*

- **future plans or arrangements:**

*Mary **is going** to a new school **next term**.*
*What **are** you **doing** **next week**?*

Present continuous questions

We make questions by putting ***am***, ***is*** or ***are*** in front of the **subject**:

***Are** **you** listening?*
***Are** **they** coming to your party?*

*When **is she** going home?*

*What **am I** doing here?*

Present continuous negatives

We make negatives by putting ***not*** (or ***n't***) after ***am***, ***is*** or ***are***:

*I**'m not** doing that.*

*You **aren't** listening.* (or *You**'re not** listening.*)

*They **aren't** coming to the party.* (or *They**'re not** coming to the party.*)

*She i**sn't** going home until Monday.* (or *She**'s not** going home until Monday.*)

Stative verbs

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**:

believe *dislike* *know* *like*	*love* *hate* *prefer* *realise*	*recognise* *remember* *suppose* *think* (= believe)	*understand* *want* *wish*

- verbs of the senses:

appear *feel*	*look* *seem*	*smell* *sound*	*taste*

-
-

- others:

agree *be*	*belong* *disagree*	*need* *owe*	*own* *possess*

We normally use the simple instead:

I understand you. (NOT *I ~~am understanding~~ you.*)

This cake tastes wonderful. (NOT *This cake ~~is tasting~~ wonderful.*)

We also use the present continuous to talk about:

- something which is happening **before and after a specific time**:

*At eight o'clock we **are** usually **having** breakfast.*

*When I get home the children **are doing** their homework.*

- something which **we think is temporary**:

*Michael is at university. He**'s studying** history.*

*I**'m working** in London for the next two weeks.*

- something which is **new** and **contrasts** with a previous state:

*These days most people **are using** email instead of writing letters.*

*What sort of clothes **are** teenagers **wearing** nowadays?*

*What sort of music **are** they **listening** to?*

- something which is changing, growing or developing:

*The children **are growing up** quickly.*

*The climate **is changing** rapidly.*

*Your English **is improving**.*

- something which happens **again and again**:

*It**'s always raining** in London.*
*They **are always arguing**.*
*George is great. He**'s always laughing**.*

Note that we normally use *always* with this use.

We can use the present continuous to talk about the past when we are:

- **telling a story**:

*The other day I**'m** just **walking** down the street when suddenly this man comes up to me and asks me to lend him some money. Well, he**'s carrying** a big stick and he looks a bit dangerous, so I**'m wondering** what to do …*

- **summarising** a book, film or play:

*Harry Potter is a pupil at Hogwarts school. One day when he **is playing** Quidditch he sees a strange object in the sky. He wonders what **is happening** …*

Present perfect

The **present perfect** is formed from the present tense of the verb ***have*** and the past participle of a verb.

We use the present perfect:

- for something that **started in the past** and **continues in the present**:

*They**'ve been married** for nearly fifty years.*
*She **has lived** in Liverpool all her life.*

- when we are talking about our **experience up to the present**:

*I**'ve seen** that film before.*

*I**'ve played** the guitar ever since I was a teenager.*

*He **has written** three books and he is working on another one.*

We often use the adverb ***ever*** to talk about experience up to the present:

*My last birthday was the worst day I **have ever had**.*
and we use ***never*** for the negative form:

***Have** you **ever met** George?*

*Yes, but I**'ve never met** his wife.*

- for something that **happened in the past** but is **important in the present**:

*I can't get in the house. I**'ve lost** my keys.*

*Teresa isn't at home. I think she **has gone** shopping.*

have been and have gone

We use ***have/has been*** when someone has ***gone*** to a place and ***returned***:

*A: Where **have** you **been**?*

*B: I**'ve** just **been** out **to** the supermarket.*

*A: **Have** you **ever been to** San Francisco?*

*B: No, but I**'ve been to** Los Angeles.*

But when someone **has not returned**, we use ***have/has gone***:

A: Where's Maria? I haven't seen her for weeks.

