

Key



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- 9 Susan** 2 seldom does
3 always helps
4 never plays
5 sometimes listens

- Pam** 1 is always
2 will never lie
3 sometimes babysits
4 rarely sleeps
5 usually studies

- 10** 2 Helen never wakes up early.
3 Jack seldom has enough time to talk on the phone at work.
4 He is usually home at this time of day.
5 Paul doesn't always remember to charge his mobile.
6 Rachel sometimes leaves her house without locking the door.
7 We can rarely have a picnic in winter.
8 We don't often argue about what to eat.
9 I always appreciate all the help and support you give me.
10 Gary has often expressed the desire to move to the countryside.

- 11** 1 B: I don't. I usually stay in.
2 A: Are you always so patient?
B: Yes, I seldom lose my temper.
3 A: Ben can sometimes be rude.
B: I know. And he never apologises.
4 A: Do you usually drive to work?
B: No, I always take the bus.

- 12** 2 a 4 a 6 a 8 b
3 a 5 b 7 b 9 a

- 13** 2 tastes 6 looks
3 is looking 7 appear
4 are appearing 8 has
5 is tasting

- 14** 2 B 4 A 6 D 8 D 10 D
3 D 5 B 7 A 9 D 11 A

- 15** 2 is snowing
3 is he constantly telling
4 isn't coming
5 doesn't rain
6 does
7 does the library open
8 are Ben and Carl arguing
9 is staying
10 sends

- 16** 2 don't often have 9 sometimes play
3 know 10 watch
4 volunteer 11 don't usually wake up
5 're having 12 Are you going
6 enjoys 13 'm thinking
7 study 14 Do you want
8 invites

- 17** 2 is going to the
3 doesn't have
4 is still raining
5 don't need to/needn't book
6 is doing her chores
7 do not live
8 usually plays

Speaking

(Suggested Answers)

- A: What do you usually do in your free time?
B: Well, I usually play computer games after school. At the weekend I sometimes go to the beach. What about you?
A: I often watch DVDs. On Saturdays I usually work in my dad's shop.
B: What are you doing this weekend?
A: I'm going to a music festival. What about you?
B: I'm having a few friends over to watch a film.

Writing

(Suggested Answer)

Hi Tina!

How are you? I'm so happy the weekend is almost here. On Saturdays, I usually help my dad at his sporting goods shop. However, this weekend I'm taking a break and going to a music festival with friends instead. I can't wait! During the week, I usually study a lot after school and then I do chores for my mum, who works every afternoon as a music teacher. I don't often have a lot of time to relax in the evening. The music festival should be a lot of fun and a nice break after a long week! What about you? What's new with you?

Take care,
Nancy

Unit 2

- 1** 2 e 3 c 4 a 5 d
2 1 c 2 b 3 a

3 In **Picture A**, the verb *has come* is in the present perfect simple. It shows an action that happened at an unstated time in the past (emphasis on the action).

In **Picture B**, the verb *has just missed* is in the present perfect simple. It shows a recently completed action whose result is visible in the present.

In **Picture C**, the verb *have ... played* is in the present perfect simple – interrogative form. It shows a personal experience.

The verb *haven't played* is in the present perfect simple – negative form. It shows a personal experience.

In **Picture D**, the verb *have ... been waiting* is in the present perfect continuous. It places emphasis on the duration of an action that started in the past and continues up to the present.

In **Picture E**, the verb *haven't been using* is in the present perfect continuous – negative form. It places emphasis on the duration of an action that started in the past and continues up to the present.

The verb *has been raining* is in the present perfect continuous. It shows an action that started in the past and continues in the present, with a visible result in the present.

The present perfect and the present perfect continuous are formed as follows:

present perfect:

- affirmative: I/you/we/they + have + past participle of main verb, he/she/it + has + past participle of main verb
- negative: I/you/we/they + have not/haven't + past participle of main verb, he/she/it + has not/hasn't + past participle of main verb
- interrogative: have + I/you/we/they + past participle of main verb, has + he/she/it + past participle of main verb

present perfect continuous:

- affirmative: I/you/we/they + have + been + main verb + -ing, he/she/it + has + been + main verb + -ing
- negative: I/you/we/they + have not/haven't + been + main verb + -ing, he/she/it + has not/hasn't + been + main verb + -ing
- interrogative: have + I/you/we/they + been + main verb + -ing, has + he/she/it + been + main verb + -ing

4 2 already 5 just 8 always
3 since 6 How long
4 lately 7 ever

5 2 yet 4 never 6 since
3 just 5 for

6 2 've been swimming
3 Have you heard
4 hasn't graduated
5 Have you been studying

7 2 've been working
3 have you been staring, 've forgotten
4 haven't tasted
5 have travelled

8 2 have been 6 hasn't been
3 has been in 7 has gone to
4 has gone to 8 have been
5 has been in

9 2 've been in 5 've been in
3 's gone to 6 haven't been
4 's been

10 2 B 4 A 6 A 8 D 10 B
3 D 5 D 7 A 9 C

11 2 live 4 is taking
3 's been sleeping 5 is watching

12 2 admire 10 's been playing
3 produces 11 's appeared
4 like 12 don't know
5 has been using 13 writes
6 makes 14 's published
7 hasn't announced 15 've read
8 's working 16 's writing
9 've always wanted

13 2 has been burning for
3 doesn't go
4 hasn't finished
5 is having a meeting
6 does Stephen do
7 have been waiting
8 need not change/needn't change/do not need to change/don't need to change

Speaking

(Suggested Answers)

A: Who's your favourite celebrity?

B: I really like Justin Timberlake.

A: What does he do?

B: He sings and writes songs. He acts in films too.

A: How long has he been singing?

B: He's been singing since 1995.

A: What has he done so far?

B: He has released four albums, had three number one hit records, and has starred in four Hollywood films. He's also won Grammy and Emmy Awards.

A: What is he doing at present?

B: He is doing the 20/20 Experience – 2 of 2 world tour.

Writing

(Suggested Answer)

Hi Everyone!

The celebrity I have always wanted to meet is the amazing singer and actor Justin Timberlake. He has been singing since 1995. So far, he has released four albums, had three number one hit records, and has starred in four Hollywood films. He's also won Grammy and Emmy Awards. At present, he is doing the 20/20 Experience – 2 of 2 world tour. What a great entertainer!

Pierre, Paris

Unit 3

- 1** We form the comparative/superlative of one-syllable adjectives by adding *-(e)r /-(e)st* to adjectives.

For two-syllable adjectives ending in *-ly-y-w*, we add *er/-est* or *-ier/-iest*.

For adjectives of two or more syllables we use the words *more/most* before the adjective to form the comparative/superlative.

We form the comparative /superlative of adverbs by adding *-er-est* to the adverbs that have the same form as their adjectives.

For adverbs ending in *-y* we replace the *-y* with *-ier/-iest* to form the comparative/superlative.

For two-syllable adverbs and those ending in *-ly* we use the words *more/most* before the adverb to form the comparative/superlative.

We use the comparative to compare one person or thing with another.

We use the superlative to compare one person or thing with more than one person or thing of the same group.

- 2** 2 lonely lonelier
3 heavier the heaviest
4 attractive the most attractive
5 good better
6 fatter the fattest
- 3** 2 more the most
3 better the best
4 faster the fastest
5 less the least
6 more sensibly the most sensibly
7 earlier the earliest
8 more happily the most happily
9 worse the worst
10 harder the hardest

- 4** 2 further 7 better
3 more experienced 8 silliest
4 more loudly 9 worse
5 eldest 10 in
6 the most realistic

- 5** 2 the hardest
3 cold, clearest
4 the most expensive
5 further
6 slowest, more comfortable
7 sooner

- 6** 2 great 6 the most amazing
3 the oldest 7 more impressive
4 biggest 8 the most unforgettable
5 Most

- 7** 2 more recently 5 more 8 less
3 slower 6 faster
4 safer 7 more frequently

8 The comparisons in the example are:

- as + adj + as (*as comfortable as*). This shows that two things are similar in some way; the armchair is similar in comfort to the sofa.
- less + adj (*less expensive*). This shows the difference between two things; the difference in price between the armchair and the sofa – the opposite is more ... than.
- the least + adj + of (*the least expensive of*). This compares one thing to two or more things of the same group; the chair is compared to both the armchair and the sofa – the opposite is the most ... of.
- by far + the + superlative (*by far the most comfortable*). This emphasises the superlative adjective.
- very + positive degree (*very big*). This emphasises the positive adjective.
- a lot + comparative (*a lot more*). This expresses the degree of difference between two things.
- the + comparative ..., the + comparative (*The more ... the more certain*). This shows that one thing depends on another.

- 9** 2 much 4 less 6 slightly
3 far 5 by far

- 10** 2 b 3 b 4 a

- 11** 2 A 3 B 4 A 5 D 6 B 7 A

- 12 2 is as funny as
 3 was the least exciting of
 4 plays tennis better than
 5 the loudest you can
 6 as much as
 7 far more delicious than
 8 runs as slowly

- 13 2 as 3 like 4 like 5 as 6 like

Speaking

(Suggested Answers)

- A: Yes, the room with the family is more expensive than the room in the halls of residence, but it is less expensive than the studio flat. In addition, it is the largest place and the furthest from the university. It is also in a quieter area than the studio flat.
- B: The studio flat is the most expensive of all three. It is larger than the room in the halls of residence, but it is also further away and it is in a noisier area.
- A: So which one should I choose?
- B: Well, I believe that the best place to stay is in the halls of residence. It is the cheapest and the nearest to the university.

Writing

(Suggested Answer)

Hi Kevin!

I hope you're well. You've asked me to help you choose a place to stay during your university studies, so let me tell you what I've come up with.

So far, I've found three places: a single room with a family, a room in the halls of residence and a studio flat. The room in the halls of residence is the cheapest and the nearest to the university. It's also in the quietest area, but it's the smallest of the three places. The room with the family is more expensive than the room in the halls of residence, but it's less expensive and in a quieter area than the studio flat. In addition, it's the largest place, but the furthest from the university. The studio flat is the most expensive of all three. It's larger than the room in the halls of residence and just a 20-minute walk to the university. The problem is that it's in a noisier area than the other two places.

I think that the best place to stay is in the halls of residence. It's the cheapest and the nearest to the university. Let me know what you decide.

Take care,
 Billy

Unit 4

- 1 In the example, exclamations are formed in the following ways:
- what + an + adjective + singular countable noun (*What an amazing beach!*)
 - so + adjective (*so clear*)
 - how + adjective (*How relaxing*)
 - such + a + adjective + singular countable noun (*such a nice place*)

We can also form exclamations as follows:

- such (+ adjective) + uncountable/plural noun
- what (+ adjective) + uncountable/plural noun
- negative question (+ exclamation mark)

- 2 2 so 4 such 6 What a
 3 What 5 What an

- 3 2 Wasn't it a terrible flight!
 3 Won't she be surprised!
 4 Don't the children look tired!
 5 Aren't they lovely flowers!
 6 Hasn't he been busy lately!

- 4 2 What a 5 How 8 such a
 3 so 6 such 9 How
 4 What an 7 What 10 so

- 5 2 How 3 so 4 such

- 6 2 b 4 b 6 a 8 b
 3 a 5 a 7 a

- 7 2 Isn't it a wonderful view!
 It's such a wonderful view!
 The view is so wonderful!
 How wonderful the view is!
 3 These puppies are so cute!
 These are such cute puppies!
 What cute puppies!
 How cute these puppies are!
 4 How gracefully she dances!
 Doesn't she dance gracefully!

- 8 2 A 3 A 4 B 5 C 6 D 7 A

Speaking

- 1 What a cute kitten!
 How cute the kitten is!
 Isn't the kitten cute!
 It is such a cute kitten!
 The kitten is so cute!

- 2 How busy the motorway is!
What a busy motorway!
Isn't the motorway busy!
It's such a busy motorway!
- 3 She looks so tired!
How tired she looks!
Doesn't she look tired!
- 4 What beautiful flowers!
They are such beautiful flowers!
Aren't they beautiful flowers!

Unit 5

- 1 a) **The singular nouns in the speech bubble are:**
salad and water.
- b) **The plural nouns in the speech bubble are:**
steaks, tomatoes, fries and glasses.
- c) The plural nouns in the example are formed as follows:
- *steaks*: noun + -s
 - *tomatoes*: noun ending in -o + -es
 - *fries*: noun ending in a consonant + -y + -ies; -y changes to -i
 - *glasses*: noun ending in -ss + -es
- d) We can also form plural nouns by:
- adding -s to some nouns ending in a vowel + -y; e.g. toy – toys
 - adding -s to nouns ending in -o/-oo; e.g. video – videos, zoo – zoos
 - adding -ves to nouns ending in -f/-fe; e.g. wolf – wolves, knife – knives

Some nouns remain the same in both the singular and plural forms; e.g. *aircraft – aircraft, species – species*

Compound nouns form their plural by adding -s/-es:

- to the second noun if the compound consists of two nouns; e.g. *toothbrush – toothbrushes*
- to the noun if the compound consists of an adjective and a noun; e.g. *blackboard – blackboards*
- to the first noun if the compound consists of two nouns connected with a preposition or to the noun if the compound has only one noun; e.g. *brother-in-law – brothers-in-law*
- at the end of the compound if it is not made up of any nouns e.g. *breakdown – breakdowns*

Irregular plurals include: child – children, tooth – teeth, person – people, etc.

- 2 2 potatoes 5 radios 8 knives
3 means 6 fairies 9 foxes
4 lice 7 zoos 10 plays

- 3 2 sisters-in-law 7 post offices
3 takeoffs 8 lookouts
4 high schools 9 runners-up
5 passers-by 10 six-packs
6 blackboards

4 a) **The countable nouns in the example are:** *egg, pan, spices, carton and family.*

b) **The uncountable nouns in the example are:** *milk, flour and people.*

c) Before countable nouns we can use *a/an* in the singular and *some/any* in the plural; e.g. *a banana, some bananas*. Uncountable nouns can be used alone or with *some, any, no, much*, etc.; e.g. *I want to buy (some) cheese.*

Some uncountable nouns can be made countable when used with phrases of quantity; e.g. *two cartons of milk, a loaf of bread*, etc.

d) **The plural noun in the example is people, and the group noun is family.**

e) Examples of other plural nouns include: *clothes, wages, police, stairs*, etc.

Examples of other group nouns include: *company, crowd, team, staff*, etc.

- 5 2 kilos 4 loaves 6 tubes
3 jar 5 bottles

- 6 1 a, some 5 an
2 an, some/a 6 some, a
3 an, some 7 an, an
4 a, an 8 some, a

- 7 2 some 4 an 6 a 8 some
3 a 5 a 7 an

- 8 2 are 4 have 6 is
3 is 5 are 7 are

- 9 2 a works b work
3 a chocolates b chocolate
4 a glass b glasses
5 a experience b experiences
6 a times b time

- 10 2 an 6 is 10 are 14 is
3 some 7 are 11 is
4 is 8 is 12 some
5 are 9 are 13 an

- 11** 2 a) an b) some
 3 a) some b) a
 4 a) a b) some
 5 a) some b) a
 6 a) a b) some
 7 a) a b) some
 8 a) some b) a
- 12** 2 was 4 are 6 were 8 was
 3 is 5 is 7 isn't
- 13** 2 slice 5 carton 8 pair
 3 can 6 tube 9 packet
 4 jar 7 loaf 10 pot
- 14** 2 have not 5 are 8 are
 3 are 6 spends
 4 needs 7 have
- 15** 2 C 4 C 6 B 8 A 10 B 12 C
 3 C 5 A 7 C 9 C 11 A
- 16** 2 was heavy
 3 is reasonably-priced
 4 are tropical
 5 are found on the second floor, sir
 6 are advising young people in our school on road safety
 7 is Paul's favourite subject

Speaking

(Suggested Answers)

- A: Yes, we need six bananas. Do we need chocolate?
 B: We need two bars of chocolate. How about tea?
 A: No, we've got some in the cupboard. Do we need meat?
 B: We need a kilo of meat. What about eggs?
 A: We've got a few in the fridge. Do we need tomatoes?
 B: Yes, we need four tomatoes.

Writing

(Suggested Answer)

- six bananas
- two bars of chocolate
- a kilo of meat
- four tomatoes

Unit 6

- 1** 2 In addition to being good for the body, exercise helps improve a bad mood.
 Exercise is good for the body. What is more, it helps improve a bad mood.

- Exercise is good for the body. It helps improve a bad mood too.
- 3** Jack isn't going camping and Ed isn't either. Neither Jack nor Ed is going camping. Jack isn't going camping, and neither is Ed.
- 4** Sue can't stand messy people. She doesn't tolerate laziness either.
 Sue can't stand messy people. Moreover, she doesn't tolerate laziness.
 Sue can't stand messy people. Also, she doesn't tolerate laziness.
- 5** Mary is both beautiful and intelligent. Mary is beautiful. She is intelligent too. Mary is beautiful as well as intelligent.
- 6** Both Fred and his sister work as interpreters for the United Nations.
 Fred works as an interpreter for the United Nations. So does his sister.
 Fred and his sister work as interpreters for the United Nations.
- 7** I enjoy watching TV as well as reading books. I enjoy watching TV and reading books. I enjoy watching TV. Also, I enjoy reading books.
- 8** Neither buses nor trains are running tomorrow. Buses aren't running tomorrow. Trains aren't running either.
 Buses aren't running tomorrow, and neither are the trains.
- 9** I don't really need a new laptop. Besides this, I can't afford one.
 I don't really need a new laptop. What is more, I can't afford one.
 I don't really need a new laptop. Also, I can't afford one.
- 10** Digital cameras have dropped in price. Furthermore/Moreover/Besides this, they now have higher resolution.
- 2** 2 We can fly to Birmingham instead of driving. However, it will cost a lot more.
 We can fly to Birmingham instead of driving though it will cost a lot more.
 We can fly to Birmingham instead of driving. Still, it will cost a lot more.
- 3** They went ahead with their hike in spite of the weather being freezing cold.
 In spite of the freezing cold weather/the weather being freezing cold, they went ahead with their hike. The weather was freezing cold but they went ahead with their hike.
 They went ahead with their hike while the weather was freezing cold.
 While the weather was freezing cold, they went ahead with their hike.

