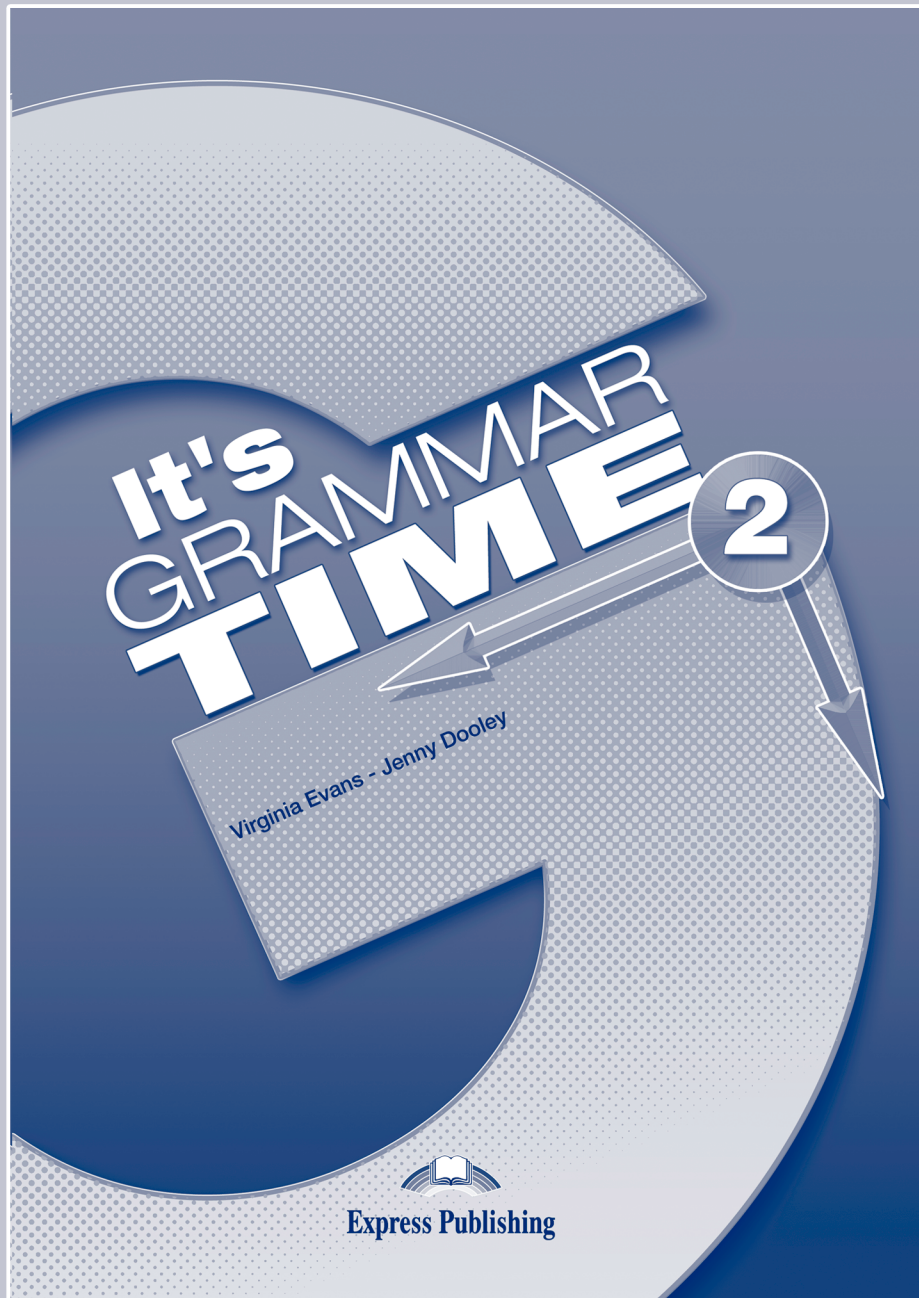


Key



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Starter Unit

1 Long form

- 2 is
- 3 are not
- 4 am
- 5 are
- 6 is
- 7 are
- 8 is

Short form

- 's
- aren't
- 'm
- 're
- 's
- 're
- 's

- 2 2 No, he isn't. He's a vet.
 3 No, she isn't. She's 25 years old.
 4 No, they aren't. They're lawyers.
 5 No, he isn't. He's from Spain.
 6 No, she isn't. She's a secretary.
 7 No, they aren't. They're 40 years old.