*B: She**'s gone to** Paris for a week. She'll be back tomorrow.*

have been and have gone

Present perfect with time adverbials

We often use the present perfect with adverbials **which refer to the recent past**:

recently	*just*	*only just*

*Scientists **have recently discovered** a new breed of monkey.*

*We **have just got** back from our holidays.*

Or **adverbials which include the present**:

so far *until now* *up to now*
ever (in questions)
yet (in questions and negatives)

***Have** you **ever seen** a ghost?*

*Where **have** you **been up to now**?*

*A: **Have** you **finished** your homework **yet**?*

*B: No, **so far** I**'ve** only **done** my history.*

After a clause with the present perfect we often use **a clause with *since* to show when something started in the past**:

*I**'ve worked** here **since I left school**.*

*I**'ve been watching** that programme every week **since it started**.*

We do not use the present perfect with adverbials which refer to a finished past time:

yesterday	*last week/month/year*	*in 2017*	*when I was younger*	etc.

*I **have seen** that film **~~yesterday~~**.*

*We **have** just **bought** a new car **~~last week~~**.*

***~~When we were children~~** we **have been** to California.*

but we can use the present perfect with **adverbials which refer to a time which is not yet finished**:

today	*this week/month/year*	*now that I am 18*	etc.

***Have** you **seen** Helen **today**?*

*We **have bought** a new car **this week**.*

Present perfect continuous

The **present perfect continuous** is formed with ***have/has been*** and the *-ing* form of the verb.

We normally use the present perfect continuous to **emphasise that something is still continuing in the present**:

*She **has been living** in Liverpool all her life.*

*It**'s been raining** for hours.*

*I'm tired out. I**'ve been working** all day.*

*They **have been staying** with us since last week.*

We do **not** normally use the present perfect continuous with **stative verbs**. We use the **present perfect simple** instead:

*I**'ve** always ~~been liking~~ **liked** John.*

Present perfect for future

We normally use the present simple to talk about the future in clauses with *before, after, until,* etc.:

*I'll keep looking **until I find** my book.*

*We'll begin **when everyone arrives**.*

but we can also use the **present perfect**:

*I'll keep looking **until I have found** my book.*

*We'll begin **when everyone has arrived**.*

Past tense

Past tense

The past tense in English is used:

- to talk about the **past**
- to talk about **hypotheses** (when we imagine something)
- for **politeness**.

There are four past tense forms in English:

Past simple:	*I worked*
Past continuous:	*I was working*
Past perfect:	*I had worked*
Past perfect continuous:	*I had been working*

We use these forms:

- to talk about the **past**:

*He **worked** at McDonald's. He **had worked** there since July.*
*He **was working** at McDonald's. He **had been working** there since July.*

- to refer to **the present or future in hypotheses**:

*It might be dangerous. Suppose they **got** lost.*

This use is very common in wishes:

***I wish** it **wasn't** so cold.*

And in conditions with *if*:

*He could get a new job **if** he really **tried**.*
***If** Jack **was playing**, they would probably win.*

For hypotheses, wishes and conditions in the past, we use the past perfect:

*It was very dangerous. What if you **had got** lost?*
*I wish I **hadn't spent** so much money last month.*
*I would have helped him if he **had asked**.*

and also to talk about the present in a few **polite expressions**:
*Excuse me, **I was wondering if** this was the train for York.*
***I just hoped** you would be able to help me.*

Past Simple

With most verbs, the past tense is formed by adding *–ed*:

*call**ed***	*lik**ed***	*want**ed***

But there are a lot of irregular past tense forms in English. Here are the most common irregular verbs in English, with their past tense forms

We use the past tense to talk about:

- something that happened **once in the past**:

*I **met** my wife in 1983.*
*We **went** to Spain for our holidays.*
*They **got** home very late last night.*

- something that happened **several times in the past**:

*When I was a boy, I **walked** a mile to school every day.*

*We **swam** a lot while we were on holiday.*

*They always **enjoyed** visiting their friends.*

- something that was **true for some time in the past**:

*I **lived** abroad for ten years.*

*He **enjoyed** being a student.*

*She **played** a lot of tennis when she was younger.*

- we often use **expressions with *ago*** with the past simple:

*I **met** my wife **a long time ago**.*

Past simple questions and negatives

We use ***did*** to make questions with the past simple:

***Did** she **play** tennis when she was younger?*

***Did** you **live** abroad?*

*When **did** you **meet** your wife?*

*Where **did** you **go** for your holidays?*

But questions with *who* often don't use *did*:

***Who discovered** penicillin?*

***Who wrote** Don Quixote?*

Past continuous

The past continuous is made from **the past tense of the verb *be*** and the ***–ing* form** of a verb:

*I **was***	*work**ing***
*You **were***	*play**ing***
*He **was***	*liv**ing***
*She **was***	*talk**ing***
*It **was***	

*We **were*** *You **were*** *They **were***	etc.

We use the past continuous to talk about the **past**:

- for something which **happened before and after another action**:

*The children **were doing** their homework when I **got** home.*

Compare: *The children **did** their homework when* (= after) *I **got** home.*

This use of the past continuous is very common at the beginning of a story:
*The other day **I was waiting** for a bus when …*

*Last week, as **I was driving** to work, …*

- for something that **happened before and after a specific time**:

*It was **eight o'clock**. I **was writing** a letter.*

Compare: *At eight o'clock I wrote* (= started writing) *some letters*.

- to show that something **continued for some time**:

*My head **was aching**.*

*Everyone **was shouting**.*

- for something that **happened again and again**:

*I **was practising** every day, three times a day.*

*They **were meeting** secretly after school.*

*They **were always quarrelling**.*

- with verbs which show **change or growth**:

*The children **were growing up** quickly.*

*Her English **was improving**.*

*My hair **was going** grey.*
*The town **was changing** quickly.*

We do **not** normally use the past continuous with **stative verbs**. We use the **past simple** instead:

*When I got home, I really **needed*** (NOT ~~was needing~~) *a shower.*

Past perfect

The past perfect is made from the verb ***had*** and the **past participle** of a verb:

*I **had finished** the work.*
*She **had gone**.*

The past perfect **continuous** is made from ***had been*** and the ***-ing* form** of a verb:

*I **had been** work**ing** there for a year.*
*They **had been** paint**ing** the bedroom.*

The past perfect is used in the same way as the present perfect, but it refers to a time in the past, not the present. We use the past perfect:

- for something that **started in the past** and **continued up to a given time in the past**:

*When George died, he and Anne **had been married** for nearly fifty years.*
*She didn't want to move. She **had lived** in Liverpool all her life.*

For this use, we often use the past perfect continuous:

*She didn't want to move. She **had been living** in Liverpool all her life.*

*Everything was wet. It **had been raining** for hours.*

- for something that **happened several times before a point in the past** and **continued after that point**:

*He was a wonderful guitarist. He **had been playing** ever since he was a teenager.*

*He **had written** three books and he was working on another one.*

- when we are **reporting our experience up to a point in the past**:

*My eighteenth birthday was the worst day I **had** ever **had.***

*I was pleased to meet George. I **hadn't met** him before, even though I **had met** his wife several times.*

- for something that **happened in the past** and **is important at a later time in the past**:

*I couldn't get into the house. I **had lost** my keys.*

*Teresa wasn't at home. She **had gone** shopping.*

We often use **expressions with *for* and *since*** with the past perfect:

*I was sorry when the factory closed. I **had worked** there **for ten years**.*

*I **had been watching** that programme every week **since it started**, but I missed the last episode.*

We do **not** normally use the past perfect continuous with **stative verbs**.

We use the **past perfect simple** instead:

*Up until that moment, I'**d** never **believed*** (NOT ~~been believing~~) *in astrology.*

Talking about the future

When we **know about the future**, we normally use the **present tense**.

