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## 1

## GRAMMAR SECTION

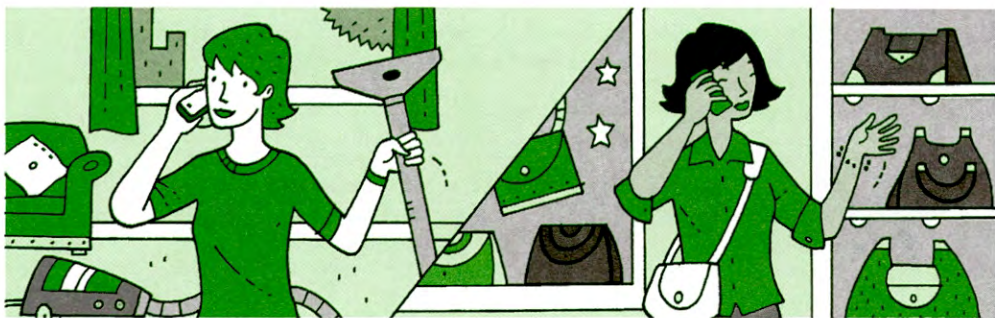
## Present tenses

Present simple; present continuous; state verbs; the verb to be

## A Context listening

1 You are going to hear Millie talking on her phone to her friend Lisa. It's Saturday morning. Before you listen, answer these questions.

- 1 Where is Lisa? \_\_\_\_\_ 2 Where is Millie? \_\_\_\_\_  
3 Why do you think Millie is phoning Lisa? \_\_\_\_\_



Lisa

Millie

2 02 Listen and check if you were right.

3 02 Listen again and answer these questions. Write complete sentences.

- 1 What's Millie doing this morning? She's looking round the shops.  
2 What does she do nearly every Saturday? \_\_\_\_\_  
3 What's she looking for? \_\_\_\_\_  
4 What's Lisa wearing? \_\_\_\_\_  
5 What's she doing this morning? \_\_\_\_\_  
6 What does she do whenever she goes to town? \_\_\_\_\_  
7 What's Millie looking at right now? \_\_\_\_\_  
8 What does Lisa want Millie to do now? \_\_\_\_\_

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Look at answers 2 and 6. What tense are they? \_\_\_\_\_  
2 Look at answers 1, 3, 4, 5 and 7. What tense are they? \_\_\_\_\_  
3 Which sentences are about regular actions? \_\_\_\_\_  
4 Which sentences are about actions at or around the time of speaking? \_\_\_\_\_  
5 Look at answer 8. Does it fit the pattern? \_\_\_\_\_

## B Grammar

### 1 Present simple

+	verb / verb + -s	<i>She <b>works</b> in London.</i>
-	do/does not + verb	<i>He <b>doesn't work</b> in London.</i>
?	do/does ... + verb?	<i>Where <b>do you work</b>?</i>

We use the present simple:

- to say when things happen if they take place regularly:  
*They **eat lunch at two o'clock**.*
- to talk about permanent situations:  
*I **work** in London.*
- to state general truths:  
*Those bags **sell** really fast.*  
*The moon **goes** round the earth.*
- to talk about habits and how often they happen:  
*You **buy** new clothes **every Saturday**.*
- to describe the plots of books and films:  
*The story **begins** and **ends** in Spain. The year **is** 1937.*

### 2 Present continuous

+	am/is/are + verb + -ing	<i>He's <b>working</b> in London this week.</i>
-	am/is/are not + verb + -ing	<i>I'm <b>not working</b> in London this week.</i>
?	am/is/are ... + verb + -ing?	<i><b>Are you working</b> in London this week?</i>

We use the present continuous:

- to talk about the present moment:  
*I'm **wearing** a pair of old jeans.*  
*I'm **looking** at a blue bag right now.*
- to suggest that an action is temporary, often with words like *now*, *at the moment*, *at present* or *just*:  
*They're **eating** lunch **at the moment**.*  
*I'm **working** in London this week. (= I don't usually work in London)*
- for an action around the time of speaking, which has begun but is not finished:  
*I'm **cleaning** my room.*  
*I'm **looking round** the shops. (Millie isn't looking round at this moment – she has stopped to talk to Lisa – but she plans to continue looking round later.)*
- for changing or developing situations:  
*Navy blue bags **are getting** really fashionable.*  
*The Earth's temperature **is rising**.*
- with a word like *always* or *continually* if we want to criticise or complain:  
*You're **always buying** new clothes! (= you buy too many)*  
*He's **always complaining** about things.*
- with *always* when something unexpected happens several times:  
*I'm **always meeting** my neighbour John near the station. I guess he works somewhere near there.*

# 1 Present tenses

## 3 State verbs

These verbs are nearly always used in a simple rather than a continuous tense. They are mostly about thoughts, feelings, belonging and the senses:

... *that leather bag you want to get* (not ~~you are wanting to~~)

*You don't deserve to hear it.* (not ~~you aren't deserving to~~)

The following are some important state verbs:

- thoughts: *believe, know, mean, realise, recognise, remember, suppose, understand, feel* (= believe), *think* (= believe):

*I think you're wrong.*

*We feel this decision is right.*

- feelings: *adore, dislike, despise, hate, like, love, want, wish, prefer*:

*They despise me because of the way I'm living.*

- belonging: *belong, have* (= possess), *own, possess*:

*It belongs to my father.*

*The manager has the biggest company car.*

- senses: *smell, taste, hear, see*:

*This sauce tastes great.*

*I hear what you're saying to me, but I don't agree.*

*Do you see anything you want to buy here?*

We use *can* with these verbs to show we are talking about this moment:

*I can see you're tired.*

*I can hear someone in the next room.*

- other state verbs: *need, contain, deserve, fit, seem, look* (= seem), *look like, matter, weigh*:

*This medicine contains aspirin.*

*Mark weighs 70 kilos.*

- ⚠ *Think* is not a state verb when it refers to what someone is doing, not what they believe:

*I'm thinking about my holiday.*

- ⚠ *Have* can be continuous when it does not mean 'possess':

*Steve is having a difficult time at college this term.*

*Can I phone you back later? We're having lunch right now.*

- ⚠ *Taste* and *smell* can be continuous when they refer to what someone is doing:

*I'm tasting the sauce.*

- ⚠ *Listen to, watch* and *look at* are not state verbs and can be continuous:

*We're listening to music and Diane is watching a DVD upstairs.*

- ⚠ *See* can be continuous when it means 'meet with':

*Lara's at the medical centre. She's seeing a doctor about her sore throat.*

- ⚠ *Weigh* can be continuous when it refers to what someone is doing:

*The shop assistant is weighing the cheese.*

## 4 The verb to be

The verb *to be* is nearly always used in a simple rather than a continuous tense. When it is continuous it emphasises that a situation is temporary. It often describes a person's behaviour:

*You're being so impatient!* (Millie doesn't believe that Lisa is normally an impatient person.)

*My brother is being very nice to me this week. I wonder what he wants!*

*Francis is filling in a form online, so we're all being quiet as we don't want him to make any mistakes.*

## C Grammar exercises

### 1 Choose the correct sentence from each pair.

- a My brother lives with us until he can find a flat of his own.

b My brother is living with us until he can find a flat of his own. ✓
- a Megan goes to Hong Kong every January.

b Megan's going to Hong Kong every January.
- a I don't have enough money for a long holiday this year.

b I'm not having enough money for a long holiday this year.
- a Everyone needs a break from work sometimes.

b Everyone is needing a break from work sometimes.
- a What period of history do you study this term?

b What period of history are you studying this term?
- a The team manager looks bad-tempered in public, but he's always being very kind to young players.

b The team manager looks bad-tempered in public, but he's always very kind to young players.

### 2 Complete these sentences with the present simple or present continuous form of the verbs.

- My father knows (know) all about mending cars, but nothing about bicycles.
- This pie smells (smell) a bit odd. What's in it?
- I don't like (like) the jacket of this suit, but unfortunately the trousers don't fit (not fit) me any more.
- You're very quiet this evening. What are you thinking (you / think) about?
- Who is (be) that man? Why is your sister (your sister / be) so rude to him?  
She has (have) such beautiful manners normally.

### 3 Fill in the gaps with the present simple or present continuous form of the verbs.

- Alex:** Why are you wearing (you / wear) my coat?

**Ben:** Oh, I'm sorry. It looks (look) like mine in this light.
- Carl:** I don't have (have) no idea what this sentence means (mean).  
Can you translate it?

**Donna:** No, sorry. I don't understand (not understand) it either.
- Eddie:** Are you seeing (you / see) those men near the door? They are looking (look) at us very strangely.

**Fergus:** Yes. You're right. Do you recognise (you / recognise) them from anywhere?

**Eddie:** No, but they certainly seem (seem) to know us. They are coming (come) across to speak to us.
- Gina:** What are you doing (you / do) in the kitchen? Our guests are waiting (wait) for their dessert, and you are getting (get) in my way!

**Hamid:** I just want (want) to be somewhere quiet for a while. Everyone is being (be) so noisy this evening! I don't know (not know) why – it's very unusual.

# 1 Present tenses

## 4 Complete the email using the present simple or present continuous form of these verbs.

behave come cost eat enjoy feel go have like love pay realise say  
seem serve show smile stay take visit

Dear Stephanie,

How are you? We're fine. Our trip round the States (1) is going well and we (2) \_\_\_\_\_ ourselves a lot. One good surprise is that things (3) \_\_\_\_\_ less here than back home. For example, this weekend we (4) \_\_\_\_\_ in a motel beside a lake and we (5) \_\_\_\_\_ only \$65 per night for a room with a beautiful view.

The only thing we (6) \_\_\_\_\_ (not) much is the food. Restaurants (7) \_\_\_\_\_ dinner rather early. We (8) \_\_\_\_\_ (never) at six o'clock at home so we (9) \_\_\_\_\_ (not) hungry then and American portions (10) \_\_\_\_\_ very big to us. Apart from that, we (11) \_\_\_\_\_ a wonderful time. We (12) \_\_\_\_\_ lots of interesting little towns and we absolutely (13) \_\_\_\_\_ the scenery.

People here (14) \_\_\_\_\_ in a very friendly manner towards strangers. All the shop assistants (15) \_\_\_\_\_ at us, and everyone (16) \_\_\_\_\_ 'Have a nice day!' At home, the TV (17) \_\_\_\_\_ (always) us bad news stories about the States, but in fact, when you (18) \_\_\_\_\_ here, you (19) \_\_\_\_\_ it's a really great place.

We (20) \_\_\_\_\_ lots of photos to show you.

Much love,

Mick and Mary



## 5 Cambridge First candidates made mistakes in the following sentences. Choose the correct verb forms.

- 1 I want / *am wanting* to help out at the camp this summer.
- 2 Most Spanish companies *belong* / *are belonging* to multinationals nowadays.
- 3 I *think* / *am thinking* about interviewing my grandfather's friend, who collects vintage cars.
- 4 My father went to that university, so he *knows* / *is knowing* all about it.
- 5 Ned *has* / *is having* a lot of problems with his teacher at the moment.
- 6 Every town *needs* / *is needing* a library, even though everyone has the internet nowadays.

## Listening Part 4

 **03** You will hear an interview with a man called Martin Holloway who is a sound engineer. For questions 1–7, choose the best answer (A, B or C).


- The mistake people make about sound engineers is to think that
  - they spend most of their time working indoors.
  - their job is the same as that of a disc jockey.
  - they are responsible for the quality of the music.
- What does Martin say helped him to begin earning money?
  - the course he did
  - some of the bands he played in
  - some people he met
- Martin first gets involved in a project
  - as soon as the band is booked.
  - when he visits the venue.
  - while the band is rehearsing.
- What does Martin often find during a show?
  - There are problems with the equipment.
  - Very little goes wrong for him.
  - The performers don't communicate with him.
- What change in equipment has Martin appreciated the most over the years?
  - It is more portable.
  - The sound quality is better.
  - It is less expensive.
- According to Martin, what is the most important quality in a sound engineer?
  - some musical ability
  - good communication skills
  - practical technical knowledge
- What does Martin find most difficult about his job?
  - working in difficult environments
  - being away for periods of time
  - waiting for things to happen



### Exam tip

The question helps you find your place in the recording. If you miss an answer, listen for the next one and go back later.

## Grammar focus task

 **03** Here are some extracts from the interview. Choose the present tense that the speaker uses. Listen again to check.

- I usually set up / *am usually setting up* the equipment before the show.
- What you *hear* / *are hearing* is out of tune.
- People sometimes *call* / *are calling* me a disc jockey.
- This weekend, I *work* / *am working* at a music festival.
- I mostly *work* / *am working* out of doors.
- Some people *think* / *are thinking* we just turn up on the day.
- Everything *gets* / *is getting* smaller all the time.
- But I *always tell* / *I'm always telling* people and they never listen.
- They just *don't realise* / *aren't realising* that what's crucial is being able to get on with people.
- An interest in music *means* / *is meaning* it is more enjoyable.

## 2

## Past tenses

Past simple; past continuous; used to and would; be/get used to  
+ -ing or noun

## A Context listening

1 You are going to hear Jack talking to his grandmother about something he did last week. Before you listen, look at questions 1–5. Guess which things Jack, his mother and his grandmother did. Write J, M or G.

- |                           |       |
|---------------------------|-------|
| 1 go to London            | J     |
| 2 see a famous footballer | _____ |
| 3 go up to town alone     | _____ |
| 4 worry about school work | _____ |
| 5 go to a club            | _____ |



2 ▶04 Listen and check if you were right.

3 ▶04 Listen again and answer these questions.

- What does Jack say about
  - a coach? We caught the coach, it was only £10 return.
  - a film? \_\_\_\_\_
- What tense does he use? \_\_\_\_\_
- What does Gran say about
  - autographs? \_\_\_\_\_
  - going to town? \_\_\_\_\_
  - pop concerts? \_\_\_\_\_
- Does she do these things now? \_\_\_\_\_
- Did she do them regularly in the past? \_\_\_\_\_

4 ▶04 Listen again and complete these sentences with the words that the speakers use.

- We did some revision for our exams while we \_\_\_\_\_.
- When we \_\_\_\_\_ for the cinema, we saw a really famous footballer.
- He \_\_\_\_\_ a burger and all the crowds \_\_\_\_\_ past but nobody noticed him except me.

5 Which tense is in the gaps in Exercise 4? \_\_\_\_\_



## B Grammar

### 1 Past simple

+	verb + <i>-ed</i> *	<i>I wanted it.</i>
-	<i>did not</i> + verb	<i>I didn't want it.</i>
?	<i>did ...</i> + verb?	<i>What did you want?</i>

\*Regular verbs add *-ed* or *-d* to the verb:

*want* → *wanted*    *hope* → *hoped*

Many common verbs are irregular (➤ See Web page: Irregular verbs):

*think* → *thought*    *make* → *made*

*To be* is irregular:

*am/is (not)* → *was (not)*;    *are (not)* → *were (not)*

We use the past simple:

- for completed actions and events in the past:  
*We had an exam on Thursday.*  
*We caught the coach.*
- for a sequence of actions or events:  
*I went round the shops, then I went to the cinema.*
- for permanent or long-term situations in the past:  
*I really enjoyed myself when I was a teenager.*
- for repeated events:  
*Jack's grandmother went to lots of concerts.*  
*She always asked for an autograph when she met someone famous.*

➤ See also Unit 3 for further uses of the past simple.

### 2 Past continuous

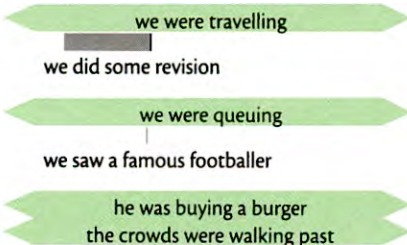
+	<i>was/were</i> + verb + <i>-ing</i>	<i>They were waiting.</i>
-	<i>was/were not</i> + verb + <i>-ing</i>	<i>She wasn't waiting.</i>
?	<i>was/were ...</i> + verb + <i>-ing</i> ?	<i>Were you waiting?</i>

We use the past continuous:

- for an activity beginning before a past action and continuing until or after it. The action is usually in the past simple:  
*We did some revision while we were travelling.*  
*When we were queuing for the cinema, we saw a famous footballer.*
- for two things happening at the same time:  
*He was buying a burger and all the crowds were walking past.*
- for repeated events, with a word like *always* or *continually*, especially if the speaker is criticising the activity:  
*She was always worrying about her homework.* (= Jack's grandmother thinks she worried too much.)
- for unfulfilled plans, with verbs like *hope*, *plan*, etc.:  
*I was hoping to find a new jacket.* (= but I didn't find one)

⚠ State verbs are nearly always used in the past simple, not the past continuous (➤ see Unit 1, B3):

*I didn't know him.* (not ~~*I wasn't knowing him*~~)



## 2 Past tenses

### 3 used to + verb and would + verb

+	used to + verb	He <b>used to read</b> comics.
-	did not use to + verb	We <b>didn't use to read</b> comics.
?	did ... use to + verb?	<b>Did you use to read</b> comics?

+	would + verb	He <b>would read</b> comics.
-	would not + verb	We <b>wouldn't read</b> comics.
?	would ... + verb?	<b>Would you read</b> comics?

We use *used to* and *would* to talk about past habits when we are emphasising that they are no longer true:

*I **used to collect** all the autographs of film stars when I was a teenager.* (= she doesn't do this now)

*I **would go up to town on my own.*** (= she doesn't do this now)

*Used to* can describe actions and states, but *would* can only describe actions:

*All the teenagers **used to / would scream** at pop concerts.*

*They **used to be** crazy about the Beatles.* (~~not would be crazy~~)

▲ Notice the position of frequency adverbs (> see Unit 8) with *used to*:

*I **often used to study** on my own.* (~~not used to often study~~)

▲ *Used to* is much more common than *would*.

### 4 be/get used to + -ing or noun

*Be used to* means 'be accustomed to'. It can be past, present or future, unlike *used to*, which is a past tense.

*I'm **used to working** at weekends.* (= I often work at weekends, it's normal for me now)

The question form is:

*Are you **used to working** at weekends?*

*Get used to* means 'gradually become accustomed to'. It can be past, present or future, unlike *used to*, which is a past tense.

*My new school starts at 7.30. I'm not **used to starting** classes so early but I guess I'll soon **get used to doing** it.*

(= My previous school started later, but I'll soon become accustomed to the change and it won't bother me.)

*Be/get used to* can be followed by *-ing* or by a noun/pronoun:

*He **wasn't used to criticism** and found it hard to accept.*

(= People hadn't criticised him before so he didn't like it.)

*My parents **are getting used to** a quiet house, now the children have all left home.*

(= When the children first left, my parents found the house strangely quiet, but it's gradually becoming normal for them.)

