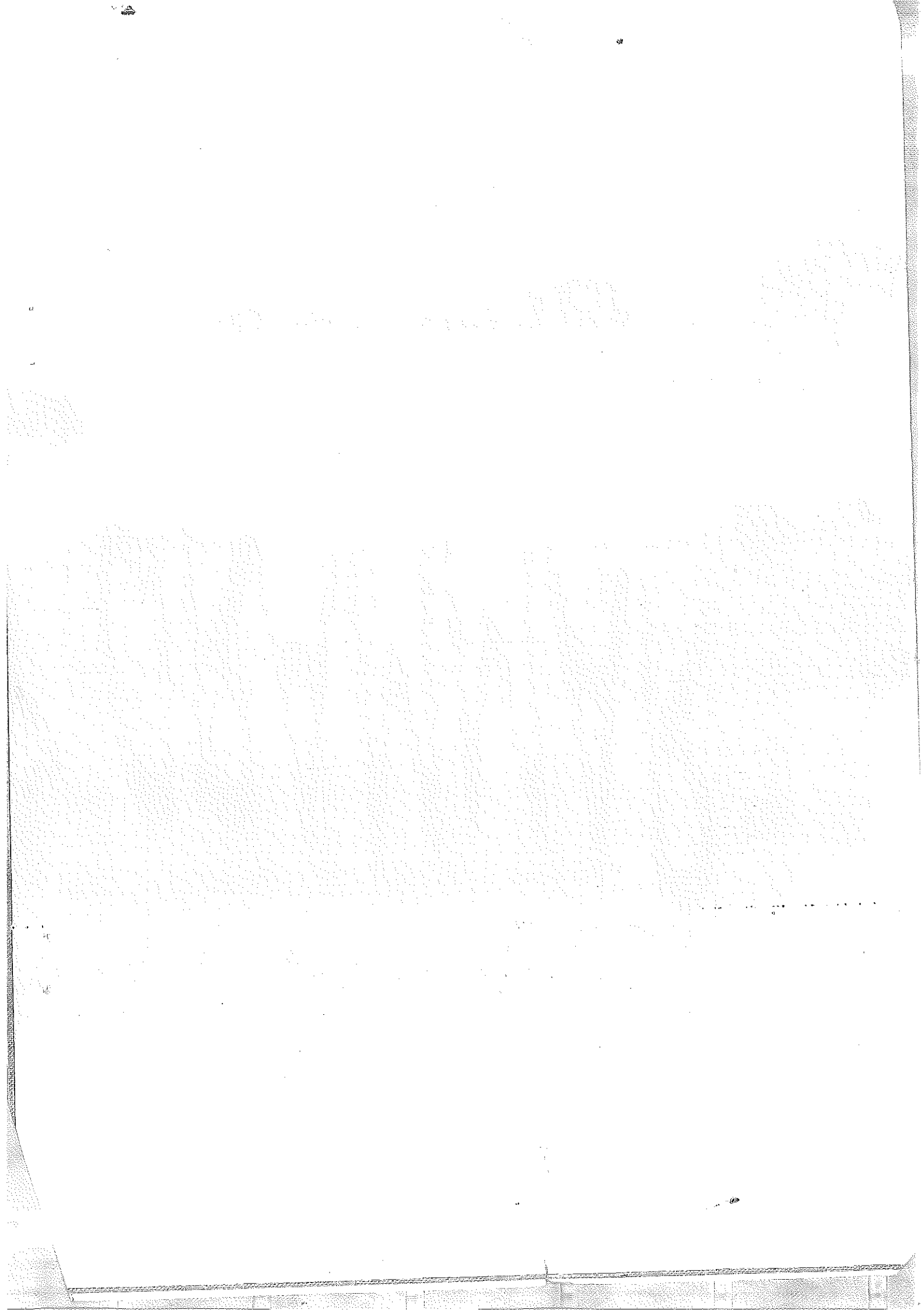


DYALA UNIVERSITY
COLLEGE OF BASIC EDUCATION
ENGLISH DEPARTMENT

GRAMMAR

FIRST STAGE

1/20/20



Second edition

Oxford Practice Grammar

with answers

John Eastwood

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A Introduction



Look at the different kinds of word in this sentence.

Pronoun Verb Determiner Adjective Noun Preposition Noun Adverb
I have an important conference at work tomorrow,

Linking word Pronoun Verb Adverb Adjective
so I am rather busy.

B What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café. The numbers after the examples tell you which units in the book give you more information.

- 1 Verb: *have, am, is, would, like, come, are, sitting, look* ▷ 4–75
- 2 Noun: *conference, work, coffee, party, Saturday, Jessica, friends, corner* ▷ 76–82
- 3 Adjective: *important, busy, good, cheap* ▷ 104–109
- 4 Adverb: *tomorrow, rather, really, here* ▷ 113–117
- 5 Preposition: *at, to, on, in* ▷ 118–125
- 6 Determiner: *an, this, our, the* ▷ 83–97
- 7 Pronoun: *I, it, you* ▷ 98–103
- 8 Linking word: *so, and* ▷ 150–153

C Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

Can I look at your photos?
We work on Saturday morning.

NOUNS

I like the look of that coat.
I'll be at work tomorrow.

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in B.

Andrew didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

1 What kind of word? (B)

▶ to *preposition*
▶ café *noun*

- 1 the
- 2 told
- 3 they
- 4 there
- 5 he
- 6 finish

- 7 sociable
- 8 in
- 9 and
- 10 totally
- 11 an
- 12 excellent
- 13 but
- 14 fun

2 What kind of word? (B)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb,' and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a café with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

Verb *thinks*
Noun *Henry*

Adjective

Adverb

Determiner

Pronoun

Linking word

Preposition

3 Words in sentences (C)

Is the underlined word a verb, a noun or an adjective?

▶ Shall we go for a walk?
▶ Shall we walk into town?
noun
verb

1 Laura wanted to talk to Rita.

2 Laura wanted a talk with Rita.

3 The windows aren't very clean.

4 Doesn't anyone clean the windows?

5 We went to a fabulous show in New York.

6 Laura wanted to show Rita her photos.

7 Henry thought Claire looked beautiful.

8 A strange thought came into Emma's head.

9 Sarah is feeling quite tired now.

10 Studying all night had tired Andrew out.

2 Sentence structure: subject, verb, object, etc

MIKE AND HARRIET ARE MOVING THEIR PIANO UPSTAIRS.
TOM, MELANIE AND DAVID ARE HELPING THEM.



A Sentence structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

- 1 SUBJECT VERB
My arms are aching.
Something happened.
- 2 SUBJECT VERB OBJECT
I need a rest.
Five people are moving the piano.

The subject and object can be a pronoun (e.g. **I**) or a noun phrase (e.g. **the piano**).

- 3 SUBJECT VERB COMPLEMENT
This piano is heavy.
It was a big problem.

The complement can be an adjective (e.g. **heavy**) or a noun phrase (e.g. **a big problem**). The complement often comes after **be**. It can also come after **appear, become, get, feel, look, seem, stay** or **sound**. For adjectives and word order see Unit 104B.

- 4 SUBJECT VERB ADVERBIAL
It is on my foot.
Their house is nearby.

An adverbial can be a prepositional phrase (e.g. **on my foot**) or an adverb (e.g. **nearby**).

- 5 SUBJECT VERB OBJECT OBJECT
It's giving me backache.
David bought Melanie a present.

We use two objects after verbs like **give** and **send** (see Unit 3).

B Adverbials

We can add adverbials to all the five main structures.

My arms are aching terribly. I really need a rest.

Of course this piano is heavy. Fortunately their house is nearby.

To everyone's surprise, David actually bought Melanie a present yesterday.

Exercises

Parts of the sentence (A)

Mike and Harriet are on holiday. They have written a postcard to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

- 1 We're having a great time. *object*
- 2 We really enjoy camping.
- 3 It's great fun.
- 4 We're on a farm.
- 5 We like this place.
- 6 The scenery is beautiful.

Sentence structure (A)

After moving the piano, the five friends had a rest and a cup of tea.
 Look at this part of their conversation and then write the letters a) - e) in the correct place.

- a) David: That was a difficult job.
- b) Tom: I agree.
- c) Mike: I'm on my deathbed.
- d) David: Someone should give us a medal.
- e) Harriet: I've made some more tea.

- 1 Subject + verb + object
- 2 Subject + verb + complement
- 3 Subject + verb + adverbial
- 4 Subject + verb + object + object

Word order (A)

Put the words in the correct order and write the statements.

- 1 is / Melanie / very nice
- 2 football / likes / Tom
- 3 an accident / David / had
- 4 moved / the piano / we
- 5 a tall woman / Harriet / is
- 6 sat / on the floor / everyone
- 7 gave / some help / Mike's friends / him

Adverbials (B)

These sentences are from a news report. Write down the two adverbials in each sentence.

- 1 Prince Charles opened a new sports centre in Stoke yesterday.
- 2 He also spoke with several young people.
- 3 The sports centre was first planned in 1994.
- 4 Naturally, the local council could not finance the project without help.
- 5 Fortunately, they managed to obtain money from the National Lottery.

Direct and indirect objects

Introduction



Henry gave Claire some flowers.

Here the verb **give** has two objects. **Claire** is the indirect object, the person receiving something. **Some flowers** is the direct object, the thing that someone gives.

Henry gave some flowers to Claire.

Here **give** has a direct object (**some flowers**) and a phrase with **to**. **To** comes before **Claire**, the person receiving something.

Here are some more examples of the two structures.

	INDIRECT OBJECT	DIRECT OBJECT		DIRECT OBJECT	PHRASE WITH TO/FOR
<i>Emma gave</i>	<i>Rachel</i>	<i>a CD.</i>	<i>Emma gave</i>	<i>the CD</i>	<i>to Rachel.</i>
<i>I'll send</i>	<i>my cousin</i>	<i>a postcard.</i>	<i>I'll send</i>	<i>a postcard</i>	<i>to my cousin.</i>
<i>We bought</i>	<i>all the children</i>	<i>an ice-cream.</i>	<i>We bought</i>	<i>ice-creams</i>	<i>for all the children.</i>

To or for?

We give something to someone, and we buy something for someone.

We can use **to** with these verbs: **bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write**

Vicky paid the money to the cashier. OR *Vicky paid the cashier the money.*

Let me read this news item to you. OR *Let me read you this news item.*

We showed the photos to David. OR *We showed David the photos.*

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**

They found a spare ticket for me. OR *They found me a spare ticket.*

I've saved a seat for you. OR *I've saved you a seat.*

Melanie is making a cake for David. OR *Melanie is making David a cake.*

C Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as **give**.
The pronoun usually comes before the noun.

Henry is very fond of Claire. He gave her some flowers.

We use **her** because **Claire** is mentioned earlier.

Henry bought some flowers. He gave them to Claire.

We use **them** because the **flowers** are mentioned earlier. **Them** comes before **Claire**.

EXERCISES

Look at the Christmas presents and write sentences about them. Put one of these words at the end of each sentence: necklace, scarf, sweater, tennis racket, watch

 To Mike From Harriet	 To Melanie From David	 To Trevor From Laura	 To Matthew From Emma	 To Claire From Henry
--	---	---	--	--

Write the information in one sentence. Put the underlined part at the end of the sentence.

- 1 Daniel lent something to Vicky. It was his calculator. → Daniel lent Vicky the calculator.
- 2 Mark sent a message. It was to his boss. → Mark sent his boss a message.
- 3 Emma sold her bike. Her sister bought it. → Emma sold her sister the bike.
- 4 Tom told the joke. He told all his friends. → Tom told all his friends the joke.
- 5 Melanie gave some help. She helped her neighbour. → Melanie helped her neighbour.
- 6 Fiona wrote to her teacher. She wrote a letter. → Fiona wrote her teacher a letter.

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

1 I've these papers. → my secretary.

2 Could you make some coffee. → us?

3 I took a flight. → me, could you?

4 Can you post this cheque. → the hotel?

5 Write a memo. → all managers.

6 Fetch the file. → me, could you?

7 Leave a message. → my secretary.

8 Don't show these plans. → anyone.

Complete each answer using the words in brackets. Sometimes you need *to* or *for*.

- 1 Matthew: Why is everyone laughing? (a funny story / us) → Daniel told us a funny story.
- 2 Vicky: Daniel told ... (the cat) → There's some fish left over. (I / the cat)
- 3 Laura: I'll feed ... (them / the bottle bank) → What are you doing with those bottles?
- 4 Sarah: I'm taking ... → How are things with you, Daniel? (a job / me)
- 5 Trevor: Fine. Someone has offered ... → What about those papers you found? (them / the police)
- 6 Tom: Oh, I handed ... → It's pouring with rain, look. (my umbrella / you)
- 7 Emma: It's OK. I'll lend ... →

A Practical English Grammar
Thomson and Martinet

Nouns

P 24 - 25

10 Kinds and function

- A There are four kinds of noun in English:
Common nouns: *dog, man, table*
Proper nouns: *France, Madrid, Mrs Smith, Tom*
Abstract nouns: *beauty, charity, courage, fear, joy*
Collective nouns: *crowd, flock, group, swarm, team*
- B A noun can function as:
The subject of a verb: *Tom arrived.*
The complement of the verbs *be, become, seem*: *Tom is an actor.*
The object of a verb: *I saw Tom.*
The object of a preposition: *I spoke to Tom.*
A noun can also be in the possessive case: *Tom's books.*

11 Gender

- A Masculine: men, boys and male animals (pronoun **he/they**).
Feminine: women, girls and female animals (pronoun **she/they**).
Neuter: inanimate things; animals whose sex we don't know and sometimes babies whose sex we don't know (pronoun **it/they**).
Exceptions: ships and sometimes cars and other vehicles when regarded with affection or respect are considered feminine. Countries when referred to by name are also normally considered feminine.
The ship struck an iceberg, which tore a huge hole in her side.
Scotland lost many of her bravest men in two great rebellions.

- B Masculine/feminine nouns denoting people

1 Different forms:

(a) <i>boy, girl</i>	<i>gentleman, lady</i>	<i>son, daughter</i>
<i>bachelor, spinster</i>	<i>husband, wife</i>	<i>uncle, aunt</i>
<i>bridegroom, bride</i>	<i>man, woman</i>	<i>widower, widow</i>
<i>father, mother</i>	<i>nephew, niece</i>	

Main exceptions:

<i>baby</i>	<i>infant</i>	<i>relative</i>
<i>child</i>	<i>parent</i>	<i>spouse</i>
<i>cousin</i>	<i>relation</i>	<i>teenager</i>
(b) <i>duke, duchess</i>	<i>king, queen</i>	<i>prince, princess</i>
<i>earl, countess</i>	<i>lord, lady</i>	

7 The majority of nouns indicating occupation have the same form:

artist cook driver guide
 assistant dancer doctor etc.

Main exceptions:

actor, actress host, hostess
 conductor, conductress manager, manageress
 heir, heiress steward, stewardess
 hero, heroine waiter, waitress

Also *salesman, saleswoman* etc., but sometimes *person* is used instead of *-man, -woman; salesperson, spokesperson*.

C Domestic animals and many of the larger wild animals have different forms:

bull, cow duck, drake ram, ewe stallion, mare
 cock, hen gander, goose stag, doe tiger, tigress
 dog, bitch lion, lioness

Others have the same form.

12 Plurals

A The plural of a noun is usually made by adding *s* to the singular:

day, days dog, dogs house, houses

s is pronounced /s/ after a *p, k* or *f* sound. Otherwise it is pronounced /z/.

When *s* is placed after *ce, ge, se* or *ze* an extra syllable (/iz/) is added to the spoken word.

Other plural forms

B Nouns ending in *o* or *ch, sh, ss* or *x* form their plural by adding *es*:

tomato, tomatoes brush, brushes box, boxes
church, churches kiss, kisses

But words of foreign origin or abbreviated words ending in *o* add *s* only:

dynamo, dynamos kimono, kimonos piano, pianos
kilo, kilos photo, photos soprano, sopranos

When *es* is placed after *ch, sh, ss* or *x* an extra syllable (/iz/) is added to the spoken word.

C Nouns ending in *y* following a consonant form their plural by dropping

the *y* and adding *ies*:

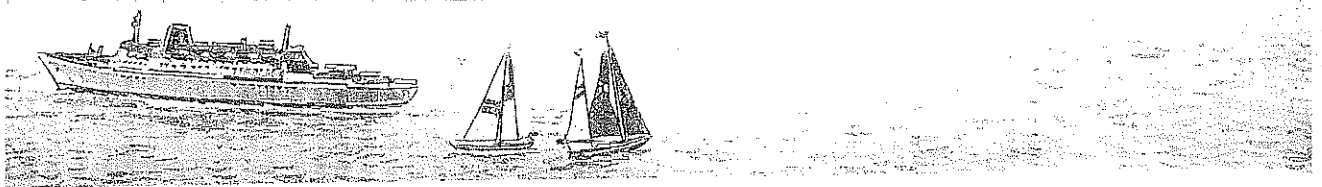
baby, babies country, countries fly, flies lady, ladies

Nouns ending in *y* following a vowel form their plural by adding *s*:
boy, boys day, days donkey, donkeys gny, gny

D Twelve nouns ending in *f* or *fe* drop the *f* or *fe* and add *ves*. These

nouns are *caf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf, loaf, loaves, wife, wives, wolf, wolves* etc.

A What is the difference?



a ship

two boats

water

COUNTABLE

A countable noun (e.g. ship) can be singular or plural. We can count ships. We can say a ship/one ship or two ships.

Here are some examples of countable nouns.

*We could see a **ship** in the distance.*

*Claire has only got one **sister**.*

*I've got a **problem** with the car.*

*Do you like these **photos**?*

*I'm going out for five **minutes**.*

UNCOUNTABLE

An uncountable noun (e.g. water) is neither singular nor plural. We cannot count water. We can say water or some water but NOT a-water or two-waters.

Here are some examples of uncountable nouns.

*Can I have some **water**?*

*Shall we sit on the **grass**?*

*The **money** is quite safe.*

*I love **music**.*

*Would you like some **butter**?*

B Nouns after the, a/an and numbers

There are some words that go with both countable and uncountable nouns. One of these is the.

We can say the ship (singular), the ships (plural) or the water (uncountable). But other words go with one kind of noun but not with the other.

COUNTABLE

A/an or one goes only with a singular noun.

*I need **a spoon**.*

Numbers above one go only with plural nouns.

*We eat **three meals** a day.*

UNCOUNTABLE

We do not use a/an with an uncountable noun.

NOT a-water and NOT a-music.

We do not use numbers with an uncountable noun.

NOT three-foods

C Nouns after some, many/much, etc

Some and any go with plural or uncountable nouns. We can also use plural and uncountable nouns on their own, without some or any.

PLURAL

*Tom told **some jokes**.*

*Do you know **any jokes**?*

*Tom usually tells **jokes**.*

But NOT He told joke.

Many and a few go only with plural nouns.

*There weren't **many bottles**.*

*I made **a few sandwiches**.*

UNCOUNTABLE

*We had **some fun**.*

*That won't be **any fun**.*

*We always have **fun**.*

Much and a little go with uncountable nouns.

*I don't drink **much wine**.*

*There was only **a little bread** left.*

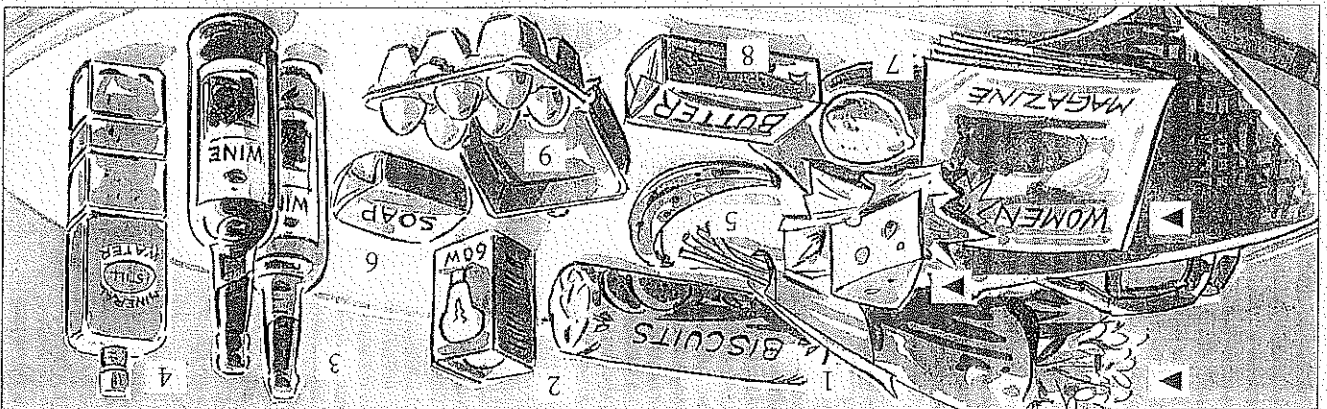
1 What is the difference? (A)

Look at the underlined nouns. Are they countable or uncountable?

- ▶ There was a car behind us. car countable
- ▶ I never eat meat. meat uncountable
- 1 Do you play golf? golf uncountable
- 2 I had to wait ten minutes. minutes countable
- 3 Just tell me one thing. thing countable
- 4 Love makes the world go round. Love uncountable
- 5 Good luck in your new job. luck uncountable
- 6 Power stations produce energy. energy uncountable
- 7 I'm taking a photo. photo countable
- 8 Would you like an apple? apple countable

2 A and some (B-C)

Laura has been to the supermarket. What has she bought? Use a or some with these words: banana, biscuits, butter, cheese, eggs, flowers, lemon, light bulb, mineral water, magazine, soap, wine



- ▶ some flowers
- ▶ a magazine
- ▶ some cheese

- 3
- 2
- 1
- 6
- 5
- 4
- 7
- 8
- 9

3 Countable and uncountable nouns (A-C)

Complete the conversation. Choose the correct form.

Jessica: What are you doing, Andrew?
 Andrew: I'm writing (▶) essay/an essay.
 Jessica: Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer?
 Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) hour/hours now.
 Jessica: You've got lots of books to help you, though. I haven't got as (4) many/much books as you. That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy (6) food/a food.
 Andrew: Really? That can't be (7) many/much fun.
 Jessica: I'd like to get (8) job/a job. I can do in my spare time and earn (9) a/some money. I've got (10) a few/a little ideas, but what do you think I should do?
 Andrew: I know someone who paints (11) picture/pictures and sells them. Why don't you do that?
 Jessica: Because I'm no good at painting.

A carton of milk, a piece of information, etc

A A carton of milk



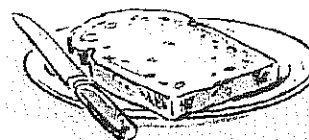
a carton of milk



two tins of soup



a kilo of sugar



a piece/slice of bread



a loaf of bread

Milk, soup, etc are uncountable nouns. We cannot use a or a number in front of them. We do not usually say a ~~milk~~ or ~~two soups~~. But we can say a carton of milk or two tins of soup. Here are some more examples.