- 3 a) 2 'm/am 5 are 8 are 11 is
 3 'm/am 6 isn't 9 is
 4 is 7 is 10 are

b) 'm/am, is, are, isn't, 's/is

- We form the affirmative with I am, he/she/it is, we/you/they are.
- We form the interrogative with Am I? Is he/she/it? Are we/you/they?
- We form the negative with I'm not, he/she/it isn't, we you they aren't.

Speaking

(Suggested Answer)

- A: My name's Joe. Where are you from?
 B: I'm from Canada. Where are you from?
 A: I'm from Portugal. How old are you?
 B: I'm 19 years old. How old are you?
 A: I'm 20. When is your birthday?
 B: It's on 10th July. When is your birthday?
 A: It's on 2nd March. What's your best friend's name?
 B: It's Wendy. What's your best friend's name?
 A: It's Kim.

Writing

(Suggested Answer)

Hi,
 I'm Angela. I'm 16 years old and I'm American. My birthday is on 26th October. My best friend and I are in the same volleyball team but she isn't as good as me. Her name is Julie. She's 17 years old. Her birthday is on 27th March. What about you? Where are you from? Who is your best friend?
 Write soon,
 Angela

- 4 2 hasn't 3 've 4 hasn't 5 haven't 6 's

- 5 2 Brenda and Kathy have got a TV and a camera. They haven't got a bike.
 3 David and Elaine have got a TV and a bike. They haven't got a camera.
 4 Tim has got a bike and a camera. He hasn't got a TV.

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

- 7 a) 2 'm/am 9 've got/have got
 3 'm/am 10 's/is
 4 's/is 11 's/is
 5 's/is 12 've got/have got
 6 's/is 13 's got/has got
 7 is 14 's/is
 8 's/is

b) (Suggested Answer)

Hi, Amanda. My name's Sandy. I'm 17 years old and I'm from Wales in the UK. My dad's name is Alan. He's forty-three and he's a vet. My mum, Angela, is forty and she's a secretary. I've got one brother. His name is Mathew and he's 16 years old. I have got a pet cat. It has got ginger fur and it is very friendly.

- 8 1 those 2 This, that 3 Those, these

- 9 2 this, that 4 This 6 These 8 That
 3 those 5 that 7 This

- 10 2 there isn't 5 There aren't 8 Is there
 3 there are 6 there is 9 there is
 4 Are there 7 there is 10 There are

- 11 2 any 4 some 6 some 8 some
 3 no 5 any 7 any

- 12 2 A: Are there any plates on the table?
 B: Yes, there are. There are some plates on the table.
 3 A: Is there any coffee in the cupboard?
 B: Yes, there is. There is some coffee in the cupboard.
 4 A: Are there any flowers in the vase?
 B: No, there aren't. There aren't any/are no flowers in the vase.

- 13 There is a carpet in both picture A and picture B. There is a coffee table in both picture A and picture B. There are some stairs in picture B, but there aren't any stairs in picture A. There is a cupboard in picture A, but there isn't a cupboard in picture B. There are

some curtains in picture A, but there aren't any curtains in picture B. There is a lamp in both picture A and picture B. There is a plant in picture B, but there isn't a plant in picture A. There is a fireplace in picture B, but there isn't a fireplace in picture A.

- 14** 2 under 4 behind 6 between
3 around 5 on
- 15** 2 through 7 off 12 by
3 along 8 towards 13 along
4 into 9 down 14 over
5 up 10 past
6 from, to 11 out of
- 16** 1 in 2 at 3 in 4 at 5 on
- 17** 2 in 4 from 6 in 8 on
3 on 5 to 7 at
- 18** 2 to 4 along 6 over 8 into
3 out of 5 across 7 past
- 19** 2 A 3 C 4 C 5 A 6 C

Speaking

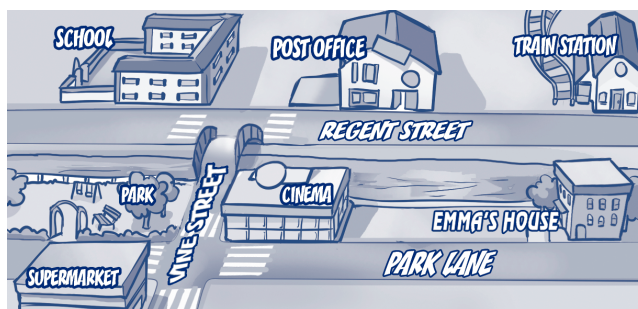
(Suggested Answers)

- Sam's house – school
B: ... and go past the cinema. Turn left into Vine street and walk past the park. Go over the bridge and walk across the street to the post office. Turn right and walk along Regent Street. The school is on the left.
- Post Office – park
A: How do I get from the post office to the park?
B: Come out of the post office and turn left. Go across the street at the school and go over the bridge. Walk along Vine Street and turn left into Park Lane. Walk along Park Lane. The entrance to the park is on the left.
- train station – supermarket
A: How do I get from the train station to the supermarket?
B: Come out of the train station and turn left. Walk along Regent Street to the school. Go across the street and over the bridge. Walk along Vine Street and go past the park. Go across Park Lane. The supermarket is in front of you.
- school – cinema
A: How do I get from the school to the cinema?
B: Walk across the street and go over the bridge. Go across Vine Street. The cinema is in front of you.