## C Grammar exercises

### 1 Complete the text with the past simple form of these verbs.

be begin come drink eat explain feed find get give go have know learn  
meet read seem speak spread write

#### The mystery of Kaspar Hauser

The mystery of Kaspar Hauser (1) began in Nuremberg, Germany, about 200 years ago. One morning, the people of the town (2) \_\_\_\_\_ a young man standing alone in the square. He was holding a piece of paper in his hand. The paper (3) \_\_\_\_\_ only that he (4) \_\_\_\_\_ the son of a soldier. Kaspar (5) \_\_\_\_\_ how to say a few words and when given a paper and pencil he (6) \_\_\_\_\_ his name, but he (7) \_\_\_\_\_ completely ignorant about everyday life. At first he (8) \_\_\_\_\_ only bread and (9) \_\_\_\_\_ only water, but he gradually (10) \_\_\_\_\_ used to ordinary meals. He also (11) \_\_\_\_\_ to talk properly.



The real truth about his birth remains a mystery, but it is probable that his father kept him in one small room for the whole of his early life. He (12) \_\_\_\_\_ him on bread and (13) \_\_\_\_\_ him water to drink. Kaspar never (14) \_\_\_\_\_ out, he never (15) \_\_\_\_\_ to anyone or (16) \_\_\_\_\_ other children. In spite of this extraordinary childhood, Kaspar was not stupid. He (17) \_\_\_\_\_ books and (18) \_\_\_\_\_ discussions with teachers and philosophers. News about Kaspar (19) \_\_\_\_\_ through Europe and visitors (20) \_\_\_\_\_ from abroad to meet him.

### 2 Fill in the gaps with the past simple or past continuous form of the verbs.

- My parents got (get) to know each other when they were studying (study) at university.
- Doctor Fisher \_\_\_\_\_ (travel) widely as a young man and \_\_\_\_\_ (always keep) a diary.
- I \_\_\_\_\_ (see) my brother and his friend when I \_\_\_\_\_ (wait) for the bus, but they \_\_\_\_\_ (not see) me.
- Lily \_\_\_\_\_ (fill) in the application form and \_\_\_\_\_ (give) it to the receptionist.
- While I \_\_\_\_\_ (work) in Rome, I \_\_\_\_\_ (meet) a girl who \_\_\_\_\_ (look) just like your sister.
- Simon \_\_\_\_\_ (buy) a new laptop because his old one \_\_\_\_\_ (always crash).
- I \_\_\_\_\_ (miss) your text because my phone \_\_\_\_\_ (charge) in another room.
- Anna's feeling depressed because she \_\_\_\_\_ (hope) for a pay rise last week, but she \_\_\_\_\_ (not get) one.

## 2 Past tenses

### 3 Choose the correct form of the verbs in this text.

My granny is 93 and she's come to live with us at our house. We're all pleased because we love having her near us. She's a very independent person and until this year, she (1) *refused / was refusing* to move to the flat on our ground floor. But last month she suddenly (2) *changed / was changing* her mind and I (3) *asked / would ask* her why. She explained that for years, nobody in her village (4) *would lock / was locking* their front doors and the place (5) *used to feel / would feel* safe, but last month (6) she *met / was meeting* a neighbour in the street when she (7) *was walking / would walk* home from the shops and (8) *heard / was hearing* some bad news. Thieves (9) *were breaking / got used to breaking* into people's houses while they (10) *were sitting / would sit* in their back gardens.

She (11) *realised / was realising* that she (12) *wasn't wanting / didn't want* to live alone any more. She (13) *isn't used / didn't use* to being in the town yet, but it's not as difficult as she (14) *was thinking / thought* it might be, and she loves seeing us more often.

### 4 Fill in the gaps with a suitable form of *be/get used to*.

- 1 Rita's very tired this morning. She isn't used to (not) going to bed late.
- 2 Don't worry about the children: they \_\_\_\_\_ going to school by bus.
- 3 My new boss \_\_\_\_\_ giving orders, not receiving them.
- 4 She \_\_\_\_\_ (not) drinking very strong coffee and it made her ill.
- 5 \_\_\_\_\_ (you) our climate or do you still miss the sunshine?
- 6 I had never stayed in such an expensive hotel before, but I soon \_\_\_\_\_ it.

### 5 Complete these sentences by Cambridge First candidates with the past simple or past continuous form of the verbs.

- 1 Don't ask me about the concert! I was working (work) in the stadium café when the band was playing (play).
- 2 I \_\_\_\_\_ (look) round the palace when a man \_\_\_\_\_ (stop) me to ask for directions.
- 3 The lights \_\_\_\_\_ (go) out while she \_\_\_\_\_ (have) a party in her house.
- 4 She \_\_\_\_\_ (go) quietly out of her bedroom and \_\_\_\_\_ (stand) behind the door so she could hear what they were saying.
- 5 I \_\_\_\_\_ (hope) my colleagues would say 'happy birthday' when I got to work, but nobody \_\_\_\_\_ (say) anything.

### 6 Correct the mistakes with *used to* in these sentences by Cambridge First candidates.

- 1 When I was a child I ~~am-used~~ to go camping. used
- 2 My parents used to often take me to the zoo. \_\_\_\_\_
- 3 They didn't used to help their parents with housework, but now they do. \_\_\_\_\_
- 4 We use to go to the beach every day last summer. \_\_\_\_\_
- 5 Helen is a teacher at a primary school, so she used to teach children. \_\_\_\_\_
- 6 I would like to be a sports instructor because I was used to train tennis players before I came to England. \_\_\_\_\_

## Reading and Use of English Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

## A musician is discovered

When Jimmy Yates was a small boy, his family (0) A their holidays on his grandfather's farm. This was in a valley (1) \_\_\_\_\_ by mountains. It was during one of these visits that Jimmy's (2) \_\_\_\_\_ to remember a tune led to the suggestion that the boy should (3) \_\_\_\_\_ a musical instrument. One evening a discussion (4) \_\_\_\_\_ among the adults about the differences between two hit songs. His father tried to prove the (5) \_\_\_\_\_ of the two tunes by playing them, not very well, on his guitar. No one thought that Jimmy, who was only five, was listening, but suddenly he made his (6) \_\_\_\_\_ to the ancient piano which stood in the corner and played first one of the tunes and then the other. The family was amazed (7) \_\_\_\_\_ no one had heard him play any music before. In this way, Jimmy's musical (8) \_\_\_\_\_ began.

- |   |                                    |            |   |           |   |          |   |            |
|---|------------------------------------|------------|---|-----------|---|----------|---|------------|
| 0 | <input checked="" type="radio"/> A | spent      | B | made      | C | took     | D | went       |
| 1 | <input type="radio"/> A            | surrounded | B | closed    | C | held     | D | circled    |
| 2 | <input type="radio"/> A            | talent     | B | gift      | C | ability  | D | skill      |
| 3 | <input type="radio"/> A            | take up    | B | start up  | C | pick up  | D | join up    |
| 4 | <input type="radio"/> A            | happened   | B | came      | C | entered  | D | arose      |
| 5 | <input type="radio"/> A            | comparison | B | closeness | C | likeness | D | similarity |
| 6 | <input type="radio"/> A            | path       | B | way       | C | route    | D | line       |
| 7 | <input type="radio"/> A            | so         | B | although  | C | when     | D | as         |
| 8 | <input type="radio"/> A            | work       | B | living    | C | career   | D | study      |



## Exam tip

If you are unsure, try to work out which answers are wrong. See what is left, and if you are still unsure, make a guess!

## Grammar focus task

In the exam task there are some irregular past simple verbs. Without looking back at the text, write the past simple form of these verbs.

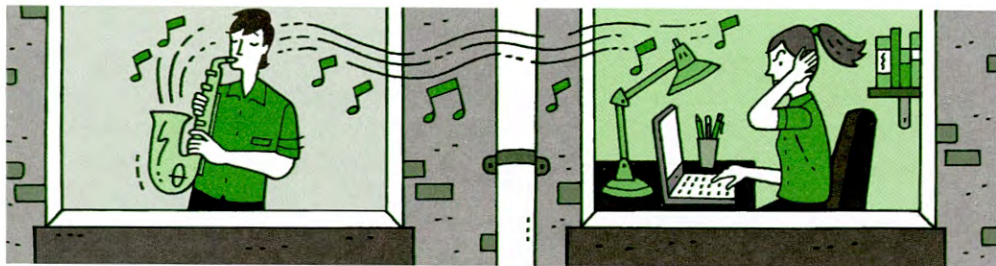
- |   |       |              |   |      |       |    |       |       |
|---|-------|--------------|---|------|-------|----|-------|-------|
| 1 | arise | <u>arose</u> | 5 | hear | _____ | 9  | spend | _____ |
| 2 | begin | _____        | 6 | hold | _____ | 10 | stand | _____ |
| 3 | come  | _____        | 7 | lead | _____ | 11 | take  | _____ |
| 4 | go    | _____        | 8 | make | _____ | 12 | think | _____ |

## 3

# Present perfect and past simple

Present perfect simple and past simple; present perfect simple and continuous

## A Context listening



**1** You are going to hear two people called Mike and Lucy talking to each other. Before you listen, look at the picture.

- How do Mike and Lucy know each other? \_\_\_\_\_
- What is Lucy's problem? \_\_\_\_\_

**2** ▶05 Listen and check if you were right.

**3** ▶05 Listen again and write Mike and Lucy's exact words. Stop the recording when you need to.

- What does Mike say about finishing work? He says: '\_\_\_\_\_ I finished at lunchtime today.''
- What does he say about this afternoon? He says: '\_\_\_\_\_'
- What does Lucy say about finishing her essay? She says: '\_\_\_\_\_'
- When does she say she started it? She says: '\_\_\_\_\_'
- What does Mike say about studying history? He says: '\_\_\_\_\_'
- How long has Lucy lived next door? She says: '\_\_\_\_\_'
- How long has Mike lived there? He says: '\_\_\_\_\_'
- Why is Mike surprised? He says: '\_\_\_\_\_'

**4** Look at your answers to Exercise 3 and answer these questions.

- Look at answers 1, 4 and 5. What tense are they? \_\_\_\_\_
- Look at answers 2, 3, 6, 7 and 8. What tense are they? \_\_\_\_\_
- Which sentences are about a time period which continues up to the moment of speaking? \_\_\_\_\_
- Which sentences are about a period of time which is finished? \_\_\_\_\_

## B Grammar

### 1 Present perfect simple or past simple?

Present perfect simple

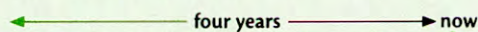
+	has/have + past participle	<i>I've written it.</i>
-	has/have not + past participle	<i>She hasn't written it.</i>
?	has/have ... + past participle?	<i>Have you written it?</i>

Some verbs are irregular: *break* → *broken*; *go* → *gone* (> See Web page: Irregular verbs.)

> For past simple forms, see Unit 2, B1.

We use the present perfect simple:

- with *since* or *for*, about a period of time which continues up to the present moment:  
*I've lived there for four years. (= and I still live there)*



I moved there

I live there

*I've lived next door since June. (= and I still live next door now)*

- with questions asking *how long*:  
**How long have you lived here?** (= I know you still live here)

Sometimes we can also use the present perfect continuous. > See B2

- in the negative, for unfinished actions and events, often with *still* or *yet*:

*I still haven't sent the email.*

*I haven't sent the email yet.*

- Still* and *yet* are always used with a negative in the present perfect. *Still* goes before the verb; *yet* goes after it.

- for events repeated over a period of time until the present (they may continue):

*You've played the saxophone every night. (= until now, and you will probably continue to play every night)*

- for events which happened in the past at a time which is unknown and/or irrelevant:

*I've started my essay. (= we don't know when)*

*I've lost my new camera. (= it's not important when or where)*

We use the past simple:

- with *for*, about a period of time which is finished:  
*I lived there for four years. (= but I don't live there now)*



I moved there

I moved out

I don't live there

- with questions asking *when*:  
**When did you move here?** (= the move is in the past)

- for completed actions and events in the past, often with *ago*:

*I sent the email half an hour ago.*

- for events repeated over a period of time in the past (they are now finished):

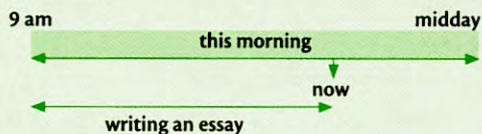
*You played the saxophone every night. (= but you don't any more)*

# 3 Present perfect and past simple

We use the present perfect simple:

- for events that happened in the recent past (often with just):  
*Flight 206 **has landed**.* (= in the last few minutes)  
*She's **just gone** to the cinema.* (= she's on her way or she's already there now)

- when the time stated is not finished:  
*I've **spent** this morning writing an essay.* (= it's still morning)



*The builders **have started** working on the kitchen this week.* (= it's still this week)

- when we talk about a period of time up to the present:  
*I've **been** to Los Angeles but not to New York.* (= in my life up to now)  
*The team **has won** several matches.* (= and may win more)

- when we talk about how many times something has happened up to now:  
*Alex **has phoned** Ella three times.* (= and he might phone her again)

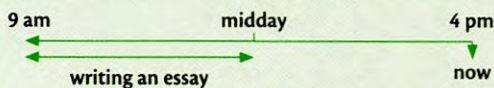
- with adverbs like *already*, *before*, *ever* and *never*:  
*Nobody's **ever complained** before.* (= until now)  
*I've **never tried** Japanese food.* (= but I might one day)  
*She's **already gone** to the airport.*  
*I've **met** her **before** somewhere.*  
*Never, ever and already go between the auxiliary and the main verb. Before goes after the verb.*

- after a superlative (> see Unit 7):  
*It's the **best** cup of coffee I've **had** here.*  
*This is the **most exciting** place we've **been** to.*

We use the past simple:

- for events that happened at a particular time in the past:  
*Flight 206 **landed** at one o'clock.*  
or within a period of time in the past:  
*She **was** at the cinema between midday and two o'clock.* (= but she's not there now)

- when the time stated is finished:  
*I **spent** this morning writing an essay.* (= it's now afternoon so 'this morning' is in the past)



*I **started** my essay last week.* (= 'last week' is definitely in the past)

*I **lost** my new camera in London.* (= the place fixes it at a time in the past)

- when we talk about past events which are not connected to the present:  
*I **went** to Los Angeles but not to New York.* (= on a particular trip which is in the past)  
*The Chinese **invented** printing.*

- when we talk about how many times something happened in the past:  
*Alex **phoned** Ella three times yesterday.*



## 2 Present perfect simple or continuous?

Present perfect continuous

+	has/have been + verb + -ing	<i>I've been working hard.</i>
-	has/have not been + verb + -ing	<i>She hasn't been working hard.</i>
?	has/have ... + been + verb + -ing?	<i>Have you been working hard?</i>

The present perfect and the present perfect continuous are both used to describe events or activities which started in the past and have continued up to the present, or activities which stopped recently. Some verbs can be used in either the present perfect simple or continuous with little difference in meaning. These are verbs which describe activities which normally happen over a period of time, e.g. *live, study, wait, work*:

*Martin has lived / has been living in Japan for five years.*

We use the present perfect continuous:

- to talk about how long something has been happening:  
*I've been driving since five o'clock this morning.*  
*The children have been playing happily all morning.*  
*We've been worrying about her all week.*  
*How long have you been watching TV?*
- to focus on the activity or event itself (whether it is complete or not is unimportant):  
*He's been reading that book since he got up.*  
(= we're interested in how he passed the time)  
*I've been mending the car.* (= that's why I'm dirty)

We use the present perfect simple:

- to talk about how often or how many times something has happened:  
*I've driven there several times before.*  
*The children have played four games of tennis this morning.*  
*I've worried about her every day since she set off.*  
*I've watched three programmes.*
- to focus on the present result of an activity or event which is complete:  
*I've read the newspapers.* (= I've finished reading them)  
*I've mended the car.* (= I've finished so we can go out in it now)

⚠ We never use the present tense to talk about how long we have been doing something:

*I've been learning the piano for a long time.* (not *I'm learning the piano for a long time*)

*He's been playing in a band for two years.* (not *He's playing in a band for two years*)

⚠ State verbs are not usually used in the present perfect continuous (> see Unit 1, B3):

*I've known her since she was four years old.* (not *I've been knowing her*)

*I've always hated cold weather.* (not *I've always been hating cold weather*)

## C Grammar exercises

### 1 Match the beginnings and endings of these sentences.

- |                                      |                                         |
|--------------------------------------|-----------------------------------------|
| 1 He's talked to her on the phone    | A for years.                            |
| 2 This summer the pool was only open | B on my way home from school yesterday. |
| 3 The whole team felt exhausted      | C since nine o'clock this morning.      |
| 4 The rent of my flat has gone up    | D when the match finished.              |
| 5 She's had nothing to eat           | E ever since she was very young.        |
| 6 I got very wet                     | F by 20 per cent this year.             |
| 7 I spent a month in Brazil          | G a few minutes ago.                    |
| 8 She's always enjoyed painting      | H from April till September.            |
| 9 I haven't had such a good time     | I in 2002.                              |
| 10 This text arrived                 | J every night this week.                |

### 2 Fill in the gaps with the present perfect or past simple form of the verbs.

- This is only the second time I 've ever flown (ever fly) in an aeroplane.
- The child \_\_\_\_\_ (sleep) from seven till seven without waking once.
- Gabriella \_\_\_\_\_ (grow) five centimetres since last month.
- I \_\_\_\_\_ (send) Ed three emails last week but he \_\_\_\_\_ (not reply) to any of them yet.
- \_\_\_\_\_ (you / learn) to play chess when you were a child?
- I \_\_\_\_\_ (buy) this bicycle five years ago and I \_\_\_\_\_ (use) it every day since then.
- How long \_\_\_\_\_ (you / have) that bad cough?
- The train \_\_\_\_\_ (just arrive), so hurry and you might catch it.
- I \_\_\_\_\_ (never see) such a beautiful rainbow before.
- I \_\_\_\_\_ (dream) about a beautiful desert island last night.
- On Sunday we \_\_\_\_\_ (meet) outside the cinema as usual.
- When \_\_\_\_\_ (you / get) that jacket? I \_\_\_\_\_ (not notice) it before.

### 3 Choose the correct verb forms in these sentences by Cambridge First candidates.


- I think that my friend Andrew *has worked* / *has been working* too hard recently and needs a rest.
- I *have been working* / *worked* with children when I was at university.
- How many times *have you eaten* / *have you been eating* Japanese food?
- Since I left school in the summer I *have been doing* / *have done* a holiday job.
- Two years ago I *did* / *have done* a course in coaching basketball.
- I am so happy to receive your invitation. I *have waited* / *have been waiting* for it for ages!

**4** Fill in the gaps with suitable verbs in the present perfect or the past simple.

**Hi from Richard in Spain**

I (1) 've been here in Spain for two weeks now and I'm having a great time. When I (2) \_\_\_\_\_ at the airport I (3) \_\_\_\_\_ very lonely. But I (4) \_\_\_\_\_ (*already*) some friends and I'm staying with a very nice family. They (5) \_\_\_\_\_ me to the seaside last weekend and we (6) \_\_\_\_\_ in the sea. I really (7) \_\_\_\_\_ it. I (8) \_\_\_\_\_ some Spanish but I (9) \_\_\_\_\_ (*not*) to any language classes yet – they start next week. It's now midnight and I need to go to bed as I (10) \_\_\_\_\_ a very busy day. I (11) \_\_\_\_\_ shopping this morning and I (12) \_\_\_\_\_ football this afternoon.