- 4 Joe loves playing football while/whereas his brother loves playing computer games.
While Joe loves playing football, his brother loves playing computer games.
Joe loves playing football, but his brother loves playing computer games.
- 5 Peter watched the late film despite being tired.
Despite his tiredness/being tired, Peter watched the late film.
Peter watched the late film although he was tired.
Although he was tired, Peter watched the late film.
- 6 Even though Sharon promised to help out at the charity bazaar, she never showed up.
Sharon never showed up at the charity bazaar even though she promised to help out.
Sharon promised to help out at the charity bazaar. Yet, she never showed up.
Despite promising to help out at the charity bazaar, Sharon never showed up.
Sharon never showed up at the charity bazaar despite promising to help out.
- 7 Skydiving is an exciting sport. On the other hand, it can be very dangerous.
Skydiving is an exciting sport. Nevertheless, it can be very dangerous.
Skydiving is an exciting sport. It can be very dangerous, though.
Skydiving is an exciting sport, though it can be very dangerous.
- 8 There's no way we can meet this deadline. Still/Yet, we'll do our best.
Although there's no way we can meet this deadline, we'll do our best.
We'll do our best, although there's no way we can meet this deadline.
- 3 2 We can't go on holiday since/as there's too much work to do.
Since/As there's too much work to do, we can't go on holiday.
There's too much work to do and for this reason we can't go on holiday.
- 3 I couldn't go to work because of the strike.
I couldn't go to work since there was a strike.
Since there was a strike, I couldn't go to work.
There was a strike so I couldn't go to work.
- 4 Paul didn't go out because/since he had a lot of homework.
Since Paul had a lot of homework, he didn't go out.
Paul had a lot of homework so he didn't go out.
- 5 I liked the whole match. In particular, the last half hour was exciting.
I liked the whole match but the last half hour in particular/especially/particularly was exciting.
- 6 She took a break due to the fact that she wasn't feeling well.
She wasn't feeling well and for this reason she took a break.
She took a break because she wasn't feeling well.
- 7 There are many places to visit in the city. The art gallery, for example/for instance, has an excellent collection of paintings.
There are many places to visit in the city. The art gallery, especially, has an excellent collection of paintings.
- 8 Some animals, such as dogs, can be trained to obey commands.
Some animals, in particular dogs, can be trained to obey commands.
Some animals, for instance dogs, can be trained to obey commands.
- 4 2 providing that 5 only if
3 otherwise 6 But
4 Unless
- 5 2 Mike's interview went well and consequently he got the job.
Mike's interview went well. Consequently/Therefore, he got the job.
Mike's interview went well and as a result he got the job.
Mike's interview went well. As a result, he got the job.
Mike's interview went well and therefore he got the job.
- 3 There was nothing interesting on TV so he switched it off.
There was nothing interesting on TV. For this reason, he switched it off.
There was nothing interesting on TV and therefore he switched it off.
There was nothing interesting on TV. Therefore, he switched it off.
- 4 Kate phoned Ann to tell her the good news.
Kate phoned Ann in order to tell her the good news.
Kate phoned Ann so as to tell her the good news.
- 5 He whispered so as not to be heard.
He whispered so that he wouldn't be heard.
He whispered in order not to be heard.
- 6 The exam was so easy that many students passed.
It was such an easy exam that many students passed.

The exam was easy and as a result many students passed.

The exam was easy. As a result, many students passed.

7 He took a map so that/in order that he wouldn't get lost.

He took a map in case he got lost.

8 He did such a good job that everybody congratulated him on it.

The job he did was so good that everyone congratulated him on it.

He did a good job. Consequently, everyone congratulated him on it.

He did a good job and consequently everyone congratulated him on it.

- | | | | | | | |
|---|---|----------|---|-------|----|------------|
| 6 | 2 | wherever | 5 | until | 8 | for |
| | 3 | while | 6 | after | 9 | before |
| | 4 | where | 7 | since | 10 | as soon as |

7 2 which 3 whose 4 whom 5 which

8	2	Eventually	4	To sum up
	3	Afterwards	5	On the whole

9	2	In conclusion	8	because
	3	Although	9	so that
	4	where	10	in order
	5	especially	11	nor
	6	However	12	and
	7	as long as		

10	2	To sum up	7	in particular
	3	provided that	8	Then
	4	as a result	9	so as to
	5	as long as	10	What is more
	6	Yet		

11	2	the heavy rain
	3	due to her
	4	addition to being
	5	because of an
	6	as a result
	7	begin with
	8	on condition that
	9	as well as leading
	10	even though she had a
	11	such a great success that
	12	in case Shawn wants

Unit 7

1	2	translator	5	employee
	3	assistant	6	footballer
	4	pianist		

2	2	departure	5	statement
	3	preference	6	predictions
	4	refusal		

3	2	silence	5	frequency
	3	complexity	6	difficulty
	4	kindness		

4	2	cloudy	5	harmless
	3	massive	6	foolish
	4	artistic		

5	2	accessible	5	different
	3	remarkable	6	active
	4	impressive		

6	2	deactivate	5	inappropriate
	3	unsure	6	illegal
	4	impolite		

Exploring Grammar Units 1 - 7

1 a) 1st email

Key words to be underlined: 'm writing, want, am, is, am moving, looks, is, live, Isn't, can't wait

2nd email

Key words to be underlined: 'm, go, is getting, hold, 's, Are flying, can't wait

The negative and interrogative forms of these tenses are formed as follows:

present simple:

negative: I/you/we/they + do not/don't + main verb, he/she/it + does not/doesn't + main verb.

interrogative: do + I/you/we/they + main verb, does + he/she/it + main verb.

present continuous:

negative: I + am not/'m not + main verb + -ing, you/we/they + are not/aren't + main verb + -ing, he/she/it + is not/isn't + main verb + -ing.

interrogative: am + I + main verb + -ing, are + you/we/they + main verb + -ing, is + he/she/it + main verb + -ing.

- b)
- an action happening at or around the time of speaking: I'm *writing* because
 - a gradually developing situation: the weather *is getting* warmer
 - a routine or habit: I *go* twice a week, we *hold* our sessions at the park

- a fixed arrangement in the near future: *I'm moving to London on 20th April, Are you flying to London*
- a permanent situation: where you *live*

- c) Other uses of the present simple include:
- to express general truths (e.g. *Oil floats on water.*)
 - to make sports commentaries (e.g. *Messi takes the ball, shoots and scores!*)
 - to give reviews (e.g. *Meryl Streep successfully plays the role of Margaret Thatcher in The Iron Lady.*)
 - to make narrations (e.g. *Then Eric gets into his car and drives away.*)

Other uses of the present continuous include:

- to express anger or irritation when used with *always, constantly*, etc. (e.g. *You're always interrupting me.*)

- 2 a) Stative verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action.

1st email

The stative verbs in the emails are: want, is, looks, is

2nd email

The stative verbs in the emails are: 'm, 's, know

- b) The verb *look* appears in the continuous form in the email (*I've been looking at different flats ...*) and it means *to view*. It also appears in the present simple form (*... this place that looks great ...*) and it means *to see, to appear*.

Three more examples of verbs whose meaning changes depending on their form are:

- I think he is Spanish. (= I believe)
I am thinking of buying a car. (= am considering)
- I can see a balloon in the sky. (= perceive with my eyes)
I am seeing Bob later this afternoon. (= am meeting)
- The sauce tastes delicious. (= has a delicious flavour)
Kim is tasting the sauce. (= is tasting the flavour of)

- 3 a) • a recently completed action: *I've just got* a big promotion.
• an action that started in the past and lasted for some time but the result is still visible: *I've been looking* at different flats.
• an action that happened at an unstated time in the past: *I've already planned* the things we're going to do together.

- b) The present perfect and the present perfect continuous tenses are used.

Other uses of the present perfect include:

- to express an action which started in the past and continues up to the present; e.g. *I've known Jim for several years.*
- to express a past action whose result is visible in the present; e.g. *Carl has shaved his moustache and looks younger.*
- to express an action which happened within a specific time period and is not over at the moment of speaking; e.g. *Mary has sent three faxes this morning.*
- to talk about personal changes/experiences; e.g. *I've tried bungee jumping.*

Other uses of the present perfect continuous include:

- to place emphasis on the duration of an action that started in the past and continues up to the present; e.g. *She's been working as a teacher for 15 years.*
- to express anger, irritation or annoyance; e.g. *Who has been using my laptop again?*

- 4 1 have been travelling 4 doesn't live
2 is sleeping 5 hasn't confirmed
3 Have you done

- 5 a) **The comparative forms in the emails are:** *better, closer, more often* and *warmer*.

The superlative form in the emails is: *the best*.

Comparatives and superlatives are formed as follows:

- the comparative of one-syllable and two-syllable adjectives ending in -ly, -y, -w is formed by adding -er/-ier and the superlative by adding -(e)st/-iest; e.g. fat – fatter – the fattest, nice – nicer – the nicest, ugly – uglier – the ugliest.

- the comparative of adjectives of two or more syllables is formed with *more* and the superlative with *most*; e.g. suitable – more suitable – the most suitable
- the comparative and superlative of some two-syllable adjectives are formed with either *-er/-est* or with *more/most*; e.g. clever – more clever – the most clever or clever – cleverer – the cleverest

We use the comparative form to compare two people or things.

We use the superlative form to compare one person or thing with more than one person or thing in the same group.

- b) 1 bigger – the biggest
2 happier – the happiest
3 more exciting -the most exciting
4 better - the best
5 more often – the most often

6 The exclamations in the emails are:

Isn't it great that we'll be neighbours now!
I'm so happy about your news!
It's such an amazing feeling!
It's been such a long time since we last met!

We form exclamations as follows:

so + adjective/adverb
such + a/an + adjective + singular countable noun
such + adjective + uncountable/plural noun
what + a/an + adjective + singular countable noun
what + adjective + uncountable/plural noun
how + adjective/adverb
negative question (+ exclamation mark)

7 a) Countable nouns in the emails are: *promotion, office, flat, moment, place, neighbours, month, things, class, week, sessions, park, feeling, times.*

Uncountable nouns in the emails are: *news, weather, time.*

Countable nouns are nouns which we can count and they have singular and plural forms. Uncountable nouns are nouns we cannot count. They do not have different plural forms.

- b) *Time* can be both countable and uncountable but with a difference in meaning. When used as a countable noun, the word *times* means *occasions*. When used as an uncountable noun, the word *time* means a *period of time*.

Three more nouns whose meaning changes depending on whether they are used as countable or uncountable are:

- glass; e.g. I want a glass of water. (= container for drinking) The vase is made of glass. (= material)
- paper; e.g. He went out to buy a paper. (= a newspaper) He wrote a message on a piece of paper (= the writing material)
- room; e.g. We've booked a room at the Hilton. (= a bedroom in a hotel) Sit here. There's plenty of room. (= space)

Revision (Units 1-7)

1	1 B	5 B	9 A	13 C	17 D
2	D	6 C	10 D	14 D	18 A
3	D	7 A	11 B	15 B	19 C
4	A	8 B	12 C	16 A	20 D

Grammar in Focus

A	1 discovered	2 examining	3 the
B	1 though	2 suggests	3 than
C	1 It	2 where	3 largest
D	1 there	3 with	
	2 leave	4 themselves	

Prepositions of place/time/movement – Time words

1	2 on	17 up	
	3 at	18 down	
	4 next/by/beside	19 opposite	
	5 below	20 onto	
	6 on top of	21 off	
	7 under	22 into	
	8 above	23 out of	
	9 around	24 past	
	10 through	25 near	
	11 among	26 against	
	12 between	27 over	
	13 behind	28 from ... to	
	14 in front of	29 to/towards/ in the direction of	
	15 along	30 outside	
	16 across		
2	1 between	5 onto	9 above
	2 across	6 in	10 down
	3 past	7 out of	
	4 in front of	8 at	
3	1 Above	4 On	7 behind
	2 In front of	5 in	8 under
	3 between	6 next to	

- 4** 1 on, by, on 6 by, on
 2 at, in 7 in, on, on
 3 on, in 8 by, in
 4 at, on 9 on, in, in
 5 on, by 10 at, on
- 5** 1 B 3 A 5 C 7 A 9 C
 2 A 4 A 6 B 8 B 10 A
- 6** 1 at 3 in 5 on 7 at 9 at
 2 in 4 at 6 in 8 in 10 on
- 7** 1 at, on 3 at, in 5 in, on
 2 in, in 4 on, in
- 8** 1 before 3 ago 5 before
 2 ago 4 before
- 9** 1 still 2 already 3 yet 4 already
- 10** 1 on time 2 in time 3 on time 4 in time
- 11** 1 within 3 afterwards 5 to
 2 after 4 from 6 after
- 12** 1 at the beginning 4 At the end
 2 in the end 5 in the end
 3 in the beginning
- 13** 1 during 3 during 5 during
 2 while 4 While

Phrasal Verbs I

Note: Present the table(s) on the relevant page and go through the phrasal verbs with Ss. Check understanding of the form **verb + particle**. Elicit/Explain the meaning of the phrasal verbs by writing more examples on the board. Assign the relevant exercises as written homework. Next time check the phrasal verbs by asking Ss to make sentences using them.

e.g. T: break down

S: My car broke down while I was driving to work.

Alternatively, a student can draw a simple sketch of a phrasal verb on the Bb for Ss to guess which one it is or mime the meaning of the phrasal for the other Ss to guess.

- 1** 1 on 3 off 5 into
 2 up to 4 in for 6 out
- 2** 1 up to 2 up 3 over 4 down 5 off

- 3** 1 c **(suggested answer)** A thief tried to break into the jewellery shop last night.
 3 e **(suggested answer)** Look! The police officer is after that thief.
 4 b **(suggested answer)** Mike is down with the flu.
 5 d **(suggested answer)** Linda is off all sweets because she's on a diet.

Prepositions I

Note: Present the table on the relevant page and go through the relevant letters with Ss. Elicit/Explain the meaning of any new vocabulary. Assign the relevant exercises as written homework.

Next time check the prepositions by asking the Ss to make sentences using them.

e.g. T: advantage

S: advantage of. One advantage of mobile phones is that you can be contacted anywhere at any time.

Alternatively, Ss can create a chain story using the prepositions.

eg. S1 Yesterday, I was **absent from** school.

S2 Because I knew there was an exam coming, I called my friend to **ask for** information.

S3 He gave me some **advice on** what to study. etc.

- 1** 1 into 3 with 5 about 7 at
 2 of 4 from 6 for 8 to
- 2** 1 of 3 for 5 with 7 at
 2 of 4 from 6 on 8 with

Word formation

- 3** 1 tasteless 8 successful
 2 miserable 9 alphabetical
 3 additional 10 offensive
 4 guilty 11 knowledgeable
 5 climatic 12 dangerous
 6 humorous 13 trendy
 7 friendly 14 expensive

Unit 8

- 1** 2 c 3 d 4 a
2 2 c 3 a 4 b

- 3 a) Verbs in Picture A: called:** past simple. It shows an action that happened at a definite time (stated) in the past. *Did ... request* – interrogative form: past simple. It shows an action that happened at a definite time (implied) in the past.

Verbs in Picture B: *didn't go*: past simple – negative form. It shows an action that happened at a definite time (stated) in the past. *went, had*: past simple. They show actions that happened one after the other.

Verbs in Picture C: *wasn't watching*: past continuous – negative form. It shows an action that was in progress at a stated time in the past. *was talking, was working*: past continuous. They show two simultaneous actions in the past.

Verbs in Picture D: *was riding*: past continuous. It shows an action that was in progress when another action (*fell*) interrupted it. *fell, twisted*: past simple. They show actions that happened immediately one after the other.

Verbs in Picture E: *went*: past simple. It shows an action that happened at a definite time (stated) in the past. *was shining, was blowing*: past continuous. They describe the atmosphere of a situation in the past.

- b) The past simple and the past continuous are formed as follows:

past simple:

- affirmative: I/you/he/she/it/we/they + regular verb + -ed/irregular verb
- negative: I/you/he/she/it/we/they + did not/ didn't + main verb
- interrogative: did + I/you/he/she/it/we/they + main verb

past continuous:

- affirmative: I/he/she/it + was + main verb + -ing, you/we/they + were + main verb + -ing
- negative: I/he/she/it + was not/ wasn't + main verb + -ing, you/we/they + were not/ weren't + main verb + -ing
- interrogative: was + I/he/she/it + main verb + -ing, were + you/we/they + main verb + -ing

4 2 h 4 e 6 f 8 b
3 a 5 g 7 d

- 5 1 heard
2 landed
3 visited, went
4 added, poured, put
5 were you laughing, walked
6 Did Robert tell
7 were watching, were making
8 were preparing, was going, were checking
9 wasn't studying, was playing
10 attended

- | | |
|-------------------|-----------------|
| 6 2 flew | 9 headed |
| 3 was waiting | 10 were driving |
| 4 was complaining | 11 started |
| 5 didn't take | 12 was pouring |
| 6 did you do | 13 Did you stay |
| 7 took | 14 spent |
| 8 got | |

- 7 a) In Picture A, *didn't use to be/used to be* express a past state that no longer exists.

In Picture B, *are used to working* expresses an action that somebody is accustomed to doing.

In Picture C, *got used to* expresses an action that somebody gradually became accustomed to doing.