1. We use the **present simple** for something **scheduled**:

*We **have** a lesson next Monday.*

*The train **arrives** at 6.30 in the morning.*

*The holidays **start** next week.*

*It**'s** my birthday tomorrow.*

2. We can use the **present continuous** for **plans or arrangements**:

*I**'m playing** football tomorrow.*

*They **are coming** to see us tomorrow.*

*We**'re having** a party at Christmas.*

3. We use ***will***:

- when we express beliefs about the future:

*It **will be** a nice day tomorrow.*

*I think Brazil **will win** the World Cup.*

*I'm sure you **will enjoy** the film.*

- to mean ***want to*** or ***be willing to***:

*I hope you **will come** to my party.*

*George says he **will help** us.*

- to **make offers and promises** :

*I**'ll** see you tomorrow.*

*We**'ll send** you an email.*

- to **talk about offers and promises**:

*Tim **will be** at the meeting.*
*Mary **will help** with the cooking.*

4. We use ***be going to***:

- to talk about **plans or intentions**:

*I**'m going to drive** to work today.*
*They **are going to move** to Manchester.*

- to make **predictions** based on **evidence** we can see:

*Be careful! **You are going to fall**.* (= I can see that you might fall.)
*Look at those black clouds. I think **it's going to rain**.* (= I can see that it will rain.)

5. We use ***will be* with an *-ing* form** for something happening before and after **a specific time in the future**:

*I**'ll be working at eight o'clock**. Can you come later?*
*They**'ll be waiting** for you **when you arrive**.*

6. We can use ***will be* with an *-ing* form** instead of the present continuous or ***be going to*** when we are talking about **plans, arrangements and intentions**:

*They**'ll be coming** to see us next week.*
*I**'ll be driving** to work tomorrow.*

7. We often use **verbs like *would like, plan, want, mean, hope, expect*** to talk about the future:

*What are you going to do next year? I**'d like to go** to university.*
*We **plan to go** to France for our holidays.*
*George **wants to buy** a new car.*

8. We use **modals *may***, ***might*** and ***could*** when we are **not sure** about the future:

*I **might stay** at home tonight or I **might go** to the cinema.*
*We **could see** Mary at the meeting. She sometimes goes.*

9. We can use ***should*** if we think there's a **good chance** of something happening:

*We **should be** home in time for tea.*
*The game **should be** over by eight o'clock.*

The future in time clauses and *if*-clauses

In time clauses with words like *when, after, until* we often use **present tense forms** to talk about the future:

*I'll come home **when I finish** work.*
*You must wait here **until your father comes**.*
*They are coming **after they have had** dinner.*

In clauses with *if* we often use **present tense forms** to talk about the future:

*We won't be able to go out **if it is raining**.*
***If Barcelona lose** tomorrow, they will be champions.*

We do **not** normally use *will* in time clauses and *if*-clauses:

*I'll come home when I **finish work**.* (NOT ~~will finish work~~)
*We won't be able to go out if it **rains**.* (NOT ~~will rain~~)

but we can use *will* if it means *want to* or *be willing to*:
*I will be very happy if you **will come** to my party.*
*We should finish the job early if George **will help** us.*

Reported speech

Reporting and summarising

When we want to report what people say, we don't usually try to report their exact words. We usually give a **summary**, for example:

Direct speech (exact words):
Mary: *Oh dear. We've been walking for hours! I'm exhausted. I don't think I can go any further. I really need to stop for a rest.*
Peter: *Don't worry. I'm not surprised you're tired. I'm tired too. I'll tell you what, let's see if we can find a place to sit down, and then we can stop and have our picnic.*

Reported speech (summary):
When Mary complained that she was tired out after walking so far, Peter said they could stop for a picnic.

Reporting verbs

When we want to report what people say, we use **reporting verbs**. Different reporting verbs have different patterns, for example:

*Mary **complained (that) she was tired**.*
(verb + *that* clause)

*She **asked if they could stop for a rest**.*
(verb + *if* clause)

*Peter **told her not to worry**.*
(verb + *to*-infinitive)

*He **suggested stopping** and **having a picnic**.*
(verb + *-ing* form)

See **reporting verbs with *that*, *wh-* and *if* clauses**, **verbs followed by the infinitive**, **verbs followed by the *-ing* form**.

Tenses in reported speech

When reporting what people say or think in English, we need to remember that the rules for tense forms in reported speech are exactly **the same** as in the rest of the language.