CARTON, TIN, ETC

a carton of orange juice
 a tin of paint
 a bottle of water
 a box/packet of cereal
 a jar of jam
 a tube of toothpaste
 a glass of water
 a cup of coffee

MEASUREMENTS

a kilo of cheese
 five metres of cable
 twenty litres of petrol
 half a pound of butter

PIECE, SLICE, ETC

a piece of wood
 a piece/slice of bread
 a piece/sheet of paper
 a bar of chocolate
 a loaf of bread

We can also use this structure with a plural noun after of.

a packet of crisps a box of matches three kilos of potatoes a collection of pictures

B A piece of information

Advice, information and news are uncountable nouns. We cannot use them with a/an or in the plural.

Can I give you some advice? NOT an advice

We got some information from the tourist office. NOT some informations

That's wonderful news! NOT a wonderful news

But we can use piece of, bit of and item of.

Can I give you a piece of/a bit of advice?

There are two pieces/bits of information we need to complete the questionnaire.

There's a bit of/an item of news that might interest you.

These nouns are uncountable in English, although they may be countable in other languages: accommodation, baggage, behaviour, equipment, fun, furniture, homework, housework, litter, luck, luggage, progress, rubbish, scenery, traffic, travel, weather, work

Some countable nouns have similar meanings to the uncountable nouns above.

COUNTABLE

There aren't any jobs.
 It's a long journey.
 There were sofas and chairs for sale.
 We've booked a room.
 I've got three suitcases.

UNCOUNTABLE

There isn't any work.
 Travel can be tiring.
 There was furniture for sale.
 We've booked some accommodation.
 I've got three pieces of luggage.

2003
 400
 400
 400

Nouns that can be countable or uncountable

Some nouns can be either countable or uncountable. For example, a potato is a separate, individual thing but potato cannot be counted.



potatoes



potato

COUNTABLE

I'm peeling the potatoes.

Melanie baked a cake for David.

Vicky was eating an apple.

Someone threw a stone at the police.

There's a hair on your shirt.

UNCOUNTABLE

Would you like some potato?

Have some cake/a piece of cake.

Is there apple in this salad?

The house is built of stone.

I must brush my hair. NOT hairs.

Often the countable noun is specific, and the uncountable noun is more general.

COUNTABLE

Rugby is a sport. (= a particular sport)

That's a nice painting over there.

We heard a sudden noise outside.

John Lennon had an interesting life.

UNCOUNTABLE

Do you like sport? (= sport in general)

Paul is good at painting.

Constant noise can make you ill.

Life is complicated sometimes.

Some nouns can be countable or uncountable with different meanings.

COUNTABLE

I bought a paper. (= a newspaper)

I'll have a glass of orange juice, please.

Have you got an iron? (for clothes)

I switched all the lights on.

I've been to France many times.

The journey was a great experience.

I run a small business. (= a company)

We finally found a space in the car park.

UNCOUNTABLE

I need some paper to write on.

I bought a piece of glass for the window.

The bridge is made of iron.

There's more light by the window.

I can't stop. I haven't got time.

He has enough experience for the job.

I enjoy doing business. (= buying and selling)

There's no space for a piano in here.

There are hundreds of satellites out in space.

Words for drink are usually uncountable: *Coffee is more expensive than tea.*

But when we are ordering or offering drinks, we can say either a cup of coffee or a coffee.

Two coffees, please. (= two cups of coffee) Would you like a beer? (= a glass/bottle/can of beer)

Some nouns can be countable when we are talking about a particular kind or about different kinds.

Chianti is an Italian wine. (= a kind of Italian wine)

Exercises

Complete the conversations. Choose the correct form.

- Can I pick an apple/some apple from your tree? ~ Yes, of course.
- 1 I think sport/a sport is boring. ~ Me too. I hate it.
 - 2 We ought to buy some potato/some potatoes. ~ OK, I'll get them.
 - 3 I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.
 - 4 Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.
 - 5 Is there cheese/a cheese in this soup? ~ Yes, a little.
 - 6 I had conversation/a conversation with Vicky last night. ~ Oh? What about?
 - 7 Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.
 - 8 Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.
 - 9 It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.
 - 10 What's the matter? ~ You've got some egg/some eggs on your shirt.

Complete the conversations. Put in these nouns: *business* (x2), *experience* (x2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.

- Harriet: Did you manage to park in town?
Mike: It took me ages to find And all I wanted was to buy to wrap this present in.
- 1 Sarah: Are you busy tomorrow?
Mark: I'm meeting someone in the office. We've got to discuss.
- 2 Trevor: Do you think I need to take with me for my shirts?
Laura: Oh, surely the hotel will have one.
- 3 Vicky: I was going to have some juice, but I can't find
Rachel: If you turned on, you might be able to see properly.
- 4 Claire: I've never met your brother.
Mark: Oh, he's usually very busy because he runs But he's been ill recently. The doctor has ordered him to spend resting.
- 5 Daniel: How did your interview go?
Emma: Well, I didn't get the job. I think they really wanted someone with of the work, and that's what I haven't got. So it was a bit of a waste of time. And the train coming back was two hours late. That's I don't want to repeat.

Complete Claire's postcard to her sister. Choose the correct form.

The island is very peaceful. () Life/A life is good here. Everybody moves at a nice slow pace. People have (1) time/a time to stop and talk. It's (2) experience/an experience I won't forget for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) painting/a painting yesterday. Now I'm sitting on the beach reading (4) paper/a paper. The hotel breakfast is so enormous that I don't need to have lunch. I've just brought (5) orange/an orange with me to eat later. I've been trying all the different (6) fruit/fruits grown in this part of the world, and they're all delicious.

Agreement

70

A Subject and verb

Look at these examples of agreement between the subject (e.g. the window) and the verb (e.g. is)

SINGULAR

The window is open.

She was upset.

It has been raining.

The soup tastes good.

This method doesn't work.

After a singular or an uncountable noun and after he, she or it, we use a singular verb.

B Everyone, something, every, all, etc

After everyone, something, nothing, etc, we use a singular verb (see also Unit 103C).

Everyone was pleased. Something is wrong.

But compare these examples with every, each and all.

After a phrase with every or each, we use a singular verb.

Every seat has a number.

Each door is a different colour.

C One of a number of and a lot of

After one of..., we use a singular verb.

One of the photos is missing.

After a lot of..., the verb agrees with the noun.

Every year a lot of pollution is created, and a lot of trees are cut down.

D Any of, either of, neither of and none of

When a plural noun comes after any of, either of or none of, we can use either a singular or a plural verb.

Is/Are any of these old maps worth keeping?

I wonder if either of those alternatives is/are a good idea.

Neither of these cameras works/work properly.

None of the plants has/have grown very much.

E An amount + a singular verb

After an amount of money, a distance, a weight or a length of time, we normally use a singular verb.

Eight pounds seems a fair price. A hundred metres isn't far to swim.

Ninety kilos is too heavy for me to lift. Five minutes doesn't seem long to wait. We are talking about the amount as a whole, not the individual pounds or metres.

After a number of..., we normally use a plural verb.

A number of questions were asked.

All the seats have a number.

After all and a plural noun, we use a plural verb.

After a plural noun or they, and after nouns joined by and, we use a plural verb.

The windows are open.

The door and the window are open.

Her eyes were wet.

They have got wet.

The biscuits taste good.

These methods don't work.

PLURAL

Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

Sarah: This table (1) is/are lovely.

Mark: Yes, the wood (1) is/are beautiful, isn't it?

Sarah: The style and the colour (2) is/are both perfect for what we want.

Mark: These chairs (3) looks/look very stylish, too, but they (4) is/are rather expensive.

Sarah: Can you see if the table (5) has/have got a price on?

Mark: Yes, it has. It says it (6) costs/cost £2,000. That's ridiculous.

Sarah: Don't you think prices (7) has/have gone up recently?

Those tables we saw last month (8) wasn't/weren't so expensive.

Vicky has been to a very grand party. She is telling her parents about it. Put in *was* or *were*.

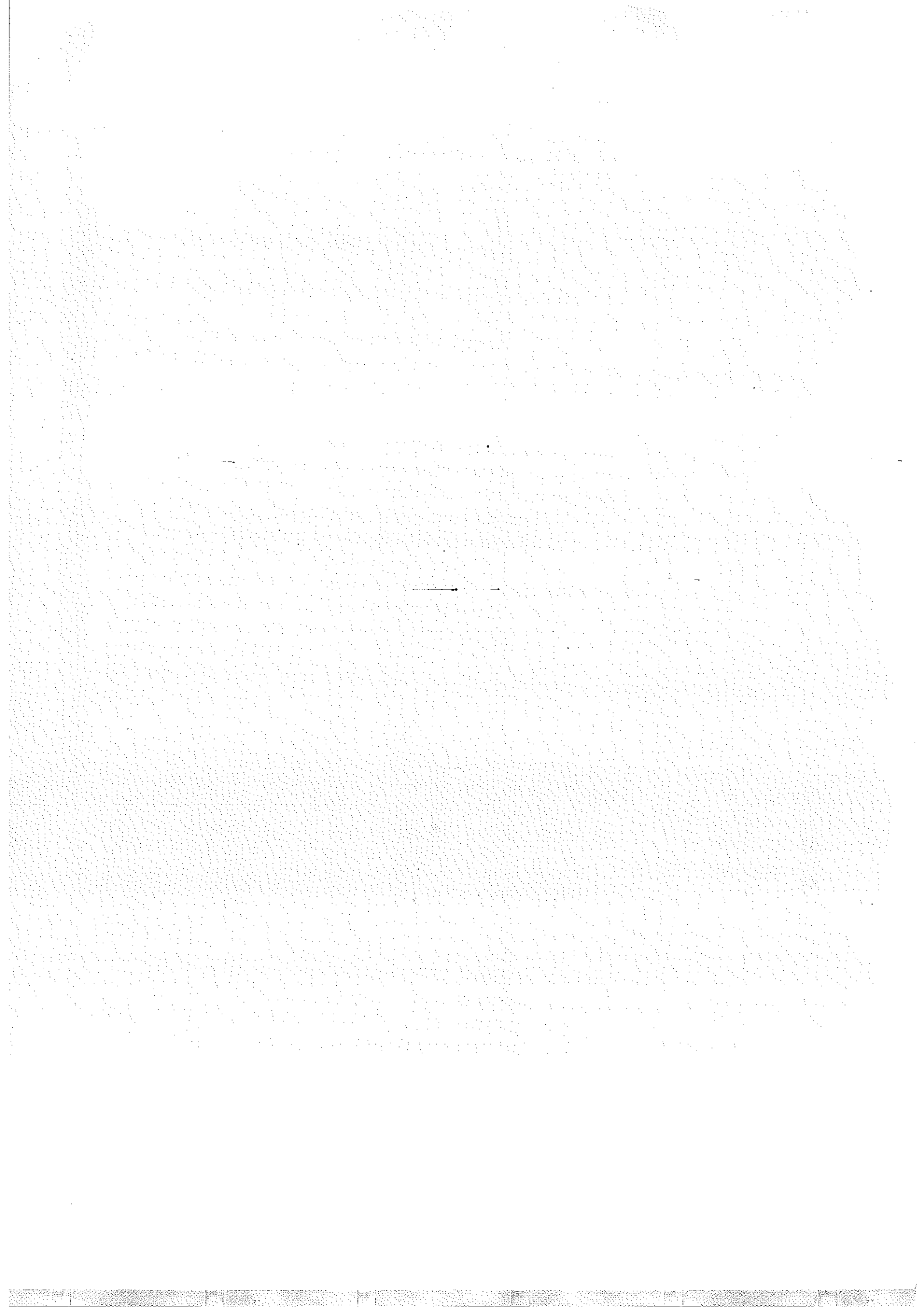
I really enjoyed the party. It (1) wonderful. Each guest (1) welcomed by the hostess in person. All the rooms (2) crowded with people. Everyone (3) enjoying themselves. A lot of people (4) dancing, and a number of people (5) swimming in the pool in the garden. All the people there (6) very smart. One of the guests (7) a TV personality—the chat show host Guy Shapiro. I didn't know many of the guests. None of my friends (8) there.

The BBC is making a documentary about police work. A policeman is talking about his job. (Choose the correct form.)

1. Every policeman is/are given special training for the job.
2. No two days are the same. Each day is/are different.
3. But the job isn't/aren't as exciting or glamorous as some people think.
4. Not all policemen is/are allowed to carry guns.
5. A number of police officers here works/work with dogs.
6. An officer and his dog has/have to work closely together.
7. One of our jobs is/are to prevent crime happening in the first place.
8. A lot of crime is/are caused by people being careless.
9. Sorry, I have to go now. Someone has/have just reported a robbery.

Combine the questions and answers about travel and holidays into one sentence using *is* or *are*.

- ▶ Do you know the price of a room? ~ Fifty pounds.
.....
- ▶ How many public holidays are there? ~ Ten days in the year.
.....
- ▶ Are you going on a long walk? ~ Fifteen miles.
.....
- ▶ Who's travelling on the bus? ~ Eight students.
.....
- ▶ Was someone waiting for the museum to open? ~ Yes, three people.
.....
- ▶ Do you know the baggage allowance? ~ Twenty kilos.
.....



A Clothes, etc

Some nouns have only a plural form (with s) and take a plural verb.

*The **clothes** were in the dryer.* NOT *The ~~clothe~~ was ...*

*The **goods** have been sent to you direct from our factory.* NOT *The ~~good~~ has ...*

*My **belongings** are all packed up in suitcases.*

PLURAL NOUNS

arms (weapons), *belongings* (the things you own), *clothes*, *congratulations*, *contents* (what is inside something), *customs* (bringing things into a country), *earnings* (money you earn), *goods* (products, things for sale), *outskirts* (the outer part of a town), *remains* (what is left), *surroundings* (the environment, the things around you), *thanks*, *troops* (soldiers)

Some nouns have both a singular and a plural form with a difference in meaning.

SINGULAR

*Our special price is £10 cheaper than normal. So don't miss this **saving** of £10.*

*The storm did a lot of **damage** to buildings.*

*I've got a **pain** in my back. It really hurts.*

PLURAL

*My **savings** are in the bank. I'm going to take out all the money and buy a new car.*

*The newspaper had to pay £2 million in **damages** after printing untrue stories about a politician.*

*I checked the figures carefully three times. I took great **pains** to get them exactly right.*

B News, etc

Some nouns have a plural form (with s) but take a singular verb.

*The **news** was worse than I had expected.* NOT *The ~~news~~ were ...*

***Economics** is a difficult subject.* NOT *~~Economics~~ are ...*

NOUNS TAKING A SINGULAR VERB

The word *news*

The subjects *economics*, *mathematics/maths*, *physics*, *politics* and *statistics*

The activities *athletics* and *gymnastics*

The games *billiards* and *darts*

The illness *measles*

C Means, etc

Some nouns ending in s have the same singular and plural form.

*This **means** of transport saves energy.*

*Both **means** of transport save energy.*

*This **species** of insect is quite rare.*

*All these **species** of insect are quite rare.*

NOUNS WITH ONE FORM

crossroads, *means*, *series* (e.g. a series of TV documentaries), *species* (kind, type)

Works (a factory) and headquarters (a main office) take either a singular or a plural verb.

*The steel **works** has/have closed down.*

1 Clothes, etc (A)

- Put in the nouns and add *s* if necessary.
- Claire had to take her luggage through *customs* (custom).
 - 1 Please accept this gift as an expression of our (thank).
 - 2 The woman is demanding (damage) for her injuries.
 - 3 The (pain) was so bad I called the doctor.
 - 4 The old man carried his few (belonging) in a plastic bag.
 - 5 If we pay in cash, we make a (saving) of ten per cent.
 - 6 More (good) should be transported by rail instead of by road.
 - 7 The gas explosion caused some (damage) to the flats.
 - 8 We're going to spend all our (saving) on a new car.
 - 9 The company always takes (pain) to protect its image.

2 News, etc (B)

- Look at each group of words and say what they are part of.
- Start your answers like this: *ath...*, *eco...*, *geo...*, *his...*, *mat...*, *phy...*
- atoms, energy, heat, light
 - 1 algebra, numbers, shapes, sums
 - 2 dates, nations, past times, wars
 - 3 the high jump, the long jump, running, throwing
 - 4 industry, money, prices, work
 - 5 the climate, the earth, mountains, rivers

3 Clothes, news, etc (A-B)

- Choose the correct verb form.
- The television news *is/are* at ten o'clock.
 - 1 These clothes *is/are* the latest fashion.
 - 2 Maths *is/are* Emma's favourite subject.
 - 3 The troops *was/were* involved in a training exercise.
 - 4 The contents of the briefcase *seems/seem* to have disappeared.
 - 5 Darts *is/are* often played in pubs in England.
 - 6 The athletics we watched *was/were* quite exciting.
 - 7 The remains of the meal *was/were* thrown in the bin.

4 Clothes, news, means, etc (A-C)

- Complete this letter Rachel has received from her sister. Choose the correct forms.
- *Thank/Thanks* for your letter. Your news (1) *was/were* interesting. We must talk soon.
- What about us? Well, we're living on the (2) *gutskirt/outskirts* of town, not far from the company (3) *headquarter/headquarters*, where Jeremy works. We've spent nearly all our (4) *saving/savings* on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some (5) *damage/damages* to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings (6) *isn't/aren't* very pleasant. We're on a very busy (7) *crossroad/crossroads*.
- I'm doing the course I told you about. Statistics (8) *is/are* an easy subject, I find, but economics (9) *gives/give* me problems!

A Introduction

Read this true story about an American tourist in Britain.

A man from California was spending a month in Britain. One day he booked into a hotel in Cheltenham, a nice old town in the West of England. Then he went out to look around the place. But the man didn't return to the hotel. He disappeared, leaving a suitcase full of clothes behind. The police were called in, but they were unable to find out what had happened to the missing tourist. It was a mystery. But two weeks later the man walked into the police station in Cheltenham. He explained that he was very sorry, but while walking around the town, he had got lost. He had also forgotten the name of the hotel he had booked into. So he had decided to continue with his tour of the country and had gone to visit a friend in Scotland before returning to pick up the case he had left behind.

A/an goes only with a singular noun. With a plural or an uncountable noun we use **some**.

He left a case. (singular)

He left some cases. (plural)

He left some luggage. (uncountable)

The goes with both singular and plural nouns and with uncountable nouns.

He needed the case. (singular)

He needed the cases. (plural)

He needed the luggage. (uncountable)

B Use

When the story first mentions something, the noun has **a** or **an**.

A man booked into a hotel in Cheltenham.

These phrases are new information. We do not know which man or which hotel.

But when the same thing is mentioned again, the noun has **the**.

The man didn't return to the hotel.

These phrases are old information. Now we know which man and which hotel – the ones already mentioned earlier in the story. We use **the** when it is clear which one we mean.

A/AN

Would you like to see a show?

(I don't say which show.)

The cyclist was hit by a car.

(I don't say which car.)

In the office a phone was ringing.

(The office has lots of phones.)

Has Melanie got a garden?

(We do not know if there is one.)

The train stopped at a station.

(We don't know which station.)

We took a taxi.

We could hear a noise.

I wrote the number on an envelope.

THE

Would you like to see the show?

(= the show we already mentioned)

Whose is the car outside?

('Outside' explains which car I mean.)

I was in bed when the phone rang.

(= the phone in my house)

She was at home in the garden.

(We know she has one.)

Turn left here for the station.

(= the station in this town)

We went in the car. (= my/our car)

We could hear the noise of a party.

I wrote it on the back of an envelope.

C A man/he and the man/someone

We use **a/an** + noun or **someone/something** when we aren't saying which one.

A man/Someone booked into a hotel.

He left a case/something behind.

We use **the** + noun or **he/she/it** when we know which one.

The man/He didn't return to the hotel.

The case/It contained clothes.

1 The use of a/an and the (A-C)

Complete this true story. Put in a/an or the.

(▶) A man decided to rob (1) bank in the town where he lived. He walked into (2) cashier bank and handed (3) note to one of (4) cashiers. (5) cashier read (6) note, which told her to give (7) man some money. Afraid that he might have (8) gun, she did as she was told. (9) man then walked out of (10) building, leaving (11) note behind. However, he had no time to spend (12) money because he was arrested (13) same day. He had made (14) mistake. He had written (15) note on (16) back of (17) envelope. And on (18) other side of (19) envelope was his name and address. This clue was quite enough for (20) detectives on the case.

2 A man/he and the man/someone (C)

Replace the sentences which contain an underlined word. Use a/an or the with the word in brackets.

▶ We didn't have much time for lunch. David made something for us. (omelette)
 David made an omelette for us.

1 They ran the race before they held the long jump. Matthew won it easily. (race)

2 The driver turned left. Suddenly someone ran into the road. (child)

3 Vicky was lying on the sofa. She was watching something on television. (film)

4 I had to take a train and then a bus. It was half an hour late. (bus)

5 A shoplifter tried to steal some clothes. The camera videoed her. (thief)

3 The use of a/an and the (A-C)

Complete the conversations. Put in a/an or the.

▶ Laura: Look outside. The sky is getting very dark.
 Trevor: I hope there isn't going to be a storm.
 1 Mike: I'm going out for a walk. Have you seen my shoes?
 Harriet: Yes, they're on the floor in the kitchen.
 2 Melanie: Would you like a tomato? There's one in the fridge.
 David: Oh, yes, please. I'll make myself a cheese and tomato sandwich.
 3 Sarah: If you're going into the city centre, can you post these letters for me?
 Mark: Yes, I'll take them to the main post office.
 4 Rita: I've got a problem with my phone bill. Can I see someone about it?
 Receptionist: Yes, go to the fifth floor. The lift is along the corridor.
 5 Tom: I didn't know Melanie had a dog.
 David: It isn't hers. She's just taking it for a walk while the owner is away.
 6 Vicky: I've got a headache. I've had it all day.
 Rachel: Why don't you go to the health centre? It's open until six.
 7 Andrew: Guess what. I found a £50 note on the pavement this morning.
 Jessica: You really ought to take it to the police station, you know.

A Introduction

We use **a/an** and **the** when we aren't saying which one, and we use **the** when we know which one.

A tourist arrived in Cheltenham to look around the town.

Look again at the story and the examples in Unit 83.

B The sun, etc

When there is only one of the things we are talking about, we use **the**.

The sun was going down. The government is unpopular.

A drive in the country would be nice. We shouldn't pollute the environment.

Normally there is only one sun or one government in the context.

We mean the government of our country and the sun in our solar system.

We normally say: **the country(side), the earth, the environment, the government, the moon, the ozone layer, the Prime Minister, the sea(side), the sky, the sun, the weather**

We also use **the** with **cinema, theatre** and **(news)paper**.

Do you often go to the cinema? I read about the accident in the paper.

Note that we say **a/the police officer** but **the police**.

A police officer came to the hotel. NOT A police came to the hotel.

The police came to the hotel. (= one or more police officers)

C A nice day, etc

A phrase which describes something has **a/an**.

It was a lovely day. Cheltenham is a nice old town.

It's a big hotel. This is a better photo.

But we use **the** with a superlative.

It's the biggest hotel in town. This is the best photo.

We also use **a/an** to classify something, to say what kind of thing it is.

The play was a comedy. The man's disappearance was a mystery.

We use **a/an** to say what someone's job is.

My sister is a secretary. Nick is a car salesman.

D A or an?