See you in a month!


**5** Read this conversation between two people in a sports club. Choose the correct verb forms.

- Anna:** Excuse me. (1) *We've waited* / *We've been waiting* to play tennis since 10.30. It must be our turn now.
- Tim:** I don't think so.
- Anna:** (2) *We've stood* / *We've been standing* here patiently watching you and it's time for you to stop. How long (3) *have you played* / *have you been playing*?
- Tim:** Since about 9.30. (4) *We've played* / *We've been playing* two matches so far this morning and (5) *we haven't finished* / *we haven't been finishing* the third yet. You'll have to wait or do something else.
- Anna:** But (6) *you've played* / *you've been playing* for more than two hours and it's our turn now.
- Tim:** I said you'll have to wait.
- Anna:** We're tired of waiting and we haven't got anything to do. (7) *We've read* / *We've been reading* the magazines we brought with us.
- Tim:** Why don't you do something else? (8) *Have you tried* / *Have you been trying* the swimming pool?
- Anna:** We don't want to swim, we want to play tennis.
- Tim:** Well, I always play on a Saturday morning. Anyway, (9) *we've already started* / *we've already been starting* the third match.
- Anna:** Oh well, it looks like we've got no choice, but (10) *we've booked* / *we've been booking* for next Saturday so you'll be unlucky then.

# Exam practice

## Reading and Use of English Part 7

You are going to read a magazine article about people who like clothes. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

### Which person

thinks people don't give enough importance to one kind of clothing?

1	
---	--

learned something after an experience with some clothing?

2	
---	--

made a decision to buy something they had always wanted?

3	
---	--

is happy with the social requirements of their job?

4	
---	--

admits not giving importance to self-promotion?

5	
---	--

chooses clothes so as not to draw attention to themselves?

6	
---	--

did something out of character?

7	
---	--

never expected to go into their present line of business?

8	
---	--

mentions circumstances in which it is important to keep a sense of humour?

9	
---	--

no longer does something which they now consider foolish?

10	
----	--

## Me and my clothes

### A Paula, a clothes designer

When you're young you can get away with cheap clothes, though I think I had expensive tastes even then. In fact I've always spent a lot on clothes and I've always loved what they can do for you but I never anticipated making money from them. At one point when I didn't have a job my husband said, 'Surely you must be able to make something'. That was the kick I needed to get me started.

I'm mad about swimsuits. Because I make my own clothes, I'm always thinking about changing a collar on something or changing a fabric, but because I don't make swimsuits they're free from all that. I have several. People take one on holiday and think that's enough, yet they wouldn't dream of wearing the same trousers day after day. I don't understand that.

### B Len, a businessman

I've enjoyed motorbikes since I was 16. But for a long time I didn't own one; I rode my brother's instead. Then about two years ago I bought one. I thought: if I don't get one now, I never will. I always walked to work every morning until I got the motorbike, but now I ride there most days. I bought a leather jacket as a solution to the problem of needing to wear a suit to work and wanting to come in by bike. It would be impossible to be changing all the time. When I was younger I rode a bike several times without a helmet. That was in parts of the United States where it wasn't compulsory, but it's madness. There's enough risk on a bike without adding more.

**C Marion, a singer**

When I was in a musical I wore wonderful skirts made by a designer but they were incredibly heavy, and during the first performance I fell over twice on stage performing in them. That hasn't happened to me again because I know now that you need much lighter clothes to perform in. A little while after that, I was singing at a friend's wedding so I asked the same designer to make a really stunning dress for me. I've worn it just a few times since then – to awards ceremonies – but I feel great in it. My career's never been structured. Perhaps it should have been but I'm hopeless at pushing myself. I went to the United States when a film I was in, *Enchanted April*, was really big but I never dreamed of hiring a publicist or anything. I suppose one measure of success was when I did my first TV advert and I went into the sort of shop I'd always been scared to go into before and bought something without looking at the price. That just wasn't like me.

**D Tom, chief executive of a charity**

I worked as a lawyer until I was in my forties but I've been director of a charity for ten years now. I'm out two or three nights a week at dinners to raise money. It goes with a job like this and it's fun too. I wear a suit and tie to most events. They're a kind of uniform, which is helpful because I'm not naturally a stylish dresser. I like to feel comfortable and fit in, and this way I'm not conscious of my appearance. If I was, I'd probably be horrendously shy. One of my big mistakes in my early days was to make a speech that was too serious. People said afterwards that it was very powerful but that wasn't what I'd intended. If you're too serious in my kind of business it puts people off.

**Exam tip**

There will be at least one answer for each text, so check again if you have one text with no answers in it.

**Grammar focus task**

Without looking back at the text, complete these extracts with the present perfect simple or the past simple form of the verbs in the box.

anticipate be be buy enjoy fall get happen own spend walk wear work

- I 've always spent (always) a lot on clothes but I never \_\_\_\_\_ making money from them.
- I \_\_\_\_\_ motorbikes since I was 16. But for a long time I \_\_\_\_\_ (not) one. Then about two years ago I \_\_\_\_\_ one.
- I always \_\_\_\_\_ to work every morning until I \_\_\_\_\_ the motorbike, but now I ride there most days.
- During the first performance, I \_\_\_\_\_ over twice on stage performing in them. That \_\_\_\_\_ (not) to me again.
- I \_\_\_\_\_ it just a few times since then.
- I \_\_\_\_\_ as a lawyer until I \_\_\_\_\_ in my forties but I \_\_\_\_\_ director of a charity for ten years now.

## 4

## Past perfect

Past perfect simple and continuous

## A Context listening



1 You are going to hear a teenage boy called Richard talking to his mother. Before you listen, look at the picture and answer these questions.

- 1 How has Richard spent the weekend? \_\_\_\_\_  
 2 How does his mother feel? Why? \_\_\_\_\_

2 ▶ 06 Listen and check if you were right.

3 ▶ 06 Listen again and fill in the gaps. Stop the recording when you need to.

Richard: I (1) 'd done the ceiling, and I (2) \_\_\_\_\_ one wall, when I (3) \_\_\_\_\_ paint.

Richard: And yesterday afternoon I (4) \_\_\_\_\_ bored. I (5) \_\_\_\_\_ to town for a few hours – you know, round the centre. I (6) \_\_\_\_\_ the shopping – everything on your list – and I (7) \_\_\_\_\_ all my homework.

Mother: I (8) \_\_\_\_\_ for only an hour when the car (9) \_\_\_\_\_.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Look at answers 1, 2 and 3. Did 3 happen before or after 1 and 2? \_\_\_\_\_  
 What tenses does Richard use? \_\_\_\_\_  
 2 Look at answers 4, 5, 6 and 7. Did 4 happen before or after 5, 6 and 7? \_\_\_\_\_  
 What tenses does Richard use? \_\_\_\_\_  
 3 Look at answers 8 and 9. Which happened first? \_\_\_\_\_  
 What tenses does Richard's mother use? \_\_\_\_\_

## B Grammar

### 1 Past perfect simple

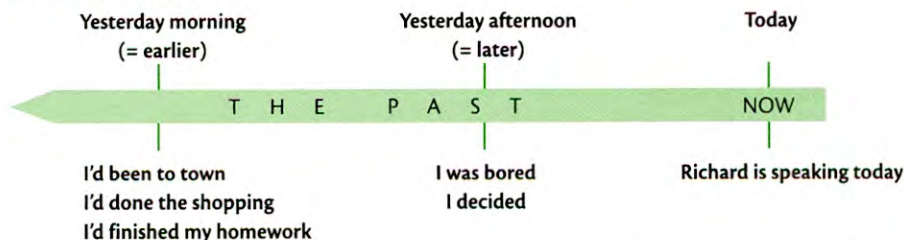
Present perfect simple

+	had + past participle	<i>He'd painted the ceiling.</i>
-	had not + past participle	<i>He hadn't painted the ceiling.</i>
?	had ... + past participle?	<i>Had he painted the ceiling?</i>

We use the past perfect simple:

- when we are already talking about the past and want to make it clear that we are referring back to an even earlier time:

*Yesterday afternoon I was bored. I'd been to town, I'd done the shopping and I'd finished all my homework so I decided to paint my room.*



- in some sentences with time expressions (*when, after, by the time, as soon as*) when one event happened before the other:

*I'd painted one wall when I ran out of paint.*

*By the time Richard's mother got home, he'd finished painting the room.*

- with the adverbs *just, already, ever* and *never*. They go between the auxiliary and the main verb (> see also Unit 8):

*He'd just finished painting when his mother came in.*

*When she got home he'd already finished painting the room.*

*Until last weekend he'd never painted a room.*

*Had he ever done any painting before?*

We don't use the past perfect:

- if one action happened at the same time as another:  
*When Richard's mother saw the room, she was horrified. (not When Richard's mother had seen ...)*
- if one action happened immediately after the other and was connected to it. In sentences like these, the first action is often the cause of the second:  
*When Jill heard the baby cry, she ran to pick him up. (not When Jill had heard ...)*



## 4 Past perfect

▲ Notice the difference in meaning between these two sentences:

When Richard's mother came into the room, he **stopped painting**. (= she came in, so he stopped)



Richard's mother came into the room.

Richard stopped painting.

When Richard's mother came into the room, he'd **stopped painting**. (= he stopped some time before she came in)



Richard's mother came into the room.

Richard stopped painting.

### 2 Past perfect continuous

+	had been + verb + -ing	<i>I'd been working hard.</i>
-	had not been + verb + -ing	<i>She hadn't been working hard.</i>
?	had ... been + verb + -ing?	<i>Had you been working hard?</i>

We use the past perfect continuous:

- to emphasise a continuous activity or how long it continued:  
*He had a headache because he'd been playing computer games for hours.*
- when we talk about how long something happened up to a point in the past:  
*How long had you been driving when the car broke down?*  
*By the time she arrived I'd been waiting for two hours.*

We use the past perfect simple:

- when we do not need to emphasise a continuous activity or the period of time:  
*He'd played all of the computer games and wanted to do something different.*
- when we talk about how many or how often up to a point in the past:  
*I'd driven six kilometres when the car broke down.*  
*By the time I was 18 I'd visited Canada six times.*

▲ State verbs (> see Unit 1, B3) are not usually used in the past perfect continuous:

*I'd known her since she was four years old. (not I'd been knowing her ...)*



## C Grammar exercises

### 1 Complete the sentences with the correct form of the past perfect simple.

- The new school building had only been (only / be) open for a month before it was destroyed in a fire.
- I sent back the trainers that I \_\_\_\_\_ (order) online because they were too small.
- We \_\_\_\_\_ (plan) to arrive early, but we overslept as usual.
- As soon as I tasted the curry, I realised I \_\_\_\_\_ (leave) the garlic out.
- How many questions \_\_\_\_\_ (you / answer) when the bell rang?
- Luckily, the band \_\_\_\_\_ (not start) playing when we reached our seats.
- \_\_\_\_\_ (you / already / book) tickets when you heard the match was cancelled?
- It was only after I \_\_\_\_\_ (post) the parcel that I realised I \_\_\_\_\_ (forget) to put my address on the back of it.
- \_\_\_\_\_ (anyone / not tell) Andy that the bus times \_\_\_\_\_ (change)?
- Because the team \_\_\_\_\_ (never do) very well before, they were delighted to reach the final.

### 2 Complete the sentences with the correct form of the past perfect continuous.

- I 'd been hoping (hope) no one would notice I wasn't at the meeting.
- What \_\_\_\_\_ (you / eat) that made you so ill?
- The students \_\_\_\_\_ ('not expect) a test that day.
- We couldn't understand where the cat \_\_\_\_\_ (live) for the past twelve months.
- Alexi gave the wrong answer because he \_\_\_\_\_ (not pay) attention.
- Where \_\_\_\_\_ (Anya's family / live) before they moved to this street?
- Nobody \_\_\_\_\_ (watch) the television for some time so I turned it off.
- Why was Jeff in such bad temper? \_\_\_\_\_ (the other boys / tease) him again?
- We were so disappointed when the hotel closed. We \_\_\_\_\_ (go) there for holidays since I was a small child.
- It wasn't until I got home that I noticed that I \_\_\_\_\_ (wear) odd socks all day.



## 4 Past perfect

### 3 Fill in the gaps with suitable verbs in the past perfect continuous.

- 1 The phone had been ringing for several minutes before I heard it.
- 2 Katya \_\_\_\_\_ (not) German with Mr Fauser for very long when he retired.
- 3 Liz didn't know about the surprise party which her parents \_\_\_\_\_ for weeks.
- 4 I was very pleased when the bus finally arrived because I \_\_\_\_\_ that I would be late for work.
- 5 When the doctor eventually called my name I \_\_\_\_\_ for 40 minutes.
- 6 My brother lost his job because he \_\_\_\_\_ jokes to everyone in the office by email.
- 7 The band \_\_\_\_\_ (not) for long when the lights went out.
- 8 We \_\_\_\_\_ our money to buy a car but we decided to go to Brazil instead.
- 9 I finally got through to Ellie but we \_\_\_\_\_ (only) for a few minutes when we got cut off.
- 10 How long \_\_\_\_\_ (they) for the car keys when Peta found them in her pocket?

### 4 Each of these sentences has a verb in the past perfect simple. Is it possible to replace it with the past perfect continuous?

- 1 I'd worked for the engineering company for three months before I realised my neighbour also worked there.  
Yes - I'd been working
- 2 As soon as George had finished the race, he drank three glasses of water.  
\_\_\_\_\_
- 3 Everything was white because it had snowed heavily during the night.  
\_\_\_\_\_
- 4 My parents were delighted when I qualified because they had always wanted me to be a doctor.  
\_\_\_\_\_
- 5 She was exhausted when she got out of the pool because she'd swum three kilometres.  
\_\_\_\_\_
- 6 We'd only just sat down at our table when the waitress came to take our order.  
\_\_\_\_\_
- 7 I could tell immediately from their faces that they had argued about something.  
\_\_\_\_\_
- 8 Our dinner wasn't cooked because I'd forgotten to switch the oven on.  
\_\_\_\_\_
- 9 The tourist guide hadn't spoken loudly enough for all the group to hear what he was saying.  
\_\_\_\_\_
- 10 When I got to the café, my friends had already left, so I had to run to catch up with them.  
\_\_\_\_\_

**5** Fill in the gaps with the past simple, past perfect or past perfect continuous form of the verbs.

- I 'd never ridden (*never ride*) a bike until I went (*go*) to live in Amsterdam.
- When Martin \_\_\_\_\_ (*come*) into the room, his mother nearly \_\_\_\_\_ (*faint*) because she \_\_\_\_\_ (*not see*) him for nearly 20 years.
- We were held up in a traffic jam so the concert \_\_\_\_\_ (*begin*) by the time we \_\_\_\_\_ (*arrive*).
- How long \_\_\_\_\_ (*you / apply*) for jobs when you \_\_\_\_\_ (*get*) this one?
- I \_\_\_\_\_ (*not see*) Lisa when I went round last night because she \_\_\_\_\_ (*go*) to stay with her grandmother.
- I \_\_\_\_\_ (*drive*) for about four hours when I \_\_\_\_\_ (*realise*) that I was completely lost.
- When I \_\_\_\_\_ (*go*) into the room, everyone \_\_\_\_\_ (*stop*) talking and \_\_\_\_\_ (*look*) at me.
- After he \_\_\_\_\_ (*wash*) his clothes, he \_\_\_\_\_ (*hang*) them outside to dry.
- The manager was shocked when he \_\_\_\_\_ (*discover*) that Jane was a thief. Up until then, he \_\_\_\_\_ (*believe*) that she was completely honest.
- (*you / ever do*) \_\_\_\_\_ any carpentry before you \_\_\_\_\_ (*build*) that cupboard?

**6** Fill in the gaps with the past simple, past perfect or past perfect continuous form of these verbs.

agree answer arrange arrive bang come forget have hear move phone play

### The band played on ...

I had a rather embarrassing experience last year.

At that time I played in a band with some friends of mine and, rather nervously, we (1) 'd agreed to provide the music at a friend's wedding.

We (2) \_\_\_\_\_ together for about three months and it was the first booking we (3) \_\_\_\_\_ (*ever*) so we'd been practising really hard. The wedding was on a Saturday.

The day before the wedding I had moved to a new flat so I (4) \_\_\_\_\_ furniture all day and gone to bed exhausted. At nine o'clock on the Saturday morning the rest of the band met, as we (5) \_\_\_\_\_, to practise. They kept phoning me but I (6) \_\_\_\_\_ (*not*). So in the end one of them (7) \_\_\_\_\_ round and (8) \_\_\_\_\_ on my door for fifteen minutes until I woke up.

He told me that they (9) \_\_\_\_\_ me all morning. I (10) \_\_\_\_\_ (*not*) anything and I nearly missed the wedding. Then, when I finally (11) \_\_\_\_\_ at the wedding, I realised that I (12) \_\_\_\_\_ my guitar.



# Exam practice

## Reading and Use of English Part 5

You are going to read an extract from a novel. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Falcon Park was a typical English suburban road, some fifty years old. The individuality of the properties had increased over the years as successive owners had remodelled and added to their homes. Garages had been converted into kitchen extensions and lawns had become parking spaces while adventurous gardeners had experimented with rocks and olive trees or palm trees. About halfway along the southern side of the road was number 18. It was a detached house, double-fronted. The paintwork was in good order although it was not fresh. The concrete driveway was scarred with cracks and oil stains, and the space for parking had been extended with gravel. A yew hedge straggled across in front of the gravelled area. The curtains were firmly closed and the windows too. The place had an unloved air, unlike the majority of its neighbours.

It was a quiet morning. About eleven o'clock, a car drew up outside number 18. It was a grey saloon, not very new, not very clean. There were two men in it. They had an air of determination about them, with a hint of aggression. They could have been debt-collectors. The driver got out and walked to the front door. He rang the bell. It echoed and re-echoed inside the house. No one opened the door. The air was still and the house seemed deserted. The man took out his phone and called a number. He listened, then turned away from the house, went back to the car and drove away.

Around midday the sky clouded over and a nippy little wind started. The children who had been playing a fairly unenthusiastic game of football around various parked cars therefore decided at that point to take themselves off to see if the weekend sport had begun on television.

The street was almost empty when a large dark green van parked outside number 18 and three men in matching fleeces got out. The tallest of them approached a woman working in the garden of number 20 and asked her if she had a water meter.

'We've had a report that there may be a leak round here,' he explained.

The woman at number 20 was no doubt mindful of a crime prevention circular she had received very recently and said that she would expect them to know whether she had a water meter if they were genuine employees of the water company. The tall man from the van showed a card to the  
*line 26* sceptical woman, which seemed to satisfy her. She went into her house and left them to it. The three men busied themselves in the driveway of number 18. They raised a manhole cover, then one man got a toolbox from the van, went round the side of the house and into the back garden. After a few minutes the front door opened and he appeared at it, signalling to his colleagues. The tall man closed the manhole cover, took another toolbox from the van and went to the doorstep. He glanced around, then he also entered the house, leaving the front door ajar. The third man reversed the van into the driveway.