- b) These forms are formed as follows:

used to :

- affirmative: I/you/he/she/it/we/they + used to + main verb
- negative: I/you/he/she/it/we/they + did not/ didn't + use to + main verb
- interrogative: did + I/you/he/she/it/we/they + use to + main verb

be used to:

- affirmative: the verb to be + used to
- negative: the verb to be + not + used to
- interrogative: the verb to be + I/you/he/she/it/we/they + used to

get used to:

- affirmative: I/you/he/she/it/we/they + get + used to
- negative: I/you/he/she/it/we/they + did not/ didn't + get + used to
- interrogative: did + I/you/he/she/it/we/they + get + used to

- | | |
|------------------------|---------------|
| 8 2 get used to living | 6 moved |
| 3 Did Sam use to go | 7 got used to |
| 4 hasn't got used to | |
| 5 would spend | |

- | | |
|-------------------|-----------------|
| 9 2 used to/would | 6 used to |
| 3 used to | 7 used to |
| 4 used to | 8 used to/would |
| 5 would/used to | |

- | | |
|-------------------|-----------------|
| 10 2 has sent | 5 placed |
| 3 didn't remember | 6 hasn't handed |
| 4 made | |

- 11** 2 've been 7 did
3 applied 8 've made
4 've always wanted 9 've never lived
5 sent 10 rented
6 contacted
- 12** 1 1 have you been 4 travelled
2 've just come back 5 Did you have
3 did you go 6 was
2 1 haven't been 4 've always wanted
2 went 5 Did you like
3 did you order
3 1 Have you seen 4 put
2 didn't forget 5 did you last see
3 left 6 've disappeared
- 13** 2 isn't used to 6 looked
3 was watching 7 get used to
4 would often travel 8 was keeping
5 didn't take 9 used to have
- 14** 2 wasn't used to 12 started
3 felt 13 picked up
4 was going 14 was lying
5 heard 15 flew
6 decided 16 screamed
7 was making 17 ran
8 wasn't 18 burst
9 lit 19 realised
10 remembered 20 wasn't
11 used to tell
- 15** 2 a 3 b 4 a 5 b 6 b 7 a
- 16** 2 worked
3 Did you arrive
4 was handing out, came
5 hasn't found
6 were you talking, saw
7 closed, set, left
8 wasn't raining
- 17** 2 C 4 C 6 D 8 C 10 D 12 C
3 C 5 D 7 A 9 B 11 A
- 18** 2 get used to driving
3 has it been since he/is it since he
4 used to be the
5 moved to Preston last year
6 hasn't been camping since

Speaking

(Suggested Answers)

.... The sun was shining and a light breeze was blowing. Suddenly, the weather turned bad. It started raining and the sea became rough. All of a sudden, a huge wave hit the boat and both Ben and Joe fell into the water. Luckily, a rescue boat arrived and pulled them out of the water. They were shivering and shaking but they felt very lucky to be safe.

Writing

(Suggested Answer)

... were sailing at sea. The sun was shining and a light breeze was blowing.

Suddenly, the weather turned bad. It started raining and the sea became (very) rough. While we were trying to control the boat, a huge wave hit the boat. We both fell into the water. As we were swimming, we saw a rescue boat in the distance. We stared screaming to get their attention.

The rescue boat arrived and pulled us out of the water. We were shivering and shaking from the cold but we felt lucky to be safe.

Unit 9

1 1 b 2 a

2 1 b 2 a

3 a) In **Picture A**, the verb *hadn't left* is in the past perfect simple – negative form. It shows an action that happened before a stated time in the past. The verb *had given* is in the past perfect simple. It shows an action that happened before another past action.

In **Picture B**, the verb *had graduated* is in the past perfect simple. It shows an action that finished in the past and whose result was visible in the past.

In **Picture C**, the verb *had ... been waiting* is in the past perfect continuous – interrogative form. It places emphasis on the duration of an action that started and finished before another past action.

In **Picture D**, the verb *had been snowing* is in the past perfect continuous. It shows an action that lasted for some time in the past and whose result was visible in the past.

b) The past perfect simple and the past perfect continuous are formed as follows:

past perfect simple:

- affirmative: I/you/he/she/it/we/they + had + past participle of the main verb

- negative: I/you/he/she/it/we/they + had not/hadn't + past participle of the main verb
- interrogative: Had + I/you/he/she/it/we/they + past participle of the main verb

past perfect continuous:

- affirmative: I/you/he/she/it/we/they + had + been + main verb + -ing
- negative: I/you/he/she/it/we/they + had not/hadn't + been + main verb + -ing
- interrogative: Had + I/you/he/she/it/we/they + been + main verb + -ing

4 2 a 3 b 4 c

5 2 b 3 b 4 a 5 a

- 6 2 had you been looking
3 had been waiting
4 had passed
5 had been working

- 7 2 had finished, decided (First action: had finished)
3 gave, had promised (First action: had promised)
4 had made, went (First action: had made)

- 8 1 bought
2 didn't have, had already booked
3 were driving, broke
4 realised, had lost, stopped
5 had, had fixed

- 9 1 cleaned up
2 did you do, stayed
3 had failed
4 was working
5 were you talking, came, had called, was returning

- 10 2 occurred 8 had left
3 was sleeping 9 had already taken
4 went off 10 were waiting
5 didn't even hear 11 started
6 opened 12 looked
7 remembered 13 had put

- 11 1 had won 3 had already fed
2 Did you go 4 was shining, woke up

12 2 B 3 A 4 D 5 D 6 C 7 A

- 13 2 had been waiting
3 were you and Liam laughing
4 had snowed
5 didn't attend
6 wasn't studying

- 7 hadn't closed
8 had you been riding

- 14 2 didn't stop laughing
3 been driving for
4 it since they moved
5 had (already) cooked dinner by
6 had never been/flown/ridden

Speaking

(Suggested Answers)

... While her nieces were playing, Tina fell asleep. She had been sleeping for 20 minutes when the girls woke her up to go to the shopping centre. While they were walking around the shopping centre, people were staring at Tina. Tina checked herself in the mirror. She realised that while she was sleeping, the girls had drawn on her face. For over an hour, Tina had been wandering around the shopping centre with a moustache and beard drawn on her face!

Writing

(Suggested Answer)

... my nieces for the weekend. While they were playing in the living room, I fell asleep on the couch. I had been sleeping for about 20 minutes when the girls woke me up to go to the shopping centre. While we were walking around the shopping centre, people were staring at me. When I went to check myself in the mirror, I realised that while I had been sleeping, the girls had drawn on my face! For over an hour, I had been wandering around the shopping centre with a moustache and beard drawn on my face! How embarrassing! The girls really got me this time!

Love,
Tina

Unit 10

- 1 a) In the example, the adjective *nice* describes the noun *day* and it expresses opinion. The adjective *warm* describes the noun *day* and it expresses fact. The adjective *middle-aged* describes the noun *pensioner* and it expresses fact. The adjective *favourite* describes the noun *book* and it expresses opinion.
- b) Adjectives appear before nouns.
- c) From the example we can see that a noun can also be used to describe another noun: the noun *garden* describes the noun *bench*.

- 2 2 old English poetry
3 big new plastic
4 dangerous metal carving
5 fashionable yellow cotton

- 3 2 a two-week course
3 a never-ending journey
4 a two-storey house
5 a long-lasting friendship
6 a brown-haired girl

- 4 2 golden 5 silky 8 feathery
3 feather 6 gold 9 metal
4 metallic 7 stony 10 silk

- 5 2 the 4 A 6 the 8 A 10 -
3 the 5 -, the 7 the 9 the

- 6 2 a 4 b 6 b 8 b
3 b 5 a 7 a

- 7 a) The adverbs in bold in the example express the following: *yesterday* expresses time, *really* expresses degree, *high in the sky* expresses place, *always* expresses frequency, *carefully* and *fast* express manner.

- b) We usually form adverbs by adding -ly to an adjective.
Adjectives ending in -le drop the -e and take -y.
Adjectives ending in a consonant + -y drop the -y and take -ily.
Adjectives ending in -l take -ly.
Adjectives ending in -ic take -ally. (exception: *public – publicly*)
Adjectives ending in -e take -ly.

- c) Adverbs can appear before the main verb, after the main verb and after the auxiliary or modal verb depending on what they are describing. They can also appear at the beginning of the sentence for emphasis.

- 8 2 totally 5 truly 8 immediately
3 Luckily 6 easily
4 cheaply 7 probably

- 9 2 nearly 4 near 6 lately 8 short
3 hard 5 shortly 7 hardly

- 10 2 Luke left quickly for work an hour ago.
3 Ivan felt extremely tired last night.
4 The children were watching TV quietly in the living room in the afternoon.
5 It was raining hard all day yesterday.

- 11 **The adverbs of degree in the example are:** *a lot* (followed by the comparative degree), *very* (followed by the positive degree), *really* (followed by the positive degree) and *quite* (followed by the article *a* and an adjective in the positive degree)

- 12 2 very 4 awfully 6 rather
3 a lot 5 much 7 quite

- 13 2 rather 3 pretty 4 quite 5 rather

- 14 1 2 hard 3 alone 4 hardly

- 2 1 quite 2 high 3 fairly 4 highly

- 3 1 very 2 much 3 simple 4 simply

- 15 2 golden 4 publicly 6 certainly
3 yearly 5 silky 7 basically

Speaking

(Suggested Answers)

A: In addition, as a sport it is quite competitive so it's really important for someone to be able to work very well with others.

A: To be good at surfing someone should be rather fit and swim pretty well.

B: Moreover, you have to wake up rather early to go to the beach and be a little patient to catch the right wave.

A: To be good at cycling someone needs to be able to ride extremely fast.

B: You're right. However, you need to be rather fit in order to be able to ride your bike for a long distance.

A: To be good at bowling someone would need to have a fairly good technique.

B: I totally agree with you. Also, you need to have a much better aim than other players.

Writing

(Suggested Answer)

In my free time, I really enjoy skateboarding. I go directly after school to a skateboard park in my neighbourhood. I have a fairly good technique and some of the tricks I do on the board are extremely difficult to do. I find skateboarding very challenging and I never get bored trying out new tricks. I train very hard with my instructor and I regularly take part in local competitions. Skateboarding can sometimes be rather dangerous. This means that I need to think carefully about what I am doing while on the board so I don't get hurt. I find it truly satisfying to learn new tricks. It's all part of the fun of the sport.

Exploring Grammar Units 8 - 10

- 1 a) 1 *evacuated, burst, caused* (clipping A); *managed, woke up* (clipping B). The past simple is used to describe actions that happened at a stated time in the past.
- 2 *were waiting, was standing* (clipping B). The past continuous is used to express two actions happening at the same time in the past.
- 3 *made, called* (clipping B). The past simple is used to express actions happening immediately one after the other in the past.
- 4 *was barking* (clipping B). The past continuous is used to describe an action that was in progress at a stated time in the past.

b) Other uses of the past simple include:

- to express a past habit or state; e.g. *She once worked as a teacher.*
- to express a past action which won't take place again; e.g. *Da Vinci painted many masterpieces.*

Other uses of the past continuous include:

- to express an action that was in progress in the past when another action interrupted it; e.g. *She was cooking dinner when the lights went out.*
- for a description of atmosphere, setting, etc. or to give background information to a story; e.g. *The weather was really bad. It was raining heavily and the wind was blowing hard.*

- 2 **Verbs in the texts which are in the past perfect:** *had prepared* (clipping A), *had broken out* (clipping B)

Verbs in the texts which are in the past perfect continuous: *had been falling* (clipping A), *had been sleeping* (clipping B)

a) A verb that shows an action that happened before another action or before a stated time is *had prepared, had broken out.*

b) Verbs that show actions that lasted for some time in the past and whose results were visible in the past are *had been falling* and *had been sleeping.*

- 3 1 was climbing, slipped, fell
2 hadn't seen
3 had been waiting
4 Did you feel

- 4 **An example of *used to* in the texts is:** *used to work* (clipping B)

The interrogative form of *used to* is: Did he use to work?

The negative form of *used to* is: He didn't use to work.

- 5 a) Sentence 3 refers to the present.
b) In sentence 1, *would* can replace *used to* because *would* can be used to describe habitual actions (not states).
c) We cannot use *used to run* in sentence 2 because *used to* expresses past habits or states, not actions that took place at a stated past time.

- 6 *Brave* is an opinion adjective and *little* is a fact adjective.

Adjectives appear in the following order: opinion – size – age – shape – colour – origin – material – used for/be about

- 7 **Example of a compound adjective in clipping B:** two-storey.

Other ways of forming compound adjectives are:

- present participles; e.g. *mouth-watering (dessert)*
- past participles; e.g. *highly-skilled (worker)*
- cardinal numbers + nouns; e.g. *two-hour (flight)*
- well, badly + past participle; e.g. *well-paid (job)*
- adjective + noun + -ed; e.g. *long-haired (girl)*

- 8 *successfully:* manner; *last night:* time; *inside:* place

The five different types of adverbs are:

- adverbs of manner (how); e.g. *hard, quietly*
- adverbs of place (where); e.g. *outside, upstairs*
- adverbs of time (when); e.g. *last year, lately*
- adverbs of frequency (how often); e.g. *every day, always*
- adverbs of degree (to what extent); e.g. *extremely, very*

- 9 1 nice red leather
2 the house quickly an hour ago
3 very loudly in his room at midnight
4 modern 20-storey office

Revision (Units 1-10)

- | | | | | | |
|---|-----|-----|------|------|------|
| 1 | 1 C | 5 C | 9 D | 13 D | 17 A |
| 2 | A | 6 D | 10 A | 14 A | 18 D |
| 3 | B | 7 A | 11 C | 15 C | 19 B |
| 4 | B | 8 D | 12 B | 16 B | 20 C |

Grammar in Focus

- A** 1 as 2 been recorded 3 luckily 4 not
- B** 1 On 2 the 3 or 4 becoming
- C** 1 hottest 2 well 3 by 4 estimated

Phrasal Verbs II

- 1** 1 out 2 up 3 off 4 round 5 out
- 2** 1 on 2 on 3 out 4 on 5 for 6 in
- 3** 2 b (**suggested answer**) He called in to see his grandmother yesterday.
- 3 d (**suggested answer**) The news of his grandson's graduation ceremony brought back fond memories to him.
- 4 c (**suggested answer**) She called out for help when the thief grabbed her bag.

Prepositions II

- 1** 1 on 2 of 3 about 4 for 5 to 6 between 7 into
- 2** 1 of 2 at 3 with 4 about 5 for 6 with 7 to

Word formation

- 3** 1 marriage 2 basis 3 injuries 4 failure 5 combination 6 advertisements 7 insurance 8 approval 9 revision 10 election(s) 11 reference

Unit 11

- 1** 2 b 3 a 4 c
- 2** 1 b 2 a

- 3 a) Picture A:** *won't like* (future simple – a prediction based on what we think, believe or imagine), *'ll look* (future simple – an on-the spot decision)
Picture B: *Will ... read* (future simple – a request)
Picture C: *isn't going to eat, 's going to eat:* (be going to – an action that we have already decided to do in the near future; a plan)

Picture D: *is going to win* (be going to – a prediction based on evidence showing that something will happen in the near future)

The future simple and the 'be going to' form are formed as follows:

future simple:

- affirmative: I/you/he/she/it/we/they + will + main verb
- negative: I/you/he/she/it/we/they + will not/ won't + main verb
- interrogative: Will + I/you/he/she/it/we/they + main verb will + I/you/he/she/it/we/you/they + main verb

be going to

- affirmative: I am, He/She/It is, We/You/They are + going to + main verb
- negative: I am, He/She/It is, We/You/They are + not + going to + main verb
- interrogative: Am I, Is he/she/it, Are we/you/they + going to + main verb

b) In Picture E, the present simple (*takes off*) is used to express a future timetable and the present continuous (*'s boarding*) is used to express a fixed arrangement in the near future.

- 4** 2 f 3 c 4 a 5 e 6 b 7 g 8 h

- 5** 2 'll get 3 's not going to rain 4 Will you take 5 'll call 6 will come 7 will be 8 Are they going to deliver 9 're going to trip 10 'll fail

- 6** 2 a 3 c

7 Picture A: *won't be working:* future continuous – negative (an action that won't be in progress at a stated future time), *'ll be skiing:* future continuous (an action which will be in progress at a stated future time)

Picture B: *Will you be seeing:* future continuous – interrogative (asking someone politely about their plans)

Picture C: *She will be meeting:* future continuous (an action which will definitely happen in the future as a result of an arrangement)

Picture D: *will ... have been hiking*: future perfect continuous – interrogative (emphasis on the duration of an action up to a certain point in the future), *won't have grown*: future perfect – negative (an action that will not have finished before a stated time in the future), *'ll have been walking*: future perfect continuous (emphasis on the duration of an action up to a certain point in the future), *'ll have ended*: future perfect (an action that will have finished before a stated time in the future)

The future continuous, the future perfect and the future perfect continuous are formed as follows:

future continuous:

- affirmative: I/you/he/she/it/we/they + will + be + main verb + -ing
- negative: I/you/he/she/it/we/they + will not/won't + be + main verb + -ing
- interrogative: Will + I/you/he/she/it/we/they + be + main verb + -ing

future perfect:

- affirmative: I/you/he/she/it/we/they + will + have + past participle of main verb
- negative: I/you/he/she/it/we/they + will not/won't + have + past participle of main verb
- interrogative: Will + I/you/he/she/it/we/they + have + past participle of main verb

future perfect continuous:

- affirmative: I/you/he/she/it/we/they + will + have been + main verb + -ing
- negative: I/you/he/she/it/we/they + will not/won't + have been + main verb + -ing
- interrogative: Will + I/you/he/she/it/we/they + have been + main verb + -ing

8 2 a 3 b 4 e 5 d

- 9 2 will you have been travelling
3 'll be seeing
4 will pick
5 is meeting
6 am going to start
7 opens
8 won't be sleeping
9 will have been teaching
10 is taking
11 are going to watch
12 will finish
13 will have done

- 10 1 will be leaving
2 Will you be working
3 Are we going to watch, won't have finished
4 'll be swimming

- 5 'll have been driving
6 Will Mark have completed
7 arrives, will be
8 'll have been teaching

- 11 2 arrives 7 will make
3 will Joe move 8 wins
4 comes 9 rains
5 have had 10 shall I wear
6 have finished

- 12 1 will be preparing
2 will be travelling, will travel
3 will knit, 'll have knitted
4 will be buying, will have bought
5 won't complete, won't have completed

- 13 2 's happening
3 'm having
4 does the ceremony start
5 begins
6 'm meeting
7 'll be
8 's going to be
9 are going to take/are taking
10 'll see
11 'll have

- 14 2 starts 5 'm going
3 'll have been working 6 'll have started
4 is going to hold

- 15 2 B 4 D 6 C 8 B 10 A 12 C
3 A 5 A 7 C 9 B 11 B

- 16 2 will not put up with
3 will have started
4 will have been working
5 is not going to

Speaking

(Suggested Answers)

- A: The woman in picture C will be working until late.
B: The couple in picture C hope they'll be able to move into their new house as soon as they pack their stuff.
A: By the time the woman in picture B leaves, she will have finished her project.
B: At noon, the woman in picture C will be having/is going to have a lunch break.
A: The students in picture A will probably be going on holiday in a week.
B: This time next year, the students in picture A will probably be working.