The choice of **a** or **an** and the pronunciation of **the** depend on the next sound.

a /ə/ or *the* /ðə/ + consonant sound

a cup /k/ *the* /ðə/ *cup*

a poster /p/ *the* /ðə/ *poster*

a shop /ʃ/ etc

a boiled egg /b/

a record /r/

an /ən/ or *the* /ði/ + vowel sound

an aspirin /æ/ *the* /ði/ *aspirin*

an egg /e/ *the* /ði/ *egg*

an Indian /ɪ/ etc

an old photo /əʊ/

an umbrella /ʌ/

It is the sound of the next word that matters, not the spelling.

a one-way street /w/

a uniform /j/

a holiday /h/

a U-turn /j/

an open door /əʊ/

an uncle /ʌ/

an hour /aʊ/

an MP /e/

1 The sun, etc (A-B)

Complete these sentences about pollution and the environment. Put in *a/an* or *the*.

- ▶ There was a programme on television about dangers to the environment.
- 1 There was also article about pollution in paper.
- 2 ozone layer will continue to disappear if we don't find way to stop it.
- 3 world's weather is changing. Pollution is having effect on our climate.
- 4 Last week oil tanker spilled oil into sea, damaging wildlife.
- 5 Some professors have signed letter of protest and have sent it to government.
- 6 If earth was human being, it would be in hospital.

2 The use of *a/an* and *the* (A-C)

Complete the conversations. Put in *a/an* or *the*.

- ▶ David: How was your trip to the coast?
- Trevor: Wonderful. The sun shone all day. We had a great time.
- 1 Henry: Would you like cigarette?
- Nick: No, thanks. I've given up smoking. It's bad habit.
- 2 Sarah: What's your brother doing now? Has he got good job?
- Laura: Yes, he's soldier. He's in army. He loves it.
- 3 Rita: I went to see Doctor Pascoe yesterday. She's best doctor I've ever had.
- Harriet: She's very nice, isn't she? You couldn't meet nicer person.
- 4 Rachel: You were long time at supermarket.
- Vicky: Yes, I know. There was enormous queue. I was thinking of complaining to manager.
- 5 Mark: Why were you late for your meeting?
- Sarah: Well, first I had to go to hotel I'd booked into. I took taxi from airport, and driver got completely lost.
- 6 Matthew: Is this book you were telling me about?
- Emma: Yes, it's really interesting story.
- Matthew: What did you say it's about?
- Emma: I knew you weren't listening to me. It's science fiction story. It's about beginning of universe.

3 A or an? (D)

Put in the abbreviations with *a* or *an*.

- ▶ a Personal Assistant
- a PA
- ▶ a National Broadcasting Company reporter
- an NBC reporter
- 1 a Disc Jockey
- 2 a Very Important Person
- 3 an Irish Republican Army member
- 4 a Personal Computer
- 5 a Los Angeles suburb
- 6 an Unidentified Flying Object
- 7 an Annual General Meeting
- 8 a Member of Parliament

Verbs

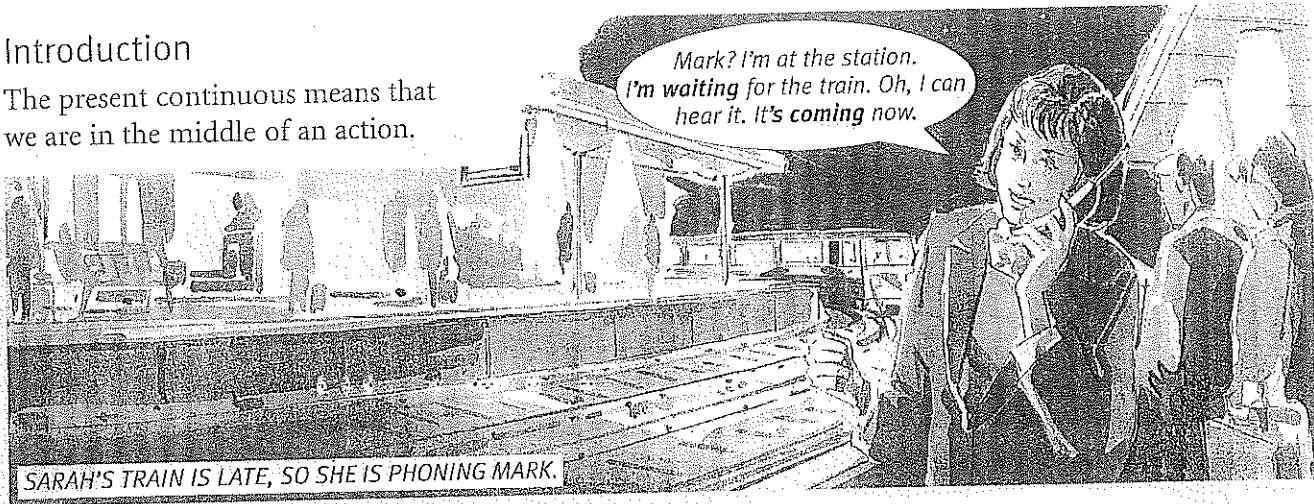
auxiliary (Be, Do, Have, modal)
main

4

The present continuous

A Introduction

The present continuous means that we are in the middle of an action.



B Form

The present continuous is the present tense of **be** + an ing-form.

I am looking OR *I'm looking*
you/we/they are looking OR *you/we/they're looking*
he/she/it is looking OR *he/she/it's looking*

NEGATIVE

I'm not looking
you/we/they aren't looking
he/she/it isn't looking

QUESTION

am I looking?
are you/we/they looking?
is he/she/it looking?

I'm getting the lunch ready. The train is coming, look.
We're looking for a post office. Rachel isn't wearing her new dress.
What are you doing? Who is Vicky dancing with?

For rules about the spelling of the ing-form see page 370.

C Use

We use the present continuous to say that we are in the middle of an action.

I'm waiting for the train. (I'm at the station now.)

I'm getting the lunch ready. (I'm in the kitchen now.)

I'm waiting means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the present continuous when we are in the middle of something but not actually doing it at the moment of speaking.

I must get back to the office. We're working on a new project.

I'm quite busy these days. I'm doing a course at college.

We can use the present continuous when things are changing over a long period.

The number of cars on the road is increasing. The earth is slowly getting warmer.

For the future meaning of the present continuous see Unit 26A.

I'm playing badminton with Matthew tomorrow.

▷ 6 Present continuous or simple? ▷ 7 State verbs and action verbs

- 1 A friend is at your flat and suggests going out, but you can see rain outside.
- 2 A friend rings you up at work.
- 3 You want to get off the bus, but the man next to you is sitting on your coat.
- 4 A friend wants to talk to you, but you have just started to write an important letter.
- 5 You have been ill, but you're better now than you were.

3 Use (C)

What can you say in these situations? Add a sentence with the present continuous.

► A friend rings you up in the middle of 'Neighbours', your favourite soap opera. Is it important? *I'm watching 'Neighbours'.*

1 A friend is at your flat and suggests going out, but you can see rain outside.
I don't want to go out now. Look,

2 A friend rings you up at work.
Sorry, I can't talk now.

3 You want to get off the bus, but the man next to you is sitting on your coat.
Excuse me,

4 A friend wants to talk to you, but you have just started to write an important letter.
Can I talk to you later?

5 You have been ill, but you're better now than you were.
I'm OK now.

2 Form (B)

Rachel is in the computer room at college. Complete her conversation with Andrew. Put in a present continuous form of the verb.

Andrew: What (►) *are you doing?* (you / do)
Rachel: (►) *I'm writing* (I / write) a letter to a friend. He's a disc jockey. Vicky and I (1) (try) to organize a disco.

Andrew: That sounds a lot of work. How (2) (you / find) time for your studies?
Rachel: Well, as I said, Vicky (3) (help) me.

Andrew: Yes, but there's no hurry.
Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

Andrew: Yes, but there's no hurry.
Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

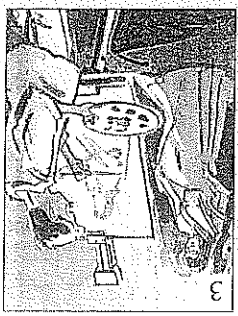
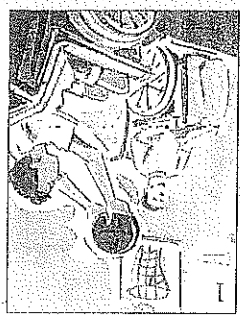
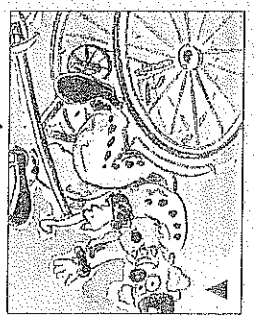
Andrew: Yes, but there's no hurry.
Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

1 Form (B)

Look at the pictures and say what people are doing.

Use these verbs: *carry, paint, play, ride, take*

Use these objects: *a bicycle, a parcel, a photo, a picture, a basketball*



► He's riding a bicycle.

1

2

3

4

4

4



A Use

We use the present simple for

- thoughts and feelings: *I think so, I like it.*
- states, things staying the same, facts and things that are true for a long time:
We live quite near (see Unit 7).
- repeated actions: *We come here every week.*

and also

- in phrases like **I promise, I agree**, etc:
I promise I'll pay you back.
- in a negative question with **why** to make a suggestion: *Why don't we go out?*

For the future meaning of the present simple see Units 26 and 27.

The new term starts next week.

B Positive forms

I/you/we/they get
he/she/it gets

In the present simple we use the verb without an ending.

I get the lunch ready at one o'clock, usually. *We always do our shopping at Greenway.*
Most children like ice-cream. *You know the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in **s** or **es**. For spelling rules see page 370.

It gets busy at weekends. *My husband thinks so, too.*
Sarah catches the early train. *She faxes messages all over the world.*

C Negatives and questions

NEGATIVE

I/you/we/they do not get OR don't get
he/she/it does not get OR doesn't get

QUESTION

do I/we/you/they get?
does he/she/it get?

We use a form of **do** in negatives and questions (but see Unit 37). We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

We don't live far away. *He doesn't want to go shopping.*
Do you live here? ~ Yes, I do. *What does he want? ~ Money.*

We do not add **s** to the verb in negatives and questions.

NOT *He doesn't gets* and NOT *Does he gets?*

▷ 6 Present continuous or simple? ▷ 7 State verbs and action verbs

1 Use (A)

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

- ▶ Matthew loves sport. *a feeling*
- ▶ Sarah often works late at the office. *a repeated action*

- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

2 Forms (B-C)

Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

- ▶ Claire is very sociable. She *knows* lots of people.
- ▶ We've got plenty of chairs, thanks. We *don't want* any more.

- 1 My friend is finding life in Paris a bit difficult. He *speaks* French.
- 2 Most students live quite close to the college, so they *walk* there.
- 3 My sports kit is really muddy. This shirt *needs* a good wash.
- 4 I've got four cats and two dogs. I *love* animals.
- 5 No breakfast for Mark, thanks. He *eats* breakfast.
- 6 What's the matter? You *look* very happy.
- 7 Don't try to ring the bell. It *works*.
- 8 I hate telephone answering machines. I *just* (like) talking to them.
- 9 Matthew is good at badminton. He *wins* every game.
- 10 We always travel by bus. We *own* a car.

3 Forms (B-C)

Complete the conversation. Put in the present simple forms.

- Rita: (▶) *Do you like* (you / like) football, Tom?
 Tom: (▶) *I love* (I / love) it. I'm a United fan. (1) (I / go) to all their games.
 Nick usually (2) (come) with me.
 And (3) (we / travel) to away games, too.
 Why (4) (you / not / come) to a match some time?
 Rita: I'm afraid football (5) (not / make) sense to me — men running after a ball. Why (6) (you / take) it so seriously?
 Tom: It's a wonderful game. (7) (I / love) it. United are my whole life.
 Rita: How much (8) (it / cost) to buy the tickets and pay for the travel?
 Tom: A lot. (9) (I / not / know) exactly how much.
 But (10) (that / not / matter) to me.
 (11) (I / not / want) to do anything else.
 Rita: No, (13) (it / not / annoy) me.
 I just (14) (find) it a bit sad.

A States and actions

STATES

A state means something staying the same.

The flat is clean.

The farmer owns the land.

The box contained old books.

State verbs cannot usually be continuous.

NOT *The farmer is owning the land.*

ACTIONS

An action means something happening.

I'm cleaning the flat.

The farmer is buying the land.

He put the books in the box.

Action verbs can be simple or continuous.

He put / He was putting everything away.

Some state verbs: be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand

B I think/I'm thinking etc

Sometimes we can use a verb either for a state or for an action.

STATES (simple tenses)

I think you're right. (= believe)

We have three cars. (= own)

I come from Sweden. (= live in)

I see your problem. (= understand)

Do you see that house? (= have in sight)

This picture looks nice.

She appears very nervous. (= seems)

The bag weighed five kilos.

The coat fits. (= is the right size)

ACTIONS (simple or continuous)

I'm thinking about the problem.

We're having lunch. (= eating)

I'm coming from Sweden. (= travelling)

I usually come on the plane.

Mark is seeing his boss. (= meeting)

I see Daniel quite often.

I'm looking at this picture.

She appeared/was appearing in a film.

They weighed/were weighing my bag.

I'm fitting a lock to the window.

These examples with the verb **be** are about how people behave.

PERMANENT QUALITY

Claire is a very sociable person.

That man is an idiot.

TEMPORARY BEHAVIOUR

Andrew is being very sociable today.

You are being an idiot this morning.

(= You are behaving like an idiot.)

We use **am/are/is being** only to talk about behaviour, not about other things.

I'm better now, thanks. Are you ready? Is anyone interested?

C I like/I'm liking etc

We can use some state verbs in the continuous to talk about a short period of time.

PERMANENT STATE (simple tenses)

I love/enjoy parties.

I like school.

Holidays cost a lot of money.

SHORT PERIOD (continuous)

I'm loving/enjoying this party.

I'm liking school much better now.

This trip is costing me a lot of money.

Sometimes we can use either the simple or the continuous with no difference in meaning.

You look well. OR *You're looking well.* *We feel a bit sad.* OR *We're feeling a bit sad.*

1 States and actions (A)

Tom is on the Internet. He's telling people about himself. Say which verbs express states and which express actions.

▶ I surf the Net most evenings. *action*

1 My flat is in the town centre.

2 I drive a taxi in the daytime.

3 I own two cars.

4 I go to lots of parties.

5 I love football.

2 I think/I'm thinking etc (B)

Complete the conversation. Choose the correct form of the verb.

Emma: Hi, Matthew. What (▶) ~~do you look~~/are you looking at?

Matthew: Oh, hi. These are photos of me when I was a child.

Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.

Matthew: (2) I have/I'm having some more photos here.

Emma: Look at this. Why such a big coat?

Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.

Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one

Matthew: (6) you think/you're thinking about something very serious.

Matthew: This is a photo of the village (7) I come/I'm coming from.

Emma: Oh, that's nice.

Matthew: And I caught this fish, look. (8) It weighed/it was weighing about half a kilo.

Emma: What a nice little boy! And what a sentimental old thing you are now!

3 The verb be (B)

Put in the correct form of be.

▶ Daniel is doing some of the work. He's being very helpful at the moment.

▶ I'm tired. I want to go home.

1 The children

2 I'm afraid Melanie can't come because she

3 Of course you can understand it. You

4 We

5 Vicky

4 I like/I'm liking etc (C)

Write a sentence which follows on. Choose from these sentences.

I think it's going to be perfect for me.

I've never wanted to change it.

It's too expensive to buy.

▶ I enjoy the game. I play it every weekend.

1 I'm enjoying the game.

2 The car costs a lot of money.

3 The car is costing a lot of money.

4 I'm liking my new job.

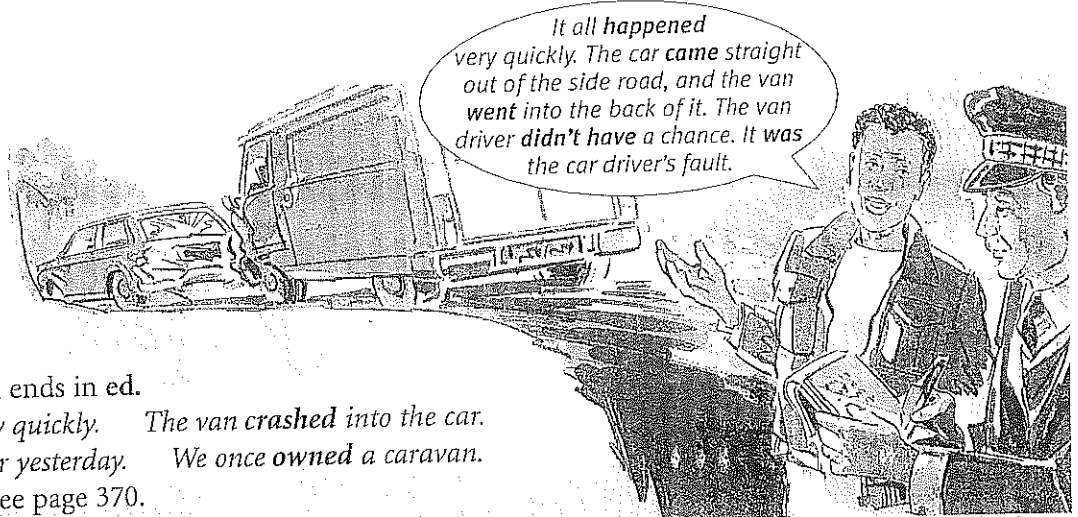
5 I like my job.

And I've still got a chance to win.

It uses so much petrol.

I play it every weekend.

A Introduction



B Positive forms

A regular past form ends in **ed**.

*It **happened** very quickly. The van **crashed** into the car.*

*I **posted** the letter yesterday. We once **owned** a caravan.*

For spelling rules, see page 370.

Some verbs have an irregular past form.

*The car **came** out of a side road. Vicky **rang** earlier. I **won** the game.*

*I **had** breakfast at six. The train **left** on time. We **took** some photos.*

For a list of irregular verbs, see page 383.

The past simple is the same in all persons except in the past tense of **be**.

*I/he/she/it **was***

*I **was** ill last week.*

*you/we/they **were***

*Those cakes **were** nice.*

C Negatives and questions

We use **did** in negatives and questions (but see Unit 37).

NEGATIVE

*I/you/he/she/it/we/they **did not stop**
OR **didn't stop***

QUESTION

***did** I/you/he/she/it/we/they stop?*

*The car **did not stop**. The driver ~~didn't look~~ to his right.*

*What **did** you tell the police? ~ Nothing. **Did** you ring home? ~ Yes, I did.*

We do not use a past form such as **stopped** or **rang** in negatives and questions.

NOT *The car ~~didn't stopped~~* and NOT *Did you ~~rang~~?*

We also use **was** and **were** in negatives and questions.

NEGATIVE

*I/he/she/it **was not** OR **wasn't**
you/we/they **were** OR **weren't***

QUESTION

***was** I/he/she/it?
were you/we/they?*

*I **wasn't** very well last week. The gates **weren't** open.*

*Where **was** your friend last night? **Was** your steak nice?*

D Use

We use the past simple for something in the past which is finished.

*Emma **passed** her exam last year. We **went** to the theatre on **Friday**. Elvis Presley **died** in 1977.*

*I **knew** what the problem was. When **did** you buy this car? ~ About **three years ago**.*

▷ 10 Past continuous or simple? ▷ 14-15 Present perfect or past simple?

What did Claire do on holiday last month? Look at her photos and use these words:
go out dancing, have a picnic, lie on the beach, play volleyball, swim in the sea



► She lay on the beach.

1

2

3

4

2 Positive forms (B)

Complete the newspaper story about a fire. Put in the past simple forms of the verbs.

Two people (►) *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They
 (be) Herbert and Molly Paynter, a couple in their seventies. The fire
 (start) at 3.20 am. A neighbour, Mr Aziz, (3)
 (call) the fire brigade. He also
 (try) to get into the house and rescue his neighbours, but the heat
 (be) too great. The fire brigade (7)
 (arrive) in five
 minutes. Twenty fire-fighters (8)
 (fight) the fire and finally
 (bring) it under control. Two fire-fighters (10)
 (enter) the burning building but (11)
 (find) the couple dead.

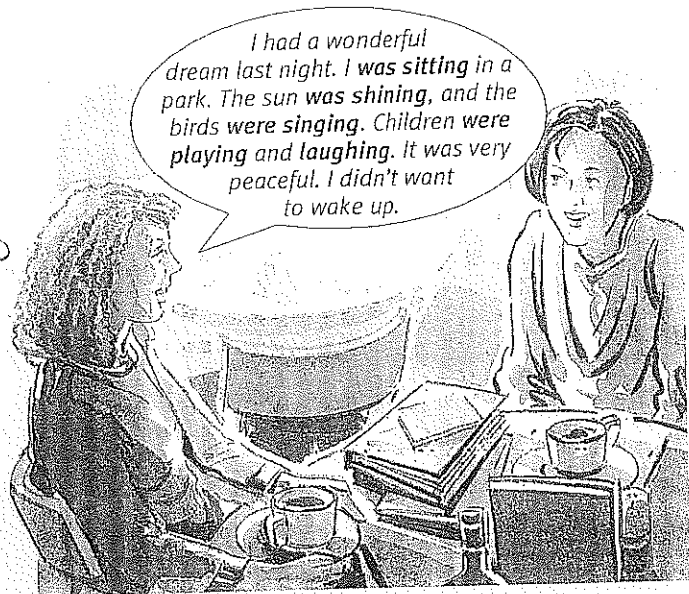
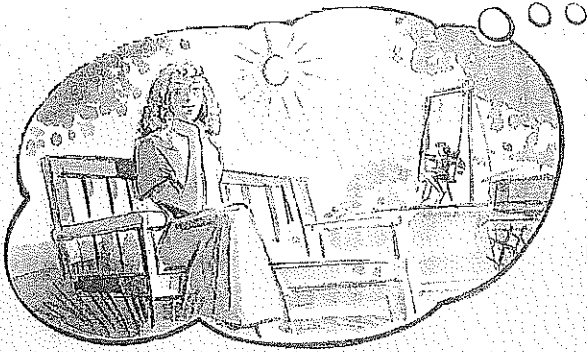
3 Negatives and questions (C)

Complete the conversation. Put in the past simple negatives and questions.

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?
 Mark: Yes, thanks. It was good. We looked around and then we saw a show.
 (1)
 Claire: What sights (2)
 (you / see)?
 Mark: We had a look round the Louvre. (3)
 (I / not / know) there was so much
 in there.
 Claire: And what show (4)
 (you / go) to?
 Mark: Oh, a musical. I forgot the name. (5)
 (I / not / like) it.
 Claire: Oh, dear. And (6)
 (Sarah / enjoy) it?
 Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but
 (7)
 (I / not / want) to go shopping.

A Introduction

The past continuous means that at a time in the past we were in the middle of an action.



B Form

The past continuous is the past tense of be + an ing-form.

I/he/she/it was playing
you/we/they were playing

NEGATIVE

I/he/she/it wasn't playing
you/we/they weren't playing

QUESTION

was I/he/she/it playing?
were you/we/they playing?

Soft music was playing. People were walking in the park.
I wasn't dreaming. I really was in New York City.
Why did you give our secret away? What were you thinking of?
Was Matthew already waiting for you when you got there?

C Use

Read this conversation.