- supermarket – Sam's house
A: How do I get from the supermarket to Sam's house?
B: Come out of the supermarket and go across Vine Street. Walk across Park Lane to the cinema. Go past the cinema. Walk along Park Lane. Sam's house is on the right.
- Sam's house – Post Office
A: How do I get from Sam's house to the Post Office?
B: Come out of Sam's house and turn left. Go past the cinema. Turn left and walk along Vine Street. Walk past the park and go over the bridge. Walk across Regent Street. The Post Office is in front of you.

Writing

(Suggested Answer)



Hi,
Here are the directions to get to my house from the train station. Come out of the train station and turn right. Walk along Regent Street until you get to the post office. Walk across the road and over the bridge. There is a park on your right. Go past the park and turn left at the cinema into Park Lane. My house is at the end of the street on the left. See you tomorrow.
Emma

- 20** 2 boxes 5 wives 8 books 11 radios
3 plays 6 berries 9 classes 12 oxen
4 teeth 7 people 10 cliffs
- 21** 2 They are paintbrushes.
3 They are sheep.
4 They are women.
- 22** 2 A 3 C 4 B 5 B 6 A
- 23** 2 play – it takes –s to form the plural
3 photo – it takes –s to form the plural
4 giraffe – it takes –s to form the plural
5 sheep – the plural is the same as the singular

Speaking**(Suggested Answers)**

- 2 My cousin is an actor that appears in **plays** at the theatre.
 3 I can take a lot of **photos** with my new digital camera.
 4 The **giraffes** at the zoo are amazing!
 5 My uncle has got a lot of **sheep** on his farm.

24 2 They 3 you, me 4 He 5 us

25 2 it's 3 Its 4 It's 5 Its

26 2 his 3 Her 4 my, ours 5 mine

27 2 I 6 They 10 she 14 you
 3 me 7 my 11 We 15 me
 4 mine 8 her 12 we 16 your
 5 Their 9 She 13 our

28 2 B 3 C 4 A 5 A 6 B 7 C

- 29** 2 This year's theme for the party is famous films.
 3 It's forty minutes' drive to get to Brian's house.
 4 This week's offers are very reasonable.
 5 It's only a few minutes' walk to the cinema from my house.

Speaking**(Suggested Answer)**

- B: ... Ryan.
 A: How old is he?
 B: He's 18 years old.
 A: Where is he from?
 B: He's from Ireland.
 A: What are his hobbies?
 B: He enjoys listening to music and reading books, but his favourite hobby is playing football.

Writing**(Suggested Answer)**

Hi Belinda,
 My name's Callum and I'm 18 years old. My best friend is Ryan. He's also 18 years old and comes from Ireland. He likes listening to music and reading books, but his favourite hobby is playing football.

30 2 What 4 Where 6 When 8 often
 3 How 5 What 7 Whose

31 2 How 4 When 6 Where
 3 Which 5 How often 7 What

32 2 How many, c 6 How tall, a
 3 Which/What, g 7 When, h
 4 Where, b 8 How long, d
 5 What/Which, f

33 2 What 3 why 4 Who 5 When

34 2 Where is she from
 3 How old is she
 4 When is her birthday
 5 How many brothers has she got
 6 What is she studying
 7 Who is her favourite actor
 8 What is her favourite film

Speaking**(Suggested Answers)**

- A: **How** old are you?
 B: I'm 19 years old.
 A: **When** is your birthday?
 B: My birthday is on 30th August.
 A: **Who** is your best friend?
 B: My best friend is Graham.
 A: **What** is your favourite subject?
 B: My favourite subject is Geography.
 A: **What** are your hobbies?
 B: I enjoy sport, surfing the Internet and hanging out with my friends.

Writing**(Suggested Answer)**

Alexander is from Sheffield, England. He is 19 years old and his birthday is 30th August. His best friend is Graham and his favourite subject is Geography. His hobbies are basketball, surfing the Internet and hanging out with his friends.