- A: This time next week, the couple in picture C will be looking for furniture for their new house.
 B: This time next Saturday, the woman in picture B will be flying to Madrid on a business trip.

Writing

(Suggested Answer)

... year will be graduating from university. As soon as I leave university, I hope I'll find a job as a designer. I hope that in five years from now I'll be working for a major fashion designer! By the time I'm 40, I think I'll have saved enough to be able to buy my own house. I'm planning to work hard and I believe I'll be successful!

Unit 12

1 The words that introduce time clauses are: *once* (Picture A), *before* (Picture B)

When the verb of the main clause is in a present or future form (*will do*), the verb of the time clause is in a present form (*has checked*). When the verb of the main clause is in a past form (*went*), the verb of the time clause is in a past form too (*left*).

- 2 2 during 5 until 7 by the time
 3 the next time 6 Once 8 just as
 4 as long as
- 3 2 during 4 while 6 by the time
 3 after 5 the moment 7 since
- 4 1 take
 2 will have done, returns
 3 fell, was picking
 4 will Lucy take, 'll ask, comes
 5 switched, boarded
- 5 2 A 3 A 4 D 5 B
- 6 2 by the time he leaves 4 as soon as he saw
 3 while I was talking 5 when they are

Speaking

(Suggested Answers)

Picture A

- A: The band members always sign autographs after the concert finishes.
 B: The band members had rehearsed for hours before the concert started.
 A: The band will leave the stage the moment the music stops.

Picture B

- B: Substitute players are sitting on a bench while their coach is giving instructions to the players on the field.
 A: The coach will substitute any player the moment he is injured.
 B: The team will probably score a goal by the time the game is over.

Picture C

- A: The employees are taking notes while their manager is giving a presentation.
 B: The employees had not had a meeting since their last manager resigned.
 A: The employees won't have a break until their manager completes her presentation.

Exploring Grammar Units 11 - 12

1 Examples of verb forms that express:

- emphasis on the duration of an action up to a certain point in the future: *will have been studying* (first email)
- a hope for the future: *will have* (first email)
- a definite future action which is the result of a routine or an arrangement: *will be graduating* (first email)
- a fixed arrangement in the near future: *am starting* (first email)
- a timetable or schedule: *end* (first email), *starts* (second email)
- an action that will be in progress at a stated future time: *will be holding* (second email)
- an action that will have finished before a stated future time: *will have completed* (first email)

- 2 1 leaves 4 'll turn on
 2 'll have been sailing 5 is coming
 3 won't have mended

- 3 1 'll bring 3 Will you help
 2 'm going to see 4 're going to step

- 4 a) **Time clauses in the emails:** ... *as soon as I graduate* (first email) – introduced by the time conjunction *as soon as*. *When you arrive ...* (second email) – introduced by the time conjunction *when*.

Other examples of time conjunctions include: *as, while, before, after, since, until/till, whenever, as long as, by the time, the moment (that), once, the first/last/next time, every time, during, just as, by, etc.*

b) In time clauses we use the present simple, present continuous and present perfect when the main clause is in a present or future form. We use the past simple, past continuous or past perfect when the main clause is in a past form. We never use the future simple in time clauses.

When the time clause comes first, it should be followed by a comma but when the time clause comes last, we do not use a comma.

c) *When* is followed by *will/would* when it is used as a question word; e.g. *When will the postman bring our parcel?*

We cannot use *will/would* after *when* when it is a time conjunction; e.g. *I'll buy you a souvenir when I go to Paris* (Not *I'll buy you a souvenir when I will go to Paris*).

- 5** 1 by 3 just as 5 The moment
2 When 4 while

Revision (Units 1-12)

- 1** 1 C 5 C 9 B 13 B 17 A
2 B 6 A 10 D 14 B 18 C
3 A 7 D 11 A 15 D 19 D
4 D 8 C 12 C 16 C 20 A

Grammar in Focus

- A** 1 of 2 amazing 3 from 4 most
- B** 1 Have you ever wanted 3 that/which
2 more 4 not
- C** 1 enthusiastic 3 are looking
2 some 4 on

Phrasal Verbs III

- 1** 1 across 3 off 5 away
2 across 4 up to 6 by
- 2** 1 without 3 out 5 up
2 into 4 round 6 back
- 3** 2 c (**suggested answer**) He's come down with a bad cold and doesn't feel well.
3 d (**suggested answer**) She drew back in fear when the dog barked at her.
4 b (**suggested answer**) She did up her coat before she went outside.

Prepositions III

- 1** 1 about 3 of 5 to
2 on 4 with 6 about
- 2** 1 with 3 from 5 in
2 for 4 of 6 to

Word formation

- 3** 1 comedian 6 interviewees
2 zoologist 7 magician
3 director 8 residents
4 archaeologists 9 beggar
5 participant 10 trainer

Unit 13

1 **Passive forms in the example:** *is located, was built, was constructed, is believed, is visited.*

a) We form the passive voice with the verb *to be* and the past participle of the main verb.

b) We use the passive when the person who carries out the action is unknown, unimportant, or obvious, or when the action itself is more important than the person who did it. The passive is also used when we want to emphasise the agent.

c) We introduce the agent by using *by*. We use *by* to say who or what carries out the action (*It was built by Gustave Eiffel*). We use *with* to say what the agent used (*with iron*).

- 2** 2 a with 4 a with
b by b by
3 a by 5 a by
b with b with

- 3** 2 is believed 5 was stolen
3 were involved 6 are being interviewed
4 is reported 7 has been arrested

- 4** 1 A new library is going to be opened by the Mayor tomorrow.
2 The rock concert was called off yesterday because of bad weather.
3 £40,000 is being raised for a child's operation in England.
4 A two-day strike is going to be held by refuse collectors.
5 The bank robbers have still not been caught.
6 A French skier was trapped in a snowdrift two days ago.

- 5 2 It needs to be restored.
3 I've been invited to a fancy dress party.
4 Yes, but they are paid well.
5 My car is being repaired at the garage at the moment.
6 When is breakfast served?
- 6 2 The environment must be protected at all costs.
3 Who was the window broken by?
4 *Guernica* was painted by Picasso.
5 Has the application been approved by Mr Hunter yet?
6 I was made to tell her my secret.
7 Her wedding dress will be made by a famous designer.
8 I am not allowed to go on holiday alone.
9 The lecture must be given in Polish.
10 The recyclables will have been collected by 2 o'clock.
- 7 A fascinating discovery was made by scientists in the deserts of Argentina last week. The bones of a 130-foot long dinosaur were found. It has been discovered that it is the largest dinosaur ever to walk the earth. It is said that it lived around 95 million years ago. These remains are now being examined by researchers. Afterwards, the items will be cleaned so that they can be displayed in a museum.
- 8 2 will be given a gold ring by Andrew.
will be given to Maria by Andrew.
3 is taught music by a concert pianist.
is taught to my friend by a concert pianist.
4 was offered a concert ticket by Megan.
was offered to Anne by Megan.
5 must be paid twenty euros by Kim.
must be paid to the plumber by Kim.
6 have been given a new laptop by Belinda.
has been given to me by Belinda.
- 9 2 aren't allowed to use 6 have to be typed
3 hate being interrupted 7 can be booked
4 is expected to close 8 were shown the
5 was made to pay house by
- 10 2 is reported to have got away.
3 is expected that he will win the race.
4 is known that she is a computer expert.
5 is reported to have been driving fast.
6 is said that they have moved to Italy.

Speaking

(Suggested Answers)

- A: What is it made of?
B: It is made of steel and stone.
A: When was it completed?
B: It was completed in 1894.
A: Who was it designed by?
B: It was designed by Sir Horace Jones.
A: Why was it built?
B: It was built to cross the River Thames and connect the London boroughs.
A: How many people is it used by every day?
B: It is used by 40,000 people every day.

Writing

(Suggested Answer)

... is made of steel and stone and it was completed in 1894. The bridge was designed by Sir Horace Jones and it was built to cross the River Thames and connect the London boroughs. It is used by 40,000 people every day.

- 11 The second sentence is expressed in the causative. The causative shows that we have arranged for someone to do something for us. It is formed by using the verb *have* + object + past participle.
- 12 B is cutting the grass.
is having the grass cut.
C are having their photo taken.
are taking a selfie/photo.
- 13 2 Bill is having his tap fixed by a plumber.
3 They had their house burgled last night.
4 Linda has had the carpets hoovered by her roommate.
5 Nathan had had his lawn mowed by a gardener by the time he moved in.
6 Emma has been having her garden landscaped.
- 14 2 Will Timothy have a tailor make his suit?
3 Liz got her daughter to join a gym.
4 Damian made me take him to his football practice.
5 Peter will have the furniture shop deliver his new sofa on Friday.
6 Tom got his sister to do the dishes.
- 15 2 made me write
3 had the snow shovelled
4 will have the software installed
5 to get his dog trained
6 is having her hair styled

Speaking**(Suggested Answers)**

- A: In picture A Ken is having the roof tiled.
B: In picture B Ken has had the roof tiled.
- A: In picture A Ken is having the lawn planted.
B: In picture B Ken has had the lawn planted.
- A: In picture A Ken hasn't had the fence put up yet.
B: In picture B Ken is having the fence put up.
- A: In picture A Ken hasn't had the windows put in yet.
B: In picture B Ken has had the windows put in.
- A: In picture A Ken hasn't had the patio fixed yet.
B: In picture B Ken is having the patio fixed.
- A: In picture A Ken hasn't had a path laid.
B: In picture B Ken is having a path laid.

Writing**(Suggested Answer)**

... the roof tiled and the lawn planted. I am also having the fence put up. I've had the windows put in and I'm having the patio fixed. I'm also having a path laid. You should come around one time and see it when it's finished! It will look great!

Talk to you soon,
Ben

Unit 14

- 1 Of the two pronouns in bold, *themselves* is a reflexive pronoun and *himself* is an emphatic pronoun.

Reflexive pronouns are used:

- with verbs such as *burn*, *cut*, *hurt*, *introduce*, *kill*, *look at*, *teach*, etc. when the subject and the object of the verb are the same.
- with the preposition *by* when we mean alone/without company or without help.
- in certain expressions: *enjoy yourself*, *behave yourself*, *help yourself*, *do it yourself*, *make yourself at home*.
- as the object of a preposition.

Emphatic pronouns are used to emphasise a noun or a pronoun of a sentence and come after the noun or pronoun they emphasise.

- 2 2 yourselves 3 himself 4 themselves
- 3 2 c 4 e 6 g 8 i 10 a
3 b 5 d 7 f 9 j

- 4 2 myself 6 himself
3 yourselves 7 itself
4 each other 8 each other
5 herself

- 5 2 hurt myself 4 always enjoy myself
3 rest 5 you look after yourself

- 6 2 C 4 A 6 B 8 C 10 B
3 B 5 A 7 A 9 B

Speaking**(Suggested Answers)**

- B: I can make breakfast by myself, too, but I can't cut the grass by myself.
- A: I can't cut the grass either but I can tidy my room by myself.
- B: I can tidy my room too but I can't clean the house by myself.
- A: I can clean the house by myself and I can also cook dinner by myself.
- B: I can't cook dinner but I can wash the dishes by myself.
- A: I can wash the dishes, too, and I can also take the rubbish out by myself.
- B: I can take the rubbish out by myself, too, and I can make the bed by myself.
- A: I can make the bed by myself, too, but I can't do the shopping by myself.
- B: I can't do the shopping either but I can set the table by myself.

... He can't iron the clothes but he can tidy his room and cook dinner by himself. My friend can also take the rubbish out and make the bed on his own. He can't cut the grass though and do the shopping by himself. He can wash the dishes by himself.

Exploring Grammar Units 13 - 14

- 1 a) **Passive forms in the dialogue:** *has been said*, *was located*, *might get attacked*, *'s considered*. We form the passive voice with the verb *be* and the *past participle* of the main verb. The passive is used when:
- the person who carries out the action is unknown, unimportant or obvious from the context.
 - the action itself is more important than the person who carries it out, as in news headlines, news reports, instructions, etc.
 - we want to sound more polite when we refer to an unfortunate or unpleasant event instead of referring to somebody personally.
 - we want to emphasise the agent.

Personal passive construction: *she's considered to be ...*

Impersonal passive construction: *It has been said that you hurt yourself ...*

- b)** We cannot omit the agent in this sentence because it is essential to the meaning of the sentence; we need to know who or what might have attacked the cast. The agent can be omitted when the subject of the active sentence is one of the following words: *one, people, someone/ somebody, he, they, etc.*
- 2**
- 1 is being asked questions
 - 2 was thought that the film was worthy of an Oscar
 - 3 is believed to be one of the best actresses in the business
 - 4 has been written by the author of the novel
 - 5 new film will be directed by a famous director
- 3 a) An example of the causative in the dialogue is:**
had the director hire.
- b)** The causative is formed with the verb *have* + object + past participle. *Have* can be replaced by *get* in this structure.
- c)** The causative can also be used to refer to accidents or misfortunes; e.g. *She had her car stolen last night.*
- 4**
- 1 is having her nails done
 - 2 had the locks changed
 - 3 has her articles checked
 - 4 is having/is going to have her album released
 - 5 had her wedding organised
 - 6 was having his temperature taken
- 5** A reflexive pronoun in the dialogue is (*hurt*) *yourself*, and an emphatic pronoun is (*I*) *myself* (*do*).

Reflexive pronouns are used:

- with verbs such as *burn, cut, hurt, introduce, kill, look at, teach*, etc. when the subject and the object of the verb are the same.
- with the preposition *by* when we mean alone/without company or without help.
- in certain expressions: *enjoy yourself, behave yourself, help yourself, do it yourself, make yourself at home.*
- as the object of a preposition.

Emphatic pronouns are used to emphasise a noun or a pronoun of a sentence and come after the noun or pronoun they emphasise.

- 6**
- | | |
|--------------|--------------|
| 1 herself | 4 ourselves |
| 2 each other | 5 himself |
| 3 yourself | 6 themselves |

Revision (Units 1-14)

- | | | | | | |
|----------|-----|-----|------|------|------|
| 1 | 1 B | 5 D | 9 D | 13 C | 17 B |
| | 2 A | 6 B | 10 A | 14 B | 18 D |
| | 3 C | 7 B | 11 A | 15 A | 19 A |
| | 4 B | 8 A | 12 C | 16 D | 20 D |

Grammar in Focus

- A**
- | | |
|--------------|------|
| 1 collection | 3 If |
| 2 and/with | 4 is |
- B**
- | | | |
|--------|-------------|--------|
| 1 been | 3 finds out | 5 well |
| 2 on | 4 European | |

Phrasal Verbs IV

- 1**
- | | | |
|----------|--------|------|
| 1 down | 3 away | 5 up |
| 2 behind | 4 for | 6 on |
- 2**
- | | | |
|--------|------|--------|
| 1 off | 3 at | 5 away |
| 2 over | 4 on | |
- 3**
- 2 d (**suggested answer**) He got on the train.
 - 3 b (**suggested answer**) He fell for the girl as soon as he saw her.
 - 4 c (**suggested answer**) They fell out with each other.

Prepositions IV

- 1**
- | | | | |
|------|--------|---------|---------|
| 1 to | 3 on | 5 with | 7 of |
| 2 in | 4 from | 6 about | 8 about |
- 2**
- | | | | |
|--------|-------|---------|------|
| 1 on | 3 to | 5 about | 7 to |
| 2 with | 4 for | 6 for | 8 at |

Word formation

- 3**
- | | |
|---------------|-------------|
| 1 frightening | 7 urgent |
| 2 playful | 8 confident |
| 3 alternative | 9 enjoyable |
| 4 marvellous | 10 sensible |
| 5 remarkable | 11 careless |
| 6 resistant | 12 creative |

Unit 15

- 1 a)** We use reported speech to tell others the exact meaning of what someone said but not the exact words.

- b)** In the example, the personal pronoun *you* becomes *they*. The possessive adjectives *your* and *my* become *our* and *his* respectively, based on the meaning.
Tenses change as follows: the future simple (*will explain*) becomes a conditional tense (*would explain*) in reported speech
- c)** The modal verb *must* becomes *had to* in reported speech because it expresses obligation.
- 2**
- 2 Professor Gavin told us (that) we had to hand in our term papers by the following Friday.
 - 3 Doris said (that) they had got married three years before.
 - 4 Tonia said (that) they would probably sell their house.
 - 5 He told me (that) he might need my help the next day.
 - 6 Jane said (that) she had been studying for her physics exam since 7:00 am.
 - 7 Tom said to Mary (that) she could ask Claire for advice.
 - 8 Sandra said (that) they had baked a cake for Lucy.
- 3**
- 2 She said to me (that) if she were me she would save some money. The tenses do not change – type 2 conditional
 - 3 Mrs Abbott told her class (that) camels are used by the nomads of the Sahara Desert. The tenses do not change – general truth
 - 4 Sarah said to Alice (that) she could meet her outside the Fine Arts Museum. The tenses change – out-of-date reporting
 - 5 Beth says (that) Jack must be sick because he didn't come to class today. The tenses do not change – introductory verb in present tense
 - 6 Eve told me (that) the Louvre Museum was in London. The tenses change – what the speaker says is untrue
 - 7 Jack says (that) it's time to go. The tenses do not change –introductory verb in present tense
- 4** In the example, the tenses and pronouns in the indirect question change as they do in an indirect statement: *we* becomes *they* and *can* becomes *could*. However, the verb form of the indirect question is in the affirmative.
We use *if/whether* when the direct question begins with an auxiliary (*is, do, have*) or a modal verb. We use a question word in a reported question when the direct speech also begins with a question word.
- 5**
- 2 Jenny asked me if/whether she could borrow my jacket.
 - 3 He asked us if/whether we had watched the basketball game the day before.
 - 4 Bill asked her who her favourite actress was.
 - 5 Lucy asked Simon who had been on the phone.
 - 6 Jack asked if/whether anyone had seen Bob that day.
 - 7 She asked me if/whether I would sell my car.
 - 8 Natasha asked Judy which of those films she liked best.
 - 9 Joan asked me if/whether I was still looking for a flat.
 - 10 She asked him what time he had arranged to meet Richard.
- 6**
- 2 Can you tell me how long you have been dancing professionally?
 - 3 I wonder which famous dancer you admire.
 - 4 I want to know what the highlight of your career has been so far.
 - 5 Could you tell me if/whether you are performing anywhere at present?
- 7** To report commands we use the introductory verbs *tell* or *order*.
To report requests we use the introductory verbs *ask* or *beg*.
To report suggestions we use the introductory verb *suggest*.
- 8**
- | | |
|-------------|-----------|
| 2 suggested | 4 told |
| 3 begged | 5 ordered |
- 9**
- 2 Cathy asked Liz to stay with them that night.
 - 3 He suggested staying in and watching a DVD. / He suggested (that) they (should) stay in and watch a DVD.
 - 4 The policeman ordered them to put their hands up.
 - 5 Sonia begged her father to let her go with them.
 - 6 Beth suggested going to the arts fair the following day./Beth suggested (that) we (should) go to the arts fair the following day.
 - 7 The doctor told Lisa to get plenty of exercise.
 - 8 My roommate told me not to make so much noise.
 - 9 The man asked the waiter to bring him a glass of water.
 - 10 The zookeeper told his assistant not to enter the animals' cages.
- 10**
- 2 Ann exclaimed that it was a pleasant surprise.
 - 3 He forbade us to take photos inside the museum.
 - 4 John claimed to have won/that he had won the lottery.