Melanie: *I rang at about three yesterday afternoon, but you weren't in. I didn't know where you were.*

David: *Oh, I was helping Mike. We were repairing his car. It took ages. We were working on it all afternoon.*

Melanie: *It was raining. I hope you weren't doing it outside.*

David: *No, we were in the garage. So I didn't get wet. But I'm afraid I got oil all over my new trousers.*

Melanie: *Why were you wearing your new trousers to repair a car?*

David: *I don't know. I forgot I had them on.*

It was raining at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three. *We were working all afternoon* means that the action went on for the whole period. David is stressing the length of time that the work went on.

We use the continuous with actions. We do not normally use it with state verbs (see Unit 7). For states we use the past simple.

I didn't know where you were. NOT ~~*I wasn't knowing ...*~~

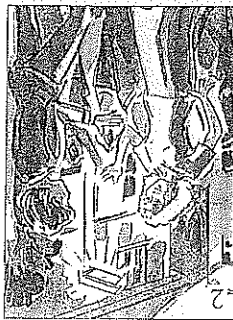
▷ 10 Past continuous or simple?

1 Form (B)

Today is the first of January, the start of a new year. Most people are feeling a bit tired. What were they doing at midnight last night?

Use these verbs: *dance, drive, listen, watch, write*

Use these phrases after the verb: *an essay, his taxi, in the street, television, to a band*



► Claire was listening to a band.

1 Trevor and Laura

2 Vicky and Rachel

3 Tom

4 Andrew

2 Form (B)

Complete the conversation. Put in the past continuous forms.

Jessica: (►) *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1)

(you / do)?

Jessica: (2)

(I / take) it into the kitchen.

I bumped into Emma. (3)

(I / go) in.

Vicky: I expect it was your fault. (5)

(you / not / look) where

(6)

(you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

3 Use (C)

What can you say in these situations? Add a sentence with the past continuous

to say that an action lasted a long time.

► You had to work yesterday. The work went on all day.

I was working all day.

1 You had to make phone calls. The calls went on all evening.

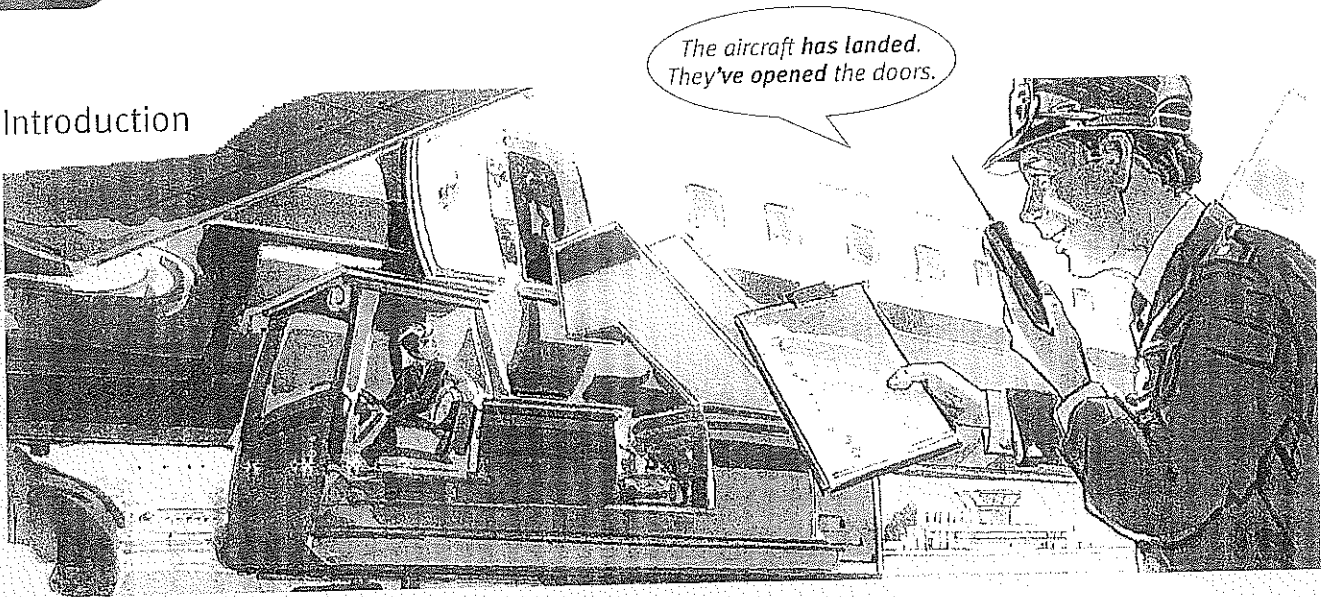
2 You had to wait in the rain. The wait lasted for half an hour.

3 You had to make sandwiches. This went on all afternoon.

4 You had to sit in a traffic jam. You were there for two hours.

5 Your neighbour played loud music. This went on all night.

A Introduction



The present perfect tells us about the past and the present.
The aircraft has landed means that the aircraft is on the ground now.

B Form

The present perfect is the present tense of **have** + a past participle.

I/you/we/they have washed OR *I/you/we/they've washed*
he/she/it has washed OR *he/she/it's washed*

NEGATIVE

I/you/we/they haven't washed
he/she/it hasn't washed

QUESTION

have I/you/we/they washed?
has he/she/it washed?

Regular past participles end in **ed**, e.g. *washed, landed, finished*.

~~*We've washed the dishes. Have you opened your letter?*~~
The aircraft has landed safely. How many points has Matthew scored?
The students haven't finished their exams.

C Irregular forms

Some participles are irregular.

I've made a shopping list. We've sold our car. I've thought about it a lot.
Have you written the letter? She hasn't drunk her coffee.

For a list of irregular verbs see page 383.

There is a present perfect of **be** and of **have**.

The weather has been awful. I've had a lovely time, thank you.

D Use

When we use the present perfect, we see things as happening in the past but having a result in the present.

We've washed the dishes. (They're clean now.) *The aircraft has landed.* (It's on the ground now.)
We've eaten all the eggs. (There aren't any left.) *They've learnt the words.* (They know the words.)
You've broken this watch. (It isn't working.)

▷ 12–13 More on the present perfect ▷ 14–15 Present perfect or past simple? ▷ page 377 American English

1 Form (B)

Add a sentence. Use the present perfect.

▶ I'm tired. (I / walk / miles) *I've walked miles.*

1 Emma's computer is working now. (she / repair / it)

2 It's cooler in here now. (I / open / the window)

3 The visitors are here at last. (they / arrive)

4 Mark's car isn't blocking us in now. (he / move / it)

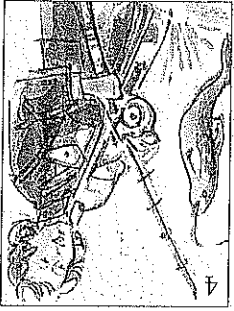
5 We haven't got any new videos. (we / watch / all these)

2 Irregular forms (C)

Look at the pictures and say what the people have done.

Use these verbs: *break, build, catch, see, win*

Use these objects: *a film, a fish, a house, his leg, the gold medal*



▶ *She's won the gold medal.*

1

3

2

3 Review (A-D)

Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (▶) *Have you finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) before. This new paint (2) very much. And it looks just the same as

Laura: (not / make) any difference.

(3) (you / not / put) enough on.

Trevor: (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) (you / have) enough of

decorating. Well, I'll do it. Where (6) (you / put) the brush?

Trevor: I don't know. (7) (it / disappear).

(8) (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) (you / do) in here?

Nothing! (10) (I / paint) two doors.

Trevor: It looks much better now, doesn't it? (I / clean) all this old paint around the window.

Laura: (12) (we / make) some progress, I suppose.

Now, where (13) (that brush / go)?

Oh, (14) (you / leave) it on the ladder, look.

The present perfect (2): just, already, yet; for and since



A Just, already and yet

We can use the present perfect with just, already and yet.

Just means 'a short time ago'. Vicky heard about the concert not long ago. **Already** means 'sooner than expected'. They sold the tickets very quickly. We use **yet** when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

Just and **already** come before the past participle (**heard, sold**). **Yet** comes at the end of a question or a negative sentence.

Here are some more examples.

We've just come back from our holiday.

I've just had an idea.

It isn't a very good party. Most people have already gone home.

My brother has already crashed his new car.

It's eleven o'clock and you haven't finished breakfast yet.

Has your course started yet?

But for American English see page 377.

B For and since

We can use the present perfect with **for** and **since**.

Vicky has only had that camera for three days. Those people have been at the hotel since Friday.

I've felt really tired for a whole week now.

We've lived in Oxford since 1992. NOT ~~We live here since 1992.~~

Here something began in the past and has lasted up to the present time.

We use **for** to say how long this period is (*for three days*). We use **since** to say when the period began (*since Friday*).

We use how long in questions.

How long has Vicky had that camera? ~ Since Thursday, I think.

How long have Trevor and Laura been married? ~ Oh, for about three years.

We can also use the present perfect with **for** and **since** when something has stopped happening.

I haven't seen Rachel for ages. She hasn't visited us since July.

▷ 11, 13 More on the present perfect ▷ 14-15 Present perfect or past simple?

▷ 17 Present perfect continuous or simple? ▷ 114 Yet, still and already ▷ 121 For, since, ago and before

1 Just (A)

- Write replies using the present perfect and *just*.
 Use these past participles: *checked, eaten, made, remembered, rung, tidied*
- 1 The children's room looks neat. ~ Yes, they've
 - 2 Is Daniel making some coffee? ~ It's ready.
 - 3 What happened to that chocolate? ~ Sorry,
 - 4 Has Rachel got all the answers right? ~ Yes,
 - 5 Have you told your sister? ~ Yes, I've

2 Just, already and yet (A)

Complete the dialogue. Use the present perfect with *just, already* and *yet*.

- Vicky: (▶) *You haven't done your project yet* (you / not do / your project / yet), I suppose.
 Rachel: No, I haven't. (1) _____
 Vicky: (2) _____
 Rachel: (3) _____
 Rachel: Well, he works too hard.
 Vicky: (4) _____
 Rachel: (5) _____
 Take it easy. There's plenty of time.
 Vicky: (6) _____
 Rachel: (7) _____
 and (8) _____
 to the end of term.
 Rachel: OK. (9) _____

- (I / just / see / Andrew), and he says
 (he / already / do) about half of it.
 Vicky: (2) _____
 Rachel: (3) _____
 Vicky: (4) _____
 Rachel: (5) _____
 (you / already / begin) to worry about it, haven't you?
 Vicky: (6) _____
 Rachel: (7) _____
 (I / not / do / any real work / yet)
 Vicky: (8) _____
 (we / already / spend) too long thinking about it.
 Rachel: (9) _____
 and (10) _____
 to the end of term.
 Rachel: OK. (11) _____

3 For and since (B)

Andrew is a very hard-working student. It's midnight and he is still working at his computer.
 Write sentences with the present perfect and *for* or *since*.
 ▶ be / at his computer / six hours
 ▶ be / have / any fun / a long time
 He's been at his computer for six hours.

- 1 not / have / any fun / a long time
- 2 have / a cold / a week
- 3 not / see / his friends / ages
- 4 not / do / any sport / last year
- 5 be / busy with his studies / months

4 For and since (B)

Complete the sentences.

- 1 I think I'll ring my girlfriend. I haven't _____ the weekend.
- 2 We're going to see some old friends. We haven't _____ five years.
- 3 Let's watch a video, shall we? We haven't _____ quite a while.
- 4 We could have a barbecue. We haven't _____ last summer.
- 5 Shall we play tennis? We haven't _____ our holiday.

A Introduction

IN THE CANTEEN AT WORK, MARK IS TELLING A COLLEAGUE ABOUT THE DREADFUL DAY HE HAD YESTERDAY.



I felt really tired when I took the train to work yesterday because Sarah and I **had been** to a party the evening before. We **hadn't gone** to bed until after one. I **hadn't been** on the train long when I had a bit of a shock. I suddenly realized that I **had left** my wallet at home. Then I began to wonder. **Had I left** it in the office the day before? I just couldn't remember. I wanted to go back to bed. I felt awful.

The situation is in the past (I **took** the train ... I **felt** tired ...). When we talk about things before this past time, we use the past perfect.

Sarah and I **had been** to a party the evening before.

I **had left** my wallet at home.

We are looking back from the situation of the train journey to the earlier actions – going to a party and leaving home without the wallet.

Here are some more examples of the past perfect.

It was twenty to six. Most of the shops **had just closed**.

I went to the box office at lunch-time, but they **had already sold** all the tickets.

By 1960 most of Britain's old colonies **had become** independent.

As well as actions, we can use the past perfect to talk about states.

I felt better by the summer, but the doctor warned me not to do too much. I **had been** very ill.

The news came as no surprise to me. I **had known** for some time that the factory was likely to close.

B Form

The past perfect is **had** + a past participle.

He **had enjoyed** the party. OR He'd **enjoyed** the party.

They **hadn't gone** to bed until late. Where **had** he put his wallet?

For irregular past participles see page 383.

C Present perfect and past perfect

Compare these examples.

PRESENT PERFECT (before now)

My wallet **isn't** here. I've **left** it behind.

The match **is** over. United **have won**.

That man **looks** familiar. I've **seen** him somewhere before.

PAST PERFECT (before then)

My wallet **wasn't** there. I'd **left** it behind.

The match **was** over. United **had won**.

The man **looked** familiar. I'd **seen** him somewhere before.

▷ 19 Review of the past simple, continuous and perfect ▷ 20 The past perfect continuous

1 The past perfect (A)

Read about each situation and then tick the right answer.

- ▶ Two men delivered the sofa. I had already paid for it.
- Which came first, a) the delivery, or b) the payment?
- 1 The waiter brought our drinks. We'd already had our soup.
- Which came first, a) the drinks, or b) the soup?

2 I'd seen the film, so I read the book.

Did I first a) see the film, or b) read the book?

3 The programme had ended, so I rewound the cassette.

Did I rewind the cassette a) after, or b) before the programme ended?

4 I had an invitation to the party, but I'd arranged a trip to London.

Which came first, a) the invitation, or b) the arrangements for the trip?

2 The past perfect (A-B)

Add a sentence with the past perfect using the notes.

▶ Claire looked very suntanned when I saw her last week.

She'd just been on holiday. (just / be on holiday)

1 We rushed to the station, but we were too late.

2 I didn't have an umbrella, but that didn't matter.

(the rain / stop)

3 When I got to the concert hall, they wouldn't let me in.

(forget / my ticket)

4 Someone got the number of the car the raiders used.

(steal / it / a week before)

5 I was really pleased to see Rachel again yesterday.

(not see / her / for ages)

6 Luckily the flat didn't look too bad when my parents called in.

(just / clean / it)

7 The boss invited me to lunch yesterday, but I had to refuse the invitation.

(already / eat / my sandwiches)

3 Present perfect and past perfect (C)

Put the verbs in the present perfect (*have done*) or past perfect (*had done*).

▶ It isn't raining now. It's *stopped* (stop) at last.

▶ We had no car at that time. We'd *sold* (sell) our old one.

1 The park looked awful. People (leave) litter everywhere.

2 You can have that newspaper. I (finish) with it.

3 There's no more cheese. We (eat) it all, I'm afraid.

4 There was no sign of a taxi, although I (order) one half an hour before.

5 This bill isn't right. They (make) a mistake.

6 I spoke to Melanie at lunch-time. Someone (tell) her the news earlier.

7 I was really tired last night. I (have) a hard day.

8 Don't you want to see this programme? It (start).

9 It'll soon get warm in here. I (turn) the heating on.

10 At last the committee were ready to announce their decision.

They (make) up their minds.

A Can and can't

- Vicky: How many instruments **can** you play, Natasha?
 Natasha: Three – the violin, the clarinet and the piano.
 Vicky: That's terrific. You haven't got a piano here, though.
 Natasha: No, but I **can** go to the music room in college and play the one in there.
 Vicky: I'm not musical at all. I **can't** even sing.

We use **can** to say that something is possible: that someone has an ability (*Natasha can play the piano*) or an opportunity (*She can go to the music room*). **Can** is usually pronounced /kən/ but sometimes we say /kæn/. The negative is **cannot** /'kænɒt/ or **can't** /kɑ:nt/.

B Can and be able to

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She **can** write/is able to write programs.*

But in some structures we always use **be able to**, not **can**.

- To-infinitive: *It's nice **to be able to** go to the opera. (NOT ~~to can~~ go)*
 After a modal verb: *Melanie **might be able to** help us.*
 Present perfect: *It's been quiet today. I've **been able to** get some work done.*

For the future we use **can** or **will be able to** but NOT ~~will can~~.

*If we earn some money, we **can** go/we'll **be able to** go on holiday next summer.*

*I'm afraid I **can't** come/I **won't be able to** come to the disco on Friday.*

But to suggest a possible future action, we normally use **can**.

*Let's have lunch together. We **can** go to that new restaurant.*

C Could and was/were able to

For ability or opportunity in the past, we use **could** or **was/were able to**.

*Natasha **could** play (OR **was able to** play) the piano when she was four.*

*In those days we had a car, so we **could** travel (OR **were able to** travel) very easily.*

To say that the ability or opportunity resulted in a particular action, something that really happened, we use **was/were able to** but not **could**.

*The plane **was able to** take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark **was able to** get (OR **succeeded in getting**) the work done in time.*

*The drivers **were able to** stop (OR **managed to** stop) before they crashed into each other.*

Compare these two sentences.

*The children **could** swim when they were quite young. (a past ability)*

*The children **were able to** swim across the river. (a past action)*

In negative sentences and questions, we can use either form.

*It was foggy, so the plane **couldn't/wasn't** able to take off.*

*The pool was closed, so they **couldn't/weren't** able to have a swim.*

***Could** you/**Were** you able to describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc, and with verbs of thinking.

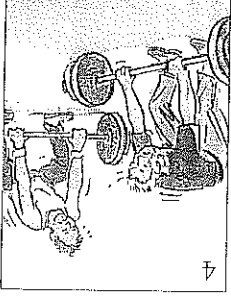
*We **could** see the village in the distance.*

*As soon as Harriet opened the door, she **could** smell gas.*

*I **couldn't** understand what was happening.*

1 Can and can't (A)

Look at the pictures and say what they can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin, walk on his hands*



▶ He can walk on his hands.

2

1

4

3

2 Can and be able to (B)

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (▶) *been able to come* (come) and see you before. I've been really busy lately. How are you?

David: I'm OK, thanks. (1) (I / walk) around now.

The doctor says (2) (I / go) back to work soon.

It'll be nice (3) (get) out again. I hate being stuck here like this.

I haven't (4) (do) anything interesting.

3

Could and was/were able to (C)

▶ Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

a) I ran a marathon at one particular time in the past.

b) I was once fit enough to run a very long way.

1 Which of these sentences is correct?

I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

a) Only the first one. b) Only the second one. c) Both of them.

2 Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

a) Sarah left work early yesterday.

b) Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

4

Could and was/were able to (C)

▶ Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

1 Suddenly all the lights went out. We *couldn't* see a thing.

The computer went wrong, but luckily Emma put it right again.

2 There was a big party last night. You hear the music half a mile away.

3 I learnt to read music as a child. I read it when I was five.

4 People heard warnings about the flood, and they move out in time.

5 The train was full. I find a seat anywhere.

Possibility and certainty: may, might, could, must, etc

A May, might and could

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It **may/might** be a bomb. (= Perhaps it is a bomb.)*

*I **may/might** go to the disco tomorrow. (= Perhaps I will go to the disco.)*

We can use **could** to say that something is possible.

*The story **could** be true, I suppose. (= Possibly it is true.)*

*You **could** win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may**, **might** or **could**.

*It **may/might/could** rain later.*

After **may**, **might** or **could** we can use a continuous form (**be** + an ing-form).

*That man **may/might be watching** us. (= Perhaps he is watching us.)*

*Sarah **may/might be working** late tonight. (= Perhaps she will be working late.)*

*I'm not sure where Matthew is. He **could be playing** squash. (= Possibly he is playing squash.)*

B May, might and could in the negative

The negative forms are **may not**, **might not/mightn't**, and **could not/couldn't**.

MAY NOT AND MIGHT NOT

Something negative is possible.

*Daniel **may not** get the job.*

*Tom **might not** be in.*

*I **mightn't** finish the marathon tomorrow.*

(It is possible that I will not finish it.)

COULDN'T

Something is impossible.

*Vicky is afraid of heights. She **couldn't** climb onto the roof.*

*I'm completely unfit. I **couldn't** run a marathon.*

(It is impossible for me to run it.)

C Must and can't

MUST

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She **must** be out.*

*I had my keys a moment ago. They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

CAN'T

We use **can't** when we realize that something is impossible.

*We haven't walked far. You **can't** be tired yet.*

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him here this morning.*

1 **Might be and might be doing (A)**

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?
 Rachel: (▶) *She might be* (she / be) in the music room. (▶) *She may be practising* (she / practise).
 Vicky: No, she isn't there. I thought (1) (she / be) with you.

Rachel: It's a nice day. (2) (she / be) on the lawn.

(3) (she / sit) out there reading the paper.

Or (4) (she / have) a coffee.

(5) (you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) (she / know).

2 **May and might (A-B)**

Add a sentence with *may* or *might* (both are correct).

▶ I'm not sure if it's going to rain. *It might rain.*

▶ I don't know if we'll see an elephant. *We may see one.*

1 I can't say whether Daniel will win.

2 I haven't decided if I'm having a holiday.

3 I don't know if we'll get an invitation.

4 I've no idea whether Sarah will be late.

5 I'm not sure if my friends are visiting me.

3 **Mightn't and couldn't (B)**

Put in *mightn't* or *couldn't*.

▶ I've got one or two things to do, so I *mightn't* have time to come out tonight.

▶ David *couldn't* work as a taxi driver. He can't drive.

1 We're going to need lots of glasses. We ~~have enough~~, you know.

2 Mark be in the office tomorrow. He thinks he's getting a cold.

3 We possibly have a dog, living in a small flat like this.

4 How can you work with all this noise? I work in such conditions.

5 Don't ring tomorrow because I be in. I'm not sure what I'm doing.

4 **Must, can't and might (A, C)**

A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (▶) *must* be mad. You (1) be serious.

Mrs Miles: It really (2) be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen. You (3) be injured or even killed.

I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) be much fun if you never take risks.

You ought to try it. You never know – you (5) enjoy it.

Reporter: Enjoy it? You (6) be joking!

A Mustn't or needn't?

We use **must** to say that something is necessary (see Unit 47).

*You **must** be careful with those glasses. I **must** remember my key.*

Now compare **mustn't** and **needn't**.

MUSTN'T

We use **mustn't** /'masnt/ to say that something is a bad idea.

*You **mustn't** drop those glasses. They'll break.*

*I **mustn't** forget my key, or I won't get in.*

*You **mustn't** wear your best clothes. You'll get them dirty.*

NEEDN'T

We use **needn't** when something is not necessary.

*You **needn't** wash those glasses. They're clean.*

*We **needn't** make sandwiches. There's a café.*

*You **needn't** wear your best clothes. You can wear what you like.*

B Don't have to and don't need to

We can use **don't have to** and **don't need to** when something is not necessary.

The meaning is the same as **needn't**.

*You **don't have to** / **don't need to** wash those glasses. They're clean.*

*Mark **doesn't have to** / **doesn't need to** finish the report today. He can do it at the weekend.*

For American usage see page 379.

For the past we use **didn't**.