*line 33* Suddenly, the two men came running out of the house and scrambled into the van as it accelerated out of the drive and disappeared up the road, narrowly missing a teenager who was sauntering across it. Ten minutes later, a police car turned sharply into Falcon Park and drew to a halt outside number 18. Two uniformed officers got out and entered the house. Someone had forced the door on a locked cupboard in the study and the police found the contents scattered on the floor and in the kitchen at the end of the hall the frosted glass in the back door had been neatly removed and placed under a bush.

**Exam practice**

- 1 Most of the houses in Falcon Park
  - A were almost identical.
  - B had large gardens.
  - C were well looked after.
  - D belonged to large families.
  
- 2 The writer suggests that the driver of the grey car
  - A had visited number 18 before.
  - B might threaten the residents in some way.
  - C had been invited to call by the owner.
  - D was upset when no one answered the door.
  
- 3 The children decided to go indoors because
  - A there was a change in the weather.
  - B there were too many cars in the road.
  - C they had finished their game of football.
  - D they were missing the sport on television.
  
- 4 What made the woman at number 20 suspicious?
  - A She had heard a news report about thieves.
  - B She didn't like the way the tall man spoke to her.
  - C She was surprised to be asked about her water meter.
  - D She knew nothing about a leak in the area.
  
- 5 What does 'it' in line 26 refer to?
  - A the tall man's card
  - B the driveway of number 18
  - C the house next door
  - D the work they had to do
  
- 6 The word 'scrambled' is used in line 33 to emphasise the fact that the men were
  - A trying not to make a noise.
  - B in a great hurry.
  - C out of condition.
  - D being chased by somebody.

**Exam tip**

The questions follow the text but there may be more than one question on a paragraph.

**Grammar focus task**

- 1 Without looking back at the text, complete these sentences with the verbs in the box. Use the correct tense – past simple, past perfect or past perfect continuous. Then check your answers in the text.

be   become   decide   experiment   find   force   increase   play   receive   remodel

- 1 The individuality of the properties had increased over the years as successive owners remodelled their homes.
  - 2 Lawns became parking spaces while adventurous gardeners experimented with rocks and olive trees or palm trees.
  - 3 The children who received a fairly unenthusiastic game of football therefore decided to take themselves off.
  - 4 The woman at number 20 was no doubt mindful of a crime prevention circular she had found very recently.
  - 5 Someone opened the door on a locked cupboard in the study and the police found the contents scattered on the floor.
- 2 Why do you think the men came running out of the house? What had happened?


## 5

## Future (1)

Present tenses for future; will; future continuous

## A Context listening

1 You are going to hear a man called Tom having four conversations. Before you listen, look at the pictures. What do you think Tom's job is?

2  Listen and check if you were right. As you listen, match the conversations with the pictures.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

3  Listen again and write the verbs.



## Conversation 1

- Tom's plane leaves at 11.05.
- It \_\_\_\_\_ at Amsterdam airport at 13.40.
- The conference \_\_\_\_\_ on Wednesday at 9.30.

## Conversation 2

- I \_\_\_\_\_ badminton in a few minutes with Paul.
- I \_\_\_\_\_ to a conference in Amsterdam tomorrow morning.
- I \_\_\_\_\_ my eyes tested on Saturday afternoon.

4 Look at your answers to Exercise 3 and answer these questions.

- Which sentences are about events fixed by a timetable? \_\_\_\_\_  
What tense is used? \_\_\_\_\_
- Which sentences are about actions being decided or still not certain? \_\_\_\_\_  
What tense is used? \_\_\_\_\_
- Which sentences are about arrangements people have made? \_\_\_\_\_  
What tense is used? \_\_\_\_\_
- Which sentences are about general predictions about the future? \_\_\_\_\_  
What tense is used? \_\_\_\_\_

## Conversation 3

- I probably \_\_\_\_\_ back in time.
- I think I \_\_\_\_\_ a meal in town.
- I \_\_\_\_\_ breakfast in my room.

## Conversation 4

- In a hundred years' time, the world \_\_\_\_\_ a very different place.
- There \_\_\_\_\_ much oil available for energy.
- People \_\_\_\_\_ much longer.

**B Grammar**

In English, several different tenses are used to talk about the future: the present simple (> see Unit 1), the present continuous (> see Unit 1), *will/shall*, the future continuous and *going to* (> see Unit 6 for *going to*).

**1 Present simple**

We use the present simple for scheduled events with a future meaning:

- for timetables (planes, buses, etc. leaving and arriving):  
*My plane **arrives** at Amsterdam airport at 13.40.*  
*The London train **leaves** in half an hour from platform 2.*
- for programmes (when a conference, a course, a football match, a film, etc. begins and ends):  
*The conference **starts** on Wednesday at 9.30.*  
*The match **ends** at about five o'clock.*
- for people if their plans are fixed by a timetable:  
*The students **have** their written English exam on Monday and the oral on Tuesday.*  
*Jo **starts** her drama course in two weeks' time.*

**2 Present continuous**

We use the present continuous:

- for plans which have already been arranged:  
*People **are travelling** from all over the world.*  
*What **are** you **doing** tomorrow evening?*  
*I'm **flying** to a conference in Amsterdam. (= already arranged)*  
*I'm **having** my eyes tested on Saturday afternoon. (= I have an appointment)*

**3 will future**

+	<i>will + verb</i>	<i>They'll <b>arrive</b> soon.</i>
-	<i>will not + verb</i>	<i>They <b>won't arrive</b> today.</i>
?	<i>will ... + verb?</i>	<i><b>Will they arrive</b> soon?</i>

In formal English, *shall* is occasionally used with *I/we* instead of *will*. (> For the use of *shall* with offers and suggestions, see Unit 13, B3-4.)

We use *will*:

- for decisions made at the moment of speaking:  
*No, actually, I'll **have** breakfast in my room. (he changes his mind)*  
*Thanks for telling me. I'll **ring** the office now.*  
*These plates aren't clean. I'll **put** them in the dishwasher.*
- for anything which is uncertain, especially with *probably*, *maybe*, *I think*, *I expect* and *I hope*:  
*I **probably won't be** back in time.*  
*I **think I'll get** a meal in town.*  
*I **expect you'll be** tired after the match.*  
*We **hope you'll visit** us again soon.*

# 5 Future (1)

- for situations that we predict will happen but which are not definitely decided or arranged:  
*In 100 years the world **will be** a very different place. There **will be** millions more people but there **won't be** much oil available for energy.* (= nobody knows definitely what the world will be like in 100 years)

**▲ Compare:**

*I'm **taking** my History exam again tomorrow.* (= arranged)

*I'll **get** higher marks this time.* (= not something which is arranged or decided in advance – a hopeful prediction)

- for something in the future which doesn't depend on personal judgment:  
*I'll **be** 23 on my next birthday.* (= I can't change this, it will just happen)  
*There'll **be** a full moon tomorrow.*

## 4 Future continuous

+	<i>will be + verb + -ing</i>	<i>She'll <b>be working</b> at 7.30.</i>
-	<i>will not be + verb + -ing</i>	<i>She <b>won't be working</b> at 7.30.</i>
?	<i>will ... be + verb + -ing?</i>	<i>Will she <b>be working</b> at 7.30?</i>

We use the future continuous for an event which is going on at a particular time or over a period of time in the future:

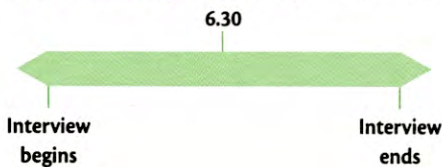
*I'll **be working** at seven o'clock.* (= I will start before seven and I will continue after seven)



*By the time you read this postcard, I'll **be walking** in the mountains.*

**▲ Compare:**

*I'll **be interviewing** him at 6.30.* (= the interview begins before 6.30 and continues afterwards)



*I'm **interviewing** him at 6.30.* (= the interview is arranged to begin at 6.30)





**C Grammar exercises****1** Choose the most suitable form of the verbs.

To: Mark  
Subject: Trip

Hi Mark,

Why don't you come with us to Yorkshire? It's all arranged. Jo **(1)** *comes / is coming* to my house at six so we can go to the station together. The train **(2)** *doesn't leave / isn't leaving* until 6.45 but we don't want to be late. It **(3)** *stops / is stopping* a lot on the way so it **(4)** *doesn't arrive / isn't arriving* until three in the afternoon. We **(5)** *stay / are staying* in a youth hostel and we **(6)** *spend / are spending* five days there. We can catch a bus some of the way from the station but it **(7)** *doesn't go / isn't going* all the way so we have to walk the last two miles from the village. We **(8)** *have / are having* breakfast and our evening meal at the youth hostel. It's in a beautiful spot with lots to see. On the way back we need to set off early as there's only one bus and it **(9)** *leaves / is leaving* at 8.30. The train back is faster so it **(10)** *arrives / is arriving* just after lunch.

Let us know if you can come.

Leo

**2** Complete these dialogues. Use the present continuous or the *will* future form of the verbs.

- 1 **Tim:** Where are you going?  
**Julie:** To the cinema.  
**Tim:** Wait for me. I think I 'll come (come) with you.
- 2 From next week all enquiries should be sent to Mary because Frances \_\_\_\_\_ (leave) on Friday.
- 3 **Rachel:** I \_\_\_\_\_ (give) Sophie a CD for her birthday. What \_\_\_\_\_ (you / give) her?  
**Fiona:** I \_\_\_\_\_ (probably get) her a new purse. She keeps losing money from her old one.
- 4 **John:** I need to finish packing today because we \_\_\_\_\_ (move) tomorrow and there's still lots to do.  
**Peter:** Don't worry. I \_\_\_\_\_ (come) round tonight and help you.
- 5 **James:** Never walk under a ladder or you \_\_\_\_\_ (have) ten years' bad luck.  
**Kay:** Rubbish!
- 6 Details of the president's visit are now confirmed. He \_\_\_\_\_ (stay) at the Castle Hotel for two days.
- 7 **Assistant:** We have milk chocolate, plain chocolate, with nuts, with fruit.  
**Man:** Er ... what a lot of choice! I \_\_\_\_\_ (have) a bar of milk chocolate, please.
- 8 **Sarah:** \_\_\_\_\_ (you / do) anything special next Saturday?  
**Lee:** Yes, I am. My cousin \_\_\_\_\_ (arrive) from Italy so I \_\_\_\_\_ (drive) to the airport in the afternoon to meet him.
- 9 **Carol:** Have you finished that book I lent you?  
**Sam:** Oh, sorry. I forgot all about it. I \_\_\_\_\_ (get) it now.

# 5 Future (1)

**3** Complete the following sentences by Cambridge First candidates. Use the present simple, present continuous, will future or future continuous form of the verbs.

- 1 There's a special bus to the conference centre, which leaves (leave) the hotel at 8 am.
- 2 We're going to Miami! This time tomorrow we will be sitting (sit) on a boat fishing.
- 3 I think I will apply (apply) for a job when I have finished university.
- 4 I'm worried about the meeting because we will be speaking (speak) English for the whole two hours.
- 5 My friends will be having (have) dinner at my house tonight and I haven't started cooking yet!
- 6 You should meet me at 7 o'clock, the concert will start (start) at 7:30.
- 7 I can't meet you on Saturday because a cousin of mine will be coming (come) from Bologna.
- 8 I have just bought a new bicycle, so maybe I will lose (lose) some weight.

**4** Look at the pictures and fill in the gaps with suitable verbs in the present continuous, will future or future continuous.



- 1 I expect my parents will give me books again for my birthday.
- 2 Sam will be seeing the doctor tomorrow morning at ten o'clock so he can't meet us then.
- 3 My grandfather will be turning eighty on his next birthday.
- 4 I think I will be a teacher when I grow up.
- 5 At midday tomorrow I will be sailing over the Atlantic.
- 6 This time next week we will be skiing in Austria.
- 7 We will be travelling to Ireland by ferry this summer.
- 8 Maybe my father will give me the money I need.

## Listening Part 2

**▶ 08** You will hear a tutor talking to a group of students about a geography trip to New Zealand. For questions 1–10, complete the sentences with a word or short phrase.

## GEOGRAPHY FIELD TRIP

New Zealand was chosen because of the range of (1) \_\_\_\_\_ which can be seen.  
 The first week concentrates on changes in (2) \_\_\_\_\_ over the last thirty years.  
 The second week is spent studying the (3) \_\_\_\_\_ on the west coast.  
 There is a limited chance of seeing a particular kind of (4) \_\_\_\_\_ on the boat trip.  
 People are often not prepared for the (5) \_\_\_\_\_ on the west coast.  
 Students should try to take a photograph of the (6) \_\_\_\_\_ if possible.  
 Students need to write a (7) \_\_\_\_\_ before they leave for New Zealand.  
 Most students choose to go (8) \_\_\_\_\_ on their free weekend.  
 Everyone needs to bring at least one (9) \_\_\_\_\_ with them.  
 Accommodation will be in (10) \_\_\_\_\_ for most of the trip.



## Exam tip

Listen for words in the recording which mean the same as the words around the gap.

## Grammar focus task

**▶ 08** Complete these extracts from the Listening task with the correct form of the verbs in brackets. Then listen again to check.

- 1 Our flight \_\_\_\_\_ *departs* \_\_\_\_\_ (*depart*) at 10.30.
- 2 During our first week we \_\_\_\_\_ (*stay*) in a very rural area.
- 3 We \_\_\_\_\_ (*go*) on a couple of boat trips.
- 4 I expect we \_\_\_\_\_ (*have*) some rain.
- 5 They \_\_\_\_\_ (*wait*) for us.
- 6 We \_\_\_\_\_ (*work*) all day.
- 7 I hope you \_\_\_\_\_ (*get*) some good shots.
- 8 Maybe we \_\_\_\_\_ (*see*) some of the fishing boats too.
- 9 We probably \_\_\_\_\_ (*not get*) a chance to buy much.
- 10 We \_\_\_\_\_ (*hire*) everything we need.

# 6

## Future (2)

going to; future in the past; present tenses after time conjunctions; future perfect; to be about to

### A Context listening

**1** You are going to hear a man called Simon Trite talking to a group of people on the remote and uninhabited island of Wildrock in the North Atlantic. They went there as an experiment in survival. Simon has just come to the island.

Before you listen, look at the picture and answer these questions.

- 1 Why do you think Simon has come to the island?  
\_\_\_\_\_
- 2 What do you think it is like to live on this island?  
\_\_\_\_\_



**2** **09** Listen and check if you were right.

**3** **09** Listen again and answer these questions. Stop the recording when you need to.

- 1 How long were they going to stay on Wildrock? for at least a year
- 2 Why are the people going to leave Wildrock? \_\_\_\_\_
- 3 When are they going to leave? \_\_\_\_\_
- 4 By the end of this week, what will they have achieved? \_\_\_\_\_
- 5 By the end of this week, how long will they have been living on Wildrock? \_\_\_\_\_
- 6 When are they going to eat a big hot meal? \_\_\_\_\_
- 7 Who is going to stay on the island? Why? \_\_\_\_\_

**4** Look at Exercise 3 and answer these questions.

- 1 Which questions refer only to the future? \_\_\_\_\_
- 2 Which question is about old plans which have been changed? \_\_\_\_\_
- 3 Which questions are about actions which are incomplete now but will be complete at some future time? \_\_\_\_\_

**B Grammar****1 going to**

+	<i>am/is/are going to + verb</i>	<i>I'm going to leave.</i>
-	<i>am/is/are not going to + verb</i>	<i>They're not going to leave.</i>
?	<i>am/is/are ... going to + verb?</i>	<i>Are you going to leave?</i>

It is often possible to use *going to* to express the future instead of the present continuous or *will* (➤ see Unit 5). *Going to* is used extremely often in everyday speech. In formal and written English, *will* and the present tenses are generally used more often than *going to*.

We use *going to*:

- for future actions which we have already decided about.

Compare:

*We're going to pack up our stuff, we're going to send a message to the mainland and we're going to leave.*

(= the speaker says they already have a clear plan)

*Oh dear! We can't get everything in the boat. We'll leave this stuff behind.* (= the speaker decides at that moment) (➤ see Unit 5)

*I'm going to buy a new phone at the weekend because I lost my old one last week and nobody's found it.*

(= the speaker has decided to replace his phone because he doesn't expect it to be found)

*Look at this phone – it's really cheap. I think I'll buy it.* (= the speaker has just seen this phone and is making the decision as he speaks)

- to predict something, when we already see evidence for our prediction:

*It's going to rain soon.* (= the speaker knows it's going to rain because he can see the clouds)

*I'm going to enjoy this meal.* (= the speaker can see some delicious food on her plate)

There are many situations when either *going to* or *will* can be used for predictions with no real difference in meaning.

Pronunciation note: *going to* is often pronounced *gonna*. You may see it spelt this way in comic books and pop songs.

**2 Future in the past (was/were going to)**

We use *was/were going to*:

- to talk about something which was planned but did not or will not happen:

*You were going to stay here for at least a year.* (= but now you have changed your mind)

- to show that we don't mind changing our plans:

*Ben: Are you busy this evening?*

*Jim: Well, I was going to watch a film.* (= Jim may forget about the film if Ben suggests a more exciting idea)

**3 Present tenses after time conjunctions**

In clauses referring to future time and beginning with *when*, *until*, *before*, *after* and *as soon as* we use:

- a present tense (for actions at the same time as the other verb or following the other verb):

*Everyone's going to be very surprised when you arrive.*

*Will you phone me before you go on holiday?*

## 6 Future (2)

- the present perfect (for actions completed before the other verb):  
*And we're not going to talk to any reporters **until** we've **had** a long sleep.*  
*I'm going to have a shower **after** I've **answered** these emails.*

Sometimes we can use either a present or present perfect tense with the same meaning:

*We're going to eat a big hot meal as soon as we **find** a restaurant.*

*We're going to eat a big hot meal as soon as we've **found** a restaurant.*

### 4 Future perfect simple and future perfect continuous

+	<i>will have + past participle</i>	<i>I'll <b>have finished</b> by six o'clock.</i>
-	<i>will not have + past participle</i>	<i>He <b>won't have finished</b> by six o'clock.</i>
?	<i>will ... have + past participle?</i>	<i>Will you <b>have finished</b> by six o'clock?</i>

We use the future perfect simple to say that an action will be complete before a point of time in the future. It is usual to mention the point in time:

*By the end of this week we'll **have survived** longer than anyone else.*

*I'll **have cycled** twelve kilometres by lunchtime.*

*This time next year, she'll **have finished** university.*

*You'll soon **have earned** enough to replace your phone.*

+	<i>will have been + verb + -ing</i>	<i>By one o'clock, I'll <b>have been waiting</b> for three hours.</i>
-	<i>will not have been + verb + -ing</i>	<i>She <b>won't have been waiting</b> for long.</i>
?	<i>will ... have been + verb + -ing?</i>	<i>Will they <b>have been waiting</b> for a long time?</i>

We use the future perfect continuous to emphasise how long an action will have lasted at a point in the future. It is usually necessary to mention the point of time and the length of time:

*By the end of this week, we'll **have been living** here for six months.*

*I'll **have been cycling** for three hours by lunchtime.*

State verbs (► see Unit 1, B3) are not used in the future perfect continuous.