- 5 Rick denied breaking/having broken/that he had broken the vase.
 6 Susan accused Tim of lying/having lied to her.
 7 Mr Parker boasted about/of his son being/that his son was the fastest runner in the team.
- 11** 2 the burglar to turn around slowly.
 3 me to (go to) their summer house the following weekend.
 4 to Helen how to save a music file.
 5 whether it was a good idea to drive all the way to Dublin.
 6 her sister to tell her what she had got her for her birthday.
- 12** 2 Sandra promised to tell/that she would tell Chris the truth.
 3 She suggested going/(that) we (should) go camping.
 4 Amanda exclaimed/remarked that it was a brilliant idea.
 5 George admitted (to) being/having been/that he was wrong.
 6 Dad ordered Jimmy to go to his room at once.
 7 He informed his boss that the meeting would take place in the afternoon.
 8 The officer ordered/commanded the soldiers to fire.
 9 Miranda advised me to lose a little weight.
 10 The man demanded to speak to his lawyer immediately.
 11 She invited me to (go to) the theatre.
 12 He denied taking/having taken/that he had taken her bag.
 13 Mrs Smith advised/encouraged Tara to enter the story competition.
 14 James allowed his brother to wear his leather jacket.
 15 He warned the little girl not to touch the iron.
 16 Cathy reminded Richie that they had a yoga class that afternoon.
 17 He agreed to drive me home.
 18 Liz offered to make Frank a snack.
 19 Pam apologised for not believing me.
 20 Kate accused Tom of never trusting her.
- 13** 2 a 3 a 4 b 5 a 6 b
- 14** 2 "I'm not feeling well today," Tom said to me.
 3 "You should cut down on fatty foods," Linda said to him.
 4 "Do you all have an Internet connection?" she asked.
 5 "Have you registered for the charity run yet?" he asked.
- 6 "Stop talking!" he said to the student.
 7 "I didn't steal your idea for the project!" Benjamin said to Jessica.
 8 "Let's try the Thai restaurant," Belinda said.
- 15** 2 D 4 D 6 C 8 B 10 C 12 B
 3 C 5 A 7 B 9 C 11 A
- 16** 2 accused Helena of talking/having talked
 3 if I had enjoyed myself
 4 admitted (to) having broken
 5 apologised for not telling me
 6 promised to come by the
 7 asked me where I had
 8 paid extra, they would upgrade
 9 threatened to take us
 10 informed us (that) they could
 11 wondered why Pamela was talking
 12 reminded James to collect her
- 17** 2 exclaimed/remarked that the cake was delicious
 3 offered to help her select the music
 4 reminded Father to order the pizza
 5 promised to help Mother clean up after
 6 wondered when she was going to open her presents
 7 exclaimed/remarked that that was the best party she had ever been to
 8 asked whether/if anyone wanted more food
- Speaking**
(Suggested Answers)
 Bob ... (had) watched TV the previous night.
John: My cousins and I played board games yesterday.
Peter: I went to bed early last night.
Bob: John said (that) his cousins and he (had) played board games the day before but Peter said that he (had) gone to bed early.
John: I've taken my dog for a walk today.
Peter: I've tidied my room today.
Bob: John said (that) he had taken his dog for a walk that day but Peter said he had tidied his room.
John: I've already had dinner tonight.
Peter: I've ordered takeout for dinner.
Bob: John said (that) he had already had dinner that night but Peter said (that) he had ordered takeout for dinner.
John: I'll go shopping tomorrow.
Peter: I'll help my friend fix his bike tomorrow.
Bob: John said (that) he would go shopping the next day but Peter said (that) he would help his friend fix his bike.
John: I'll go to the cinema tomorrow.
Peter: I'll start reading a new book tomorrow.

Bob: John said (that) he would go to the cinema the next day but Peter said (that) he would start reading a new book.

Exploring Grammar Unit 15

1 a) examples of reported speech in the dialogue:

Susan said to me that he was giving a series of lectures... she didn't tell me the dates and times
I asked the department secretary to tell me she informed me that it had been posted outside the main lecture hall
people say he's a very interesting speaker
When I inquired what it was like
she just exclaimed that he was simply amazing!
someone else has told me that he has got a great sense of humour
he suggested getting some lunch after the lecture

Direct speech is the exact words someone used, within quotation marks. Reported speech is the exact meaning of what someone said, but not the exact words.

In reported statements, the tenses change as follows:

present simple → past simple
 present continuous → past continuous
 present perfect → past perfect
 past simple → past simple or past perfect
 past continuous → past continuous or past perfect continuous
 future (will) → conditional (would)

Personal pronouns, possessive adjectives and possessive pronouns change according to the meaning of the sentence.

Time expressions and some other words change according to the meaning of the sentence, as follows:

now → then, at that time, immediately
 today, tonight → that day, that night
 yesterday → the day before, the previous day
 tomorrow → the next day, the following day
 this week → that week
 last week → the week before, the previous week
 next week → the week after, the following week
 two days ago → two days before
 here → there
 come → go

b) When the direct question begins with a question word, the reported question is introduced with the same question word. When the direct question begins with an auxiliary verb or modal, the reported question begins with *if/whether*. The verbs *asked* and *inquired* are used in the dialogue to introduce a reported question. *Wondered* and *want to know* can also be used to introduce a reported question.

c) **example of a reported request in the dialogue:**
I asked the department secretary to tell me the full schedule.

Reported orders are introduced with the introductory verbs *order* or *tell* + sb + (not) to-infinitive.

Reported requests are introduced with the verbs *ask* or *beg* + sb + (not) to-infinitive

Reported suggestions are introduced with the verb *suggest* + ing form/that sb (should) + infinitive without to.

2 The verb tense does not change in these sentences because the reporting verb is in a present tense.

Tenses also do not change when:

- in type 2 and 3 conditional or wishes; e.g. *Larry told me that he would accept the job offer if he were me. Ray said that if hadn't heard the story himself he wouldn't have believed me when I told him. Bob said he wished he could work as a freelancer.*
- the speaker expresses general truths or permanent states; e.g. *Our teacher told us that polar bears have black skin. The tour guide told us that the Great Wall of China attracts thousands of visitors every year.*
- the speaker is reporting something immediately after it was said (up-to-date reporting); e.g. *Leslie said that dinner is on the table.*

- 3
- 1 Mary said that Kate had beaten her at tennis the day before.
 - 2 She asked me how long I had been sitting there.
 - 3 Georgina asked Paula if/whether she had set a date for her wedding.
 - 4 Dave told Mark not to switch on the air conditioning.
 - 5 Luke said that Karen must have been home since/because her car was in the driveway.
 - 6 Keith said that Janette volunteers for a local charity organisation.

4 a) The reporting verbs in the dialogue are: *said, asked, informed, inquired, exclaimed, told* and *suggested*.

- b) 1 complained 6 suggested
 2 advised 7 apologised
 3 threatened 8 begged
 4 boasting 9 warned
 5 insisted 10 accused

Unit 16

- 1 2 g 4 e 6 k 8 c 10 b
 3 h 5 i 7 a 9 d 11 f

- 2 2 should 8 mustn't
 3 needn't 9 ought to
 4 had to 10 could
 5 Can 11 can't
 6 could 12 was able to
 7 Shall

- 3 2 didn't need to 8 might
 3 had to 9 must
 4 must, could 10 should
 5 must, should 11 May I, mustn't
 6 Could, can 12 can't, could
 7 Will 13 Will

- 4 2 needn't 4 mustn't 6 mustn't
 3 must 5 needn't

- 5 2 didn't need to change
 3 didn't need to wait
 4 needn't have brought
 5 needn't have done
 6 didn't need to carry

- 6 2 a 3 a 4 a 5 b

- 7 2 A 4 A 6 A 8 D 10 C
 3 B 5 B 7 B 9 B 11 A

- 8 2 Daniel can't have gone to the library.
 3 Ian could/might/may be stuck in traffic.
 4 We could/might/may go hiking at the weekend.
 5 She must have been crying.
 6 Janet may/might not have known about it.
 7 He must have made a mistake.
 8 She may/might/could have gone out.
 9 They can't have been sleeping.
 10 He must be repairing his PC now.
 11 They may/might/could be leaving tomorrow.
 12 He may/might/could have been joking.
 13 They can't be arguing.
 14 She may/might not change her mind.

- 9 2 Shall 8 must
 3 must/should/ought to 9 Can/May/Could
 4 can't/may not/mustn't 10 can't
 5 Can/Shall 11 can't /may not
 6 will/ should/ought to 12 should/ought to
 7 couldn't/wasn't able to

Revision (Units 1-15)

- 1 1 B 5 B 9 C 13 C 17 C
 2 C 6 B 10 B 14 A 18 B
 3 B 7 A 11 B 15 B 19 A
 4 A 8 D 12 C 16 D 20 B

Grammar in Focus

- A 1 established 3 effective
 2 oldest 4 in
- B 1 that/which 3 applications
 2 their 4 themselves
- C 1 whose 3 financially
 2 to/towards

Phrasal Verbs V

- 1 1 on 3 in for 5 on
 2 on to 4 back 6 up

- 2 1 away 3 out 5 on
 2 with 4 up

- 3 2 d **(suggested answer)** The police went after the robber.
 3 c **(suggested answer)** The bomb went off.
 4 b **(suggested answer)** She let down the sleeves on my top.

Prepositions V

- 1 1 after 3 about 5 to 7 on
 2 to 4 to 6 to

- 2 1 of 3 in 5 to 7 with
 2 to 4 on 6 for

Word formation

- 3 1 lighten 7 symbolise
 2 apologise 8 simplify
 3 straighten 9 vandalise
 4 endanger 10 weaken
 5 modernise 11 encourage
 6 freshen

4 a) Generally, we use *the* with countable and uncountable nouns when we talk about something specific. In the example, we see the following uses of *the*: before family names (*the Dales*), and before specific words like *the beach*.

b) We don't use *the* with possessive adjectives (*their summer*) and with the names of countries/counties and cities (*Cornwall*).

c) **(Suggested Answer)**

The is used: with nouns that are unique (*the Earth*), the names of rivers (*the Amazon*) or historical periods/events (*the Renaissance*).

The is omitted with names of sports (*tennis*), with proper nouns (*Kelly*) or with demonstratives (*this/that/these/those*).

- | | | |
|---|---------------|-------------------|
| 5 | 2 the, - | 8 The, -, -, the |
| | 3 the, the | 9 -, the |
| | 4 the | 10 -, the, -, the |
| | 5 The, -, - | 11 the, the |
| | 6 -, the, the | 12 -, the |
| | 7 the, - | |

- | | | |
|---|-----------------------------|-----------------|
| 6 | 2 the Middle Ages | 6 Mount Everest |
| | 3 Dolphins | 7 work, Croydon |
| | 4 Heathrow Airport | 8 The Galapagos |
| | 5 the Sahara Desert, Africa | |

- | | | |
|---|--------------------|--------------|
| 7 | 1 b The prison | |
| | 2 a the hospital | b hospital |
| | 3 a the university | b university |
| | 4 a bed | b the bed |

- | | | |
|---|-----------------|-------------------|
| 8 | 1 -, the, - | 4 The |
| | 2 The, the | 5 - |
| | 3 The, the, the | 6 -, the, -, -, - |

- | | | |
|---|---------------------|--------------------|
| 9 | 1 one | 5 a, - |
| | 2 -, an, the | 6 an, the, one |
| | 3 -, the, an, the | 7 an, an, the, the |
| | 4 a, ones, the, the | 8 the, The |

10 **(Suggested Answers)**

- 2 A: ... an Indian restaurant
B: Yes, there's one near my house and I eat there once a month.
- 3 A: ... tennis
B: No, but I can play football.
- 4 A: the USA
B: I wouldn't move to the USA but I'd like to travel around both North and South America.
- 5 A: dinner
B: I usually have something light, like a green salad and some fish or chicken.

- 6 A: a helicopter
B: No, I've only travelled by plane.

- | | | | |
|----|-------|--------|------|
| 11 | 2 one | 5 ones | 8 a |
| | 3 the | 6 an | 9 - |
| | 4 - | 7 one | 10 a |

- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 12 | 2 C | 3 C | 4 B | 5 A | 6 B |
|----|-----|-----|-----|-----|-----|

- | | | | | |
|----|-----|-----|-----|-----|
| 13 | 2 b | 4 a | 6 a | 8 a |
| | 3 a | 5 b | 7 b | |

- | | | | | |
|----|-----|-----|-----|-----|
| 14 | 2 C | 4 A | 6 A | 8 A |
| | 3 C | 5 B | 7 B | |

- | | | |
|----|---------------------|---------|
| 15 | 2 A, -, -, The, the | 4 -, an |
| | 3 the, a, an | |

- | | | | | | |
|----|-------|--------|-------|--------|--------|
| 16 | 2 an | 5 the | 8 a | 11 a | 14 the |
| | 3 The | 6 some | 9 the | 12 the | 15 - |
| | 4 a | 7 - | 10 a | 13 - | 16 a |

Speaking & Writing

(Suggested Answers)

... We travelled there by plane and I really liked it, as it was the first time I had ever flown.

In Rome, we stayed at the Fontana Hotel in the centre of the city. We did lots of sightseeing while we were there. We visited the Colosseum, the Pantheon as well as the Trevi Fountain. I bought some souvenirs too. I got a great T-shirt for you, and some key chains for the others.

We had an amazing time and it'll remain an unforgettable trip for all of us. I'll tell you more when I see you!

Take care,
Frank

Unit 18

- 1 a) *some, any, no* and their compounds are used with uncountable nouns and plural countable nouns.
- *some* and its compounds are used in affirmative sentences.
 - *no* and its compounds are used in negative sentences.
 - *any* and its compounds are used in interrogative sentences, and *not any* is used in negative sentences.
 - *some* and its compounds can also be used in interrogative sentences when we expect a positive answer; for example, when we make an offer or a request.

- *every* is used with singular countable nouns. The pronouns *everyone/everybody*, *everything* and the adverb *everywhere* are used in affirmative and interrogative sentences and are followed by a single verb.

b) In the last sentence, *others* means *other people*.

- 2 2 anything, No one 7 someone
3 anything 8 nowhere
4 no 9 something
5 anything 10 any
6 some
- 3 2 anyone, no one
3 anywhere, somewhere
4 any, some
5 something, nothing
6 somewhere, nowhere
7 anything, some
8 any, no
- 4 2 anyone/anybody 5 Anyone/Anybody
3 anywhere 6 any
4 anything
- 5 2 hardly anything 5 hardly any
3 hardly anywhere 6 hardly anywhere
4 hardly any
- 6 2 Everyone/Everybody knows
3 everyone/everybody is enjoying
4 everything/everywhere else was closed
5 Everything looks
- 7 2 every other 8 every other
3 the other day 9 other
4 another 10 the others
5 others 11 each other
6 the other 12 another
7 each other
- 8 2 everyone 4 no one 6 some
3 Someone 5 anything
- 9 2 C 4 D 6 C 8 C
3 B 5 A 7 B

Speaking

(Suggested Answers)

- A: Are there any vegetarian dishes on the menu?
B: Yes, there are some vegetarian dishes on the menu.
- A: Is there any fish on the menu?
B: No, there is no fish on the menu.

- A: Is there any ice cream on the menu?
B: Yes, there is ice cream on the menu.
- A: Are there any sandwiches on the menu?
B: Yes, there are sandwiches on the menu.
- A: Is there any tea on the menu?
B: Yes, there is tea on the menu.
- A: Is there any pizza on the menu?
B: No, there is no pizza on the menu.
- A: Is there any salad on the menu?
B: Yes, there is salad on the menu.
- A: Is there any rice on the menu?
B: No, there is no rice on the menu.
- A: Are there any onion rings on the menu?
B: Yes, there are onion rings on the menu.
- A: Is there any seafood on the menu?
B: No, there is no seafood on the menu.

Exploring Grammar Units 16 - 18

- 1 1 a (something mentioned for the first time)
2 the (referring to something already mentioned)
3 a (talking about something in general)
4 - (no article before an uncountable noun)
5 - (no article before demonstratives)
6 an (before a singular countable noun to talk about something in general)
7 the (before certain words such as *sea*, *beach*, *cinema*, *jungle*, etc.)
8 a (before a singular countable noun to talk about something in general)
9 the (referring to something specific)
10 the (referring to something specific)
11 an (showing distance in relation to time)
12 - (no article before the names of cities/counties, etc)
- 2 1 T
2 F – We use *a/an* with singular countable nouns.
3 T
4 F – *A/An* can go before an adjective followed by a noun
5 F – We don't use *the* with proper nouns.
6 F – We don't use *the* with the words *hospital*, *bed*, *school*, etc. only when we refer to the purpose for which they exist.
7 T
- 3 a) **Modal verbs in the dialogue:** You *can* take, I *can't*, they *might* drown, You *should* still come, You *don't have to* go, I *could* come along, I *don't have to* go, *Shall* I tell, It *can't* be.