*The food was free. We **didn't have to** pay / We **didn't need to** pay for it.*

C Didn't need to or needn't have?

*Daniel **hadn't** booked a seat, but luckily the train wasn't full. He **didn't need to** stand.*

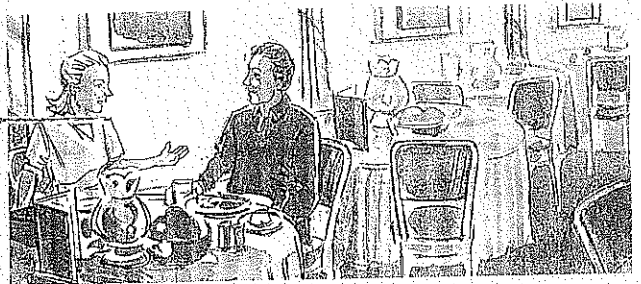
DIDN'T NEED TO

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats.

*Mark **didn't need to** hurry. He had lots of time.*

He drove slowly along the motorway.

*We **didn't need to** go to the supermarket because we had plenty of food.*



*Trevor and Laura booked a table for dinner. But the restaurant was empty. They **needn't have** booked a table.*

NEEDN'T HAVE

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. booking a table.

*Mark **needn't have** hurried. After driving at top speed, he arrived half an hour early.*

*We **needn't have** gone to the supermarket. We already had a pizza for tonight.*

Sometimes we can use **didn't need to** when the action happened, even though it was not necessary.

*Mark **didn't need to** hurry, but he drove at top speed. He likes driving fast.*

1 Must, mustn't or needn't? (A)

Put in *must*, *mustn't* or *needn't*.

► Laura: You *needn't* take an umbrella. It isn't going to rain.
Trevor: Well, I don't know. It might do.

Laura: Don't lose it then. You *mustn't* leave it on the bus.

1 Vicky: Come on. We hurry. We be late.

Rachel: It's only ten past. We hurry. There's lots of time.

2 Claire: My sister and I are going a different way.

Guide: Oh, you go off on your own. It isn't safe.

We keep together in a group.

3 David: I'll put these cups in the dishwasher.

Metanie: No, you put them in there. It might damage them.

In fact, we wash them at all. We didn't use them.

4 Secretary: I forget to type this letter.

Mark: Yes, it go in the post today because it's quite urgent.

But the report isn't so important. You type the report today.

2 Don't have to (B)

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

► We had to make our own fun in the old days. There wasn't any television then. These days people *don't*

have to make their own fun.

1 There's so much traffic now. You have to wait ages to cross the road. In those days you

2 I had to work long hours when I was young. But children today have it easy.

They

3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child

4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old

days when people

5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays

people

3 Didn't need to or needn't have? (C)

Write the sentences using *didn't need to* or *needn't have*.

► The previous owners had already decorated the flat, so *we didn't need to decorate it ourselves*.

(we / decorate / it / ourselves).

1 Luckily we were able to sell our old flat before we bought the new one,

so (we / borrow / any money).

2 It was very hot yesterday, so I watered all the flowers.

And now it's pouring with rain. (I / bother).

3 We've done the journey much more quickly than I expected.

(we / leave / so early).

4 A friend had already given me a free ticket to the exhibition,

so (I / pay / to go in).

5 Service was included in the bill, so (you / tip / the waiter).

It was a waste of money.

A Will and would for predictions

We can use **will** for a prediction (see Unit 25C).

It's midnight, and Sarah is still working. She'll be tired tomorrow.

We're going to Cornwall for the weekend. ~ That'll be nice.

Wait a minute while I send this e-mail. It won't take long.

We use **would** for a past prediction or a prediction about a possible situation.

Past: *At midnight Sarah was still working. She would be tired the next day.*

Possible: *How about going to Cornwall next weekend? ~ That would be nice.*

I wouldn't enjoy a camping holiday.

We can use **shall** instead of **will**, and **should** instead of **would**, but only in the first person, after I and we.

I will/shall be twenty-five in June.

We would/should like to meet your family. But NOT My friend should like ...

Shall and **should** are a little formal here.

B Would like

We can use **would like**, usually shortened to **'d like**, when we ask for something.

I'd like a brochure, please. We'd like to order our drinks first.

This is a more polite way of saying *I want a brochure*, for example.

We also use **would like** in offers and invitations.

Would you like a free gift? Would you like to visit the museum with us?

C Decisions and refusals

We can use **will** for an instant decision or for an offer.

Decision: *Tea or coffee? ~ I'll have coffee, please. (see Unit 23B)*

Offer: *I'll wait for you if you like. ~ Oh, thanks. I won't be long.*

We use **won't** and **wouldn't** for a refusal.

The strikers won't go back to work until they get a pay increase.

The key went in the lock, but it wouldn't turn.

I won't ... is a strong refusal.

I won't listen to any more of this nonsense.

D Shall and should

We use **Shall I ...?** in offers and **Shall we ...?** in suggestions.

Offer: *Shall I wait for you? ~ Oh, thanks. I won't be long.*

Suggestion: *Shall we go to the park? ~ Good idea.*

We also use **shall** to ask for a suggestion.

What shall we have for lunch?

We use either **shall** or **should** to ask for advice.

I'm in terrible trouble. What shall/should I do?

We use **should** to say what is the best thing or the right thing to do.

People should exercise regularly.

You shouldn't spend all your money as soon as you've earned it.

▷ 23 Will and shall ▷ 49 Should ▷ 51 Suggestions, offers and invitations

1 Will and would (A-B)

Complete the conversation. Put in *will, won't, would* or *wouldn't*.

Emma: We (▶) *won't* be here next September. It's hard to believe, isn't it?
 In a few months our student days (1) be over.
 Mathew: It (2) be long now. I wish I had a job.
 Then I (3) know where I was going.
 Emma: Who knows what the future (4) bring?
 Mathew: Why don't we get married, Emma? Then at least we (5) be together.
 Emma: I don't think so, Mathew. It (6) be a good idea.
 Mathew: I couldn't live without you, Emma.
 Emma: I really (7) like to believe you, Mathew.

2 Some other uses of will and would (B-C)

Complete the conversations. Put in *will, won't, would* or *wouldn't* with these verbs:
eat, give, go, help, let, like, open, stand

▶ Vicky: Have you noticed how thin Jessica has got?

Rachel: She's on a diet. She *won't eat* anything except carrots.

1 Harriet: Mike and I you get everything ready.

Mike: Yes, we're quite willing to lend a hand.

2 Laura: You're late. I thought you were going to leave work early today.

Trevor: Sorry. The boss me go.

3 Mark: Sarah and I you a lift, Mike.

Sarah: Yes, we're going your way.

4 Harriet: I heard Rita has quarrelled with her boyfriend.

Melanie: That's right. If he's invited to the party, she

5 Vicky: I've had enough of table tennis for one day.

Rachel: OK. Maybe Daniel a game with me.

6 Trevor: What's wrong with the washing-machine?

Laura: When I tried to use it earlier, the door

7 Mike: This lamp is always falling over.

Harriet: It up properly.

3 Will, would, shall and should (A-D)

What would you say? Use *will, would, shall* or *should*.

▶ Offer to make the tea.

Should I make the tea?

1 Suggest going to the swimming-pool.

2 Refuse to take any risks.

3 Say politely that you want a shower.

4 Tell someone it's best they don't decide in a hurry.

5 Predict the end of the world in the year 3000.

A Introduction

Henry and Claire are having dinner in a quiet restaurant. It's a warm evening. The food is delicious. Henry is feeling romantic.

An adjective is a word like **quiet**, **warm**, **delicious**, **romantic**. The word **quiet** describes the restaurant. It tells us what the restaurant is like.



B Word order

There are two places where we can use an adjective:

- ✗ before a noun (*a quiet restaurant*) and after a linking verb (*feeling romantic*).

BEFORE A NOUN

*Claire's got a **new** car.*
*It was a **dark** night.*
*This is **good** coffee.*

AFTER A LINKING VERB

*Claire's car **is** new.*
*It was **getting** dark.*
*This coffee **tastes** good.*

Some linking verbs are: appear, be, become, feel, get, look, seem, smell, stay, taste

We can use two or more adjectives together (see Unit 105).

*It's a **quiet little** restaurant. Mike was wearing a **dirty old** coat.*

- ✗ We can put a word like **very** or **quite** before an adjective.

*It was a **very dark** night. Henry was feeling **quite** romantic.*

very and **quite** are adverbs of degree (see Unit 115).

C Adjectives used in one position only

We can use most adjectives in both positions – before a noun or after a linking verb. But a few adjectives can go in one position but not in the other.

Here are some examples of adjectives which can only go before a noun.

*Be careful crossing the **main** road. The **only** problem is I've got no money.*
*Chess is an **indoor** game. The **former** footballer now trains young players.*

Some more examples are: **chief** (= main), **elder** (= older), **eldest** (= oldest), **inner**, **outdoor**, **outer**, **principal** (= main), **upper**

Here are some examples of adjectives which can only go after a linking verb.

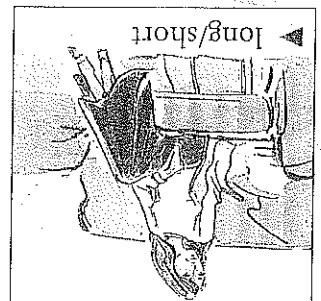
*At last the baby is **asleep**. Emma's two brothers are **very alike**.*
*I'm really **pleased** to see you. Vicky looked **ill**, I thought.*

Some more examples are: **afraid**, **alone**, **ashamed**, **awake**, **alive**, **content** (= happy), **fine** (= in good health), **glad**, **unwell**, **well**

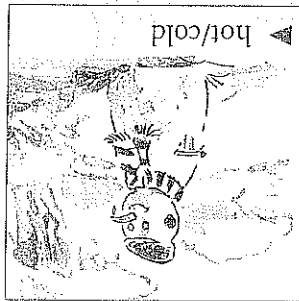
▷ 82 Two nouns together, e.g. a colour photo ▷ 108 Adjective or adverb?

1 Adjectives (A)

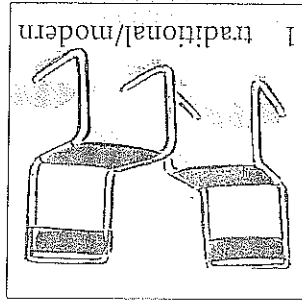
Look at the pictures and write a phrase with an adjective and noun. Use these nouns: *building, car, cat, chairs, music, power, skirt, weather*



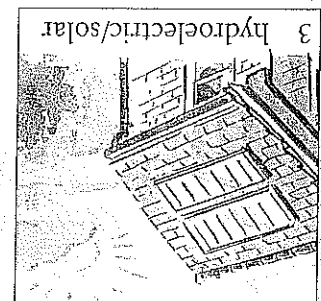
▶ long/short



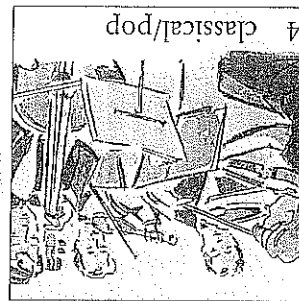
▶ hot/cold



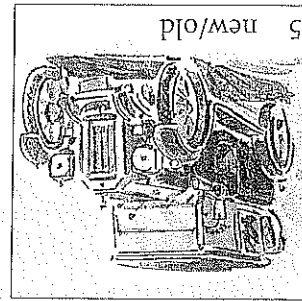
1 traditional/modern



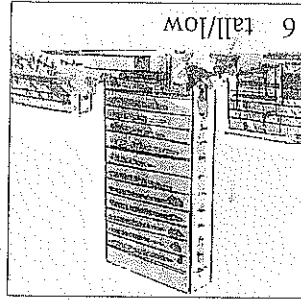
3 hydroelectric/solar



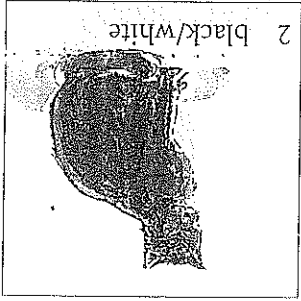
4 classical/pop



5 new/old



6 tall/low



2 black/white

2 Adjectives (A-B)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

3 Adjectives used in one position only (C)

Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use *is* or *are*.

▶ your sister / elder

▶ this boy / alone

1 the world / asleep

2 my desire / chief

3 my heart / content

4 the thing to remember / main

5 the night / alive

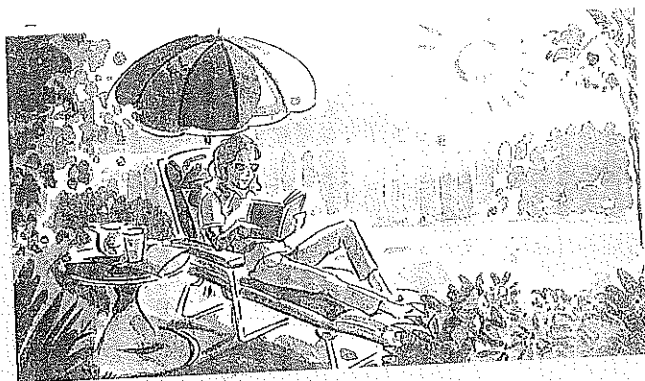
6 secrets / inner

7 the girl for me / only

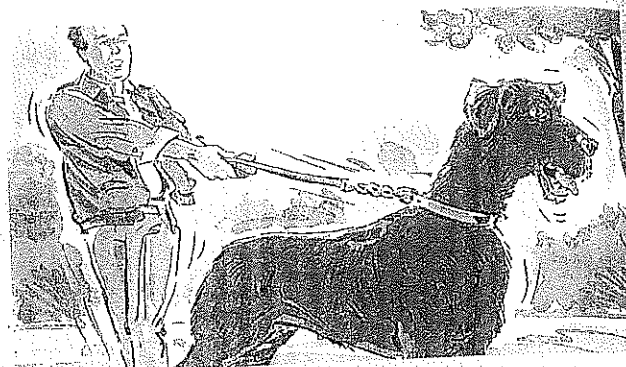
Your elder sister

This boy is alone

A Introduction



It's beautiful sunny weather.



Nick has got a big black dog.

We can use more than one adjective before a noun. There is usually one correct order. We cannot say *sunny beautiful weather* or *a black big dog*.

B Adjectives and nouns

We sometimes use two nouns together (see Unit 82).

a glass door a computer program

Here we use **glass** like an adjective, to describe the door. When we use another adjective as well (e.g. **heavy**), it comes before both the nouns.

a heavy glass door a useful computer program

C Word order

We order adjectives according to their meaning. This is the normal order:

GROUP	EXAMPLES	
1 Opinion (how good?)	<i>wonderful, nice, great, awful, terrible</i>	Adjectives that say how good and how big come first.
2 Size (how big?)	<i>large, small, long, short, tall</i>	
3 Most other qualities	<i>quiet, famous, important, soft, wet, difficult, fast, angry, warm</i>	Most adjectives come next if they do not belong to another group.
4 Age (how old?)	<i>new, old</i>	Some of these are nouns.
5 Colour	<i>red, blue, green, black</i>	
6 Origin (where from?)	<i>American, British, French</i>	
7 Material (made of?)	<i>stone, plastic, steel, paper</i>	
8 Type (what kind?)	<i>an electric kettle, political matters, road transport</i>	
9 Purpose (what for?)	<i>a bread knife, a bath towel</i>	

Here are some examples.

a small green insect (size, colour) *Japanese industrial designers* (origin, type)
a wonderful new face cream (opinion, age, purpose) *awful plastic souvenirs* (opinion, material)
a long boring train journey (size, quality, type) *some nice easy quiz questions* (opinion, quality, purpose)
a beautiful wooden picture frame (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1–3

a horrible, ugly building a busy, lively, exciting city

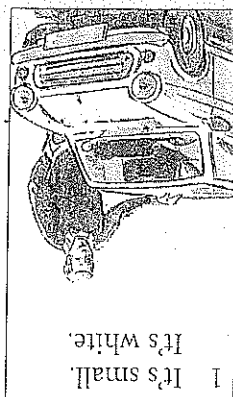
1 The order of adjectives (A-C)

Describe the pictures. Use these words: *boots, building, car, seat, singer*

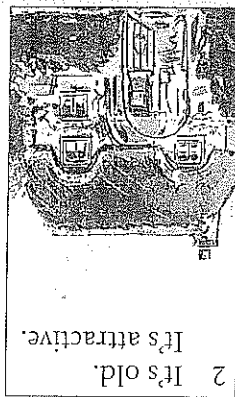


They're leather. They're big.

▶ *big leather boots*



1 It's small. It's white.



2 It's old. It's attractive.



3 It's wooden. It's for the garden. It's expensive.



4 He sings in the opera. He's Italian. He's famous.

1

3

2

2 The order of adjectives (A-C)

Write a list of things to be sold at an auction.

an antique silver sugar basin

▶ basin / sugar, antique, silver

1 vase / glass, old, lovely

2 mirror / wall, attractive

3 desk / modern, office

4 chairs / kitchen, red, metal

5 boat / model, splendid, old

6 stamps / postage, valuable, Australian

7 table / small, coffee, wooden

3 The order of adjectives (A-C)

Look at each advertisement and write the information in a single sentence.

▶ This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

1 This computer is for business. It's Japanese. And it's powerful.

2 This fire is electric. It's excellent. And it's small.

3 This is a chocolate bar. It's new. And it's a big bar.

4 This comedy is American. It's for television. And it's terrific.

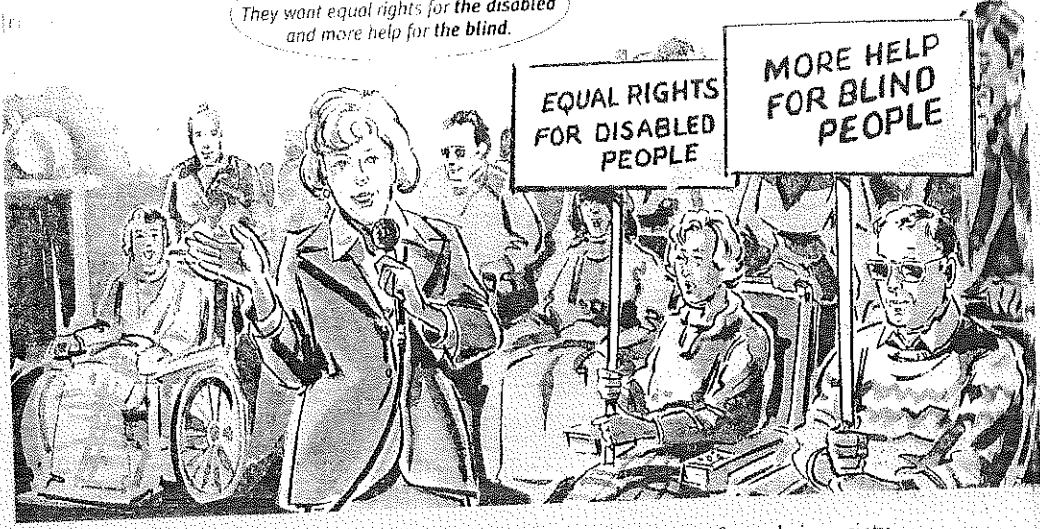
5 These doors are aluminium. They're for your garage. And they're stylish.

6 These shoes are modern. They're for sports. And they're wonderful.

7 This phone is a mobile. It's German. And it's very good.

The old, the rich, etc

These people are protesting. They want equal rights for the disabled and more help for the blind.



There are some adjectives that we can use with **the** to talk about groups of people in society, e.g. **the disabled, the blind**. Here are some more examples.

What can we do to feed **the hungry**? **The rich** can afford to pay more taxes.
The young are usually keen to travel. **It is our duty** to care for **the sick**.

These are some of the adjectives and other words that we can use in a phrase with **the**.

To do with social or economic position:
the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving,
the strong, the underprivileged, the unemployed, the weak

To do with physical condition or health:
the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick

To do with age:
the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young

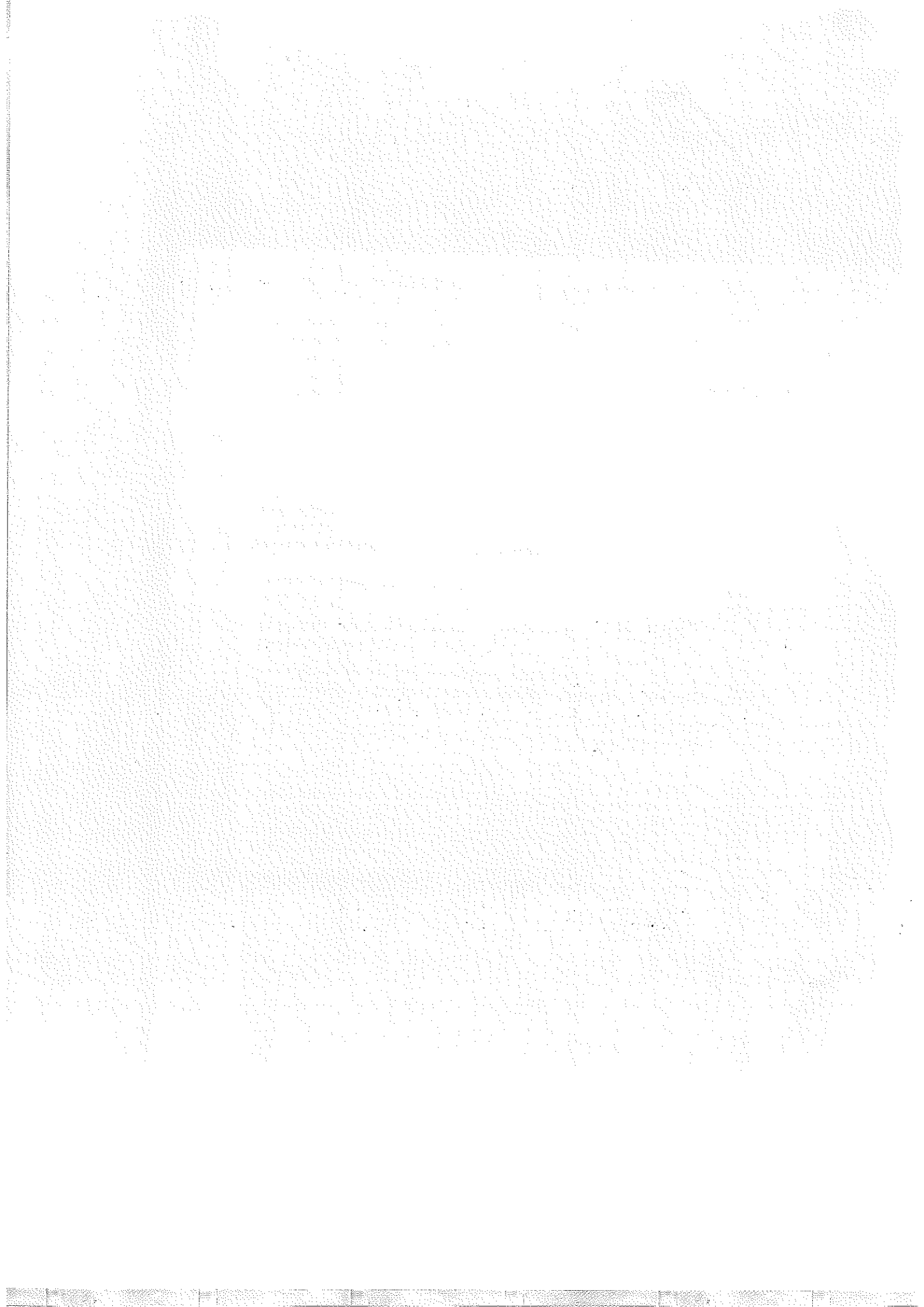
We can sometimes use an adverb before the adjective.
The very poor are left without hope. **The severely disabled** need full-time care.