### 5 to be about to

+	<i>am/is/are about to + verb</i>	<i>I'm <b>about to go</b> out.</i>
-	<i>am/is/are not about to + verb</i>	<i>He <b>isn't about to go</b> out.</i>
?	<i>am/is/are ... about to + verb?</i>	<i>Are you <b>about to go</b> out?</i>

We use *to be about to* to talk about something which is going to happen almost immediately and for which we are already prepared:

*Actually, we're **about to leave**.*

*I need to talk to you but if you're **about to start** dinner, I can phone again later.*

In informal language, the negative often means 'do not intend to' do something:

*We **aren't about to change** the rules just because you don't like them. (= we refuse to change the rules just because you don't like them)*

*Barbara wants me to go sky-diving with her, but I'm **not about to do** that!*

## C Grammar exercises

**1** Look at these pictures and predict what is going to happen. Complete the first sentence using *going to* and the second using *about to*.



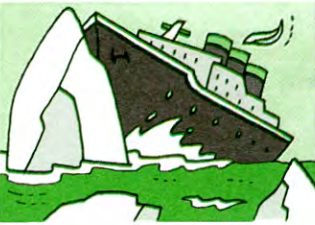
1 She 's going to fall asleep .  
She 's about to fall asleep .



2 They \_\_\_\_\_ .  
They \_\_\_\_\_ .



3 He \_\_\_\_\_ .  
He \_\_\_\_\_ .



4 It \_\_\_\_\_ .  
It \_\_\_\_\_ .



5 It \_\_\_\_\_ .  
It \_\_\_\_\_ .



6 She \_\_\_\_\_ .  
She \_\_\_\_\_ .

**2** These are a researcher's notes, with predictions about how the world will have changed by the year 2100. Use the notes to write sentences in the future perfect simple.

**By the year 2100**

- 1 human beings / travel / to Mars
- 2 robots / replace / most manual workers
- 3 we / use / all the oil resources on Earth
- 4 doctors / discover / a cure for the common cold
- 5 scientists / invent / new sources of energy
- 6 sea temperatures / rise / by several degrees

- 1 Human beings will have travelled to Mars.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Choose the correct sentence from each pair.

- 1 a I'm not going to pay you until you have cleaned up all this mess! ✓  
b I'm not going to pay you until you'll have cleaned up all this mess!
- 2 a Paul will probably arrive after all the others will have started work.  
b Paul will probably arrive after all the others have started work.
- 3 a When you'll see David, will you ask him if he wants to come to the cinema?  
b When you see David, will you ask him if he wants to come to the cinema?
- 4 a I'll collect your things from the cleaners when I go to the shops tomorrow.  
b I'll collect your things from the cleaners when I'll go to the shops tomorrow.
- 5 a Margaret's going to phone as soon as she'll have found out what the tickets will cost.  
b Margaret's going to phone as soon as she's found out what the tickets will cost.

4 These people work in a hotel. It's now 12 o'clock. At 2 o'clock, how long will they have been working? Write a sentence about each person, using the future perfect continuous.



- 1 chef / cook meals (started work at eight o'clock)

*The chef will have been cooking meals for six hours.*

- 2 gardener / cut hedges (started work at ten o'clock)

- 3 manager / interview new staff (started work at eight thirty)

- 4 waitress / serve customers in the dining room (started work at eleven o'clock)

- 5 cleaner / vacuum floors (started work at seven o'clock)



**5** Fill in the gaps with the correct form of the verbs. Use *going to*, future in the past, the present simple, *about to* or the future perfect.

- A John:** What are your plans for the weekend?  
**Sue:** Well, we've just changed our plans, actually. We (1) were going to have (have) a barbecue on Sunday. But the weather forecast says it (2) \_\_\_\_\_ (be) cold and windy, so we (3) \_\_\_\_\_ (stay) indoors and watch a film.
- B Beth:** Is it all right for you to use the boss's office while he's on holiday?  
**Nick:** I don't think he'll mind when he (4) \_\_\_\_\_ (find out) how many cars I've sold this week.
- C Terry:** Are you very busy this afternoon?  
**Eddy:** Well, that depends on why you're asking. I (5) \_\_\_\_\_ (wash) the car. Do you have a better idea?  
**Terry:** Yes. I (6) \_\_\_\_\_ (look round) the new sports club. Do you want to come? You can wash the car tomorrow.  
**Eddy:** Sure. Let's go.
- D Ben:** Hurry up! We (7) \_\_\_\_\_ (miss) the beginning of the concert.  
**Mary:** Don't be silly. We've got plenty of time.  
**Ben:** But it starts at nine. I want to arrive before the hall (8) \_\_\_\_\_ (get) full, otherwise other people (9) \_\_\_\_\_ (take) all the good seats by the time we get there.
- E Chloe:** Next month I (10) \_\_\_\_\_ (work) in this office for three years. Nobody has ever thanked me for anything I've done, so I (11) \_\_\_\_\_ (start) looking for another job!

**6**  Correct the mistakes in the following sentences by Cambridge First candidates.

- 1 Do you remember I ~~am~~ going to buy a computer with the money I earned in the holidays? Well, I changed my mind and I've bought a bike! \_\_\_\_\_ was \_\_\_\_\_
- 2 I'll tell you all about it as soon as I will see you. \_\_\_\_\_
- 3 Some scientists say by the year 3000 women will take over the world. \_\_\_\_\_
- 4 When he will come to my house I will ask him to fix my TV. \_\_\_\_\_
- 5 She is retiring next month, so this time next year she will have been leaving the company. \_\_\_\_\_
- 6 When you are going to finish the job, the invoice will be paid. \_\_\_\_\_
- 7 I need the money today because I will buy a present for my sister after college. \_\_\_\_\_

# Exam practice

## Reading and Use of English Part 7

You are going to read an article about young people who have started their own businesses. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

### Which person

advises not giving up at an early stage?

1	
---	--

is doing something in a way they didn't expect?

2	
---	--

mentions an advantage they sometimes have over other people in their business?

3	
---	--

went through a period when they felt unable to cope?

4	
---	--

realises that their own ways of doing things might not always be the best?

5	
---	--

realises that their fascination with their present business may not last?

6	
---	--

says their success has not followed a steady path?

7	
---	--

mentions how determined they are when they decide to do something?

8	
---	--

received positive encouragement to start their own business?

9	
---	--

became aware of how much knowledge they already had in a particular area?

10	
----	--

## I STARTED MY OWN BUSINESS

*We talked to four young people who started successful businesses when they were teenagers*

### A Santiago has a business designing websites

I was going to do a course in graphic design when I left school but I started doing websites for some of my dad's friends when I was about 17 and realised I had acquired a lot of expertise from doing the school website. Since then I've hardly been without work. I once had a client who didn't find out my age until after they had hired me and they mentioned that they might not have hired me if they had known my age. But I've also often had clients who have done so because of my age so it can work in my favour. When I asked them why, they said it was because they wanted a 'fresh, younger approach' to business.

### B Lucas started a magazine about skateboarding

I wanted to do something that nobody else around me was doing and I love writing so I started my own magazine. I'm like my dad – if he says he's going to do something, nothing will get in the way of that. I started the magazine when I was 13, so by the end of this year I'll have produced 24 editions in four years. At one point recently, I wondered if it was putting too much strain on me with homework and everything. I thought I might have to stop, despite the fact that the magazine was doing well, but I got through that by asking for help from my family and I bounced back. I'll move on to something else if I get bored with it – maybe a blog or something related – but for the moment I still find it inspiring.

## C Yana has a business making videos of musicians

*Young and inexperienced* go together in a lot of people's minds but that's not the way I see it. It's a kind of prejudice. I've certainly come up against it and most young people will face some prejudice before anyone recognises their talent and expertise. When I left school I told my parents I didn't want to go to college. I wanted to be creative and make videos. They told me to give it a go and if it didn't work out after a year, I could reconsider my options. They thought I would always regret it otherwise. I'm not sure I would have gone ahead without them behind me. Some people say, 'This isn't a success and I've been trying for a week' but you have to give it more of a chance. Next month I will have been making videos for a year and they're now getting thousands of hits a day online.

## D Annie has a photography business

You won't know until you try whether a business will work. It's like riding a roller coaster at the funfair. At every turn you take there is another twist to throw you off track. The lows for me have been low, but the highs can be really high and I'm now where I want to be. There will be times, though, when you need to accept advice. If you're still in or just through those teen years and you think you know everything, it's difficult to say to somebody 'You're right about that. How can I improve the way I'm doing this?' It's not something I'm really comfortable with but I've figured out that it is really important if I want to succeed. I always knew I wanted to do something I felt passionate about – and that's photography. I really wasn't interested in business but I ended up starting my own just so I could spend my time doing what I enjoy.

## Grammar focus task

Without looking back at the text above, complete these extracts with the correct form of the verbs.

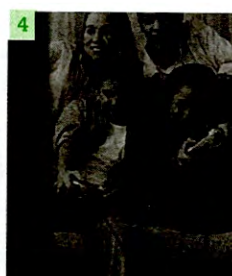
- 1 I \_\_\_\_\_ *was going to do* \_\_\_\_\_ (do) a course in graphic design but I started doing websites.
- 2 If he says he \_\_\_\_\_ (do) something, nothing will get in the way of that.
- 3 By the end of this year I \_\_\_\_\_ (produce) 24 editions in four years.
- 4 I'll move on to something else when I \_\_\_\_\_ (get) bored with it.
- 5 Most young people will face some prejudice before anyone \_\_\_\_\_ (recognise) their talent and expertise.
- 6 Next month I \_\_\_\_\_ (make) videos for a year.
- 7 You won't know until you \_\_\_\_\_ (try) whether a business will work.
- 8 There will be times, though, when you \_\_\_\_\_ (need) to accept advice.

## 7

## Adjectives

Comparative and superlative adjectives; position; order; adjectives ending in *-ing* and *-ed*

## A Context listening



1 You are going to hear some advertisements. Before you listen, look at the photos and guess what will be advertised.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

2 10 Listen and check if you were right.

3 10 Listen to the advertisements again and write the words which describe these people and things. Stop the recording when you need to.

- 1 The sort of person you can become: \_\_\_\_\_
- 2 The lions and monkeys: \_\_\_\_\_
- 3 The way you feel before phoning The Sparklers: \_\_\_\_\_
- 4 The variety of games: \_\_\_\_\_

4 10 Listen again and fill in the gaps with the words that describe these people and things. Stop the recording when you need to.

- 1 professional advisers \_\_\_\_\_ route \_\_\_\_\_ welcome \_\_\_\_\_ facilities
- 2 \_\_\_\_\_ day out \_\_\_\_\_ wildlife park \_\_\_\_\_ brochure  
\_\_\_\_\_ offers
- 3 \_\_\_\_\_ carpets \_\_\_\_\_ sinks and surfaces \_\_\_\_\_ finger marks  
\_\_\_\_\_ prices
- 4 \_\_\_\_\_ savings \_\_\_\_\_ road races and fantasy lands \_\_\_\_\_ graphics  
\_\_\_\_\_ battles

## B Grammar

### 1 Comparative and superlative adjectives

Adjectives are words which describe nouns (things and people). > Compare with adverbs in Unit 8.

Adjective	Comparative	Superlative
one syllable <i>strong</i> <i>great</i>	add <i>-er</i> <i>stronger</i>	add <i>-est</i> <i>the strongest</i>
You can become <b>stronger</b> at Transformers Fitness Centre. We've got <b>the greatest</b> variety of games ever!		
two syllables, ending in <i>-y</i> <i>tidy</i> <i>funny</i>	drop <i>-y</i> and add <i>-ier</i> <i>tidier</i>	drop <i>-y</i> and add <i>-iest</i> <i>the tidiest</i>
Their flat is <b>tidier</b> than ours. They're <b>the funniest</b> monkeys you've ever seen.		
two/three/four syllables <i>famous</i> <i>beautiful</i> <i>self-confident</i>	<b>more</b> + adjective <i>more self-confident</i>	<b>the most</b> + adjective <i>the most self-confident</i>
You can become a <b>more self-confident</b> person. He is <b>the most famous</b> actor in the film.		

A few two-syllable adjectives (e.g. *quiet*, *pleasant*, *common*, *polite*) sometimes also use *-er* or *-est*:  
 It's **quieter** than any garden I've visited before.

Two-syllable adjectives ending in *-ow* and *-er* can usually add *-er* or *-est*:  
*clever* → *cleverer*    *narrow* → *the narrowest*

Two-syllable adjectives ending in *-le* usually add *-r* or *-st*:  
*simple* → *simpler* → *the simplest*

Most one-syllable adjectives ending in one vowel + *-b*, *-d*, *-g*, *-n*, *-p* or *-t* double the last letter before adding *-er* or *-est*:  
*big* → *bigger*    *sad* → *the saddest*

A few adjectives have irregular comparative and superlative forms:  
*good* → *better* → *best*    *bad* → *worse* → *worst*    *far* → *farther/further* → *farthest/furthest*

### 2 Comparative structures

We can use comparative structures to say that:

- things are more:  
*Our prices are **better than** those of our rivals.*  
*We have a **more exciting** range of games **than** you'll see anywhere else.*
- things are less:  
*Pre-owned games usually aren't **as/so expensive as** new ones.*  
*The games in the sale are much **less expensive than** usual.*
- or things are equal:  
*Fantasy games are **as popular as** football games with our customers.*

# 7 Adjectives

## 3 Adjectives ending in *-ing* and *-ed*

Some common adjectives are formed from verbs and have both *-ing* and *-ed* forms.

We use the *-ed* form to describe our feelings:

*I'm tired.* (= a description of how I feel: I've used up all my energy so I need a rest)

We use the *-ing* form to describe the things which make us feel like this:

*This work is tiring.* (= a description of the work: it takes a lot of energy to do it)

Compare these sentences:



<i>It's a boring film.</i> (= there's no action in it)	<i>The visitors are bored.</i> (= they have nothing to do)
<i>We had a relaxing holiday.</i> (= the atmosphere was restful)	<i>Good driving instructors always have a relaxed manner.</i> (= they don't seem nervous)
<i>That was a very satisfying meal.</i> (= there was plenty to eat)	<i>The airline has many satisfied customers.</i> (= the customers feel happy)

## 4 Adjective position

Adjectives in English usually go in front of the word they describe:

*We visited an old house. We saw some beautiful paintings and some elegant furniture.*

Adjectives can also follow verbs such as *be, get, become, look, seem, appear, sound, taste, smell* and *feel*:

*Everything seemed pleasant when we started. The flowers smelt beautiful and the gardens looked wonderful. But the weather got very hot and we all felt exhausted by the end of the day.*

There are many nouns in English which are used as adjectives:

*a diamond ring a library book a seaside hotel folk music strawberry jam*

## 5 Adjective order

When we use more than one adjective, we usually put them in a certain order. We say:

*a strange old wooden chair* (not ~~a wooden old strange chair~~)

We usually begin with adjectives which give an opinion or general impression:

*a dangerous old car a delicate oval tray a valuable silver spoon*

Adjectives giving factual information usually follow the opinion/impression adjective and go in this order:

	Size	Age	Shape	Colour	Origin	Material	Purpose	
an	enormous	old		red				car
a	small		oval		French			mirror
an		antique				silver	soup	spoon

Two colour adjectives are separated by *and*:

*a black and white photograph*

When we put more than one adjective after a verb, we use *and* before the last one:

*The day was hot and tiring.*

*Lord Byron was described as mad, bad and dangerous to know.*

## C Grammar exercises

**1** Complete this email with the comparative or superlative form of the adjectives and any other words (e.g. *the, as, so, than*) that are needed.

Hi Lily

Well, we've moved at last! When we first got here, the house seemed (1) larger (*large*) than we remembered, because it was empty, but now it's got our furniture in it, it doesn't feel (2) \_\_\_\_\_ (*spacious*) before. We've got to do some decorating, and that will be (3) \_\_\_\_\_ (*expensive*) we expected because the walls are in a (4) \_\_\_\_\_ (*bad*) condition than we thought. But we'll manage somehow, and soon we'll have (5) \_\_\_\_\_ (*smart*) house in the town. And if your Uncle Bob has his way, we'll have (6) \_\_\_\_\_ (*lovely*) garden as well. We'll also be (7) \_\_\_\_\_ (*poor*) and (8) \_\_\_\_\_ (*exhausted*) householders in the country, but never mind. We still think moving here is (9) \_\_\_\_\_ (*good*) thing we've done for years. We can't imagine now why we didn't do it when we were (10) \_\_\_\_\_ (*young*).

Come and see us soon. Catch a train if you can, because it's almost (11) \_\_\_\_\_ (*cheap*) the bus, and the railway station is (12) \_\_\_\_\_ (*near*) our end of town.

Love, Auntie Rosie

**2** Choose the correct adjectives.

- James told us some *fascinating* / *fascinated* stories about the music business.
- Why are you looking so *depressing* / *depressed*? What's wrong?
- Sarah's got an *amazing* / *amazed* collection of computer games.
- Felix has this really *annoying* / *annoyed* habit of reading my emails.
- The *boring* / *bored* students started causing trouble in class.
- I watched the show for a while, but it wasn't really *interesting* / *interested*, so I left.
- The food in this canteen is absolutely *disgusting* / *disgusted*.
- The astronaut gave a *relaxing* / *relaxed* wave and entered the space capsule.

**3** Correct the mistake in each of the following sentences by Cambridge First candidates.

- I would like to join the club as I have been ~~interesting~~ in local history for a long time. interested
- Young people find it bored to visit art galleries at the weekend. \_\_\_\_\_
- The hotel is situated in a place that is as beautiful than any other place in the country. \_\_\_\_\_
- It is easier for me to do my studies now that I have bought a computer. \_\_\_\_\_
- It's more quicker to learn a language if you study in that country. \_\_\_\_\_
- I think that animals are more safe in zoos than in other places. \_\_\_\_\_
- If we plant more trees, the city will be greener and pleasanter. \_\_\_\_\_
- She feels even more worse now that everybody knows about her bad news. \_\_\_\_\_

## 4 Choose the correct sentence from each pair.

- 1 a That was the worse film I've ever seen!  
b That was the worst film I've ever seen! ✓
- 2 a Michael's got a fantastic new leather jacket.  
b Michael's got a leather new fantastic jacket.
- 3 a I didn't eat any bread because I thought it looked as stale.  
b I didn't eat any bread because I thought it looked stale.
- 4 a Our last holiday wasn't so enjoyable than this one.  
b Our last holiday wasn't so enjoyable as this one.
- 5 a The frightening teenagers locked the door and called the police.  
b The frightened teenagers locked the door and called the police.
- 6 a Lucia should catch an earlier train if she wants to get to London by five.  
b Lucia should catch a more earlier train if she wants to get to London by five.
- 7 a Our hockey team plays in blue white striped shirts.  
b Our hockey team plays in blue and white striped shirts.
- 8 a I think your new dress looks beautiful.  
b I think your new dress looks beautifully.