- b) • possibility: feel that they *might* drown, I *could* come along
 • absence of necessity: You *don't have to* go rafting. I *don't have to* go on the raft.
 • deduction: It *can't* be longer
 • inability: I *can't*
 • offer: *Shall* I tell
 • suggestion: You *can* take
 • advice: You *should* still come
- 4 1 They must be working on a new project.
 2 He may/might not have accepted their offer.
 3 He may/might/could have been sleeping when you called.
 4 She can't/couldn't have been complaining about your work.
 5 May/Can I ask Sally to come with us?
- 5 a) • *some* and its compounds are used with uncountable nouns and plural countable nouns and are normally used in positive sentences. They are also used in interrogative sentences when we expect a positive answer for an offer or a request.
 • *any* and its compounds are used with uncountable nouns and plural countable nouns. They are also used in interrogative and negative sentences.
 • *no* and its compounds are used with uncountable nouns and plural countable nouns and they are used in negative sentences.
 • *every* is used with singular countable nouns. Its compounds are used in positive and interrogative sentences and are followed by a singular verb.
- b) *anywhere* – I never go anywhere without my mobile phone.
anything – Is there anything on sale at the shop?
everyone – Everyone is having a relaxing day on the beach.
- c) 1 anywhere 4 Anyone
 2 some 5 anything
 3 nothing 6 Every

Revision (Units 1-18)

- | | | | | |
|-----|-----|------|------|------|
| 1 C | 5 A | 9 A | 13 B | 17 A |
| 2 A | 6 D | 10 C | 14 C | 18 A |
| 3 D | 7 B | 11 A | 15 B | 19 C |
| 4 C | 8 C | 12 C | 16 D | 20 D |

Grammar in Focus

- A 1 taking 2 a 3 of 4 height
 B 1 about 2 offers 3 scary
 C 1 probably 3 they
 2 in 4 freezing

Phrasal Verbs VI

- 1 1 after 3 up 5 out
 2 round 4 out 6 into
- 2 1 for 3 through 5 for
 2 up 4 over 6 away
- 3 2 d **(suggested answer)** Joe paid back all the money he had borrowed from Eric.
 3 b **(suggested answer)** Anna looked up the meaning of a word in a dictionary.
 4 c **(suggested answer)** Sally passed out suddenly but luckily Tom caught her.

Prepositions VI

- 1 1 from 3 in 5 of
 2 at 4 to 6 as
- 2 1 into 3 on 5 of
 2 with 4 for 6 to

Word formation

- 3 1 differences 7 length
 2 happiness 8 silence
 3 bravery 9 probability
 4 relativity 10 privacy
 5 kindness 11 significance
 6 distance 12 frequency

Unit 19

- 1 **Picture A** shows an example of Type 0 conditional. It is formed with *if* + present simple in the if-clause and present simple in the main clause. It expresses something which is always true or is a law of nature. Another example of a Type 0 conditional is: *If you don't water plants, they die.*

Picture B shows an example of Type 1 conditional. It is formed with *if* + present simple/continuous or present perfect simple/continuous in the if-clause and future, imperative and the modals can, may, must, could, might, *should* + infinitive without -to in the main clause. It expresses something that is likely to happen in the present or future. Another example of a Type 1 conditional is: *If the skirt is too long, I'll shorten it for you.*

Picture C shows an example of Type 2 conditional. It is formed with *if* + present simple/continuous or present perfect simple/continuous in the if-clause and *would, could, might, should* + infinitive without *-to* in the main clause. It expresses an imaginary situation that is contrary to the facts in the present. It can also express advice. Another example of a Type 2 conditional is: *If I had lots of money, I would travel around the world.*

Picture D shows an example of Type 3 conditional. It is formed with *if* + past perfect simple/continuous in the if-clause and *would, could, might* + have + past participle in the main clause. It expresses an imaginary situation that is contrary to the facts in the past. It can also express regret or criticism. Another example of a Type 3 conditional is: *If they hadn't lost, they would have won the championship.*

- | | | | |
|---|----------|----------|---------|
| 2 | 2 Unless | 5 unless | 8 When |
| | 3 When | 6 unless | 9 if |
| | 4 If | 7 If | 10 When |

- | | | |
|---|--------------------|------------------|
| 3 | 2 went | 7 haven't tidied |
| | 3 finishes | 8 should visit |
| | 4 book | 9 had travelled |
| | 5 would have found | 10 get |
| | 6 would hang out | |

- | | | |
|---|-------------------|------------------------|
| 4 | 2 would have seen | 8 rains |
| | 3 would take | 9 don't know |
| | 4 will drive | 10 formed |
| | 5 told | 11 score |
| | 6 had been | 12 hadn't been talking |
| | 7 doesn't have to | |

- 5
- 2 If Sally wasn't/weren't so clumsy, she wouldn't have broken her mum's vase.
 - 3 If you had returned the book to the library on time, you wouldn't have to pay a fine.
 - 4 If Jim could use a computer, he would have got the job.
 - 5 If her colleagues had informed her, she would be at the seminar now.
 - 6 If you had woken me up, I wouldn't be late for school now.
 - 7 If I knew them very well, I would have gone to the party.
 - 8 If she hadn't forgotten to go to the bank, she could go shopping now.
 - 9 If she hadn't missed her flight, she would have arrived today.
 - 10 If he knew her, he would have spoken to her.

- 6

 - 2 you told her the truth, she would have forgiven you
 - 3 I you, I would accept the invitation
 - 4 Martin come, tell him I'll be back soon
 - 5 Tony followed my advice, he wouldn't have got into trouble
 - 6 Beverly more organised, she wouldn't have lost an important document

- | | | |
|---|--------------|---------------------|
| 7 | 2 as long as | 6 In case of |
| | 3 otherwise | 7 on condition that |
| | 4 Even if | 8 or |
| | 5 provided | |

- 8

 - 2 should you see him
 - 3 I were you
 - 4 he does not call me
 - 5 would have called
 - 6 on condition (that) we leave
 - 7 had put on
 - 8 unless you take some aspirin

9 (Suggested Answers)

- 2 he would become fitter
- 3 I save enough money
- 4 he hadn't been playing so aggressively
- 5 might go on a trip to Spain
- 6 if she felt she was qualified enough
- 7 if you had taken the subway to the city centre
- 8 or I will call security

Speaking

(Suggested Answers)

- A: Belinda wouldn't have won most junior tennis tournaments if she hadn't devoted all of her free time to training.
- B: If she didn't practise many hours a day, she wouldn't be so skilful and physically fit.
- A: If she didn't follow a strict diet, she wouldn't maintain her level of fitness.
- B: If she weren't a hard worker, she wouldn't have beaten some highly experienced opponents.
- A: If she carries on training hard, she will win an Olympic medal.

Writing

(Suggested Answer)

Not only this, but if my parents hadn't supported me from the beginning, I wouldn't have been a confident child. Once I started playing tennis more seriously, that's all I did. I wouldn't have won most junior tennis tournaments if I hadn't devoted all of my free time to training. Even now, if I didn't practise so many hours a day, I

wouldn't be so skilful and physically fit. But that's not easy. If I didn't follow a strict diet I wouldn't be able to maintain my level of fitness. Hard work has led me to success in the past. If I weren't a hard worker, I wouldn't have beaten some highly experienced opponents. I love tennis and I know that if I carry on training hard, I will win an Olympic medal one day.

12 Picture A shows an example of a wish we use when we want to say that we would like something to be different in the present. The structure of this wish is: I wish/if only + past simple or past continuous. Another example of this type of wish is: *If only the smart phone I want to get didn't cost so much.*

Picture B shows an example of a wish we use when we want to express regret about something that happened or didn't happen in the past. The structure of this wish is: I wish/if only + past perfect. Another example of this type of wish is: *I wish I had taken more money with me.*

Picture C shows an example of a wish we use when we want to express a desire for a future situation or a person's behaviour to change. This wish is also used to express a polite request. The structure of this wish is: I wish/if only + subject + would + bare infinitive. Another example of this type of wish is: *I wish Professor Rudolf would mark our exams sooner.*

- 13** 2 I wish/If only the seats hadn't been uncomfortable.
3 I wish/If only the costumes hadn't been bad.
4 I wish/If only the famous actor had performed.
5 I wish/If only I didn't feel like I've wasted my money.
6 I wish/If only my friend wouldn't keep asking me to go to plays like this.
7 I wish/If only I had read the reviews before going.

- 14** 2 would help 4 had packed
3 hadn't been talking 5 knew

- 15** 2 I wish/If only I were old enough to go on holiday alone.
3 I wish/If only my computer wasn't/weren't so slow.
4 I wish/If only Joe wouldn't leave all his books on the floor.
5 I wish/If only I hadn't argued with my best friend yesterday.
6 I wish/If only I could travel abroad.
7 I wish/If only I had asked him to help me.

- 16** 2 I had heard my alarm clock.
I had heard my alarm clock, I would have woken up on time.

- 3 I had written down the directions.
I had written down the directions, I wouldn't be lost now.
4 I had more spare time.
I had more spare time, I could join a gym.
5 I hadn't spent so much time in front of the computer.
I hadn't spent so much time in front of the computer, my eyes wouldn't hurt.
6 I wasn't/weren't allergic to seafood.
I wasn't/weren't allergic to seafood, I could have tasted Mary's shrimp pasta dish.

- 17** 2 you would show more
3 they had asked us
4 I did not work
5 she had been elected
6 I were sunbathing
7 wishes he had revised
8 for the heavy rain
9 I seen Ben
10 you tell her

Speaking

(Suggested Answers)

A: I wish I had the chance to work abroad. What about you?

B: I wish I had a car.

A: I wish I hadn't forgotten my password. What about you?

B: I wish I hadn't lied to my best friend.

A: If only I could live on the top floor of a skyscraper. What about you?

B: If only I hadn't failed the test.

A: I wish I could speak Italian. What about you?

B: I wish I could sing well.

A: If only my friend would visit me more often. What about you?

B: If only my friend would stop telling me what to do.

A: I wish to get a dog from a rescue centre. What about you?

B: I wish to go away for the weekend.

19 The verb forms in bold express advice (*we'd better*) and preference (*I'd rather*). They are followed by an infinitive without -to.

- 20** 2 to go outside and play basketball
3 not eat so much junk food
4 we went on safari to Africa
5 hadn't entered me in the competition without asking me

- 21 2 were 6 bought 10 hadn't let
3 woke 7 save 11 would stop
4 hadn't lost 8 watched 12 took
5 hadn't spent 9 were

- 22 2 B 3 D 4 A 5 B 6 C 7 B

- 23 2 'll visit 6 could stay
3 spending 7 go
4 had 8 see
5 find

Unit 20

- 1 a) **Infinitives in Picture A:** *to be* (after the verb *want*), *to run* (after the adjective *happy*, which describes an emotion), *do* (infinitive without *to* after the modal verb *may*)

Infinitives in Picture B: *to be doing* (after the verb *seem*), *have taken* (after the modal verb *must*)

(Suggested Answer)

Three other uses of the infinitive include:

- to express purpose
- after *would like*, *would prefer*, *would love*, etc. to express a specific preference
- after *too/enough*

- b) An infinitive that refers to the immediate present is *to be doing* in Picture B, and an infinitive that refers to the past is *must have taken*, also in Picture B.

The other tenses of the infinitive are formed as follows:

Active:

present infinitive: *to* + main verb

perfect continuous infinitive: *(to) + have + been + -ing*

Passive:

present infinitive: *(to) be + past participle of the main verb*

perfect infinitive: *(to) have been + past participle of the main verb*

- 2 2 to apologise 5 to arrive 8 playing
3 coming 6 put 9 do
4 to jump 7 get 10 tidy

- 3 2 to have cheated in the race
3 to be repaired
4 to get a promotion
5 to have been running a successful business
6 to have been sold to a celebrity
7 to have finished constructing the stadium by May

- 4 a) The -ing form *rollerblading* in Picture A is used as a noun, and *performing* is the -ing form that follows the verb *spend*. The -ing form *having walked* in Picture B follows the preposition *after*.

(Suggested Answer)

Three other uses of the -ing form include:

- after certain verbs such as *admit*, *avoid*, *consider*, *delay*, *deny*, *discuss*, *imagine*, *miss*, etc.
- after expressions such as *be busy*, *it's no use*, *can't stand*, etc.
- after *dislike*, *enjoy*, *hate*, *like*, *love*, *prefer* to express general preference

- 5 2 having cleaned 6 Having finished
3 sleeping 7 making
4 having been asked 8 being splashed
5 Being

- 6 1 leaving, going
2 to hear, to be offered
3 take, being photographed
4 deleting, To tell
5 to leave, have felt
6 shouting, to be losing

- 7 2 have been exhausted after a hard day
3 try to study harder
4 have been working long hours
5 have been reading the letter when I walked in
6 have just finished his homework
7 have left for the airport
8 be looking forward to going abroad this summer
9 be working tomorrow
10 have been planning the surprise party for weeks

- 8 2 for him to memorise his lines for the play
3 him returning your MP3 player last week
4 you to join my yoga class
5 my/me helping her
6 our/us missing his lectures

- 9 2 working 9 driving
3 giving 10 to go
4 to turn off 11 to buy
5 switching 12 eating
6 to exercise 13 borrowing
7 to do 14 to inform
8 cooking

- 10 2 surprised 5 disappointing
3 embarrassed 6 frightened
4 exciting

- 11** 1 amusing
2 annoyed, annoying
3 fascinating, fascinated
4 boring, bored
5 confusing, confused
6 disappointed, disappointing
- 12** 2 to have been 5 to be selected
3 be held 6 hitting
4 playing
- 13** 2 b 3 a 4 b 5 a

Speaking

(Suggested Answers)

- A: During their hike, it started raining and they ran to find cover.
B: As they were running, Tom fell and twisted his ankle, so he couldn't walk.
A: Ed didn't know what to do. He began to panic and yell for help.
B: No one could hear him, though.
A: After a little while, they saw some hikers coming their way.
B: The other hikers were happy to carry Tom back to the camp.
A: Tom and Ed were glad to be safe.

Writing

(Suggested Answer)

Yesterday, Tom and Ed went hiking in the woods, as they wanted to explore the countryside.
During their hike, it started raining and they ran to find cover. As they were running, though, Tom fell and twisted his ankle, so he couldn't walk.
Ed didn't know what to do. He began to panic and yell for help but no one could hear him.
After a little while, they saw some hikers coming their way. Luckily, the other hikers were happy to carry Tom back to the camp.
At last, Tom and Ed were glad to be safe.

- 14 a) In picture A, *too* shows that something is more than enough, necessary or wanted and has a negative meaning.**
Too is followed by:
- an adjective + for sb + to- infinitive (*too many things for me to carry*)
 - an adjective (*too tired*)
- b) In picture B, *enough* shows that there is as much of something as is wanted or needed and has a positive meaning. *Enough* is used in the following patterns:**
- adj + enough + to-infinitive (*good enough to play*)
 - enough + noun + to-infinitive (*has enough talent to join*)

- 15** 2 too small 6 too cold
3 enough eggs 7 quiet enough
4 too far 8 early enough
5 fast enough
- 16** 2 old enough 8 too young
3 too excited 9 rich enough
4 qualified enough 10 too impatient
5 strong enough 11 too selfish
6 too tired 12 fast enough
7 creative enough

- 17** 2 B 4 B 6 D 8 C 10 C 12 B
3 C 5 C 7 B 9 A 11 D

- 18** 2 you mind speaking
3 it worth travelling
4 is not allowed to go
5 have a difficult time starting/find it difficult to start
6 was made to throw
7 only to be informed
8 would rather have seen

Speaking

(Suggested Answers)

- A: Do you enjoy learning a foreign language?
B: Yes, I like learning English and I want to learn French in the future too.
A: Do you like listening to music in your free time?
B: Yes, I really enjoy listening to rock and dance music. I can't stand listening to pop music though.
A: What else can't you stand doing in your free time?
B: I can't stand chatting on the Internet, but I love making friends in person.
A: What are you planning to do this Saturday?
B: I am planning to visit my grandparents, but I'd like to go to a friend's party on Saturday night as well.
A: What have you decided to on Sunday?
B: I've decided to go on a picnic with my friends if the weather is nice and I am also allowed to stay over at my best friend's house.

Writing

(Suggested Answers)

He likes learning English and wants to learn French in the future too. He really enjoys listening to rock and dance music, but can't stand listening to pop music. He likes using his computer but he can't stand chatting online. He prefers to make friends in person.
This Saturday, he is planning to visit his grandparents, but he would also like to go to a friend's party on Saturday night. On Sunday, he has decided to go on a picnic with his friends and he is also allowed to stay over his best friend's house.

Unit 21

1 Question tags are formed with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present simple or the past simple, we form the question tag with do, does or did + subject pronoun. We use question tags to confirm something or when we want to find out if something is true.

2 2 haven't 5 will 8 do they
3 isn't 6 isn't it
4 wasn't 7 aren't

3 2 d 4 g 6 c 8 h
3 a 5 f 7 e

4 2 B 3 A 4 C 5 A 6 C

5 2 will you, won't
3 hasn't she, she has
4 didn't he, he did
5 is it, it isn't
6 does she, she doesn't
7 haven't you, I have
8 wasn't it, it was

6 2 aren't they 6 won't you
3 aren't there 7 can he
4 does he 8 isn't it
5 didn't she

Speaking

(Suggested Answers)

- A** A: They've just moved into their new house, haven't they?
B: Yes, they have. They're very excited, aren't they?
A: Yes, they are.
- B** A: She's playing tennis, isn't she?
B: Yes, she is. She's good at it, isn't she?
A: Yes, she is.
- C** A: He looks worried, doesn't he?
B: Yes, he does. Maybe he hasn't finished his project, has he?
A: No, he hasn't.
- D** A: She's in the library, isn't she?
B: Yes, she is. She needs to study for an exam, doesn't she?
A: Yes, she does.

Unit 22

1 *Despite* and *In spite of* are followed by an -ing form. *Although* and *even though* are followed by a clause. The words in bold express contrast, and they introduce clauses of concession.

Despite/In spite of being tired, she kept on studying can be rephrased in the following ways:

- She kept on studying despite/in spite of being tired/her tiredness.
- Although/Even though/Though she was tired, she kept on studying.
- She kept on studying although/even though/though she was tired.
- She kept on studying despite/in spite of the fact that she was tired.
- Despite/In spite of the fact that she was tired, she kept on studying.
- She was tired. However/Nevertheless, she kept on studying.
- She was tired, yet she kept on studying.
- She was tired. Still/Yet, she kept on studying.
- While he was tired, she kept on studying.
- She kept on studying while she was tired.