This is a letter that Andrew wrote ten years ago:

---

*I **am** 22 years old and I **am** at university studying engineering. I **take** my final exams next month and I **will finish** university in July.*

*I **want** to take a year off and travel round the world. I **will need** to make some money while I am travelling, so I would like to learn to teach English as a second language so that I **can make** some money while I **am** abroad. A friend of mine **has recommended** your course very highly. She also **gave** me some details, but I **would like** to ask a few more questions.*

---

*What courses **do you have** in the summer and when **do they start**? How much **do the courses cost**? **Is there** an examination at the end?*

*I **look forward to** hearing from you.*

Regards,

Andrew Brown

If we wanted to report what Andrew said in his letter, we might say something like this:

*Andrew said that when he **was** 22, he was an engineering student in his last month at university. He **wanted** to travel abroad after he **had finished** his course at the university, but he **would need** to earn some money while he **was** abroad so he **wanted** to learn to teach English as a foreign language. A friend **had recommended** a course but Andrew **needed** more information, so he wrote to the school and asked them when their courses **started** and how much they **were**. He also **wanted** to know if there **was** an examination at the end of the course.*

We would naturally use past tense forms to talk about things which happened ten years ago. So, tenses in reports and summaries in English are the same as in the rest of the language.

Sometimes we can choose between a past tense form and a present tense form. If we're talking about the past but we mention **something that's still true**, we can use the present tense:

*John said he'd stayed at the Shangri-la because it'**s** the best hotel in town.*

*Mary said she enjoyed the film because Robert de Niro **is** her favourite actor.*

*Helen said she **loves** visiting New York.*

or the past tense:

*John said he'd stayed at the Shangri-la because it **was** the best hotel in town.*

*Mary said she enjoyed the film because Robert de Niro **was** her favourite actor.*

*Helen said she **loved** visiting New York.*

If we're talking about something that **everybody knows is true**, we **normally use the present tense**:

*Michael said he'd always wanted to climb Everest because it'**s** the highest mountain in the world.*

*Mary said she loved visiting New York because it'**s** such an exciting city.*

Active and passive voice

Transitive verbs have both **active** and **passive** forms:

Active	Passive
*The hunter **killed** the lion.*	*The lion **was killed** by the hunter.*
*Someone **has cleaned** the windows.*	*The windows **have been cleaned**.*

Passive forms are made up of **the verb *be*** with a **past participle**:

Subject	*be*	Past participle	Adverbial
English	***is***	***spoken***	*all over the world.*
The windows	***have been***	***cleaned***.	
Lunch	***was being***	***served***.	
The work	***will be***	***finished***	*soon.*
They	***might have been***	***invited***	*to the party.*

If we want to show the person or thing doing the action, we use ***by***:

*She was attacked **by** a dangerous dog.*

*The money was stolen **by** her husband.*

The passive infinitive is made up of ***to be*** with a **past participle**:

*The doors are going **to be locked** at ten o'clock.*

*You shouldn't have done that. You ought **to be punished**.*

We sometimes use **the verb *get*** with a **past participle** to form the passive:

*Be careful with that glass. It might **get broken**.*

*Peter **got hurt** in a crash.*

We can use the **indirect object** as the **subject** of a passive verb:

Active	Passive
*I gave **him** a book for his birthday.*	***He** was given a book for his birthday.*
*Someone sent **her** a cheque for a thousand euros.*	***She** was sent a cheque for a thousand euros.*

We can use **phrasal verbs** in the passive:

Active	Passive
*They **called off** the meeting.*	*The meeting **was called off**.*
*His grandmother **looked after** him.*	*He **was looked after** by his grandmother.*
*They **will send** him away to school.*	*He **will be sent** away to school.*

Some verbs which are very **frequently used in the passive** are followed by the ***to*-infinitive**:

be supposed to	*be expected to*	*be asked to*	*be told to*
be scheduled to	*be allowed to*	*be invited to*	*be ordered to*

*John **has been asked** to make a speech at the meeting.*

*You **are supposed to** wear a uniform.*

*The meeting **is scheduled to** start at seven.*

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