## 5 Look at this designer's sketch of a costume for a film and complete the notes. Fill in the gaps with adjectives for each part of the costume.



- 1 an enormous round blue hat
- 2 a beautiful shirt
- 3 a gold ring
- 4 a pair of leather riding boots
- 5 a pair of long trousers



**Exam practice****Reading and Use of English Part 1**

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Welcome guests?**

My wife Penny and I usually love to (0) A our friends but we will never invite my old friend Fred and his wife Kate again! We are currently (1) \_\_\_\_\_ from the weekend they spent with us. We've known them both since our school (2) \_\_\_\_\_. So, although we rarely see them, you'd think we'd have a fairly (3) \_\_\_\_\_ idea of what sort of people they were. However, we discovered that our lives have (4) \_\_\_\_\_ very different directions.

We have good jobs but they are very (5) \_\_\_\_\_ and we work long hours. At weekends we try to snatch a few moments of (6) \_\_\_\_\_ in between catching up with the housework. Kate and Fred are postgraduate students and they live with his parents. His mother cooks their (7) \_\_\_\_\_ meals for them and does all their washing. So they (8) \_\_\_\_\_ weekends as leisure time and never think of offering to help with daily chores.

By the time they left, we were both cross and worn out!

- |   |                    |                     |                     |                     |
|---|--------------------|---------------------|---------------------|---------------------|
| 0 | <b>A</b> entertain | <b>B</b> visit      | <b>C</b> receive    | <b>D</b> host       |
| 1 | <b>A</b> repairing | <b>B</b> recovering | <b>C</b> revising   | <b>D</b> retiring   |
| 2 | <b>A</b> terms     | <b>B</b> days       | <b>C</b> times      | <b>D</b> ages       |
| 3 | <b>A</b> fine      | <b>B</b> strong     | <b>C</b> good       | <b>D</b> right      |
| 4 | <b>A</b> taken     | <b>B</b> left       | <b>C</b> chosen     | <b>D</b> gone       |
| 5 | <b>A</b> exhausted | <b>B</b> tired      | <b>C</b> demanding  | <b>D</b> caring     |
| 6 | <b>A</b> extension | <b>B</b> relaxation | <b>C</b> expression | <b>D</b> reflection |
| 7 | <b>A</b> major     | <b>B</b> essential  | <b>C</b> key        | <b>D</b> main       |
| 8 | <b>A</b> regard    | <b>B</b> believe    | <b>C</b> think      | <b>D</b> expect     |

**Grammar focus task**

- 1 The words in the box are from the exam text. Which of them are adjectives and which of them are nouns that can be used as adjectives?

daily different good leisure long main old school postgraduate

- 2 Without looking back to the text, match each word from the box with the noun it describes in the text.
- |   |                     |   |                  |   |                |
|---|---------------------|---|------------------|---|----------------|
| 1 | <u>daily</u> chores | 4 | _____ idea       | 7 | _____ students |
| 2 | _____ friend        | 5 | _____ directions | 8 | _____ meals    |
| 3 | _____ days          | 6 | _____ hours      | 9 | _____ time     |

## 8


## Adverbs


Adverb forms; adverbs and adjectives easily confused; comparative and superlative adverbs; modifiers; adverb position

## A Context listening

**1** You are going to hear the beginning of a radio commentary on a football match. Before you listen, think about what you can see and hear at a match. Tick the words you think you might hear.

- ball    chair    goal    ground    helmet    loudly    peacefully  
 quickly    racket    scored    shyly    stadium    spectators    whistle

**2**  **11** Listen and check if you were right. Number the words in the order you hear them and cross out the ones you don't hear.

**3**  **11** Listen again and fill in the gaps. Stop the recording when you need to.

- And finally the players are coming onto the pitch.
- There were such terrible traffic jams \_\_\_\_\_ that the match is starting \_\_\_\_\_.
- Most of the spectators have been waiting \_\_\_\_\_ since two o'clock.
- As the players come out they're cheering \_\_\_\_\_.
- Rossi has the ball and is running \_\_\_\_\_ down the pitch.
- He's fallen \_\_\_\_\_.
- He's so experienced in these kinds of conditions that he \_\_\_\_\_ falls.
- Parker is playing incredibly \_\_\_\_\_.
- \_\_\_\_\_ he scored the winning goal.
- It's \_\_\_\_\_ Parker who scores that important goal.

**4** All the words you have filled in for Exercise 3 are adverbs or adverbial phrases. They tell us about when, where, how or how often something happened. Write them in the correct place in the table below.

When?	Where?	How?	How often?
<i>finally</i>	<i>in the city</i>	<i>patiently</i>	<i>rarely</i>

There are four adverbs in Exercise 1. Which column do they go in?



## B Grammar

### 1 Adverb forms

Adjectives (*happy*) tell us about a noun. Adverbs (*happily*) tell us about a verb, an adjective or another adverb. Adverbs can give us information about time (when?), place (where?), manner (how?) and frequency (how often?).

Sometimes we use a phrase instead of one word:

*This morning I feel happy because the weather is pleasantly warm. Some children are playing happily in the street and a blackbird is singing very beautifully.*

Most adverbs are formed by adding *-ly* to an adjective:

*sad* → *sadly*    *safe* → *safely*    *hopeful* → *hopefully*

There is a spelling change in adjectives ending *-y* or *-able/-ible* when they become adverbs:

*angry* → *angrily*    *miserable* → *miserably*

An adjective ending in *-ly* (*friendly, likely, lively, lonely, lovely, silly, ugly*) cannot be made into an adverb. We have to use an adverbial phrase instead:

*She started the interview in a friendly manner.*

*He laughed in a silly way.*

### 2 Adverbs and adjectives easily confused

Some adjectives and adverbs have the same form. Some common ones are *fast, early, hard, late, daily*:

*He caught the early train.* (adjective)    *He always arrives early.* (adverb)

*She's a hard worker.* (adjective)    *She works hard.* (adverb)

*The bus is always late.* (adjective)    *I got home late.* (adverb)

*My daily coffee costs £2.50.* (adjective)    *I swim daily.* (adverb)

▲ *Hard* and *hardly* are both adverbs but they have different meanings. *Hardly* means 'almost not' and it is often used with *ever* and *any*. It can go in various positions in the sentence:

*She hardly noticed when he came into the room.* (= she almost didn't notice)

*I had hardly finished my breakfast when they arrived.* (= only just)

*Rachel is hardly ever absent.* (= almost never)

*There was hardly anyone in the cinema.* (= almost nobody)

*Hardly any of the children could read.* (= almost none of them)

▲ *Late* and *lately* are both adverbs but they have different meanings. *Lately* means 'recently':

*I haven't read any good books lately.*

▲ The adverb for *good* is *well*, but *well* can also be an adjective which means the opposite of *ill*:

*It was a good concert. The musicians played well.* (= adverb)

*I had a bad headache yesterday but I'm well today.* (= adjective)

Some verbs are followed by adjectives, not adverbs (▶ see Unit 7, B4).

### 3 Comparative and superlative adverbs

Most adverbs use *more* or *less* to make comparatives and *the most* or *the least* to make superlatives:

*My brother speaks Italian more fluently than me.*

*I speak Italian less fluently than my brother does.*

*Of all the students, Maria speaks English the most fluently.*

# 8 Adverbs

Adverbs without *-ly* make comparatives and superlatives in the same way as short adjectives (> see Unit 7, B1):

*hard* → *harder* → *hardest*    *high* → *higher* → *highest*    *late* → *later* → *latest*

*I work hard, my sister works **harder** than I do but Alex works **the hardest**.*

▲ Note also: *early* → *earlier* → *earliest* (not ~~*more early*~~ / ~~*the most early*~~)

Some comparative and superlative adverbs are irregular:

*well* → *better* → *best*    *badly* → *worse* → *worst*    *far* → *farther/further* → *farthest/furthest*

Adverbs use the same comparative structures as adjectives:

*I can't add up **as quickly as** you can.*

*They arrived **later than** us.*

## 4 Modifying adverbs and adjectives

Some adverbs are used to change the strength of adjectives or other adverbs.

incredibly    extremely    really    very    rather    fairly    quite    slightly



*He plays **extremely** well.    The weather was **very** hot.*

*He spoke to her **rather** fiercely.    The house was **quite** old.*

Some adjectives (e.g. *perfect*, *impossible*, *excellent*) can only be strengthened with adverbs like *completely*, *absolutely*, *totally*, *entirely*:

*This crossword puzzle is **completely** impossible. (not ~~*very impossible*~~)*

## 5 Adverb position

The most common position for most adverbs is after the verb, or after the object of the verb if there is one. However, they may also go before the verb or at the beginning of a sentence for emphasis:

*He packed his suitcase **carefully**.* (end-position)

*He **carefully** packed his suitcase.* (mid-position)

***Carefully**, he packed his suitcase.* (front-position)

▲ An adverb does not usually go between a verb and its object:  
(not ~~*He packed carefully his suitcase.*~~)

If there are several adverbs and/or adverbial phrases in the end-position, we usually put them in this order:

*The meeting took place                    how?                    where?                    when?*  
***unexpectedly**    **in the Town Hall**    **last Tuesday**.*

Frequency adverbs (which tell us how often) are usually in the mid-position before a single word verb:

*I **usually** travel by train.*

but after *am/is/are/was/were*:

*I **am often** late.*

If the verb has two or more parts, the frequency adverb usually goes after the first part:

*I **have never been** to this part of town before.*

Adverbs can sometimes go in the front-position to give special emphasis to *how*, *when* or *how often*:

***Angrily**, she stormed out of the room.*

***Sometimes** we shop at a supermarket, but **usually** we go to the market.*

Opinion adverbs, which tell us about the speaker's attitude to the situation, usually go in the front-position, often followed by a comma:

***Luckily**, we found the money which I thought I'd lost.*

***Actually**, I don't agree with what you said.*

***In fact**, the weather was better than we'd expected.*

## G Grammar exercises

### 1 Fill in the gaps using the adverb form of the adjectives in brackets.

- 1 Franca picked up the sleeping baby gently (gentle).
- 2 When she handed him his lost wallet, he smiled at her \_\_\_\_\_ (grateful).
- 3 Irma couldn't see her son anywhere and called his name \_\_\_\_\_ (anxious).
- 4 They followed the directions to the hotel \_\_\_\_\_ (easy).
- 5 Tomo admitted his mistake and apologised \_\_\_\_\_ (sincere).
- 6 I can't text as \_\_\_\_\_ as my sister. (fast)
- 7 You have to press the button \_\_\_\_\_ to make the machine start. (hard)
- 8 The taxi driver was \_\_\_\_\_ rude to the man with the big suitcase. (terrible)

### 2 Choose the correct words.

- 1 Eleni stepped *confident* / *confidently* onto the stage to begin her talk.
- 2 The meeting at lunchtime was a *complete* / *completely* waste of time.
- 3 Marushka did *good* / *well* in the exam and she won a prize.
- 4 Mark tried *hard* / *hardly* to make the hotel receptionist understand him, but his Spanish wasn't *fluent* / *fluently* enough.
- 5 After looking at the computer screen all day, I had an *awful* / *awfully* headache.
- 6 Even though Deborah did the job *efficient* / *efficiently*, they sacked her after two months.
- 7 The doctor couldn't understand why Carol felt so hot because her temperature was *normal* / *normally*.
- 8 The boy behaved *bad* / *badly* on a school trip so the school refused to take him on any more.
- 9 The hotel was *far* / *further* from the station than we'd expected.

### 3 Rewrite these sentences with the adverbs and adverbial phrases in suitable positions.

- 1 Pavel plays the guitar well for his age. (*incredibly*)  
Pavel plays the guitar incredibly well for his age.
- 2 They eat steak because it is so expensive. (*rarely, nowadays*)  
\_\_\_\_\_
- 3 My grandfather used to take us swimming. (*in the summer holidays, in the lake*)  
\_\_\_\_\_
- 4 There is a good film on TV. (*usually, on Sunday evenings*)  
\_\_\_\_\_
- 5 My mother insisted that good manners are important. (*terribly, always*)  
\_\_\_\_\_
- 6 The party had started when the sound system broke, which meant we couldn't perform. (*hardly, all evening*)  
\_\_\_\_\_

# 8 Adverbs

## 4 Complete the text below with these adverbs.

always earlier hardly now rather silently skilfully stiffly very warmly

She shut the door (1) silently after her. Her father wasn't expecting her – she had arrived (2) \_\_\_\_\_ than she had said. He was sitting where he (3) \_\_\_\_\_ sat, in his favourite armchair by the window. It was (4) \_\_\_\_\_ old but had been repaired (5) \_\_\_\_\_ so that he could continue using it. The room had been redecorated since her last visit and was looking (6) \_\_\_\_\_ elegant. On the shelves were all the books which her father (7) \_\_\_\_\_ ever looked at any more.

She called his name. He stood up and she noticed that he moved very (8) \_\_\_\_\_. He smiled and held out his arms to her. She hadn't been in touch with him for five years but (9) \_\_\_\_\_ he welcomed her as (10) \_\_\_\_\_ as he always had.

## 5 Choose the correct sentence from each pair.

- a The child spread the jam thickly on the piece of bread. ✓

b The child spread thickly the jam on the piece of bread.
- a My grandmother drives more careful since she got older.

b My grandmother drives more carefully since she got older.
- a I never have bought anything from that expensive shop over there.

b I have never bought anything from that expensive shop over there.
- a Unfortunately, we can't come to the party after all.

b We can't unfortunately come to the party after all.
- a My uncle speaks Spanish very well because he lived in Peru for a while.

b My uncle speaks very well Spanish because he lived in Peru for a while.
- a My sister doesn't make friends as easily than I do.

b My sister doesn't make friends as easily as I do.

## 6 Correct the mistake in each of the following sentences by Cambridge First candidates.

- The new trains will help them to get back to their homes quicklier. more quickly
- The new computer system means that you can find what you are looking for more easy. \_\_\_\_\_
- The teacher was happy with our work because we had worked hardly all day. \_\_\_\_\_
- I like shoes really much because they say so much about a person. \_\_\_\_\_
- We had a party on the beach and it was very fun. \_\_\_\_\_
- You have to pay attention very well carefully to your health and eat properly. \_\_\_\_\_
- If you go and live in Paris for a year, you will be able to speak French fluent. \_\_\_\_\_
- You need to dress good for the interview, so they think you are professional. \_\_\_\_\_

## Reading and Use of English Part 3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in **the same line**. There is an example at the beginning (0).

## ASTRONAUTS

There are two types of astronaut. Some people are (0) commanders and they fly the spacecraft. Others are carefully trained specialists who conduct (1) \_\_\_\_\_ experiments of various kinds and also carry out spacewalks to repair damaged (2) \_\_\_\_\_.

Astronauts must pass a lot of medical tests and be qualified in a relevant subject. They have to be willing to live in an (3) \_\_\_\_\_ small space and work well with other people. It is possible for experiments to go (4) \_\_\_\_\_ wrong, threatening the (5) \_\_\_\_\_ of the astronauts. They have to be able to react calmly in a difficult situation and they must also be prepared to work hard.

The first British astronaut was, (6) \_\_\_\_\_, a woman – most astronauts are male. Helen Sharman got the job after hearing an announcement on the radio. There were 18,000 applicants and, (7) \_\_\_\_\_ for Helen, she was chosen. She said that the most (8) \_\_\_\_\_ thing for her was seeing the Earth from 120 miles into space.

COMMAND

SCIENCE  
EQUIPEXTREME  
DANGER  
SAFE

USUAL

LUCK  
AMAZE

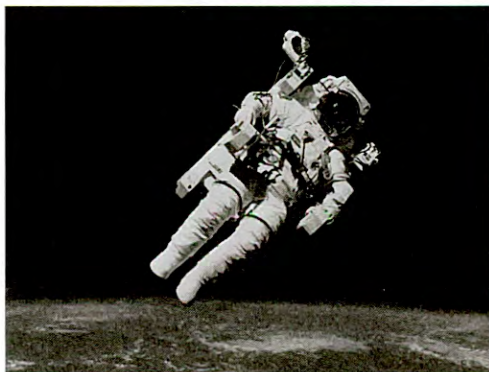
## Exam tip

You will need to make more than one change to some words.

## Grammar focus task

Find eight adverbs in the completed text above. Write the adverb and the adjective which it comes from.

- |   |                  |                |
|---|------------------|----------------|
| 1 | <u>carefully</u> | <u>careful</u> |
| 2 | _____            | _____          |
| 3 | _____            | _____          |
| 4 | _____            | _____          |
| 5 | _____            | _____          |
| 6 | _____            | _____          |
| 7 | _____            | _____          |
| 8 | _____            | _____          |



# 9

# Questions

yes /no questions; short answers; question words; question tags; agreeing

## A Context listening

**1** You are going to hear a telephone conversation between Mina and her father. Before you listen, look at the picture. Why do you think her father is phoning?



**2** **12** Listen and check if you were right.

**3** **12** Listen again and answer these questions.

- 1 What did Mina forget to do? charge her phone
- 2 How many times did her father text Mina and get no answer? \_\_\_\_\_
- 3 What had Mina promised to do? \_\_\_\_\_
- 4 How do Mina's parents feel when she's away at college? \_\_\_\_\_
- 5 What's happening at the weekend? \_\_\_\_\_
- 6 Where will they meet? \_\_\_\_\_
- 7 What are Mina and her father looking forward to? \_\_\_\_\_

**4** **12** Listen again and write down the question for each of these replies. Then circle the verbs in the questions and the replies.