She enjoys being a doctor although/even though it is very hard work can be rephrased in the following ways:

- Even though/Although/Though it is hard work, she enjoys being a doctor.
- Despite/In spite of it being hard work/the hard work, she enjoys being a doctor.
- She enjoys being a doctor despite/in spite of it being hard work/the hard work.
- Despite/In spite of the fact that it is hard work, she enjoys being a doctor.
- She enjoys being a doctor despite/in spite of the fact that it is hard work.
- She enjoys being a doctor. However/Nevertheless, it is hard work.
- While/Whereas she enjoys being a doctor, it is hard work.
- While/Whereas it is hard work, she enjoys being a doctor.
- Being a doctor is hard work, yet she enjoys it.
- Being a doctor is hard work. Still/ Yet, she enjoys it.
- She enjoys being a doctor. On the other hand, it is hard work.

2 2 yet 7 Nevertheless
3 but 8 In spite of
4 Despite 9 On the other hand
5 Although 10 Despite
6 though

3 2 B 3 A 4 C 5 B 6 C

- 4 2 of trying their best, they didn't win the basketball championship.
 3 fact that he is highly qualified, he can't get a job.
 4 Tom is tall, his sister is rather short.
 5 the lecturer's speech was long, it was interesting.
 6 being October, it is quite warm.
 7 her talent/her having talent, she can't find a job as an actress.
 8 he is injured, Ronaldo will play in Sunday's match.
- 5 2 They searched everywhere for the missing dog. Nevertheless, they didn't find it.
 In spite of searching/having searched everywhere for the missing dog, they didn't find it.
 They didn't find the missing dog in spite of searching everywhere for it.
 3 Even though the film lasted three hours, no one was bored.
 No one was bored with the film even though it lasted three hours.
 The film lasted three hours, yet no one was bored.
 4 Robbie Williams is my favourite singer. However, I haven't been to any of his concerts.
 Although Robbie Williams is my favourite singer, I haven't been to any of his concerts.
 I haven't been to any of Robbie Williams's concerts although he is my favourite singer.
- 6 2 in spite of being
 3 even though her headache was
 4 having read it
 5 owns a country house, yet

Speaking

(Suggested Answers)

- A: Maybe, but rock climbing reduces stress.
 B: Perhaps it does. Still, there is a risk of injury.
 A: A small one. Nevertheless, it greatly improves your self-confidence.
 B: I suppose that's true. However, it is very physically demanding. It must be exhausting to climb these tall, nearly vertical rocks.
 A: It is, actually. On the other hand, the little equipment you need makes it much easier.
 B: Even though you don't need much equipment, it is very expensive, isn't it?
 A: That's true. It's well worth it, though!

Writing

(Suggested Answers)

First of all, despite the fact that many people say that rock climbing is dangerous, it's actually an adventurous and exciting activity. Even though there is a small risk of injury, rock climbing really reduces stress.

Another advantage of rock climbing is that it greatly improves your self-confidence despite it being very demanding physically.

Not only this but you also don't need much equipment to go rock climbing. On the other hand, the little equipment that you need can be expensive. It's well worth it, though! Anyway, these are the pros and cons of rock climbing. The choice is yours!

Take care,
 Adam

Unit 23

- 1 a) In Picture A, *this* is used to refer to something that is near the speaker.
 In Picture B, *that* is used to refer to something that is not near the speaker.

- b) *This/these* can also be used for present or future situations, to refer to an idea we are about to mention, to introduce people or to introduce yourself on the phone, when the speaker is near the place that they are referring to.

That/those can also be used for past situations, to refer back to something mentioned before, or when speaking on the phone to ask who the other person is.

- | | | | | | | |
|---|---|-------|----|-------|----|-------|
| 2 | 2 | These | 3 | That | 4 | those |
| 3 | 2 | that | 7 | this | 12 | those |
| | 3 | That | 8 | these | 13 | This |
| | 4 | those | 9 | those | 14 | Those |
| | 5 | This | 10 | that | | |
| | 6 | these | 11 | These | | |

- 4 a) In Picture A, *her* in the second sentence is a personal pronoun used as an object after a verb. In the third sentence, *her* is a possessive adjective. It is followed by a noun and is in the middle of the sentence. In the last sentence, *hers* is a possessive pronoun. It is not followed by a noun and is placed at the end of the sentence.

- b) In Picture B, the possessive case is formed with a singular noun (Beverly) + 's. The possessive case in this example is used to show ownership of something by someone.

- 5 2 They, them 4 He, her, It, it
3 I, They, me
- 6 2 your, your, Hers, my 4 yours, Its, My, my
3 your, our
- 7 2 It's 3 Its 4 It's 5 it's
- 8 2 their own 4 my own
3 of my own
- 9 1 the 2 my 3 her 4 the
- 10 2 Grace's coffee maker
3 two hours' journey
4 the Queen of England
5 Keith and Jenny's beach house
6 the girls' musical instruments
- 11 2 Enid watched last night's show.
3 I sometimes babysit Rob and Stephanie's sons.
4 Becky trapped her finger in the door of her car.
5 When I moved house, I used my brother-in-law's van.
6 This summer, I'm staying with a cousin of mine in Malta.
- 12 In the example sentence, *there* is used for something mentioned for the first time or to say that something exists. *It* is used to give more details about the item already mentioned.
- 13 2 It 5 It, there 8 There, it
3 It, it, there 6 it 9 It
4 it 7 It 10 it
- 14 2 there 4 It 6 there
3 There 5 It 7 It

Writing

(Suggested Answers)

Hi Jason,

I (*subject personal pronoun*) went on a day trip today with some friends of **mine** (*possessive pronoun*) from college to see Eltham Palace. **It's** (*subject personal pronoun*) a medieval palace in South East London, which used to belong to Henry VIII in Tudor times. Eltham Palace is really nice, there is a huge hall inside with a beautiful ceiling. **It's** (*subject personal pronoun*) where the King used to have dinners and see **his** (*possessive adjective*) guests. **We** (*subject personal pronoun*) saw lots of interesting things inside the palace, and there are wonderful gardens outside. Today, there was a special event. Knights dressed up in armour and fought each

other on horses! There's so much to see and do at Eltham Palace, **it's** (*subject personal pronoun*) a magical place. **I** (*subject personal pronoun*) really loved it there! **You** (*subject personal pronoun*) simply have to go to Eltham Palace. **Its** (*possessive adjective*) greatness will amaze **you** (*object personal pronoun*)!

Talk to you soon,
Jon

- 16 a) **The quantifiers in the example are:** *some, any, a little, not many, not much, very few, very little, a lot of.*
- b) • *Some* and *any* are used with uncountable nouns and plural countable nouns.
• *A little* is used with uncountable nouns and has a positive meaning.
• *Many* is used with countable nouns and *much* is used with uncountable nouns. Both are used in questions and negations.
• *Very few* is used with countable nouns and *very little* with uncountable nouns. Both have a negative meaning.
• *A lot of* is used with countable nouns and is normally used in affirmative sentences.

- 17 2 a few 4 a lot of 6 very little
3 very few 5 a little
- 18 2 How much 4 How many
3 much/a lot of 5 a lot of/many
- 19 2 a little 3 a few 4 a little
- 20 2 no 5 a little 8 a few
3 a few 6 too many
4 so many 7 very little
- 21 2 much money 5 how many potatoes
3 only a few 6 very little free time
4 lots/a lot of people

Speaking

(Suggested Answers)

- A: How many students eat salad at lunchtime?
B: Many students eat salad at lunchtime.

- A: How many students eat nuts at lunchtime?
B: No students eat nuts at lunchtime.

- A: How many students eat fresh fruit at lunchtime?
B: A few students eat fresh fruit at lunchtime.

- A: How many students eat cereal bars at lunchtime?
B: Some students eat cereal bars at lunchtime.

- A: How many students eat yogurt at lunchtime?
 B: Very few students eat yogurt at lunchtime.

Writing

(Suggested Answer)

... and many students eat salad. No students eat nuts at lunchtime, however. A few students eat fresh fruit and some eat cereal bars. Very few students eat yoghurt at lunchtime.

- 23 a)** In the example, *both* is used to refer to two people. *All* is used with *day* to mean *complete* (the whole day). *Neither of* takes a verb either in the singular or plural and is used to refer to two people to express the meaning of 'not the one and not the other'. *Whole* is used to mean *complete*; in this case, the entire book.
- b)** *Both* has a positive meaning and *neither of* has a negative meaning.
- c)** We always use *a, the, this, my, etc.* + *whole* + countable nouns. However, with *all* we never use *a, the, this, my, etc.*

- 24** 2 All 5 None 8 Both
 3 either 6 each one
 4 None, all 7 whole

- 25** 2 every 3 Either 4 all 5 whole

- 26** 2 both 4 either 6 every
 3 None 5 neither

- 27** 2 Every one of us enjoyed our summer holiday.
 3 Neither Linda nor her friends exercise regularly.
 4 Each actor/of the actors bowed to the audience.
 5 Either Tim or Jill is going to help you out with the decorations.
 6 Both Martin and his friend would love to join a theatrical group.
 7 The whole house was redecorated.
 8 None of his colleagues remembered his birthday.
 9 Not only can Lyn speak French, but also Nat can.

- 28** 2 every 4 either 6 all
 3 all 5 neither 7 Either

- 29** 2 Damian and his sister are ...
 3 ... teacher or the headteacher ...
 4 Kim nor her husband likes ...
 5 ... only Danny but also his ...
 6 ... ask either Alice or Tom ...
 7 ... Sam, but also Tim is ...

- 30** 2 one 5 mine 8 It
 3 much 6 whole 9 Neither
 4 each 7 these 10 Not only

- 31** 2 this 5 neither 8 all
 3 there 6 It
 4 Both 7 a

- 32** 2 It's 9 The windows of the
 3 Pam and John's house
 4 a lot 10 the
 5 little 11 Both
 6 that 12 much
 7 There 13 nor
 8 but

- 33** 2 It's been 5 a few 8 all
 3 their 6 no
 4 farmer's 7 both

- 34** 2 B 6 C 10 C 14 C
 3 C 7 B 11 A 15 A
 4 A 8 B 12 C 16 B
 5 A 9 B 13 A 17 C

Speaking

(Suggested Answers)

A: Neither type of accommodation is situated on a main road.

B: Yes, but both of them have a fantastic view.

A: Both types of accommodation are reasonably priced.

B: Yes, but neither of them has Wi-Fi.

Writing

(Suggested Answer)

... are close to the city centre, but neither of them allow pets. Neither the bed and breakfast nor the hotel is situated on a main road. However, both of them have a fantastic view. Finally, I would like to inform you that although both types of accommodation are reasonably priced, neither of them has Wi-Fi.

Exploring Grammar Units 19 - 23

- 1 a) Type 1 conditional** (Text B): *If you want me to, I'll pick you up and we'll drive there together.*

Type 2 conditional (Text B): *The whole thing would be lots of fun if we all went together.*

Type 1 conditional expresses something likely to happen in the present or future.

Type 2 conditional expresses an imaginary situation contrary to facts in the present; also used to give advice.

- b) A Type 3 is formed with: *if* + past perfect/past perfect continuous + *would/could/might* + have + past participle

It expresses an imaginary situation contrary to facts in the past. It is also used to express regrets or criticism

Examples of Type 3 conditionals:

If he had woken up earlier, he wouldn't have missed the bus.

If she had told him the truth, he wouldn't have felt betrayed.

- c) The highlighted sentence is a mixed conditional sentence. It features a Type 3 conditional in the *if*-clause (*If it hadn't been for the commitment of the local residents*) and a Type 2 conditional in the result (*we wouldn't be enjoying our clean beach today*).

2 An example of a wish in the text: *I just wish Ian would join us.*

We form wishes as follows:

- *wish/if only* + past simple/past continuous to refer to something that we would like to be different in the present/future; e.g. *I wish I had a lot of money.*
- *wish/if only* + past perfect to express regret about something which happened or didn't happen in the past; e.g. *I wish I had studied harder for the chemistry exam.*
- *wish/if only* + subject + *would* + infinitive without -to to express a polite request or a desire for a future situation or person's behaviour to change.

- 3**
- | | | | |
|---|---------------|---|----------|
| 1 | apologises | 4 | had read |
| 2 | would lend | 5 | came |
| 3 | hadn't missed | | |

4 a) Infinitive forms in the texts:

make (Text A) – infinitive without -to that follows the verb *let*

to make (Text A) – infinitive that expresses purpose

be provided (Text B) – infinitive without -to that follows the modal verb *will*

pick ... up (Text B) – infinitive without -to that follows the modal verb *will*

drive (Text B) – infinitive without -to that follows the modal verb *will*

join (Text B) – infinitive without -to that follows the modal verb *would*

be (Text B) – infinitive without -to that follows the modal verb *would*

to get (Text B) – infinitive that expresses purpose

to come (Text B) – infinitive that expresses purpose

know (Text B) – infinitive without -to that follows the verb *let*

be enjoying (Text C) – infinitive without -to that follows the modal verb *would*

-ing forms in the texts: *cleaning* (Text A and Text C)

cleaning (Text A) – after the verb *need* to show that something needs to be done

cleaning (Text C) – after the preposition *in*

- b) *be enjoying* is an infinitive that refers to something at the moment of speaking. The forms of the infinitive are the following:

	Active	Passive
Present	(to) enjoy	(to) be enjoyed
Present Cont.	(to) be enjoying	–
Perfect	(to) have enjoyed	(to) have been enjoyed
Perfect Cont.	(to) have been enjoying	–

5 An example of a question tag in the texts: *... will you?* (Text B)

Question tags are formed with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. We use them when we want to confirm something or when we want to find out if something is true or not.

6 a) A clause of concession in the texts: *... even though it was a scorching hot day, the dedicated volunteers succeeded ...* The clause is introduced with *even though*.

(Suggested Answer)

Three other ways of forming clauses of concession are:

- *but* + clause; e.g. Kelly wanted to go out but she wasn't feeling well.
- *in spite of/despite* + noun/-ing form; e.g. Henry decided to go swimming in spite of/despite the cold weather/the weather being cold.
- *on the other hand* + clause; e.g. Flying to London will cost us a lot of money. On the other hand, we'll be there in just an hour.

- b) It was a scorching hot day but the volunteers succeeded in cleaning ...

Although/Though it was a scorching hot day, the volunteers succeeded in cleaning ...

It was a scorching hot day. The volunteers succeeded in cleaning the beach and the park by noon, though.

In spite of/Despite it being a scorching hot day, the volunteers succeeded in cleaning ...

In spite of the fact that/despite the fact that it was a scorching hot day, the volunteers succeeded in cleaning ...

It was a scorching hot day. However/ Nevertheless, the volunteers succeeded in ...

While it was a scorching hot day, the volunteers succeeded in ...

It was a scorching hot day. Yet/Still, the volunteers succeeded in ...

It was a scorching hot day, yet the volunteers succeeded in ...

7 Determiners in the texts: *our* (Text A and Text C), *these* (Text A)

Quantifiers in the texts: *not only ... but also* (Text A), *every* (Text A), *whole* (Text B), *lots of* (Text B), *all* (Text B), *much* (Text C), *many* (Text C)

The determiners and the quantifiers in the texts are used as follows:

our (Text A and Text C) – possessive pronoun; used before a noun and talks about ownership

these (Text A) – demonstrative; used before a noun and shows something which is near us

not only ... but also (Text A) – quantifier; links two related things

every (Text A) – quantifier; used before a singular countable noun and refers to a group of people

whole (Text B) – quantifier; used before a singular countable noun and means *complete*

lots of (Text B) – quantifier; used before a singular countable noun and means *a great amount of*

all (Text B) – quantifier; it refers to more than one people or things and has a positive meaning

much (Text C) – quantifier; used before an uncountable noun and means *a great amount of*

many (Text C) – quantifier; used before a plural countable noun and means *a great amount of*

Two more examples of determiners: **(Suggested Answers)** *those, yours*

Two more examples of quantifiers: **(Suggested Answers)** *a few, none*

Revision (Units 1-23)

1 B	5 D	9 A	13 A	17 B
2 A	6 B	10 A	14 A	18 A
3 D	7 D	11 C	15 C	19 C
4 C	8 C	12 D	16 C	20 D

Grammar in Focus

A 1 competitive	3 also	5 under
2 what	4 ability	

B 1 as	3 up	5 going
2 instead	4 substituted	

C 1 interested	3 how
2 take	4 movements

Phrasal Verbs VII

1 1 across	3 off	5 through
2 off	4 aside	6 up

2 1 away with	3 out	5 off
2 out of	4 over	6 through

- 3** 2 b **(suggested answer)** The dog ran after a car.
 3 d **(suggested answer)** Jane saw John out as he was leaving her house.
 4 c **(suggested answer)** David put on his jacket because it was cold outside.

Prepositions VII

1 1 of	3 on	5 for	7 in
2 of	4 of	6 for	

2 1 of	3 to	5 about	7 of
2 into	4 at	6 against	

Word formation

3 1 unfriendly	8 irresponsible
2 disagree	9 misunderstood
3 impossible	10 disappearance
4 illogical	11 incomplete
5 deactivated	12 extraordinary
6 unsafe	13 incorrect
7 dislikes	

Unit 24

- 1 a) The relative pronouns in the example are:** *which, who/that*. **The relative adverb is** *where*. Other relative pronouns are ***whom*** and ***whose***. Other relative adverbs are ***when*** and ***why***.

- b) The defining relative clause in the example is:** *... who/that visit ...*, and **the non-defining relative clause is** *..., which is in Paris, ...*.

A defining relative clause gives necessary information that is essential to the meaning of the main sentence. It is not put in commas. A non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas.