There are some adjectives in this structure that normally have an adverb.
The less fortunate cannot afford to go on holiday.
 Should **the mentally ill** be allowed to live in the community?

The young or the young people?

The young means 'young people in general'.
The young have their lives in front of them.

When we mean a specific person or a specific group of people, then we use **man, woman, people, etc**.
 There was **a young man** standing on the corner.
 I know **the young woman** in reception. She lives in our street.
 None of **the young people** in the village can find jobs here.



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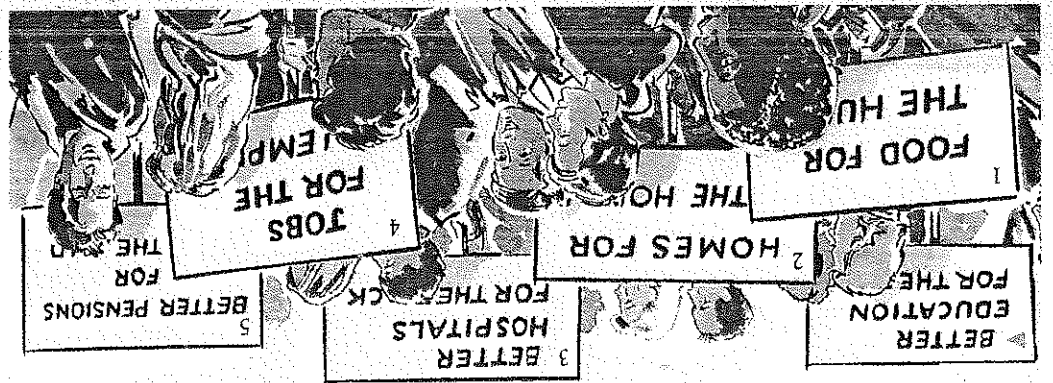
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1000



Write in the missing words. Use the and these adjectives: homeless, hungry, old, sick, unemployed, young

The old, the rich, etc (A)

- 1 Better education for the young
- 2 Homes for the homeless
- 3 Better hospitals for the sick
- 4 Jobs for the unemployed
- 5 Better pensions for the old

The old, the rich, etc (A-B)

Rewrite the sentences using a phrase with *the* and an adjective instead of the underlined phrases.

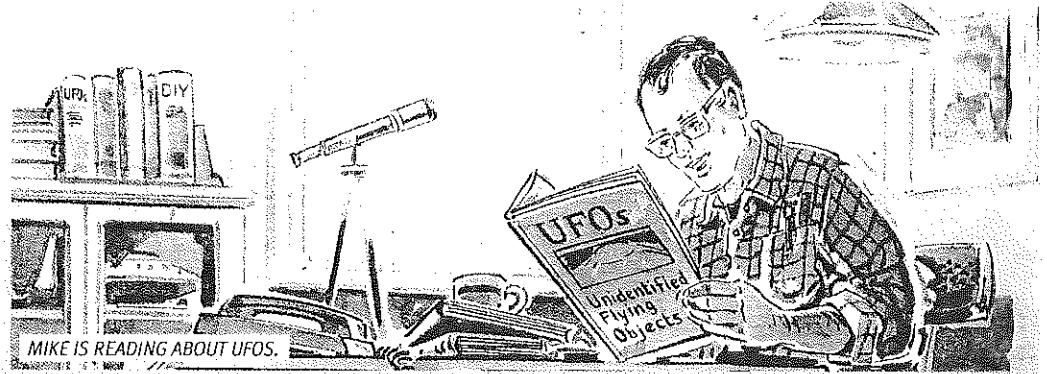
- 1 We live near a special school for people who can't hear.
The rich have comfortable lives.
- 2 The old soldiers were holding a service for those who had died.
- 3 The government should do more for people who do not have enough money.
- 4 I'm doing a course on caring for people who are mentally handicapped.

The young or the young people? (C)

Complete these sentences from a newspaper. Use the adjectives in brackets.

- Put in e.g. *the hungry* or *the hungry people*.
- Rich nations can afford to feed *the hungry* (hungry).
- The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.
- 1 (sick) need to be looked after, so money must be spent on hospitals.
- 2 Some of *the young people* (young) at the youth club here are running in a marathon.
- 3 Life must be hard for *the unemployed* (unemployed) in our society today.
- 4 What is the government doing to help *the poor*? (poor)?
- 5 There was a fire at a nursing home in Charles Street, but none of *the old* (old) who live there were hurt.
- 6 (homeless) usually have great difficulty in getting a job.
- 7 There is a special television programme for *the deaf* (deaf) every Sunday morning.

Interesting and interested



INTERESTING

The book is full of information. It's very interesting.

The word **interesting** tells us what the book does to Mike – it interests him. A book can be **interesting, boring, exciting** or **amusing**, for example.

Here are some more examples.

ING

- Tom told us an **amusing** story.*
- The two-hour delay was **annoying**.*
- I didn't enjoy the party. It was **boring**.*
- This computer has some very **confusing** instructions.*
- This wet weather is so **depressing**.*
- It was very **disappointing** not to get the job.*
- The game was really **exciting**.*
- Going for a jog with Matthew is **exhausting**.*
- I thought the programme on wildlife was **fascinating**.*
- For one **frightening/terrifying** moment I thought I was going to fall.*
- I just don't understand. I find the whole thing rather **puzzling**.*
- Lying in a hot bath is **relaxing**.*
- I think the way Jessica behaved was quite **shocking**.*
- The test results were **surprising**.*
- What **thrilling** news this is! Congratulations!*
- The journey took all day and night. They found it very **tiring**.*

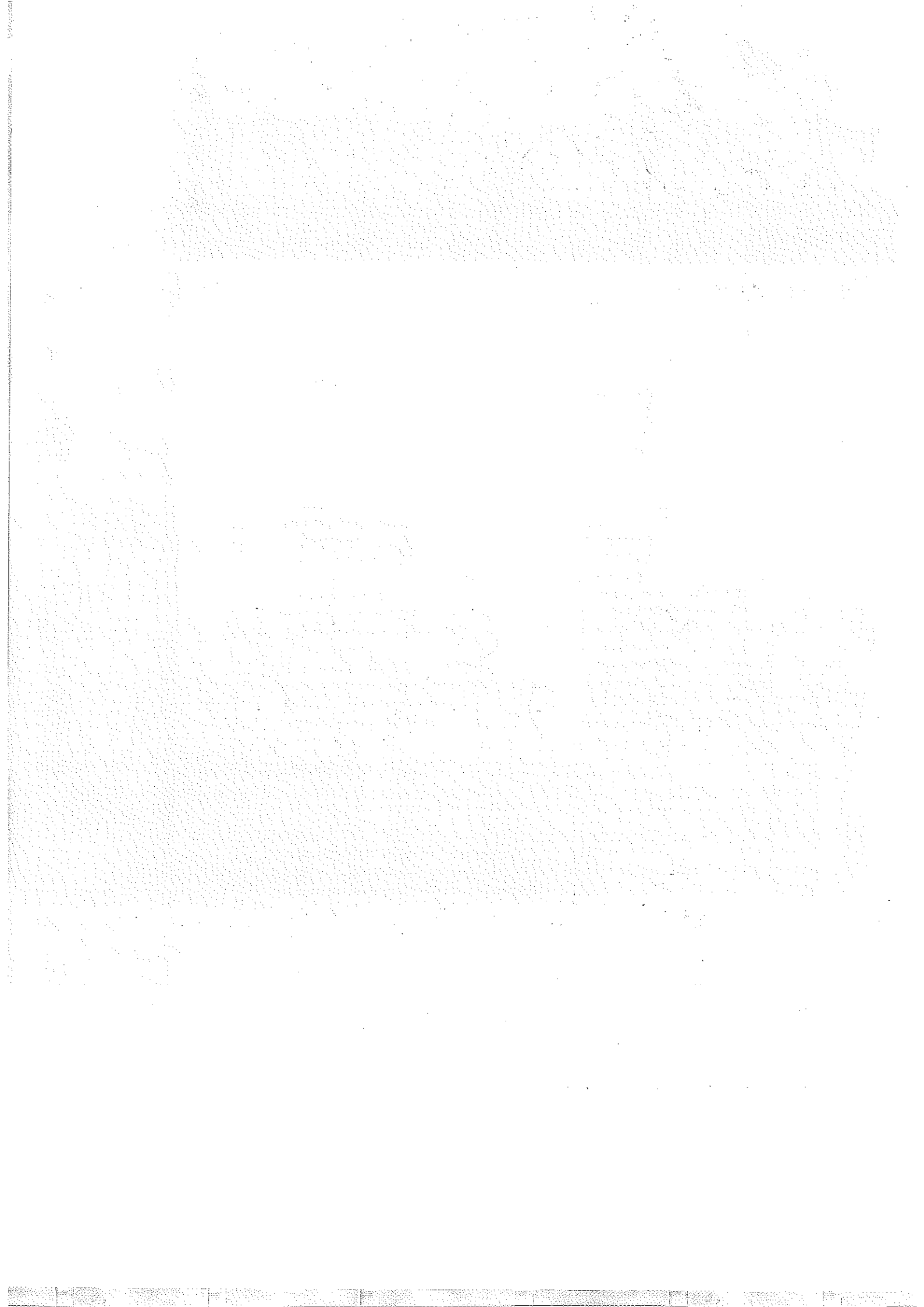
INTERESTED

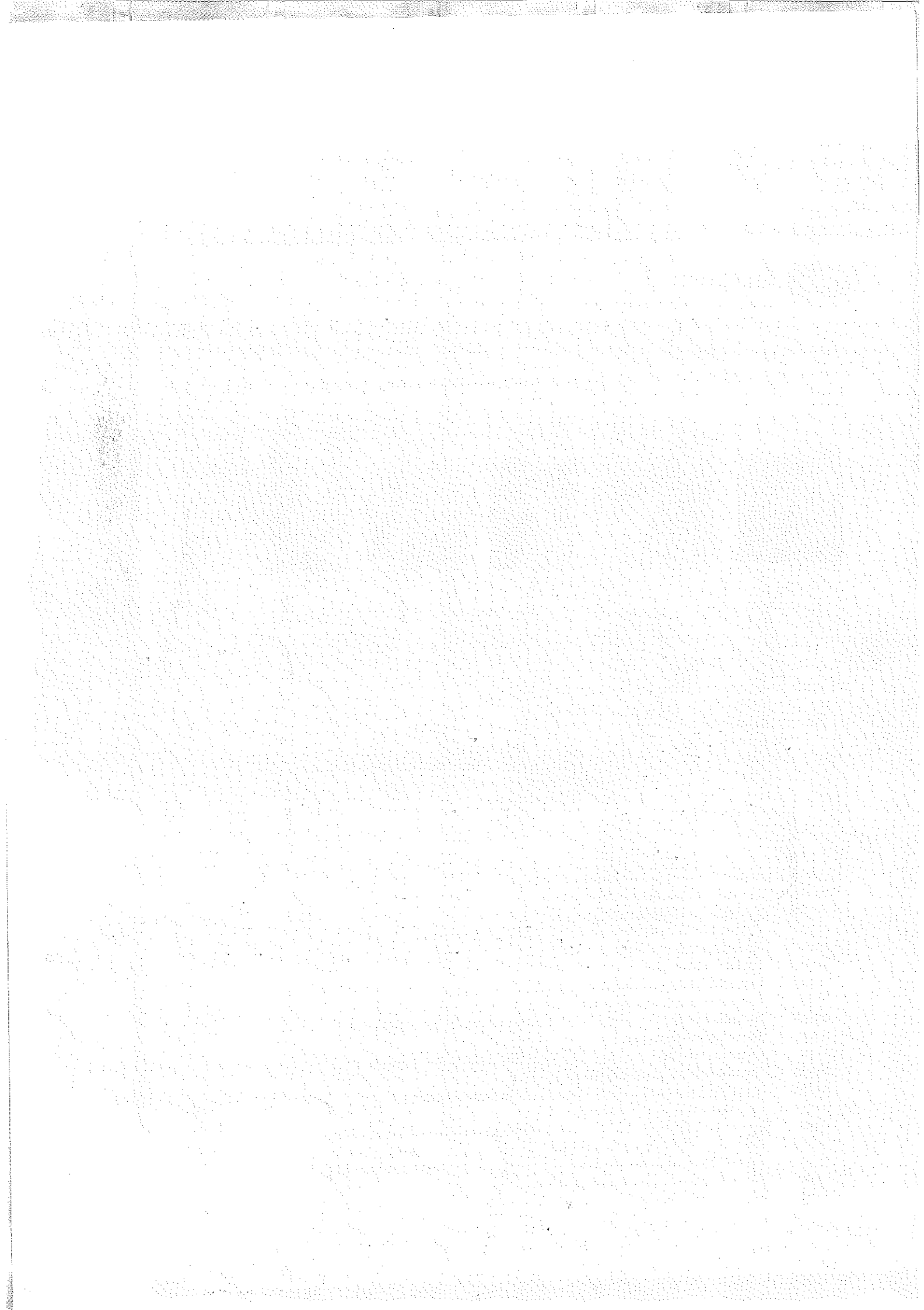
Mike is very interested in UFOs.

The word **interested** tells us how Mike feels. A person can feel **interested, bored, excited** or **amused**, for example.

ED

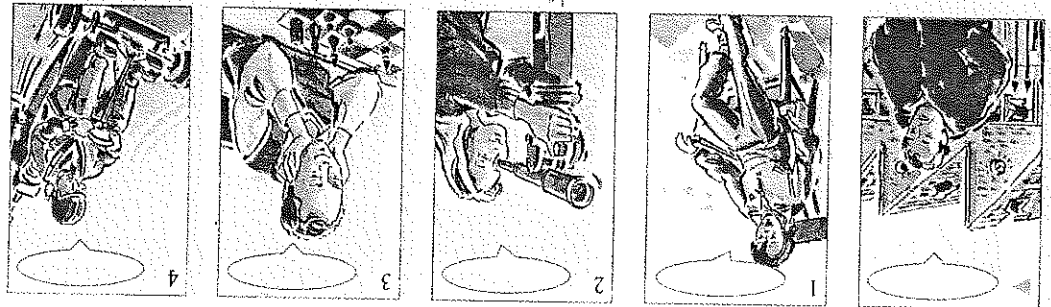
- We were **amused** at Tom's story.*
- The passengers were **annoyed** about the delay.*
- I went to the party, but I felt **bored**.*
- I got very **confused** trying to make sense of the instructions.*
- This weather makes me so **depressed**.*
- I was very **disappointed** not to get the job.*
- The United fans were **excited**.*
- I'm **exhausted** after jogging all that way.*
- I watched the programme on wildlife. I was absolutely **fascinated**.*
- When I got onto the roof, I felt **frightened/terrified**.*
- I must say I'm **puzzled**. I just don't understand.*
- I feel **relaxed** when I lie in a hot bath.*
- I was quite **shocked** to see Jessica behaving like that.*
- I was **surprised** at the test results.*
- We were **thrilled** to hear your good news.*
- After travelling all day and night they were very **tired**.*





1 interesting and interested (A-B)

What are they saying? Put in these words: *depressing, exciting, exhausted, fascinating, interesting*



- 1 I'm absolutely *depressing* place.
- 2 I'm *interested* in astronomy.
- 3 Chess is a *fascinating* game.
- 4 This is really *exciting*.

2 interesting and interested (A-B)

Complete the conversation. Write the complete word in each space.

- Vicky: That was an *(amazing)* film, wasn't it?
- Rachel: Oh, do you think so? I'm (1) *interested*.
- Rachel: I thought it was rather (2) *disappointing*.
- Vicky: Well, I was (3) *puzzled* once or twice. I didn't understand the whole story.
- Rachel: I was (4) *confused* in places. But the end was good.
- Rachel: I didn't find it very (6) *interesting*.

3 interesting and interested (A-B)

Complete the conversations using a word ending in *ing* or *ed*.

- David: I'm surprised how warm it is for March.
Melanie: Yes, all this sunshine is quite *surprising*.
- Vicky: I'm not very fit. I was pretty tired after climbing the mountain.
Natasha: Yes, I think everyone felt *tired*.
- Trevor: I think I need to relax.
Laura: Well, trying by the pool should be *relaxing*.
- Vicky: It was annoying to lose my ticket.
Emma: You looked really *amused* when you had to buy another one.
- Sarah: The cabaret was amusing.
Mark: Claire was certainly *amused*. She couldn't stop laughing.
- Daniel: The museum was interesting, wasn't it?
Rachel: It was OK. I was quite *interested* in those old maps.
- Mathew: I'm fascinated by these old photos.
Emma: I always find it *interesting* to see what people looked like as children.
- Rachel: Was it a big thrill meeting Tom Hanks?
Vicky: You bet. It was just about the most *exciting* moment of my life.
- Sarah: You look exhausted. You should go to bed.
Mark: I'm driving down from Scotland was pretty *tiring*.

A Introduction

Vicky: I like that song that Natasha sang.
 Rachel: Yes, it's a nice song. And she sang it nicely, too.

An adjective (**nice**) describes a noun (song).
The man had a quiet voice.
Claire wears expensive clothes.
The runners made a slow start.

An adverb (**nicely**) describes a verb (sang).
The man spoke quietly.
Claire dresses expensively.
They started the race slowly.
 We do NOT say *She sang it nice.*

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) or another adverb (**carefully**) (see Unit 115).
It was really hot in the sun. *Andrew checked his work very carefully.*

An adverb like **fortunately** or **perhaps** says something about the whole situation.
Fortunately nothing was stolen. *Perhaps Sarah is working late.*

B The ly ending

We form many adverbs from an adjective + **ly**. For example **politely**, **quickly**, **safely**.
 But there are some special spelling rules.

- 1 We do not leave out *e*, e.g. *nice* → *nicely*
 Exceptions are *true* → *truly*, *whole* → *wholly*.
- 2 *y* → *ily* after a consonant, e.g. *easy* → *easily*, *lucky* → *luckily*
 Also *angrily*, *happily*, *heavily*, etc.
- 3 *le* → *ly*, e.g. *possible* → *possibly*
 Also *comfortably*, *probably*, *reasonably*, *sensibly*, *terribly*, etc.
- 4 *ic* → *ically*, e.g. *dramatic* → *dramatically*
 Also *automatically*, *scientifically*, etc. (Exception: *publicly*)

C Looked nice and looked carefully

Compare these two structures.

LINKING VERB + ADJECTIVE

Tom was hungry.
The children seemed happy.
My soup has got cold.

An adjective can come after a linking verb such as *be* (see Unit 104B).

ACTION VERB + ADVERB

Paul ate hungrily.
The children played happily.
The man stared coldly at us.

We use an adverb when the verb means that something happens.

Some verbs like *look*, *taste* and *appear* can be either linking verbs or action verbs.

LINKING VERB + ADJECTIVE

Mike looked angry.
The medicine tasted awful.
The man appeared (to be) drunk.

ACTION VERB + ADVERB

He looked carefully at the signature.
Emma tasted the drink nervously.
A waiter appeared suddenly.

1 Adverbs (A-B)

This is part of a story about a spy called X. Put in adverbs formed from these adjectives: *bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow*

The journey took a long time because the train travelled so (A) *slowly*. It was hot, and the sun shone from a clear sky. X could only wait (2) for the journey to end. When the train finally arrived, he had no time to spare, so he (3) took a taxi to the hotel. Y was on time. She arrived (4) at three. No one else knew about the meeting - it was important to meet (5) 'I had a terrible journey,' said X. 'But luckily the pilot managed to land (6) Her English was good, and she spoke very (7) X was listening (8) to every word. They were speaking very (9) in case the room was bugged.

2 The *ly* ending (B)

Look at the information in brackets and put in the adverbs. Be careful with the spelling.

- 1 (Henry was angry.) Henry shouted
- 2 (I'm happy sitting here.) I can sit here
- 3 (The switch is automatic.) The machine switches itself off
- 4 (The debate should be public.) We need to debate the matter
- 5 (Everyone was enthusiastic.) Everyone discussed the idea
- 6 (We should be reasonable.) Can't we discuss the problem
- 7 (The building has to be secure.) Did you lock all the doors

3 Adverb or adjective? (A-B)

Decide what you need to say. End your sentence with an adverb ending in *ly*.

▶ Tell the police that you can't remember the accident. It isn't very clear in your mind. *I can't remember the accident very clearly.*

- 1 Tell your friend that United won the game. It was an easy win.
- 2 Tell your boss that you've checked the figures. You've been careful.
- 3 Tell your neighbour that his dog barked at you. It was very fierce.
- 4 You are phoning your friend. Tell him about the rain where you are. It's quite heavy.

4 Adverb or adjective? (A-C)

Vicky is telling Rachel about a dream she had. Choose the correct forms.

I had a (A) *strange/strangely* dream last night. I was in a garden. It was getting (1) *dark/darkly*, and it was (2) *terrible/terribly* cold. My head was aching (3) *bad/badly*. I was walking out of the garden when (4) *sudden/suddenly* I saw a man. He was sitting (5) *quiet/quietly* on a seat. He seemed very (6) *unhappy/unhappily*. He looked up and smiled (7) *sad/sadly* at me. I don't know why, but I felt (8) *curious/curiously* about him. I wanted to talk to him, but I couldn't think what to say. I just stood there (9) *foolish/foolishly*.

A Friendly, likely, etc

The ending *ly* is the normal adverb ending (see Unit 108). But a few adjectives also end in *ly*.

Melanie was very friendly. It was a lively party. We had a lovely time.

Some more examples are: *elderly, likely, lonely, silly, ugly*

The words are adjectives, not adverbs (NOT *She spoke to us friendly*). And we cannot add *ly*.

There is no such word as *friendlyly*. But we can say *in a friendly way/manner*.

She spoke to us in a friendly way.

If we need to use an adverb, we often choose another word of similar meaning.

It was lovely. Everything went beautifully.

B Hard, fast, etc

Compare these sentences.

ADJECTIVE

We did some hard work.

I came on the fast train.

ADVERB

We worked hard.

The train went quite fast.

We can use these words both as adjectives and as adverbs:

deep, early, fast, hard, high, late, long, low, near, right, straight, wrong (For *hardly, nearly*, etc, see C.)

In informal English, the adjectives *cheap, loud, quick* and *slow* can be adverbs.

ADJECTIVE

They sell cheap clothes in the market.

Back already! That was quick.

ADVERB

They sell things cheap/cheaply there.

Come as quick/quickly as you can.

C Hard, hardly, near, nearly, etc

There are some pairs of adverbs like *hard* and *hardly* which have different meanings.

Here are some examples.

I tried hard, but I didn't succeed.