- |                                               |                      |
|-----------------------------------------------|----------------------|
| 1 <u>Have you charged your phone at last?</u> | Yes, I <u>have</u> . |
| 2 _____                                       | No, I haven't.       |
| 3 _____                                       | Yes, I did.          |
| 4 _____                                       | Yes, of course I do. |
| 5 _____                                       | Don't worry, I will. |
| 6 _____                                       | Yes, I can.          |
| 7 _____                                       | Yes, it does.        |
| 8 _____                                       | No, she doesn't.     |
| 9 _____                                       | Oh yes, let's.       |



## B Grammar

### 1 Making yes/no questions

To make questions which can be answered with *yes* or *no*:

- we put the auxiliary verb before its subject:  
*You're going on holiday soon.* → **Are you going on holiday soon?**  
*He's packed his case.* → **Has he packed his case?**
- in the present simple or past simple (> see Units 1 and 2), we use the auxiliary verb *do/does* or *did* to make the question:  
*I like Italy.* → **Do you like Italy?**  
*She prefers Greece.* → **Does she prefer Greece?** (not ~~Does she prefers~~)  
*They went to Corsica.* → **Did they go to Corsica?**
- with the verb *to be*, we put *to be* before the subject:  
*They're in Madrid today.* → **Are they in Madrid today?**
- with modal verbs, we put the modal verb before the subject:  
*We can stay here.* → **Can we stay here?**

Negative questions often express surprise:

**Don't they like big cities?** (= I thought they liked big cities. Am I wrong?)

**Can't she stay here?** (= I thought she could stay here. Is that impossible?)

### 2 Short answers for yes/no questions

We answer a *yes/no* question using the same auxiliary or modal verb as in the question:

<i>Is she staying in Spain?</i>	Yes, <i>she is.</i> / No, <i>she isn't.</i>
<i>Have you been to New York?</i>	Yes, <i>I have</i> / No, <i>I haven't.</i>
<i>Are you going to Greece?</i>	Yes, <i>I am.</i> / No, <i>I'm not.</i>
<i>Did they like the hotel?</i>	Yes, <i>they did.</i> / No, <i>they didn't.</i>
<i>Can we book our flight online?</i>	Yes, <i>we can.</i> / No, <i>we can't.</i>
<i>Should I contact the police?</i>	Yes, <i>you should.</i> / No, <i>you shouldn't.</i>

### 3 Making questions with question words

When we use *What*, *Which* or *Who* to make questions about the **subject** of the verb, we do not change the word order (unlike *yes/no* questions):

*The pool looks too small.* → **What looks too small?** (Answer: The pool.)

*This hotel offers the best view.* → **Which hotel offers the best view?** (Answer: This hotel.)

In a subject question, *who* is always followed by a singular verb:

**Who is coming to your party?** (not ~~Who are coming?~~)

unless two or more people are actually mentioned in the question:

**Who are your favourite singers?**

When we use *What*, *Which* or *Who* to make questions about the **object** of the verb, we change the word order (as in *yes/no* questions).

*This hotel offers the best view.* → **What does this hotel offer?** (Answer: The best view.)

Compare these subject and object questions:

*Molly's visiting Shirin.* → **Who's visiting Shirin?** **Molly.** (*Who* = subject)

*Molly's visiting Shirin.* → **Who's Molly visiting?** **Shirin.** (*Who* = object)

## 9 Questions

When we use other question words (*When, Why, How, etc.*) we change the word order in the same way as in *yes/no* questions:

*They'll be in Madrid tomorrow.* → *When will they be in Madrid?* (Answer: Tomorrow.)

*We can't stay here because it's full.* → *Why can't we stay here?* (Answer: Because it's full.)

*She prefers to travel by train.* → *How does she prefer to travel?* (Answer: By train.)

▲ Remember the difference between these questions with *like*:

*What does Molly like?* (= what does she enjoy?)

*She likes playing.*

*What does Molly look like?* (= tell me about her appearance)

*She's pretty.*

*What is Molly like?* (= tell me about her character and/or appearance) *She's intelligent and pretty.*

### 4 Question tags

We often make a statement into a question by adding a question tag at the end. The verb in the tag must match the form of the auxiliary verb in the statement.

If the statement is positive, the tag is negative:

*They're going to Greece, aren't they?* (the speaker expects the answer *yes*)

If the statement is negative, the tag is positive:

*You aren't going to Greece, are you?* (the speaker expects the answer *no*)

We make question tags:

- with *do/does* or *did* for all verbs in the present simple or past simple except to *be*:

*You like the seaside, don't you?*

*You don't like the seaside, do you?*

*Molly prefers Greece, doesn't she?*

*Molly doesn't prefer Greece, does she?*

*Your friends are in Madrid, aren't they?*

*Your friends aren't in Madrid now, are they?*

- with the same auxiliary or modal as in the statement for verbs in other tenses:

*They haven't arrived yet, have they?*

*We can stay here, can't we?*

The question tag for *I am* is *aren't I?*:

*I'm doing the right exercise, aren't I?*

The question tag for *I'm not* is *am I?*:

*I'm not in the right place, am I?*

The question tag for *let's* is *shall we?*:

*Let's go to France, shall we?*

We use question tags:

- to check that what we have just said is true – our voice does not rise at the end:

*They're going to Greece, aren't they?* (= I'm almost certain they're going there, but will you confirm this?)

- to ask for information – our voice rises at the end:

*They're going to Greece, aren't they?* (= I'm not sure if that's where they're going – will you tell me?)

### 5 Agreeing with statements

To agree with statements we use *so* for positive statements and *neither* or *nor* for negative statements, and we put the verb before its subject. We can do this

- with the verb *to be* or with a modal:

*He was really angry. So was I.*

*He can't speak French. Nor can we.*

- with an auxiliary verb:

*I went to Spain last year. So did they.*

*I don't want to have a fight about it. Neither do I.*

## C Grammar exercises

### 1 Choose the correct verb forms in these sentences.

- Who *did make* / *made* the cake for the wedding?
- We haven't got to do the washing-up, *do we* / *have we*?
- Does your sister live with your parents or *she has got* / *has she got* a flat of her own?
- Why *can't you walk* / *you can't walk* faster?
- You went to school in Paris, *didn't you* / *haven't you*?
- What *does* / *is* Julie's brother look like?
- A:** Can Sylvia come to the barbecue?                      **B:** No, she *doesn't* / *can't*.
- Which shoes *do you prefer* / *prefer you* – the flat ones or the ones with high heels?
- A:** Are they going to record a new album?                      **B:** Yes, they *do* / *are*.
- A:** Who *did you invite* / *invited you* to the party?                      **B:** Robbie. He called me last week.

### 2 Correct the mistake in each of the following sentences by Cambridge First candidates.

- Why ~~he doesn't~~ call me directly if he is having problems?                                doesn't he
- How much costs it to study English in London?                      \_\_\_\_\_
- What you are bringing on the trip with you?                      \_\_\_\_\_
- What does annoy you most about your job?                      \_\_\_\_\_
- Where was you going when you saw James?                      \_\_\_\_\_
- Who did paint the picture you have on the wall?                      \_\_\_\_\_
- Why you don't come to visit me next weekend?                      \_\_\_\_\_
- How long it lasts the cookery course?                      \_\_\_\_\_

### 3 Add the correct question tags to these questions.

- The teachers didn't see me,           did they           ?
- He always forgets his homework, \_\_\_\_\_ ?
- You would like to come with us, \_\_\_\_\_ ?
- I've got plenty of time, \_\_\_\_\_ ?
- Let's have another coffee, \_\_\_\_\_ ?
- It couldn't possibly rain, \_\_\_\_\_ ?
- Those men played really well, \_\_\_\_\_ ?
- Molly will have to tell the truth, \_\_\_\_\_ ?
- We can't stop here, \_\_\_\_\_ ?
- You promise not to tell anyone, \_\_\_\_\_ ?

## 4 Read this article and write questions to match the answers given below.



LAST NIGHT BRIAN BAINES was celebrating his appointment as manager of Farley City Football Club. He says he is particularly happy to be going back to Farley, where he was born in 1978, after playing for a number of European teams.

Baines telephoned his wife Shirley as soon as he had signed the contract. He said that she is really pleased that their three children will be able to settle at schools in the city. Their many old friends are looking forward to welcoming them back to Farley.

1 What was Brian Baines celebrating last night?

His appointment as manager of Farley City Football Club.

2 \_\_\_\_\_

In Farley.

3 \_\_\_\_\_

His wife Shirley.

4 \_\_\_\_\_

As soon as he had signed the contract.

5 \_\_\_\_\_

Three.

6 \_\_\_\_\_

Because their children will be able to settle at schools in Farley.

7 \_\_\_\_\_

Their many old friends.

## 5 Match the statements with the short answers.

1 I started learning English when I was ten.

A So am I.

2 I didn't find it very easy.

B Neither will I.

3 I was always trying to sing English songs.

C Nor did I.

4 But I couldn't understand the words at first.

D So did I.

5 I'm quite good at English now.

E So must I.

6 I've read a couple of novels in English.

F So have I.

7 I won't have many problems in England, I guess.

G Neither could I.

8 I must do my homework now.

H So was I.

# Exam practice

## Listening Part 1

**▶ 13** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b> You overhear a girl leaving a voicemail message. Why is she calling?</p> <p><b>A</b> to issue an invitation<br/> <b>B</b> to ask for some advice<br/> <b>C</b> to change an arrangement</p> <p><b>2</b> You hear two friends talking about the weekend. What is Martin annoyed about?</p> <p><b>A</b> The adventure camp wasn't what he expected.<br/> <b>B</b> He didn't have any friends with him.<br/> <b>C</b> His brother hadn't explained his plans fully.</p> <p><b>3</b> You hear two students talking about a school project. What do they decide about their projects?</p> <p><b>A</b> They will do the project together.<br/> <b>B</b> They will do projects in the same field.<br/> <b>C</b> They need more time to plan their projects.</p> <p><b>4</b> You hear two people talking about a gym. What do they agree about?</p> <p><b>A</b> It should provide a wider range of classes.<br/> <b>B</b> It should have better equipment.<br/> <b>C</b> It should have longer opening hours.</p> | <p><b>5</b> You hear a girl talking about a website. What pleased her about it?</p> <p><b>A</b> how easy it is to use<br/> <b>B</b> how detailed the information is<br/> <b>C</b> how up to date it is</p> <p><b>6</b> You hear a man talking about his job. What does he dislike about it?</p> <p><b>A</b> working at night<br/> <b>B</b> getting no exercise<br/> <b>C</b> dealing with customers</p> <p><b>7</b> You hear a teacher talking to a group of students. What will the weather be like tomorrow?</p> <p><b>A</b> It will get warmer during the day.<br/> <b>B</b> There will be some rain in the morning.<br/> <b>C</b> There might be thunderstorms later.</p> <p><b>8</b> You hear two people talking about someone they met. What do they agree about?</p> <p><b>A</b> He talked too much.<br/> <b>B</b> He had interesting things to say.<br/> <b>C</b> He was amusing.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### Exam tip

The question tells you who the people are and exactly what to listen for.

## Grammar focus task

These sentences are from the recording. Complete the missing question tags.

- You know what I mean, don't you ?
- That wasn't why we went, \_\_\_\_\_ ?
- We can help each other out, \_\_\_\_\_ ?
- They'd get more people using the gym then, \_\_\_\_\_ ?
- You've looked at the websites Mrs Wilson recommended, \_\_\_\_\_ ?
- You're not working today, \_\_\_\_\_ ?
- You won't forget them, \_\_\_\_\_ ?
- You didn't really think his jokes were funny, \_\_\_\_\_ ?

# 10

# Countable and uncountable nouns; articles

Countable and uncountable nouns; *a(n)*, *the* and no article; special uses of articles

## A Context listening

**1** You are going to hear four people talk about their jobs. Look at the pictures and guess what jobs they do.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_ 4 \_\_\_\_\_

**2** ▶ **14** Listen and check if you were right.

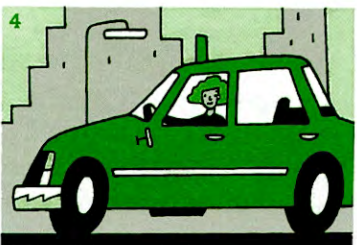
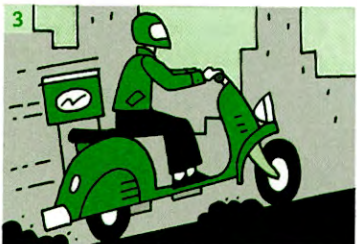
**3** ▶ **14** Listen again and answer these questions.

- 1 What does Angela's company make? furniture
- 2 What important part of her work does she mention? \_\_\_\_\_
- 3 What does she care about? \_\_\_\_\_
- 4 Which drivers really annoy Ken? \_\_\_\_\_
- 5 What does he say motorists should have? \_\_\_\_\_
- 6 Why does Charlie deliver pizzas? \_\_\_\_\_
- 7 What subject is he studying? \_\_\_\_\_
- 8 What is terrible, according to Hazel? \_\_\_\_\_
- 9 Why does she say she mustn't grumble? \_\_\_\_\_

**4** ▶ **14** Listen again and answer these questions.

- 1 What does Angela avoid eating? \_\_\_\_\_
- 2 Where does Ken work? \_\_\_\_\_
- 3 What does Charlie deliver? \_\_\_\_\_
- 4 What does Charlie usually avoid? \_\_\_\_\_
- 5 What sort of job does he want when he graduates? \_\_\_\_\_
- 6 What does Hazel say about her family? \_\_\_\_\_

**5** Look at the nouns in your answers to Exercise 3 and compare them with the nouns in your answers to Exercise 4. Can you say how they are different?



## B Grammar

### 1 Countable and uncountable nouns

Countable nouns:

- can be singular:  
*a company, a job, a biscuit*
- or plural:  
*many companies, few jobs, some biscuits*

Uncountable nouns:

- cannot be plural:  
*health, advice, luggage, scenery* (not *healths, advices, luggages, sceneries*)
- take a singular verb:  
*Petrol is expensive. Exercise is good for you.*
- use expressions like *a piece of* to refer to quantity:  
*a piece of furniture, a piece of advice, a sum of money, a litre of petrol* (not *a furniture, an advice, a money, a petrol*)

▲ *News* is uncountable and takes a singular verb, even though it looks plural. We say:  
*an item / a piece of news* (not *a news*)

Many nouns can be countable and uncountable, but with different meanings:

*These grammar exercises are easy!* (= tasks for practising grammar)

*Exercise is good for you.* (= taking exercise in general)

*The gallery was showing works by several artists.* (= paintings, sculptures, etc.)

*I don't enjoy hard work.* (= the activity of working)

*The French produce some wonderful cheeses.* (= different types of cheese)

*Do we have any cheese in the fridge?* (= cheese in general)

### 2 a(n), the and no article

	Means:	Introduces:	Use it with:
<b>a(n)</b>	<ul style="list-style-type: none"> <li>• one of many</li> <li>• anyone/anything like this</li> </ul>	<ul style="list-style-type: none"> <li>• a person/thing we haven't identified before</li> <li>• an unspecific person/thing</li> <li>• a general type of person/thing</li> </ul>	singular countable nouns
<b>the</b>	<ul style="list-style-type: none"> <li>• the particular one(s)</li> <li>• the only one(s)</li> </ul>	<ul style="list-style-type: none"> <li>• a person/people/thing(s) we have mentioned before</li> <li>• someone/something that is unique</li> <li>• someone/something that the speaker and listener already know about</li> </ul>	singular countable nouns plural countable nouns uncountable nouns
<b>no article</b>	<ul style="list-style-type: none"> <li>• all of these</li> <li>• the quantity is uncertain or unimportant</li> </ul>	<ul style="list-style-type: none"> <li>• things/people in general</li> <li>• a general type of substance, quality, etc.</li> </ul>	plural countable nouns uncountable nouns

# 10

## Countable and uncountable nouns; articles

Compare the use of articles in these sentences:

There's **a supermarket** in most towns nowadays. (= one of many that exist)

We buy most of our food from **the local supermarket**. (= one particular supermarket near our house)

Have you got **a pen**? (= one of many that exist)

**The pen** is on **the table**. (= the only pen here; the only table here)

I don't like **the music** my brother plays. (= that particular music)

**Music** helps me to concentrate when I'm working. (= any music)

We planted **the trees** in our garden five years ago. (= the particular trees in our garden)

**Trees** are easily damaged by **pollution**. (= all trees; any pollution)

**Trees** are good for **the environment**. (= all trees; the only environment we have)

**The cheese** is in **the fridge**. (= the cheese you need; the only fridge here)

I like **cheese**. (= all kinds of cheese)

**People** used to believe **the moon** was **a goddess**. (= people in general; the moon that goes round this planet; one of many goddesses)

### 3 Special uses of articles

Look out for special uses of articles. Here are some common examples.

#### Places

We use *the* with the names of:

- oceans, seas and rivers:  
*the Pacific, the Black Sea, the Danube*
- regions:  
*the Far East, the Midlands*
- groups of islands:  
*the Philippines*
- countries that include a word such as *Republic, Kingdom, States* or *Emirates*:  
*the United States, the People's Republic of China, the United Arab Emirates*
- deserts and mountain ranges:  
*the Kalahari, the Alps*

We say: *the sea, the coast, the seaside, the country(side), the mountains, the hills*:

*My parents spend their holidays on the coast, but I prefer walking in the mountains.*

We do not use *the* with the names of:

- lakes:  
*Lake Garda*
- continents, most countries, states, cities, towns and villages:  
*Europe, France, Florida, Rome*  
▲ but we say *the Netherlands, The Hague*
- most buildings and places such as schools, universities, stations and airports that use the name of their town in the name:  
*Manchester Airport, Cardiff station, Edinburgh Castle, Durham University, Chelmsford High School, Wembley Stadium*

▲ but when the name includes *of* we use *the*:  
*the University of Rome, the Museum of London*

#### Fixed expressions

Some fixed expressions use *the* and some have no article:

We travel **by train/bus**. (not *by the train/bus*)

We **have lunch/dinner**. but if there is an adjective, we use *a*: *I had a big breakfast today.*

We listen to **the radio**. but We watch **television**.

We play **the guitar**. (= a musical instrument) but We **play tennis**. (= a sport).

We go to **the cinema** or **the theatre**.

We say: *My mother is at work*. but *My mother is at the office*. (= the office where she works)



▲ We use *the* or no article before some places, with a difference in meaning:

*The children are **at school** now.* (= they are students there)

*My father is **at the school** now.* (= he is visiting it)



*Peter spent a lot of time **in hospital** as a child.*  
(= he was a patient)



*Dr Dibble has an office **in the hospital** and another **at home**.* (= she works there)

This also applies to *at church*, *in prison*, *at college* and *at university*, but we always say *the mosque*, *the temple*.

### Jobs

We use *a(n)* when we talk about someone's occupation:

*I'm **a doctor**.* (not *I'm doctor*)

*She's **a website designer**.*

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

### Publications and organisations

We use *the* for most newspapers:

***The Australian**, **The Guardian**, **The Dartmouth Chronicle***

and many organisations, in words or initials:

***the UN** / United Nations, **the BBC** / British Broadcasting Corporation, **the WHO** / World Health Organisation*

but not for most magazines:

*Vogue, Wired, Sports Illustrated*

or companies:

*Volkswagen, Apple, Microsoft, Gucci*

### Online

We say *the internet* and *the web* but *Wikipedia*, *Facebook*, *Twitter*.