- 2 2 whose 5 who's 8 whose
 3 who's 6 whose
 4 whose 7 who's
- 3 2 who, b 4 when, b 6 where, a
 3 whose, a 5 which, b 7 whose, b
- 4 2 where, (*cannot be omitted*)
 3 whose, (*cannot be omitted*)
 4 who, (*can be omitted*)
 5 why, (*can be omitted*)
 6 when, (*can be omitted*)
- 5 2 Carl bought a tablet PC whose screen is very big.
 3 They'll never forget the day when their son took his first steps.
 4 This is the reason why she has to move house.
 5 The hotel has many guests, many of whom go there every year.
 6 They always eat fresh vegetables which they grow in their garden.
- 6 2 who ND (cannot be omitted – put commas before who and after bakery)
 3 when D (can be omitted – no commas)
 4 which ND (cannot be omitted – put commas before which and after redecorated)
 5 why D (can be omitted – no commas)
 6 who ND (cannot be omitted – put commas before who and after abroad)
 7 when ND (cannot be omitted – put commas before when)
 8 who/that D (can be omitted – no commas)
 9 whose D (cannot be omitted – no commas)
 10 whom D (cannot be omitted – no commas)
- 7 2 why 4 whom 6 (when)
 3 where 5 which/that
- 8 2 Jane bought two jackets, both of which were made of leather.
 3 They rented three DVDs last night, all of which were comedies.
 4 Richard has four brothers, none of whom are older than him.
 5 We picked a lot of apples, some of which were ripe.
 6 I ordered a pizza, most of which I gave to my friend.
- 9 2 b 3 a 4 b 5 a 6 a
- 10 2 to whom you were talking
 3 reason why Beth did not
 4 of which were not

- 5 who drive carelessly
 6 of whom had
 7 who I am staying with
 8 where I used to

11 (Suggested Answers)

- 2 where I've never been before.
 3 why my friends are upset.
 4 whose dad was a police officer.
 5 2006 was *the year* when my sister was born.
 6 which make me laugh.

- 12 2 B 4 C 6 B 8 C
 3 B 5 A 7 A

Speaking

(Suggested Answers)

- A: Wimbledon.
 B: Wimbledon is the tennis competition which Serena Williams has won.
- A: Brazil.
 B: Brazil was the place where the 2014 World Cup was held.
- A: 2012.
 B: 2012 was the year when the London Olympics took place.
- A: *Titanic*.
 B: *Titanic* is the film whose director won an Oscar.

Writing

(Suggested Answers)

Summer is the time when I go on holiday.
 Basketball is the sport that/which I play most.
 My father is the person who/that I admire most.
 Cats are the animals which/that I like best.

Clauses of Purpose

- 13 a) In the example sentence, *so that + won't* is used to introduce negative purpose with present or future reference, and *to + infinitive* is used to introduce a positive purpose. *in case + infinitive* is used to refer to a positive purpose in the present/future.
- b) Other words and phrases that can be used to introduce clauses of purpose are:
 (positive purpose) in order to + infinitive, so that/in order that + can/will, so that/in order that + could/would, in case + past tense, for + noun, for + -ing form, with a view to + -ing form.
 (negative purpose) in order not to/so as not to + infinitive, prevent + noun/pronoun (+ from) + -ing

form, avoid + -ing form, so that + can't/won't, so that + couldn't/wouldn't.

c) (Suggested Answers)

Kendra is watering the plants in order that they won't dry out.

Kendra is watering the plants in case they dry out.

Kendra is watering the plants to prevent them from drying out.

She does this early every morning in order to keep them healthy and to prevent them from losing any flowers..

She does this early every morning so as to keep them healthy and so that they won't lose any flowers.

She does this early every morning with a view to keeping them healthy and so as for them not to lose any flowers..

She also keeps an eye on them so that they won't need any more water during the day.

She also keeps an eye on them to prevent them from needing any more water during the day.

She also keeps an eye on them to avoid watering them during the day.

- 14** 2 a, Julie put on her mittens so that her hands wouldn't freeze.
 3 d, Ian took some water with him in case he got thirsty later.
 4 e, They closed the windows to prevent flies from coming in.
 5 b, She left home early to avoid getting stuck in traffic.
- 15** 2 She set her alarm clock so that she wouldn't oversleep.
 3 Call me in case you are late.
 4 She put on sun cream to avoid getting sunburnt.
 5 He wrote down his PIN number in order not to forget it.
 6 We use an axe for chopping wood.

Clauses of Result

- 16 a)** In the example sentences, the phrases in bold introduce clauses of result.
- b)** Other words and phrases that can be used to introduce clauses of result are: therefore, consequently, as a consequence, so, so ... that, such a/an +adjective + singular countable noun ... that, such + adjective + plural/uncountable noun ... that, such a lot of + plural/uncountable noun ... that, so + adjective + a(n) + noun ... that,

so much/little + uncountable noun ... that, so many/few + plural noun ... that.

c) (Suggested Answers)

The atmosphere has become polluted and as a result the hole in the ozone layer is getting bigger.

There is such a lot of pollution in the atmosphere that the hole in the ozone layer is getting bigger. There is so much pollution in the atmosphere that the hole in the ozone layer is getting bigger.

Therefore the Earth's climate is changing, and this has become so serious that the planet's at risk.

Consequently, the Earth's climate is changing, and this has become so serious a problem that the planet's at risk.

As a consequence, the Earth's climate is changing, and this has caused so many problems that the planet's at risk.

- 17** 2 such 5 so 8 such
 3 so 6 such an 9 so
 4 such a 7 so 10 so
- 18** 2 such a lot of
 3 such interesting information that
 4 so much gardening
 5 as a result she

Clauses of Reason

- 19 a)** Phrases that introduce clauses of reason in the example: *due to, Because of this.*
- 20** 2 because 4 on account of
 3 As 5 due to
- 21** 2 Now that 4 on account of
 3 the reason why 5 the reason for
- 22** 2 I can't come with you as I have to visit my grandparents.
 3 The reason why he resigned was that he had been offered a better-paid job.
 4 Now that she has a car, she can go wherever she wants.
 5 He won the tennis competition due to the fact that he trained very hard.
 6 The reason why I don't like travelling by boat is that I get seasick.
 7 All trains were delayed on account of the heavy snow.
- 23 a)** The phrases in bold introduce clauses of manner.

b) *As if* is followed by a present tense (*is*). This indicates probability; a storm will most probably break out.

As though is followed by a past tense (*were*). This indicates an unreal present situation; Ivan is not a professional artist.

- 24** 2 lived/was living/were living
3 had been crying
4 didn't like
5 're coming down with
6 spent

- 25** 2 the same way 6 how
3 as 7 like
4 like 8 how
5 the way that

- 26** 2 whose 5 in case
3 as if 6 like
4 the reason why 7 so

- 27** 2 as 6 Due to
3 which 7 in the way
4 Consequently 8 to
5 as if

- 28** 2 D 4 D 6 D 8 A 10 B 12 C
3 C 5 A 7 C 9 D 11 B

- 29** 2 prevent Jake from moving
3 due to the road being
4 with a view to giving
5 to avoid forgetting
6 in case you get
7 such fresh bread that
8 as if Alice had put
9 some of whom
10 as a consequence
11 in order to
12 the way it was

- 30** **A** 2 like 3 the same way 4 how

- B** 1 so that 3 in case
2 so as 4 with a view to

- C** 1 so much 3 so few
2 so little 4 so many

Speaking

(Suggested Answers)

A: Kevin agreed to this because he knew Terry was much more experienced.

B: Things were going very well, when dark clouds started forming. It looked as if a storm was coming.

A: They stopped climbing so that they could get home before the storm.

B: Kevin climbed down the cliff so quickly that he slipped and cut himself.

A: Terry used the first aid kit to prevent Kevin's wound from bleeding.

B: As a result of Terry's quick thinking, they got off the mountain safely.

Writing

(Suggested Answers)

... They packed their equipment and took a first aid kit in case of an accident. Terry, who's an expert climber, decided the location for the climb. Kevin was happy with this because he knew Terry was much more experienced. Things were going very well, when dark clouds started forming. It looked as if a storm was coming. Terry told his friend to stop climbing so that they could get home before the bad weather. Unfortunately, Kevin climbed down the cliff so quickly that he slipped and cut himself! Luckily, Terry remembered that they had a first aid kit, and used a bandage to prevent Kevin's wound from bleeding. As a result of Terry's quick thinking, they got off the mountain safely.

Unit 25

- 1 a)** The question in the example are introduced with the question words *who*, *where*, *what* and *how*.
Who asks about people.
Where asks about place.
What asks about an unlimited choice of things.
How asks about manner.

- b)** The question *Who called Fiona?* asks about the subject of the sentence.
The question *Who did Belinda call?* asks about the object of the sentence.

- 2** 2 Who 5 How long 8 Which
3 How often 6 When
4 Whose 7 How many

- 3** 2 What's Andrew like?
3 How many brothers and sisters has Alice got?
4 What does Chris look like?
5 Why is Sally excited?
6 Where did they go on holiday last year?
7 What did you have for dinner last night?
8 Whose bicycle is that?
9 How often does Peter go to football practice?
10 When is Pam's birthday party?

- 4 2 What 4 What 6 What
 3 Which 5 Which
- 5 2 a does Cathy donate to UNICEF every year
 b donates money to UNICEF every year
 3 a will take the underground to get to college tomorrow
 b will Diana take to get to college tomorrow
 4 a did Ben see last night
 b saw a film last night

Speaking

(Suggested Answers)

- A: I went with two of my best friends.
 B: Where did the festival take place?
 A: At Glastonbury.
 B: How many people were there?
 A: Loads. It was packed.
 B: When did you get there?
 A: Just after 7 o'clock.
 B: How long did it last?
 A: About 4 hours, but I didn't stay till the end.
 B: How much did the ticket cost?
 A: It cost £20.
 B: How did you get there?
 A: We drove there in my brother's car.
 B: What time did you leave?
 A: At around 11 o'clock.

Exploring Grammar Units 24 - 25

- 1 a) **A relative pronoun in the dialogue is** *whose*. It shows possession.
A relative adverb in the dialogue is *where*. It refers to a place.
- b) **A defining relative clause in the dialogue is** *where I stayed*.
A non-defining relative clause in the dialogue is *whose brother owns a five-star hotel in Capri*. The defining clause gives necessary information and is essential to the meaning of the sentence. The non-defining clause gives extra information that is not essential to the meaning of the sentence.
- c) 1 (when) 3 (that/which) 5 which
 2 whose 4 who 6 (who)
- 2 a) **Clauses in the text:**
purpose: *in case we have trouble finding a good boat tour*; introduced by *in case*
result: *so excited that we have already booked*; introduced by *so ... that*

reason: *due to sunlight passing through it*; introduced by *due to*
manner: *as if you are on another planet*; introduced by *as if*

- b) *in case we have trouble finding a good tour boat:*
 We booked tour tickets in advance in order not/so as not to have trouble finding a good tour boat.
 We booked tour tickets in advance to avoid having trouble finding a good tour boat.
 We booked tour tickets in advance so that we wouldn't have trouble finding a good tour boat.

so excited that we have already booked:

We are very excited and therefore/as a result/consequently we have already booked a boat trip.

We are very excited. Therefore/As a result/As a consequence/Consequently, we have already booked a boat trip.

due to sunlight passing through it:

It's a huge cave that has the most brilliant blue water because of/on account of the sunlight passing through it.

It's a huge cave that has the most brilliant blue water, for sunlight passes through it.

It's a huge cave that has the most brilliant blue water as/since/because sunlight passes through it.

as if you are on another planet:

I heard that once you're inside the cave, it's like/as though you are on another planet

- 3 1 so as 3 such 5 consequently
 2 as 4 due to

- 4 **Question words in the dialogue:** *what*, used to ask about an unlimited choice of things; *who*, used to ask about people; *what*, used to ask about a thing; *where*, used to ask about a place; *which*, used to ask about a limited choice of things.

More examples of question words include:

whose, used to ask about possession

when, how long, what time, how often, used to ask about time

why, used to ask about reason

how much, used to ask about quantity

how many, used to ask about number

how, used to ask about manner

how long/how tall, used to ask about size

how old, used to ask about age

how far, used to ask about distance

- 5 *Who else is going?* is the subject question, and *Which hotel did you decide to book with?* is the object question

Subject questions ask about the subject of the sentence. They usually begin with the words *who*, *whose*, *what* or *which*. The verb is in the affirmative form.

Object questions ask about the object of the sentence. They usually begin with the words *who*, *what* or *which*. The verb is in the interrogative form.

- 6 1 O 2 S 3 S 4 O 5 S 6 O

Revision (Units 1-25)

- | | | | | |
|-----|-----|------|------|------|
| 1 A | 5 D | 9 C | 13 D | 17 C |
| 2 B | 6 A | 10 A | 14 A | 18 D |
| 3 D | 7 D | 11 B | 15 C | 19 B |
| 4 B | 8 B | 12 A | 16 D | 20 B |

Grammar in Focus

- A** 1 if 2 least 3 like 4 to have
- B** 1 Consisting 3 golden
2 well 4 every/each
- C** 1 is 2 known 3 historical 4 for

Phrasal Verbs VIII

- 1 1 up 3 by 5 back
2 over 4 up 6 after
- 2 1 down 3 up 5 in
2 for 4 out 6 off
- 3 2 c **(suggested answer)** He worked on his car and managed to fix it.
3 d **(suggested answer)** The plane took off on time.
4 b **(suggested answer)** He was worn out after cleaning the garage.

Prepositions VIII

- 1 1 on 3 in 5 on 7 In
2 on 4 for 6 on 8 on
- 2 1 at 3 in 5 for
2 by 4 on 6 by

Word formation

- 3 1 strength 7 comedian(s)
2 enjoyable 8 disrespect
3 lengthened 9 loyalty
4 truly 10 impatient
5 disconnect 11 specialise
6 reality 12 destruction

Further Practice Material

Multiple choice questions

- | | | | | |
|------|------|------|------|------|
| 1 B | 16 D | 31 A | 46 D | 61 A |
| 2 D | 17 A | 32 A | 47 A | 62 B |
| 3 D | 18 A | 33 A | 48 D | 63 D |
| 4 C | 19 B | 34 B | 49 C | 64 A |
| 5 D | 20 A | 35 B | 50 C | 65 B |
| 6 C | 21 D | 36 A | 51 B | 66 A |
| 7 A | 22 D | 37 D | 52 C | 67 B |
| 8 B | 23 B | 38 C | 53 C | 68 D |
| 9 B | 24 C | 39 A | 54 A | 69 C |
| 10 C | 25 C | 40 A | 55 C | 70 B |
| 11 A | 26 D | 41 A | 56 A | 71 A |
| 12 D | 27 C | 42 D | 57 A | 72 D |
| 13 D | 28 A | 43 C | 58 C | 73 C |
| 14 C | 29 A | 44 B | 59 B | 74 B |
| 15 B | 30 B | 45 D | 60 C | 75 A |

Open cloze sentences

1	to	43	have
2	the	44	a
3	it	45	of
4	one	46	more
5	ago	47	couple
6	the	48	every
7	in	49	who
8	Although/Though	50	up
9	would	51	all
10	There	52	on
11	until	53	rest
12	which	54	from
13	for	55	takes
14	who/that	56	have
15	what	57	taking
16	have	58	into
17	most	59	the
18	such	60	which/that
19	any	61	like
20	too	62	and
21	any	63	which/that
22	If	64	take
23	more	65	be
24	but	66	before
25	one	67	If
26	if/when	68	for
27	as	69	for
28	how	70	as
29	other	71	which
30	in	72	on
31	of	73	because
32	is	74	who/that
33	others	75	last
34	of	76	no
35	at	77	whose
36	and	78	if
37	No	79	like
38	so	80	else
39	up	81	to
40	whether	82	by
41	to	83	sure
42	for	84	on

Sentence transformations

1	success	41	of telling
2	going	42	well
3	for	43	I would
4	was	44	when he was
5	younger	45	playing
6	since	46	used
7	is	47	their house decorated
8	name	48	able to
9	players	49	slowly
10	have (got)	50	had never visited
11	took me	51	sunny
12	too	52	big enough
13	first time	53	so do
14	such a	54	as many
15	far from	55	having
16	bored when she	56	how many
17	well	57	have
18	you do not	58	mine
19	can't	59	first went
20	was invited	60	more famous than
21	if he wanted	61	travelling
22	to walk	62	If I could
23	most	63	neither/nor did
24	trims	64	to the
25	unable	65	during
26	interesting	66	bus driver
27	everywhere	67	lot
28	do	68	you mix
29	as good	69	by car
30	lent	70	enjoyable
31	better than	71	afraid of
32	she studies hard	72	only
33	enough eggs	73	much
34	does not start	74	next
35	don't we	75	to park
36	ago	76	order
37	easy	77	has not finished
38	who/that	78	himself
39	both	79	gone
40	never been	80	we would

Word formation

1	unreliable	34	leaders
2	disappeared	35	exciting
3	irresponsible	36	originally
4	dislike	37	impressive
5	requirements	38	attractive
6	extremely	39	northern
7	decorator	40	dramatic
8	luckily	41	Unfortunately
9	employees	42	favourite
10	shorten	43	endless
11	unaware	44	operation
12	actually	45	approximately
13	usually	46	electricity
14	tropical	47	likely
15	annually	48	various
16	visitors	49	construction
17	entertainment	50	completion
18	yearly	51	natural
19	eruption	52	exceptionally
20	significance	53	powerful
21	permission	54	valuable
22	explosion	55	attractions
23	heroic	56	famous
24	education	57	mysterious
25	relationship	58	historians
26	amazing	59	Apparently
27	readers	60	wealthy
28	viewers	61	numerous
29	opportunity	62	sensation
30	international	63	realise
31	popularity	64	accidentally
32	greatly	65	deadly
33	financial		

Prepositions

1	to	31	about	61	with
2	on	32	of	62	of
3	with	33	in	63	in
4	about	34	to	64	between
5	about	35	to	65	with
6	for	36	with	66	about
7	at	37	about	67	of
8	in	38	for	68	in
9	for	39	at	69	of
10	on	40	for	70	for
11	about	41	about	71	of
12	for	42	from	72	at
13	of	43	of	73	to
14	for	44	for	74	about
15	into	45	of	75	for
16	for	46	in	76	for
17	with	47	in	77	on
18	at	48	on	78	in
19	of	49	to	79	on
20	to	50	in	80	in
21	with	51	of	81	of
22	between	52	after	82	about
23	with	53	at	83	of
24	between	54	for	84	of
25	to	55	of	85	to
26	of	56	to	86	at
27	of	57	for	87	from
28	in	58	by	88	of
29	between	59	in	89	on
30	from	60	to	90	of

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