I've got hardly any money left. (hardly any = very little, almost none)

Luckily I found a phone box quite near. I nearly fell asleep in the meeting. (nearly = almost)

Rachel arrived late, as usual. I've been very busy lately. (lately = in the last few days/weeks)

The plane flew high above the clouds. The material is highly radioactive. (highly = very)

We got into the concert free. (free = without paying)

The animals are allowed to wander freely. (freely = uncontrolled)

D Good and well

Good is an adjective, and *well* is its adverb. The opposites are *bad* and *badly*.

ADJECTIVE

Natasha is a good violinist.

Our test results were good.

I had a bad night.

ADVERB

She plays the violin very well.

We all did well in the test.

I slept badly last night.

Well can also be an adjective meaning 'in good health', the opposite of *ill*.

My mother was very ill, but she's quite well again now. How are you? ~ Very well, thank you.

1 Friendly, hard, hardly, etc (A-C)

Decide if each underlined word is an adjective or an adverb.

- ▶ That new building is rather ugly.
- ▶ I'd like to arrive early if I can.
- 1 I haven't seen you for a long time.
- 2 Why are you wearing that silly hat?
- 3 Very young children travel free.
- 4 The temperature is quite high today.
- 5 We neatly missed the bus this morning.
- 6 Do you have to play that music so loud?

.....

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.....

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2 Friendly, hard, hardly, etc (A-C)

Complete the conversation. Decide if you need *ly* with the words in brackets.

- Mark: How did you get on with Henry today?
 Sarah: Oh, we had a nice lunch and some (▶) lively (live) conversation. Henry was charming, as usual. He gave me a lift back to the office, but it was (1) (hard) worth risking our lives to save a few minutes. He (2) (near) killed us.
 Mark: What do you mean?
 Sarah: Well, we'd sat a bit too (3) (long) over our meal, and we were (4) (late) getting back to work. Henry drove very (5) (fast). I tried (6) (hard) to keep calm, but I was quite scared. We went (7) (wrong) and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was coming (8) (straight) at us. I don't know how we missed it.
 Mark: Well, I'm glad you did. And next time you'd better take a taxi.

3 Good and well (D)

Complete the conversation. Put in *good, well* (x2), *bad, badly* and *ill*.

- ~~Rachel: How did you and Daniel get on in your tennis match?~~
 Matthew: We lost. I'm afraid we didn't play very (▶) well. Daniel made some (1) mistakes. It wasn't a very (2) day for us. We played really (3)
 Andrew: I heard Daniel's in bed at the moment because he isn't very (4)
 Matthew: Yes, I'm afraid he's been (5) for several days, but he's better now.

4 Friendly, hard, hardly, etc (A-D)

Complete the conversation. Choose the correct form.

- Daniel: Is it true you saw a ghost last night?
 Vicky: Yes, I did. I went to bed (▶) late/late, and I was sleeping (1) bad/badly. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.
 Daniel: Was it a man or a woman?
 Vicky: A woman in a white dress. I had a (2) good/well view from the window, but she walked very (3) fast/fastly. She wasn't there very (4) long/longly. I'd (5) hard/hardly caught sight of her before she'd gone. I (6) near/nearly missed her.
 Daniel: You don't think you've been working too (7) hard/hardly? You've been looking a bit pale (8) late/late.
 Vicky: I saw her, I tell you.
 Daniel: It isn't very (9) like/likely that ghosts actually exist, you know. I expect you were imagining it.

A Where do adverbs go?

There are three places in the sentences where an adverb can go. They are called front position (at the beginning of a sentence), mid position (see B) and end position (at the end of a sentence). (But for adverbs of degree see Unit 115.)

FRONT		MID		END
<i>Then</i>	<i>the ship</i>	<i>slowly</i>	<i>sailed</i>	<i>away.</i>
<i>Outside</i>	<i>it was</i>	<i>obviously</i>	<i>raining</i>	<i>hard.</i>

B Mid position

Mid position means close to the verb. Here are some examples of adverbs in mid position.

	AUXILIARY	ADVERB	AUXILIARY	MAIN VERB	
<i>The visitors</i>	<i>are</i>	<i>just</i>		<i>leaving.</i>	
<i>Andrew</i>	<i>has</i>	<i>always</i>		<i>liked</i>	<i>Jessica.</i>
<i>We</i>	<i>don't</i>	<i>often</i>		<i>go</i>	<i>out in the evening.</i>
<i>You</i>	<i>should</i>	<i>never</i>		<i>take</i>	<i>unnecessary risks.</i>
<i>The pictures</i>	<i>have</i>	<i>definitely</i>	<i>been</i>	<i>stolen.</i>	
<i>I</i>		<i>really</i>		<i>hate</i>	<i>housework.</i>
<i>You</i>		<i>probably</i>		<i>left</i>	<i>the bag on the bus.</i>

The adverb comes after the first auxiliary, e.g. **are, has, don't**.

If there is no auxiliary, then the adverb comes before the main verb, e.g. **hate, left**.

Note the word order in questions.

*Has Andrew **always** liked Jessica? Do you **often** go out in the evening?*

When the verb **be** is on its own, the adverb usually comes after it.

*The boss is **usually** in a bad temper. You're **certainly** a lot better today.*

When there is stress on the main verb **be** or on the auxiliary, then the adverb usually comes before it.

*You **certainly** are a lot better today. I **really** have made a mess, haven't I?*

C Verb and object

An adverb does not usually go between the verb and the direct object.

We put it in end position, after the object.

	VERB	OBJECT	ADVERB	
<i>Tom</i>	<i>ate</i>	<i>his breakfast</i>	<i>quickly.</i>	NOT <i>Tom ate quickly his breakfast.</i>
<i>We</i>	<i>played</i>	<i>volleyball</i>	<i>yesterday.</i>	NOT <i>We played yesterday volleyball.</i>
<i>I</i>	<i>like</i>	<i>classical music</i>	<i>very much.</i>	NOT <i>I like very much classical music.</i>

But an adverb can go before a long object.

*Detectives examined **carefully** the contents of the dead man's pockets.*

D Adverbs of manner

An adverb of manner tells us how something happens, e.g. **noisily, quickly**. It usually goes in end position, but an adverb which ends in **ly** can sometimes go in mid position.

*We asked permission **politely**. We **politely** asked permission.*

F Adverbs of place and time

Adverbs and adverbial phrases of place and time usually go in end position.

Is there a phone box nearby? People didn't have cars then.

We're meeting by the entrance. Trevor wasn't very well last week.

Did you have a nice time in New York? I'll see you before very long.

Sometimes they can go in front position.

We're really busy this week. Last week we had nothing to do.

Some short adverbs of time can also go in mid position.

I'll soon find out. The train is now approaching Swindon.

For yet, still and already see Unit 114.

F Adverbs of frequency

An adverb of frequency tells us 'how often'. It usually goes in mid position (see B).

Mark is always in such a hurry. I sometimes feel depressed.

I've often thought about getting married. Do you usually work so late?

Normally, usually, often, sometimes and occasionally can also go in front or end position.

Normally Sarah goes by train. I feel depressed sometimes.

Phrases like every day, once a week or most evenings go in front or end position.

Every day we go jogging. Rachel has a driving lesson three times a week.

There's a news summary every hour. We watch television most evenings.

G Sentence adverbs

A sentence adverb is a word or phrase like certainly, perhaps, luckily, of course. It says something about

the situation described in the sentence. The adverb can go in front, mid or end position.

Sometimes we put a comma after or before the adverb, especially in front or end position.

Fortunately, the weather stayed fine. Maybe you'll win a free holiday.

~~*It is probably hard to queue for tickets. Rachel was late, of course.*~~

In a negative sentence, probably and certainly come before won't, didn't, etc.

We probably won't get there in time. I certainly didn't expect a present!

Also usually goes in mid position, but too and as well go in end position.

Melanie bakes lovely cakes. She also makes bread. She makes bread, too/as well.

H End position

There can be more than one adverb or adverbial phrase in end position. Usually a single-word adverb

(e.g. safely) comes before a phrase (e.g. on a small airfield).

They landed safely on a small airfield. I always eat here at lunch-time.

When there is a close link in meaning between a verb and an adverb, then that adverb goes next to the verb.

For example, with verbs of movement like go, come and move, a phrase of place comes before time.

I usually go to bed early.

Tom came here yesterday.

My parents moved to London in 1993.

But often two adverbial phrases can go in either order.

The concert was held at the arts centre last night.

The concert was held last night at the arts centre.

A **Very, quite, a bit, etc**

Laura is **a bit** tired. She's been working all morning.



Mark is **quite** tired. He's been working all day.



Sarah is **very** tired. She's had to work late at the office.

An adverb of degree makes the meaning weaker or stronger. Here are some more examples.

SMALL DEGREE (weaker)

a little late
slightly complicated

MEDIUM DEGREE

fairly unusual
pretty good
rather nice

LARGE DEGREE (stronger)

absolutely sure *really ill*
completely mad
extremely cold

B **Very cold, quite quickly, etc**

An adverb of degree (e.g. **very**) goes before an adjective (e.g. **cold**) or an adverb (e.g. **quickly**).

ADVERB + ADJECTIVE

*It's **very** cold today.*
*Rita looked **rather** upset.*
*This dress is **absolutely** marvellous.*

ADVERB + ADVERB

*The time passed **quite** quickly.*
*We go on holiday **fairly** soon.*
*United played **extremely** well.*

Before a comparative we can use **a bit**, **a little**, **a lot**, **far**, **much**, **rather** and **slightly**. See also Unit 112B.

*I'm feeling **a lot** better today.* *These new trains go **much** faster.*

C **Really hurting, quite enjoys, etc**

Some adverbs of degree can describe a verb.

They usually go in mid position (close to the verb – see Unit 113B).

*My foot is **really** hurting.* *Laura **quite** enjoys shopping.* *I **rather** like this cake.*

Some adverbs of degree go at the end of a sentence when they describe a verb.

They are **a bit**, **a little**, **a lot**, **awfully**, **much** and **terribly**.

*Mark travels **a lot**.* *I'll **open** the window **a little**.* *The animals **suffer** terribly.*

Absolutely, **completely** and **totally** can go in mid position or at the end.

*We **completely** lost our way./We lost our way **completely**.*

*I'm **afraid** I **totally** disagree./I'm **afraid** I disagree **totally**.*

D **Much**

Now look at these sentences.

Positive: *I like this town **very much**.* NOT *I like this town ~~much~~.*

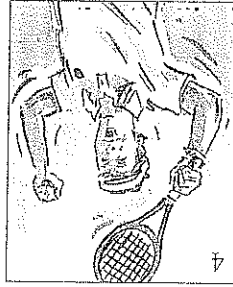
Negative: *I don't like this town **very much**.* OR *I don't like this town **much**.*

In a positive statement we use **very much**. In a negative statement we can use either **very much** or **much**.

▷ 116 More about quite and rather ▷ 117 Too and enough

1 Very, quite, a bit, etc (A)

Write sentences using one of the phrases in brackets.



- ▶ (quite hungry or very hungry?) *He's quite hungry.* 3 (quite strong or very strong?)
- 1 (a bit busy or very busy?) 4 (fairly happy or extremely happy?)
- 2 (a bit thirsty or really thirsty?)

2 Very, quite and a bit (A)

Put in *very, quite* or *a bit*.

- ▶ The bus service is all right. The buses are *quite* frequent.
- 1 I couldn't sleep because of the awful noise. The disco was *noisy*.
- 2 The weather was OK - at least it didn't rain. It was *good*.
- 3 The train was almost on time. It was just *late*.
- 4 Someone paid a great deal of money for the house. It was *expensive*.
- 5 There were some very small traces of mud on the boots. They were *dirty*.
- 6 There was a medium amount of traffic on the road. It was *busy*.

3 Very cold, really hurting, etc (B-D)

Put the adverbs in the right place. Sometimes more than one answer is correct.

▶ These books are old (very). *These books are very old.*

▶ I hate travelling by air (really). *I really hate travelling by air.*

- 1 That radio is loud (a bit).
- 2 I like my new job (quite).
- 3 Why don't you slow down (a little)?
- 4 The rain spoilt our day (completely).
- 5 We did the job quickly (fairly).
- 6 I feel better now (a lot).
- 7 We enjoyed the concert (very much).
- 8 My arms ached (terribly).

4 Adverbs of degree (A-D)

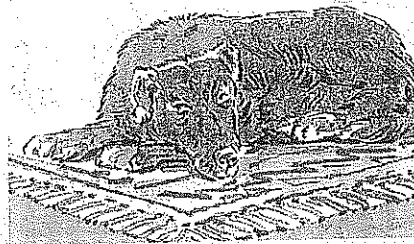
Complete the advertisement for holiday apartments by choosing the correct words.

Why not take this opportunity to buy a wonderful Interlux Timeshare apartment in San Manila? These are (▶) *a bit/fairly/really* luxurious apartments set in this (1) *absolutely/slightly* magnificent seaside resort, a (2) *fairly/really* beautiful and unspoilt place, which you'll like (3) *much/very/very much*. The apartments are (4) *extremely/pretty/quite* good value. And we are a company with a (5) *fairly/quite/very* good reputation. This is a (6) *bit/slightly/totally* safe way of investing your money. But hurry! People are buying up the apartments (7) *a lot/very/very much* quickly.

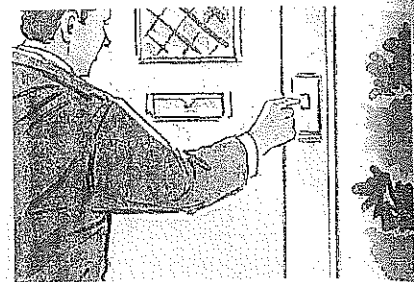
A Meanings

Emma is **in** the phone box.

IN

in the phone box*in* the kitchenwork *in* the gardenswim *in* the pool**In** a town/countryKate lives *in* York.Atlanta is *in* Georgia.**In** a street (GB)*in* Shirley RoadNick's dog is **on** the rug.

ON

sit *on* the floorwalk *on* the pavementa number *on* the dooregg *on* your shirt**On** a floor (1st, 2nd, etc)*on* the first floor**On** a street (US)*on* Fifth Avenue**On** a road or rivera village *on* this roadParis is *on* the Seine.There's someone **at** the door.

AT

sit *at* my deskwait *at* the bus stop*at* the crossroadswait *at* the traffic lights**At** a place on a journeyDoes this train stop *at* York?**At** a house/an address*at* Mike's (house)*at* 65 Shirley Road**At** an event*at* the party

B In and at with buildings

IN

~~There are 400 seats **in** the cinema.~~It was raining, so we waited **in** the pub.We use **in** when we mean inside a building.

AT

I was **at** the cinema. (= watching a film)We were **at** the pub. (= having a drink)But we normally use **at** when we are talking about what happens there.

C Some common phrases

IN

in prison/hospital*in* the lesson*in* a book/newspaper*in* the photo/picture*in* the country*in* the middle*in* the back/front of a car*in* a queue/line/row

ON

on the platform*on* the farm*on* the page/map*on* the screen*on* the island/beach/coastdrive *on* the right/left*on* the back of an envelope

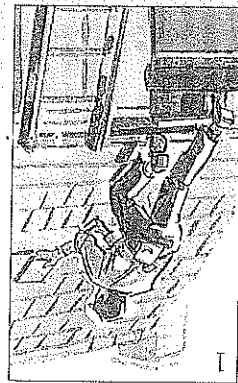
AT

at the station/airport*at* home/work/school*at* the seaside*at* the top/bottom of a hill*at* the back of the room*at* the end of a corridor

▷ 87 In bed, at home, etc ▷ 123C In the car, on the train, etc

1 Meanings (A)

Look at the pictures and write the sentences. Use *in*, *on* or *at* and these words: *the bath, the disco, the lights, the roof, the table*



▶ He's on the table.

1

2

2 In and at with buildings (B)

Complete each sentence. Use *in* or *at* and these words:

the petrol station, the restaurant, the stadium, the station, the theatre, the zoo

▶ There's a huge crowd *in the stadium* waiting for the Games to start.

1 Sarah's just rung. She's getting some petrol.

2 The children like wild animals. They'd love to spend an afternoon

3 It was so hot that I didn't really enjoy the play.

4 We're quite a large group. There may not be enough room for all of

5 I saw Daniel while I was waiting for a train.

3 In, on and at (A, C)

Put in the preposition *in*, *on* or *at*.

▶ We spent the whole holiday *on* the beach.

1 I read about the pop festival a magazine.

2 My parents' flat is the twenty-first floor.

3 Melanie was holding a small bird her hands.

4 I'll meet you the airport.

5 Natasha now lives 32 The Avenue.

6 I was standing the counter in the baker's shop, waiting to be served.

7 London is the Thames.

8 There weren't many books the shelves.

9 The passengers had to stand a queue.

10 The woman sitting next to me left the train Chesterfield.

A Saying when

Look at these examples.

IN	ON	AT
<i>We bought the flat in 1994.</i>	<i>The race is on Saturday.</i>	<i>The film starts at seven thirty.</i>
In + year/month/season <i>in 1988</i> <i>in September</i> <i>in winter</i> <i>in the 21st century</i>	On + day/date <i>on Wednesday</i> <i>on 15 April</i> <i>on that day</i>	At + clock time/meal time <i>at three o'clock</i> <i>at lunch (-time)</i> <i>at that time</i> <i>at the moment</i>
In + a week or more <i>in the Easter holiday</i> <i>in the summer term</i>	On + a single day <i>on Easter Monday</i> <i>on Christmas Day</i>	At + two or three days <i>at Easter/Christmas</i> <i>at the weekend</i> (US: <i>on the weekend</i>)
In + part of day <i>in the morning</i> <i>in the evening</i>	On + day + part of day <i>on Friday morning</i> <i>on Tuesday evening</i>	

Look at these examples with **night**.

I woke up in the night.

(= in the middle of the night)

It happened on Monday night.

I can't sleep at night.

(= when it is night)

But we do not use **in**, **on** or **at** before **every**, **last**, **next**, **this**, **tomorrow** and **yesterday**.

We go to Greece every summer. My brother came home last Christmas.

I'll see you next Friday. I leave school this year.

The party is tomorrow evening. The group set off yesterday morning.

B In time or on time?

IN TIME

In time means 'early enough'.

We'll have to hurry if we want to be in time for the show.

We got to the airport in time to have a coffee before checking in.

I was about to close the door when just in time I remembered my key. (= at the last moment)

ON TIME

On time means 'at the right time', 'on schedule'.

The plane took off on time.

I hope the meeting starts on time.

Rachel is never on time. She's always late.

C Other uses of in

We can use **in** for the time it takes to complete something.

I did the crossword in five minutes. Could you walk thirty miles in a day?

We can also use **in** for a future time measured from the present.

Your photos will be ready in an hour. (= an hour from now)

The building will open in six weeks/in six weeks' time.

▷ 88 On Friday, etc without the

1 Saying when (A)

Read the information about John F. Kennedy and then answer the questions. Begin each answer with *in, on or at*.

John F. Kennedy was born into a famous American family. His date of birth was 29 May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas, Friday, 22 November 1963 was a sad day for America. It was 12.30 when a gunman opened fire and shot the President dead.

▶ When was John F. Kennedy born? *On 29 May 1917.*

1 When did he become President?

2 When was he killed?

3 What time was he shot?

2 Saying when (A)

Mark is arranging a business meeting. Decide if you need *in, on or at*.

If you do not need a preposition, put a cross (X).

Mark: I'm sorry I was out when you called (▶) X yesterday afternoon, Alice. Look, I'm free (▶) on the fifteenth of March. Can we meet then?

Alice: I'm pretty busy (1) next week, I'm afraid. I can't see you (2) Friday.

Mark: I'd like to have a meeting (3) this month if possible.

Alice: I'll be very busy (4) April.

Alice: I'm going away (5) Easter, so how about the week after?

Mark: Shall we meet (6) the twenty-seventh? That's a Wednesday.

Mark: I've got an appointment (7) the morning but nothing (8) the afternoon. Let's meet (9) Wednesday afternoon (10) half past two.

3 In time or on time? (B)

Put in the right phrase: *in time or on time*.

▶ If the plane is late, we won't get to Paris *in time* for our connecting flight.

1 We were up very early, to see the sun rise.

2 How can the buses possibly run with all these traffic jams?

3 The post goes at five. I'm hoping to get this letter written

4 The coach will be here at 12.13 if it's

4 In, on or at? (A-C)

Complete the conversations using *in, on or at*.

▶ Andrew: You only bought that book *on* Saturday. Have you finished it already?

Jessica: I read it *in* about three hours yesterday evening.

1 Vicky: Will the bank be open half past nine?

Daniel: Yes, it always opens absolutely time.

2 Sarah: We're leaving half past, and you haven't even changed.

Mark: It's OK. I can easily shower and change ten minutes.

3 Laura: Your mother's birthday is Monday, isn't it?

Trevor: Yes, I just hope this card gets there time.

4 Harriet: If we ever go camping again, it's going to be summer, not autumn. Never mind. We'll be home two days, and then we'll be dry again.

A Introduction



We use **this** and **these** for things near the speaker (*this printout here*). **This** goes with a singular or uncountable noun, e.g. **this report**. **These** goes with a plural noun, e.g. **these results**.

We can leave out the noun if the meaning is clear.

*I'm just having a look at **this**. **That's** nice, isn't it?
Last month's figures were bad, but **these** are worse.*



We use **that** and **those** for things further away (*that table there*). **That** goes with a singular or uncountable noun, e.g. **that furniture**. **Those** goes with a plural noun, e.g. **those curtains**.

B Places and people

When we are in a place or a situation, we use **this** (not **that**) to refer to it.

*There's a wonderful view from **this** office. Just come to the window.
This party isn't much fun, is it? Shall we go home?*

We can use **this** to introduce people and **that** to identify people.

*Jake, **this** is my friend Rita. **That's** Andrew over there.*

On the phone we can use **this** to say who we are and **this** or **that** to ask who the other person is.

*Hello? **This** is Laura speaking. Who's **this/that**, please?*

C Time

This/these can mean 'near in time' and **that/those** 'further away in time'.

*I'm working as a tourist guide **this** summer. I'm pretty busy **these** days.
Do you remember **that** summer we all went to Spain? **Those** were the days.
I can't see you on the third of July. I'm on holiday **that** week.*

To refer back to something that has just happened or was just mentioned, we normally use **that**.

*What was **that** noise? ~ I didn't hear anything.
Jessica is on a diet. **That's** why she doesn't want to eat out with us.
I've lost my key. ~ Well, **that's** a silly thing to do.*

To refer forward to something that is just going to happen or something that we are going to say, we use **this**.

***This** next programme should be quite interesting.
I don't like to say **this**, but I'm not happy with the service here.*

▷ 13D this week, this year, etc

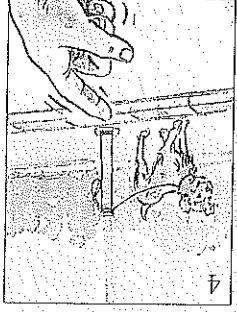
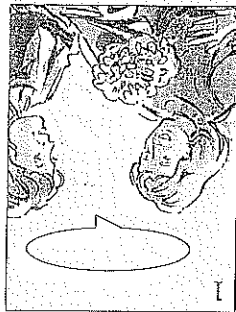
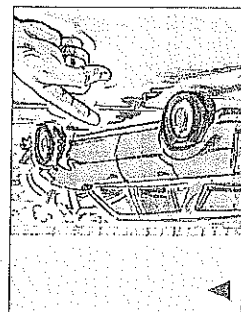
1 This, that, these and those (A)

Write each of the words (*this, that, these, those*) in the correct place.