### Definitions

We use *a(n)* to give a definition of something:

***A department store** is a shop which sells a wide range of goods.* (not *Department store is ...*)

### Exclamations

We use *a(n)* with a singular noun in exclamations:

*What **an exciting film**!* (not *What exciting film!*)

*What **a gorgeous dress**!*

but no article if the noun is uncountable or plural:

*What **fun**!* (not *What a fun!*)

*What **lovely flowers**!*

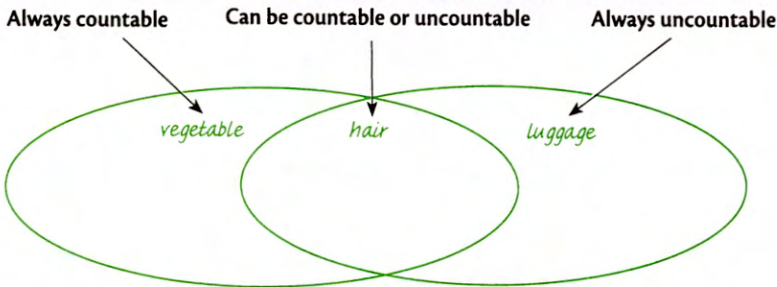
## C Grammar exercises

1 Match the phrases on the left with the uncountable nouns on the right. Some of the phrases match more than one noun.

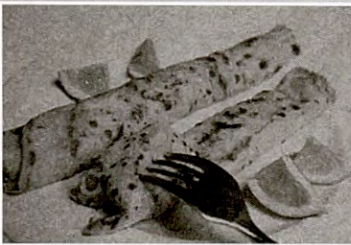
- |              |              |
|--------------|--------------|
| 1 a tube of  | A glass      |
| 2 a sheet of | B meat       |
| 3 a drop of  | C paper      |
| 4 a bar of   | D news       |
| 5 an item of | E rice       |
| 6 a grain of | F oil        |
| 7 a slice of | G toothpaste |
|              | H chocolate  |
|              | I bread      |

2 Complete the diagram with the words that belong in each group.

accommodation advice cheese coffee experience experiment glass hair hobby homework  
information journey leisure luck luggage meat scenery time traffic vegetable



3 Complete the recipe with *a*, *an*, *the* or *-* (for no article).



### PANCAKE RECIPE

To make (1) \_\_\_\_\_ pancakes, you need 100 grams of flour, (2) \_\_\_\_\_ egg, a little milk and 25 grams of butter. Beat (3) \_\_\_\_\_ egg with (4) \_\_\_\_\_ flour. Add (5) \_\_\_\_\_ milk until you have (6) \_\_\_\_\_ smooth mixture. Heat (7) \_\_\_\_\_ butter in (8) \_\_\_\_\_ frying pan. Pour (9) \_\_\_\_\_ large spoonful of (10) \_\_\_\_\_ mixture into

(11) \_\_\_\_\_ pan and cook for about (12) \_\_\_\_\_ minute. Turn (13) \_\_\_\_\_ pancake over and cook a little longer. Serve hot, with (14) \_\_\_\_\_ sugar and (15) \_\_\_\_\_ lemon juice.


**4** Fill in the gaps with the words in brackets, adding *a* or *the* where necessary.

- We've got some important visitors flying in from the West Indies next week. Can you meet them at \_\_\_\_\_? (*West Indies, Birmingham Airport*)
- How long does it take to sail across \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_? (*Mediterranean, Naples, Corsica*)
- My brother's idea of a holiday is trekking across \_\_\_\_\_ or exploring \_\_\_\_\_. Personally, I'd rather explore \_\_\_\_\_ and do some shopping! (*Sahara, Andes, Paris*)
- Have you met Cora's new friend? He's \_\_\_\_\_ from \_\_\_\_\_. (*ski instructor, Switzerland*)
- What \_\_\_\_\_! Our train broke down and there was no wifi so I couldn't even use \_\_\_\_\_. Luckily, another passenger lent me a magazine called \_\_\_\_\_. It had an article about some new software that \_\_\_\_\_ has developed. (*terrible journey, internet, Computer User, Microsoft*)

**5** Correct the mistakes in this email.

Hi Monique

We had <sup>a</sup> great trip to the France last weekend. We went to little hotel that you recommended and it was very pleasant. Foods at the hotel weren't so good, as you warned us, but we strolled down to city centre on Saturday evening and had lovely meal there. In fact, we ate so much for the dinner that we didn't want a breakfast on Sunday! Thanks again for the advice. The Wikipedia gave us some good informations about the town, but your local knowledge really helped. Now I must unpack and do the washings. Here is photo of the hotel to remind you.



xx Freda

**6** Choose the correct words (or – for no article) in these sentences by Cambridge First students.

- I thought that he would eat all the food because it / *they* looked really nice.
- If I have to give you *an* / – advice, I think you should give up sport for now.
- Yesterday I finished work early and did some *shopping* / *shoppings*.
- I would like to have some *information* / *informations* about the courses that you are offering.
- I think I will sell the bedroom *furniture* / *furnitures* when I move house.
- We should feel – / *a* respect for the man who invented this machine.

# Exam practice

## Reading and Use of English Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. There is an example at the beginning (0).

- 0 The hotel staff had permission to use the tennis courts on Mondays.

**ALLOWED**

The hotel staff were allowed to play tennis on Mondays.

- 1 Alison loves to buy presents for her grandchildren.

**PLEASURE**

Alison \_\_\_\_\_ presents for her grandchildren.

- 2 My boss advised me which computer I should buy.

**GAVE**

My boss \_\_\_\_\_ choosing a computer.

- 3 We've been queuing for an hour and we still have another hour to wait.

**WAITING**

By the time we get to the front of the queue we \_\_\_\_\_ two hours.

- 4 Although Toby keeps his room tidy he seldom cleans it.

**EVER**

Toby keeps his room tidy \_\_\_\_\_ cleans it.

- 5 Can you tell me precisely how much money was stolen?

**EXACT**

Can you tell me \_\_\_\_\_ that was stolen?

- 6 The announcer began the news with a story about the prince's visit.

**ITEM**

The first \_\_\_\_\_ a story about the prince's visit.



**Exam tip**

Contracted words like *they've* count as two words so make sure you don't write more than five words.

## Grammar focus task

Which of these nouns from the exam task are countable (C), which are uncountable (U) and which can be both (B)? Use your dictionary if you need to.

- |   |            |          |   |       |       |   |      |       |
|---|------------|----------|---|-------|-------|---|------|-------|
| 1 | permission | <u>U</u> | 4 | queue | _____ | 7 | item | _____ |
| 2 | pleasure   | _____    | 5 | room  | _____ | 8 | news | _____ |
| 3 | advice     | _____    | 6 | money | _____ |   |      |       |

# 11

## Modals (1)

Use of modals; rules and obligation; necessity

### A Context listening

1 You are going to hear a conversation between a man called Krish and a boy called Ahmed. Look at the picture of Krish. What can you guess about his daily routine?

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2 ▶ 15 Listen and check if you were right.

3 ▶ 15 Listen again and answer these questions.

- Why isn't Ahmed at school? Because he's left school.
- How many rich and famous people does Krish meet? \_\_\_\_\_
- Why isn't Krish at work today? \_\_\_\_\_
- How is this job different from Krish's last job? \_\_\_\_\_
- What does Krish offer to do? \_\_\_\_\_



4 ▶ 15 Listen again and match the beginnings and endings of these sentences. Stop the recording when you need to.

- |                  |                                                           |
|------------------|-----------------------------------------------------------|
| 1 You need       | A think about the hotel kitchen today.                    |
| 2 Chefs have     | B to work every day except Monday.                        |
| 3 I needn't      | C to spend their time in the kitchen.                     |
| 4 You don't have | D come to the hotel one day.                              |
| 5 I need         | E to talk to me if you want to know what the job is like. |
| 6 I have         | F to work longer hours.                                   |
| 7 I had          | G to work all day.                                        |
| 8 I'll have      | H go now.                                                 |
| 9 I must         | I to get up early.                                        |
| 10 You must      | J to stay until all the food is cooked and served.        |

5 Look at your answers to Exercise 4. Which verbs in 1–10 are not followed by to?

---

## B Grammar

### 1 Use of modals

The modal verbs *can, could, may, might, must, ought to, shall, should, will* and *would*:

- are always used before another verb:  
*He can swim.*
- never change – they do not add *-s* or *-ed* or *-ing*.
- are followed by a verb in its infinitive form without *to*:  
*You should get up earlier. (not You should to get up)*  
except for *ought* which must be followed by *to*:  
*You ought to get up earlier.*
- are immediately followed by *not* in the negative:  
*You should not / shouldn't be late for college.*  
*You ought not to be late for college.*
- go immediately before the subject in a question:  
*Could you wake me up?*

### 2 Rules and obligation

**must** and **have to**

+	<i>must + verb</i>	<i>We must leave now.</i>
?	<i>must ... + verb?</i>	<i>Must we leave now?</i>
+	<i>have to / has to + verb</i>	<i>He has to leave now.</i>
?	<i>do / does ... + have to + verb?</i>	<i>Do we have to leave now?</i>

For obligation, we can often use either *must* or *have to*:

*I must go now or I'll miss the bus. or I have to go now or I'll miss the bus.*

We use *must* to give orders, for written notices or for strong advice, including to ourselves:

*You must tell me everything.* (= I feel strongly about this)

*Lucia must be home by midnight.* (= these are my instructions)

*You must come to the hotel one day.* (= I strongly advise you to)

*I must go now.* (= I have decided to do this, or it's important for me to do this)

When the obligation does not come from the speaker, *must* is possible but *have to* is more usual:

*You have to pay to park your car here.* (= the local council has made this rule)

*I have to stay until the food is cooked.* (= this is part of my job)

We usually use *have to* for habits:

*I have to get up early to cook breakfast.*

*Franco has to practise the piano for twenty minutes a day.*

We only use *must* in one form and it refers only to the present or future. For other verb forms, we use *have to*:

*I had to work every day.* (past simple)

*I'll (will) have to work longer hours.* (future)

*I avoided having to speak to him by crossing the street.* (verb + *-ing*)

*If I got the job, I'd (would) have to buy a car.* (conditional)

**mustn't and don't have to**

must not + verb	We <b>mustn't be</b> late.
do/does not have to + verb	We <b>don't have to be</b> early.

▲ Although *must* and *have to* both express obligation, *mustn't* and *don't have to* have different meanings.

*Mustn't* means 'don't do it' and *don't have to* means 'it's not necessary to do it':

We **mustn't** make a lot of noise. (= it is wrong to do this, it isn't allowed)

You **don't have to** stay at school until you're 18. (= you are not obliged to but you can if you want)

**have/has got to**

In speech and informal writing, we often use *have/has got to* instead of *have/has to*. *Have/has got to* normally refers to a particular action rather than a general situation. We can say:

We **have to** work very hard this afternoon. or We've **got to** work very hard this afternoon.

**Don't you have to** finish that essay today? or **Haven't you got to** finish that essay today?

Teachers **have to** work very long hours in my country. (not Teachers ~~have got to~~ work very long hours)

▲ When we refer to the past we use *had to*.

I **had to** get up early when I was your age. (not ~~had got to~~ get up)

**should**

When we are talking about the right thing to do, we use *should*:

Adam **should** take more care when he's cycling. (= it's the right thing to do but he doesn't do it)

I **shouldn't** spend so much time watching TV. (= it's the wrong thing to do but I still do it)

To talk about the past, we use *should have* + past participle:

I **should have told** the truth. (= this was the right thing to do but I didn't do it)

We **shouldn't have lent** her that money. (= this wasn't the right thing to do but we did it)

It is also possible to use *ought to* or *ought to have* in these sentences, but it is less common.

(> See Unit 13, B5 for more on the modal verbs in this section.)

**3 Necessity**

We can use *need* (+ to infinitive) as a normal main verb in all the tenses, but it also has a modal form in the negative. We can say:

She **doesn't need to** come. or She **needn't** come. (= she doesn't have to come – it's not necessary)

In positive statements, we say:

She **needs to** come. (not ~~She need come~~)

To talk about the past, we say:

Oliver **needed to** buy a computer. (= it was necessary because he didn't have one)

Oliver **didn't need to** buy a computer. (= it wasn't necessary because he already had one)

*Needn't have* has a different meaning:

Oliver **needn't have bought** a computer. (= he bought a computer but his parents gave him one so now he has two!)

## C Grammar exercises

### 1 Fill in the gaps with the correct form of *have to* or *must*. Where can you use *have got to*?

- Most students in Britain have to pay to go to university.
- Joe has to get up early on Fridays as he has no lectures in the morning.
- You mustn't talk during the film because other people will get annoyed.
- My library books are overdue so I have to pay a fine when I return them.
- Luke has to drive to work these days because the buses don't start early enough any more.
- Because Sue could play the guitar, she didn't have to practise much when she took up the ukulele.
- You mustn't borrow this film – you'll enjoy watching it.
- Do you have to (you) work every Saturday in your new job?
- Non-swimmers mustn't go into the deep end of the pool.
- You must come to the rehearsal with me tomorrow if you want to be in the play.
- When I was a child, I had to keep changing schools because my parents moved house a lot.
- We've moved into a smaller flat and I have to share a room with my sister.
- I mustn't stop eating so much chocolate or none of my clothes will fit.
- They provide towels at the pool so I don't have to take one.

### 2 Match the beginnings and endings of these sentences.

- |                 |                                                              |
|-----------------|--------------------------------------------------------------|
| 1 I shouldn't   | A wear a helmet when he's cycling on a busy road.            |
| 2 Do I need to  | B to take any money for the funfair or is it free?           |
| 3 We don't need | C to ask his boss before he leaves the office.               |
| 4 They needn't  | D take sandwiches with them because Jenny's cooking lunch.   |
| 5 Konrad should | E to send them our new address because they already have it. |
| 6 Should you    | F fill in my application form now? I'm busy at the moment.   |
| 7 Lewis needs   | G spend so much time playing computer games.                 |
| 8 Do they need  | H carry that suitcase with your bad back?                    |

### 3 Alex has made some silly mistakes recently, but he's decided to tell his parents and ask for help. Write what he says, using *should/shouldn't have* and the past participle of the verbs in the box.

ask keep lie lock revise

- He lost his expensive new phone.  
I should have kept it somewhere safe.
- He didn't look after his bike carefully and someone stole it.  
I should have locked it.
- He borrowed some money from a schoolfriend.  
I shouldn't have asked you for money.
- He made up a story about why he hadn't done his homework.  
I should have told about my homework.
- He didn't prepare for his exams and he failed.  
I should have revised thoroughly.  
I'll do better in future, I promise. Please can I have a new phone and a new bike?



**4** Read this article about a pop star. Complete the sentences below.

## The diary column

Pop star Lee Divine travelled from London to New York yesterday by plane.

Lee had visited his hairdresser before he went to the airport and wore his latest designer clothes, as he likes to look his best in photos. Press photographers usually follow him wherever he goes but the weather was very bad yesterday and, to Lee's obvious disappointment, there were no photographers at the airport.

Because he is famous, he didn't stand in the queue and his bodyguard carried his luggage for him. Although most people have to walk from the car park, Lee has a driver who drove him right to the door. Even this did not seem to make him happy. Lee got angry with his driver on the way because he said she wasn't driving fast enough. Of course, they arrived at the airport in plenty of time.



- |                                                    |                             |
|----------------------------------------------------|-----------------------------|
| 1 He needn't have <u>visited his hairdresser</u> . | 4 He didn't need to _____ . |
| 2 He needn't have _____ .                          | 5 He didn't need to _____ . |
| 3 He didn't need to _____ .                        | 6 He needn't have _____ .   |

**5** Rewrite these sentences using the correct form of *must*, *need*, *should* or *have to*.

- It's her fault that she's lost her watch because she didn't look after it.  
She should have looked after her watch .
- I don't expect you to phone me before you come.  
You \_\_\_\_\_ .
- It is essential for students to buy a good dictionary.  
Students \_\_\_\_\_ .
- It was wrong of you to take money from my purse without asking.  
You \_\_\_\_\_ .
- I was getting ready to drive to the station to pick up my sister when she arrived in a taxi.  
I \_\_\_\_\_ .
- It's not fair that I do the washing-up on my own.  
You \_\_\_\_\_ .
- Students aren't allowed to use their phones during classes.  
Students \_\_\_\_\_ .
- She turned the music down to avoid disturbing her neighbours but they'd gone out.  
She \_\_\_\_\_ .
- I think she's wrong to make promises which she doesn't keep.  
She \_\_\_\_\_ .
- You can give the tour guide a tip but it is not necessary.  
You \_\_\_\_\_ .

# Exam practice

## Reading and Use of English Part 6

You are going to read a magazine article about schools. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

### Find your energy again

Even the best designed of today's schools and colleges represent artificial environments where it can be difficult to stay positive and bursting with energy. Complaints about feeling tired or ill or having no energy are commonplace.

Students and teachers often say that health problems are the inevitable consequences of being in a school all day long. **1**  While there may be little you can do about the noise or the behaviour of those around you, you don't have to feel unwell. There is plenty you can do to restore those energy levels and feelings of well-being.

The first thing you must address is tiredness. If at the weekend you stay up late with your friends, going to parties or playing games online, and then sleep all the following morning, you can't expect your body to adjust on a Monday morning to a completely different routine. **2**  For most of us, however, it's a very bad idea.

Our diets are another way we mistreat ourselves. Many teachers, and even some children, say they don't have breakfast – but you really should eat something, however small, before you leave home. And if you don't eat a proper lunch, or worse, you skip it altogether because you're busy, you will get to the evening and suddenly realise how hungry you are. **3**  The sooner you do, the better because nothing is more important than eating and drinking regularly.

You should also take exercise regularly in the evenings. **4**  Recent American research has established that frequent, vigorous exercise is a good way of improving your mood and that the effects last far longer than the session itself. It has to be vigorous, though – walking or tennis have to be kept up for at least an hour to have a positive effect.

All the advice on exercise says you should choose something you like doing. **5**  If you don't want to fall into the same trap, you need to keep reminding yourself of the advantages. You should also spend as much time as possible in daylight – advice which is often ignored. We now know that lack of sunlight can cause depression. Time spent out of doors, even if it's only a few minutes, is never wasted.

You may be bothered by some of your friends' or classmates' negative attitudes towards staying healthy. Take a few moments to think about how they affect your own state of mind. **6**  You are much more likely to enjoy your free time if you leave school feeling positive and it's the same for your friends. Take steps to make sure school is a place where you look forward to going. You will spend many hours of your life there!

# Exam practice

- A Most people start off with good intentions but soon lose interest.
- B This is, of course, a disastrous way for anyone to run their life and you need to realise that.
- C Always remember that you don't need to behave in the same way.
- D That solution to the problem may not work for everyone.
- E However, this is not the case.
- F This will help you to get to sleep later that night and wake up refreshed.
- G Some people seem to be able to keep this up without any negative effects on their health.



## Exam tip

If you think two sentences fit in a gap, leave it and continue with the other questions. Then go back and fill in the ones you are unsure about.

## Grammar focus task

Look at these sentences and find expressions in the text (including sentences A–G) which mean the same.

- 1 It is not necessary for you to feel ill.  
You don't have to feel unwell.
- 2 It is essential first of all for you to deal with tiredness.  
\_\_\_\_\_
- 3 It is important that you exercise regularly after school.  
\_\_\_\_\_
- 4 It is essential that the exercise you take is vigorous.  
\_\_\_\_\_
- 5 It is essential to walk or play tennis for at least an hour.  
\_\_\_\_\_
- 6 It is important that you do a form of exercise that you enjoy.  
\_\_\_\_\_
- 7 It is necessary that you don't forget the positive things.  
\_\_\_\_\_
- 8 It is not necessary for you to behave like them.  
\_\_\_\_\_