Plural		
Singular	<i>this</i>	
	Near	Further away

2 This, that, these and those (A)

Complete the sentences. Use *this, that, these and those*, and these nouns: *car, dog, flowers, parcel, trees*



▶ *That car has crashed.*

1 Would you like _____?

2 I must post _____.

3 The house is behind _____.

4 Whose is _____?

3 This, that, these and those (A-C)

Complete the conversations. Use *this, that, these and those*.

Mark: *Are we going out this evening?*

Sarah: I can't really. I'll be working late at the office.

David: I hear you've got a new flat.

Rita: _____'s right. I've just moved in.

Mike: What's the matter?

Harriet: It's _____ boots. They don't fit properly. They're hurting my feet.

Jessica: It's so boring here.

Rachel: I know. Nothing ever happens in _____ place.

Emma: What's happened? You look terrible.

Vicky: You won't believe _____, but I've just seen a ghost.

Laura: What kind of planes are _____?

Trevor: I don't know. They're too far away to see properly.

Matthew: The match is three weeks from today.

Daniel: Sorry, I won't be able to play for the team. I'll be away all _____ week.

Mark: Zedco. Can I help you?

Alan: Hello, _____ is Alan. Can I speak to Fiona, please?

Daniel: I've had _____ bump on my head ever since someone threw a chair at me.

Natasha: Someone threw a chair at you? _____ wasn't a very nice thing to do.

Mark: _____ seats aren't very comfortable, are they?

Sarah: No, I don't think I'll want to sit here very long.

A Introduction

This is a news report about Zedco.

This year's figures show that Zedco has become profitable and is now doing well in spite of its recent problems. Although Chief Executive Barry Douglas has not been in charge for long, there has already been a dramatic upturn. Even though there have been very few job losses at the company, Douglas has managed to reduce costs. Nothing is certain of course, but Zedco can now look forward to a brighter future.

The linking words in spite of, although, etc express the idea of a contrast. For example, there is a contrast between Zedco's profits now and its recent problems.

B But and although

We can join two sentences with **but**.

The café was crowded, but we found a table. Nick has a car, but he doesn't often drive it.

We can also use **although**.

Although the café was crowded, we found a table. Although Nick has a car, he doesn't often drive it.

The clause with **although** can come at the end.

We found a table, although the café was crowded.

C Though and even though

Though is informal. It means the same as **although**.

Though/Although I liked the sweater, I decided not to buy it.

We can also use **though** at the end of a sentence.

I liked the sweater. I decided not to buy it, though.

Even though is stronger, more emphatic than **although**.

Matthew looked quite fresh, even though he'd been playing squash.

Even though you dislike Jessica, you should try to be nice to her.

D In spite of and despite

We use **in spite of** before a noun or before the ing-form of a verb.

Kitty wanted to report on the war in spite of the danger.

Mark went on working in spite of feeling unwell.

We use **despite** in exactly the same way as **in spite of** and with the same meaning.

She wanted to go despite the danger. He went on working despite feeling unwell.

E In spite of and although

IN SPITE OF

I'm no better in spite of the pills/in spite of taking the pills.

Laura wants to fly in spite of her fear/in spite of feeling afraid.

NOT ~~in spite of~~ *she feels afraid*

ALTHOUGH

I'm no better, although I've taken the pills.

Laura wants to fly, although she feels afraid.

We can use **in spite of the fact (that)** in the same way as **although**.

I'm no better in spite of the fact that I've taken the pills.

▷ page 372 Punctuation

1 But (B)

Complete each sentence with *but* and one of these clauses:

▶ I dropped the dish, *but it didn't break.*
it didn't break, it's really quite modern, no one laughed, she turned it down

1 The house looks old,

2 Emma was offered a job,

3 The joke was funny,

2 Although (B)

Rewrite the sentences in Exercise 1 using *although*.

▶ *Although I dropped the dish, it didn't break.*

1

2

3

3 In spite of and although (E)

Put in *although* or *in spite of*.

▶ My sister got the job, *although* she didn't expect to.

1 I told the absolute truth, no one would believe me.

2 Daniel forgot his passport *having it on his list.*

3 it was sunny, it was quite a cold day.

4 The goods were never delivered *the promise we had received.*

5 Henry asked Claire to marry him *the fact that he's a lot older than her.*

4 But, although, even though, in spite of and despite (A-E)

Complete the report by putting in the correct linking words. There is always more than one possible answer.

(1) *Although* the ground was very wet, it was decided to go ahead with United's game against City.

United were 1-0 winners (1) not playing very well. (2) the

poor conditions, City played some attractive football. (3) they just couldn't score.

(4) they lost, their fans gave them a big cheer.

5

Although, even though, in spite of and despite (A-E)

Join each pair of sentences. Be careful where you put the words in brackets.

▶ Nick used to smoke. He seems to be in good health. (although)

Although Nick used to smoke, he seems to be in good health.

▶ I couldn't sleep. I was tired. (despite)

I couldn't sleep despite being tired.

1 Trevor didn't notice the sign. It was right in front of him. (even though)

2 Mathew doesn't know any French. It was one of his school subjects. (although)

3 Henry's friend is a millionaire. He hates spending money. (despite)

4 We couldn't get tickets. We queued for an hour. (in spite of)

A Introduction



We use **to**, **in order to**, **so that** and **for** to express purpose, to say why we do things.
The purpose of stopping is to buy a newspaper.

B To

We can use the to-infinitive to express purpose.

*Melanie was hurrying to catch her bus. Most people work to earn money.
I rang to find out the train times. We went to the library to get some books.*

C In order to and so as to

In order to and **so as to** are more formal than **to**.

*The government took these measures in order to reduce crime.
The staff are working at weekends so as to complete the project in time.*

We can use the negative **in order not to** or **so as not to**.

*Melanie was hurrying in order not to miss her bus.
The staff are working at weekends so as not to delay the project any further.*

We cannot use **not to** on its own.

She was hurrying to catch her bus. NOT ~~She was hurrying not to miss her bus.~~

D So that

Look at this example.

I'll post the card today so that it gets there on Daniel's birthday.

After **so that** we use a subject and verb, e.g. **it gets**.

We often use **will** or **can** for a present purpose and **would** or **could** for a past purpose.

*I'll give you a map so that you can find/you'll find the way all right.
I gave Nick a map so that he could find/would be able to find the way all right.*

E To or for?

We can use **for** with a noun to say why we do something.

The whole family have gone out for a bike ride. Why don't you come over for coffee?

To talk about the purpose of a thing, we use either a to-infinitive or **for** + an ing-form.

This heater is to keep/for keeping the plants warm in winter.

This machine is used to cut/for cutting plastic.

But we do not use **for** + an ing-form to talk about a specific action.

I put the heater on to keep the plants warm. NOT ~~I put the heater on for keeping the plants warm.~~

1 To (B)

Complete each sentence using to and these words:

cash a cheque, finance her studies, go to sleep, hear the football results, look smart

Laura went to the bank to cash a cheque.

1 Mrs Miles sometimes takes a pill

2 Tom turned on the radio

3 Just this once Mike is going to wear a suit

4 Jessica is borrowing some money

2 In order to and so as to (C)

Alan works for Zedco. He wants to succeed in business, so he is listening to a talk on the subject. Here is what the speaker is showing the audience.

ACTION	PURPOSE
study the market	→ be more successful
get to work earlier	→ impress the boss
work harder	→ achieve more
take risks	→ be a winner
think positively	→ not miss any opportunities

Say what Alan is going to do. Use either in order to or so as to. Both are correct.

▶ He's going to study the market in order to be more successful.

- 1
- 2
- 3
- 4

3 To, for and so that (B, D, E)

Comment on what each person says. Use the word in brackets.

▶ Ilona: I'm learning English. I want to get a better job. (to)

Ilona is learning English to get a better job.

▶ Claude: I study encyclopedias. Then I can answer quiz questions. (so that)

Claude studies encyclopedias so that he can answer quiz questions.

▶ Vicky: I'm saving up. I'm planning a holiday. (for)

Vicky is saving up for a holiday.

1 Nick: I keep a dog. It guards the house. (to)

2 David: I'm going to be very careful. Then I won't have an accident. (so that)

3 Jessica: I'm going on a diet. I want to lose weight. (to)

4 Trevor: I often switch off the heating. It saves money. (to)

5 Sarah: I had to go to Birmingham. I had a business meeting. (for)

6 Emma: I wore boots because I didn't want my feet to get wet. (so that)

A The meaning of the pronouns

Vicky: *Hello, Andrew. Have you seen Rachel?*

Andrew: *I don't think so. No, I haven't seen her today.*

Vicky: *We're supposed to be going out at half past seven, and it's nearly eight now.*

Andrew: *Maybe she's just forgotten. You know Rachel.*

Vicky: *We're going out for a meal. Matthew and Emma said they might come too. I hope they haven't gone without me.*

I/me means the speaker, and **you** means the person spoken to.

We/us means the speaker and someone else. Here, **we** = Vicky and Rachel.

He/him means a male person and **she/her** a female person. Here, **she** = Rachel.

It means a thing, an action, a situation or an idea. Here, **it** = the time.

They/them is the plural of **he**, **she** and **it** and means people or things.

We can also use **they/them** for a person when we don't know if the person is male or female.

If anyone calls, ask them to leave a message.

B Subject and object forms

		FIRST PERSON	SECOND PERSON	THIRD PERSON
SINGULAR	Subject	<i>I</i>	<i>you</i>	<i>he/she/it</i>
	Object	<i>me</i>	<i>you</i>	<i>him/her/it</i>
PLURAL	Subject	<i>we</i>	<i>you</i>	<i>they</i>
	Object	<i>us</i>	<i>you</i>	<i>them</i>

We use the subject form (**I**, etc) when the pronoun is the subject and there is a verb.

I don't think so. Maybe she's just forgotten.

We use the object form (**me**, etc) when the pronoun is the object of a verb or preposition.

I haven't seen her today. I hope they haven't gone without me.

The pronoun on its own or after **be** usually has the object form.

Who spilt coffee all over the table? ~ Me./Sorry, it was me.

Compare this answer.

Who spilt coffee all over the table? ~ I did.

C You, one and they

We can use **you** or **one** to mean 'any person' or 'people in general', including the speaker.

You shouldn't believe what you read in the newspapers.

OR *One shouldn't believe what one reads in the newspapers.*

You don't like/One doesn't like to have an argument in public.

You is normal in conversation. **One** is more formal.

We can use **they** for other people in general.

They say too much sugar is bad for you.

We can also use it for people in authority.

They're going to build a new swimming-pool here.

They is informal and conversational. We use the passive in more formal situations.

A new swimming-pool is going to be built here (see Unit 56B).

▷ 99 There and it ▷ page 380 You and one in British and American English

1 The meaning of the pronouns (A)

Read the conversation between Melanie and Rita. Then say what the underlined pronouns mean.

Melanie: Have (▶) you been in that new shop?
 Rita: No, not yet.
 Melanie: Nor have I, but (▶) it looks interesting. There's a lovely dress in the window, and (1) it isn't expensive.
 Rita: Laura bought some jeans there. (2) She said (3) they were really cheap.
 Melanie: (4) You ought to go along there and have a look, then.
 Rita: (5) We'd better not go now or we'll be late. (6) I told Mike and Harriet we'd meet (7) them at half past five.
 Melanie: Oh, Tom said (8) he's coming too.

▶ you = Rita
 1 it = the shop
 2 she =
 3 they =
 4 you =
 5 we =
 6 I =
 7 them =
 8 he =

2 Subject and object forms (B)

Complete the conversation. Put in the pronouns.

Nick: Did (▶) you say that you and Harriet wanted some coloured lights for your party?
 Mike: Yes, but (▶) it's OK. Melanie's neighbour Jake has got some, and (1) is going to lend (2) to (3)
 Nick: Great. Is Rita coming to the party?
 Mike: We've invited (4) of course, but (5) isn't sure if (6) can come or not. Her parents are flying somewhere on Saturday evening, and she might be taking (7) to the airport.
 Nick: And what about Laura's friend Emily?
 Mike: I expect (8) will be there. And her brother. (9) both came to our last party.
 Nick: Do (10) mean Jason? I don't like (11) very much.
 Mike: Oh, (12) is OK. But (13) don't have to talk to (14)

3 Subject and object forms (B)

Put in the pronouns.

▶ There's no need to shout. I can hear you.
 1 You and I work well together. are a good team.
 2 We've got a bit of a problem. Could help please?
 3 This is a good photo, isn't it? Is Jessica in? ~ Yes, that's
 look, is next to Andrew.
 4 Who did this crossword? ~ I did this morning.
 5 Is this Vicky's bag? ~ No, didn't bring one. It can't belong to
 6 am looking for my shoes. Have seen? ~ Yes, are here.

You and they (C)

Complete the conversation. Put in *you* or *they*.
 Trevor: I'm not going to drive in this weather. It's too icy.
 Laura: (▶) You don't want to take any risks. (1) can't be too careful.
 Trevor: I've just heard the weather forecast and (2) say there's going to be more snow.
 Laura: (3) are better off indoors in weather like this.
 Laura: I think (4) ought to clear the snow off the roads more quickly.

A There + be

Look at these examples.

I really ought to phone home. ~ Well, there's a phone box round the corner.

Could I make myself an omelette? ~ Of course. There are some eggs in the fridge.

There's an important meeting at work that I have to go to.

To talk about the existence of something, we use **there + be**. We usually pronounce **there** /ðə/, like **the**. **There's** is /ðəz/ and **there are** is /'ðərə/. **Be** agrees with the following noun.

There is a phone box. BUT There are some eggs.

Here are some more examples.

There's a bus at ten to five. There'll be a meal waiting for us.

Is there a toilet in the building? Were there any bargains in the sale?

There have been some burglaries recently. There might have been an accident.

We also use **there** with words like **a lot of**, **many**, **much**, **more**, **enough** and with numbers.

There were a lot of problems to discuss. There's too much noise in here.

Will there be enough chairs? There are thirty days in April.

B Uses of it

We use **it** for a thing, an action, a situation or an idea.

You've bought a new coat. It's very nice. (it = the coat)

Skiing is an expensive hobby, isn't it?

You have to fill in all these stupid forms. It's ridiculous.

I find astrology fascinating. I'm really interested in it.

We use **it** to mean 'the unknown person'.

Did someone ring? ~ It was Vicky. She just called to say she's arrived safely.

We use **it** for the time, the weather and distance.

It's half past five already. It's Sunday tomorrow.

It was much warmer yesterday. It's fifty miles from here to Brighton.

We also use **it** in structures with a **to**-infinitive or a **that**-clause (see also Unit 67B).

It was nice to meet your friends.

It would be a good idea to book in advance.

It's important to switch off the electricity.

It's a pity (that) you can't come with us.

This is much more usual than, for example, *To meet your friends was nice.*

C There or it?

We often use **there** when we mention something for the first time, like the picture in this example.

There was a picture on the wall. It was an abstract painting.

We use **it** when we talk about the details. It means *the picture*.

Here are some more examples.

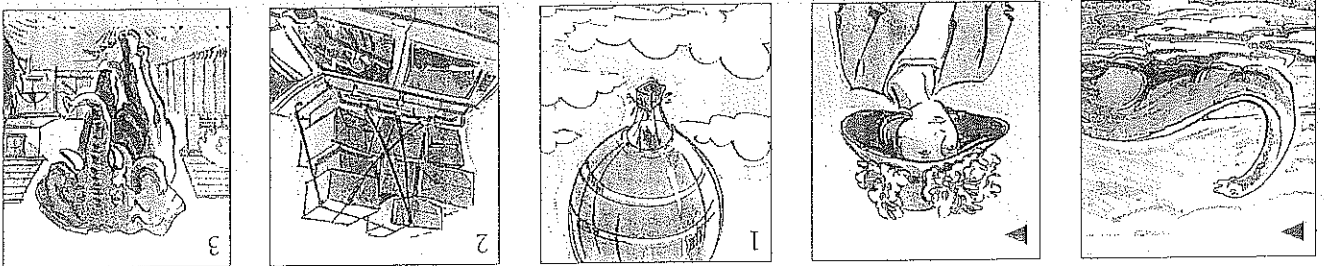
There's a woman at the door. ~ Oh, it's Aunt Joan.

There was a dog in the field. It was a big black one.

There's a new one-way traffic system in the town centre. It's very confusing.

1 There + be (A)

Look at the pictures and comment on what you see. Use these words: a balloon, some flowers, the garden, her hat, the sky, the water



- ▶ There's a dinosaur in the water.
- ▶ There are some flowers on her hat.

2 There + be (A)

Put in *there* and a form of *be*, e.g. *is*, *are*, *was*, *have been* or *will be*.

- ▶ Victor: Are there any restaurants here that open on a Sunday?
- Rachel: There's a café in the High Street which is open for lunch.
- Alan: a train at twelve thirty, isn't there? Let's catch that one.
- Mark: OK, time to finish our discussion on the train.
- 2 Vicky: What's happened? Why so many police cars here?
- Daniel: a hold-up at the bank.
- 3 Tom: Last night a party next door. I couldn't get to sleep.
- Melanie: must a lot of people there.

3 Uses of it (B)

Rewrite the sentences in brackets using *it*.

- ▶ We sometimes go surfing. (Surfing is really good fun.) *It's really good fun.*
- 1 I bought a shirt in the market. (The shirt was very cheap.)
- 2 Someone rang. (The caller was Vicky.)
- 3 Our heating is out of order. (The situation is a nuisance.)
- 4 I've left my coat at home. (The weather is very warm.)
- 5 Don't lose your credit card. (To keep it somewhere safe is important.)

4 There or it? (C)

Put in *there* or *it*.

- ▶ Is it the fifteenth today? ~ No, the sixteenth.
- 1 The road is closed. 's been an accident.
- 2 Take a taxi. 's a long way to the station.
- 3 was a motor bike outside. looked very expensive.
- 4 Will be any delays because of the strike? ~ Well, would be a good idea to ring the
- 5 airline and check.
- was wet, and was a cold east wind. was after midnight, and were few people on the streets.

A Introduction

Myself is a reflexive pronoun. In the sentence *I've cut myself*, the words **I** and **myself** mean the same thing. **Myself** refers back to the subject, **I**.



B Form

	FIRST PERSON	SECOND PERSON	THIRD PERSON
SINGULAR	<i>myself</i>	<i>yourself</i>	<i>himself/herself/itself</i>
PLURAL	<i>ourselves</i>	<i>yourselves</i>	<i>themselves</i>

Compare **yourself** and **yourselves**.

Emma, you can dry yourself on this towel. *Vicky and Rachel, you can dry yourselves on these towels.*

C The use of reflexive pronouns

Here are some examples.

Mark made himself a sandwich. *Vicky had to force herself to eat.*

We've locked ourselves out. *The children watched themselves on video.*

We cannot use **me**, **you**, **him**, etc to refer to the subject. Compare these sentences.

When the policeman came in, the gunman shot him. (**him** = the policeman)

When the policeman came in, the gunman shot himself. (**himself** = the gunman)

We can use a reflexive pronoun after a preposition.

The children are old enough to look after themselves.

But after a preposition of place, we can use **me**, **you**, **him**, etc.

In the mirror I saw a lorry behind me. *Mike didn't have any money with him.*

Laura thought she recognized the woman standing next to her.

D Idioms with reflexive pronouns

Look at these examples.

We really enjoyed ourselves. (= had a good time)

I hope the children behave themselves. (= behave well)

Just help yourself to sandwiches, won't you? (= take as many as you want)

Please make yourself at home. (= behave as if this was your home)

I don't want to be left here by myself. (= on my own, alone)

E Verbs without a reflexive pronoun

Some verbs do not usually take a reflexive pronoun, although they may in other languages.

We'd better hurry, or we'll be late. NOT *We'd better hurry ourselves.*

Shall we meet at the cinema? *I feel uncomfortable.* *Just try to relax.*

Some of these verbs are: afford, approach, complain, concentrate, decide, feel + adjective, get up, hurry (up), lie down, meet, remember, rest, relax, sit down, stand up, wake up, wonder, worry

We do not normally use a reflexive pronoun with change (clothes), dress and wash.

Daniel washed and changed before going out. (See also Unit 54D.)

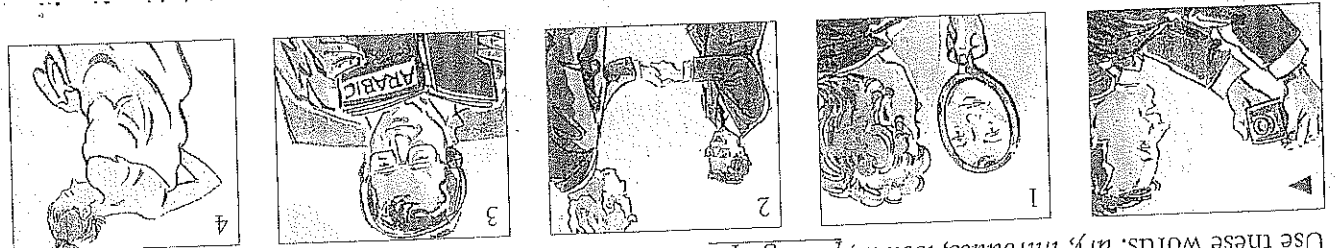
But we can use a reflexive pronoun when the action is difficult.

My friend is disabled, but she can dress herself.

1 Reflexive pronouns (A-C)

Look at the pictures and write sentences with a reflexive pronoun.

Use these words: *dry, introduce, look at, photograph, teach*



▶ He's photographing himself.

1 She

2 They

2 Reflexive pronouns (A-C)

Complete the conversations. Put in a reflexive pronoun (*myself, yourself, etc.*).

- ▶ Mathew: I'll get the tickets, shall I?
Emma: It's OK. I can pay for myself.
- 1 Olivia: I've got lots of photos of my children.
Linda: Yes, but you haven't got many of
Rita: Did you have a good time at the Holiday Centre?
Laura: Well, there wasn't much going on. We had to amuse
3 Emma: Why has the light gone off?
Mathew: It switches off automatically.

3 Pronouns after a preposition (C and Unit 98B)

- ▶ Put in the correct pronoun (e.g. *me* or *myself*).
- ▶ We looked up and saw a strange animal in front of us.
- ▶ Don't tell us the answer to the puzzle. We can work it out for ourselves.
- 1 It's a pity you didn't bring your camera with
- 2 Mark talked to the woman sitting next to
- 3 The old man is no longer able to look after
- 4 My mother likes to have all her family near
- 5 To be successful in life, you must believe in

4 Idioms with and without reflexive pronouns (D-E)

Rachel and Vicky are at Mike and Harriet's party. Complete the conversation.

- Put in the verbs with or without a reflexive pronoun.
- Mike: Have you two (▶) *met* (met) before?
Rachel: Yes, we have. Vicky and I are old friends.
- Mike: Oh, right. Well, I hope you (▶) *enjoy yourselves* (enjoy) tonight.
Rachel: I'm sure we will. I (1)
- Mike: Well, please (2)
- Vicky: Sorry, I've got this awful feeling that I have to do something very important, and I can't (remember) what it is.
Rachel: Vicky, you (4) (relax).
- (5)