Unit 1

- 1 Note:** This type of exercise can be used in two ways:
 a) the teacher can use it to present/ elicit the grammar theory. She/He asks the students to look at the picture(s) and elicits/explains the form and/or the uses of the grammatical structures using the example.
 b) The teacher can use it as an oral drill, after she/he has explained the grammar boxes to consolidate the grammar theory and check that the students have fully understood it.

Verbs in Picture A

They have breakfast at 7:30 every morning.

Verbs in Picture B

Simon usually does his coursework in the evening but tonight he doesn't have any.

Verbs in Picture C

Sarah works in a hospital. She is a doctor.

Verbs in Picture D

The sun sets in the west.

Verbs in Picture E

What time does the train leave? It leaves at 5 o'clock

a) This tense is the present simple. We form the present simple as follows:

- **affirmative:** I/you/we/they + main verb, he/she/it + main verb + s
- **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

b) The spelling rules for the third person in the present simple are as follows:

- most verbs take -s e.g jump - jumps
- verbs ending in -ss, -sh, -ch, -x, -o take -es e.g brush - brushes
- verbs ending in a consonant + y drop the -y and take -ies e.g cry - cries
- verbs ending in a vowel + y take -s only e.g play - plays

c) have breakfast – daily routine

does his/doesn't have any homework – habit

works in a hospital – permanent state

sun sets – law of nature

does the train leave, leaves – timetable

2	2 misses	5 arrives	8 mixes
3	3 stays	6 goes	9 reads
4	4 watches	7 flies	10 wishes

3	/s/	jumps, hits, coughs, paints, eats
	/ɪz/	dances, washes, arranges, chooses
	/z/	cleans, leads, sings, shows

4	2 Do	5 don't	8 start
	3 leaves	6 works	9 lives
	4 has	7 drive	10 wake up

5	1 do	5 Does, don't	9 don't, do
	2 Do, don't	6 does, don't	10 doesn't,
	3 Does, does	7 Do, do	doesn't
	4 Does, doesn't	8 Does, doesn't	

6	2 have	7 doesn't work	12 don't do
	3 eat	8 catch	13 relax
	4 do you go	9 do you finish	14 watch
	5 leave	10 takes	
	6 gives	11 do you do	

7 2 A: Do your grandparents live close to you?
B: Yes, they do./No, they don't. They live overseas.

3 A: Does your family go on holiday every year?
B: Yes, we do./No, we don't.

4 A: Do you play a musical instrument?
B: Yes, I do. I play the guitar./No, I don't.

5 A: Does your best friend have a pet?
B: Yes, he/she does. He/She has a dog./No, he/she doesn't.

6 A: Do you play a sport?
B: Yes, I do. I play basketball./No, I don't.

7 A: Do you and your friend go out often?
B: Yes, we do. We go out every Saturday./No, we don't.

8 A: Do you have any brothers or sisters?
B: Yes, I do. I have a sister./No, I don't.

8 a) These words show how often something happens.

b) Adverbs of frequency go before the main verb but after auxiliary verbs and modal verbs.

9 2 My dad **usually** reads the newspaper on Sunday mornings.

3 Hurry up! The bus is **rarely** late.

4 I **always** do my homework as soon as I get home from school.

5 We **often** watch a film on Saturday night.

6 My brother believes he is **never** wrong.

7 He **seldom** sees his friends from his old neighbourhood.

8 Students must **never** cheat during their exams.

9 My friends and I **sometimes** meet after class.

10 I like designer clothes, but I seldom buy them.

11 We often eat out on a Friday night.

12 Gary doesn't usually work at the weekend.

10 2 I always get up at 7 o'clock in the morning.

3 Bob is rarely/seldom late for work.

4 Do you usually walk home from work?

5 I often have a sandwich for lunch.

6 Alice usually works out at the gym on Fridays.

7 I sometimes take the dog for a walk in the afternoon.

8 Do you often go to the cinema at the weekend?

11 (Suggested Answer)

A: ... tidy your room?

B: I always tidy my room at the weekend. How often do you play computer games?

- A: I sometimes play computer games in the evening.
How often do you read the newspaper?
B: I never read the newspaper. How often do you get up late?
A: I usually get up late on a Sunday. How often do you ride a bike?
B: I often ride a bike to class during the week.

- 12** 2 works 7 spends 12 doesn't get
3 looks 8 believes 13 does
4 live 9 dresses up 14 doesn't complain
5 get 10 performs 15 enjoys
6 cares 11 likes 16 love

- 13** 2 A: Do you look after sick children?
B: Yes, I do.
3 A: Do the children live in good conditions?
B: No, they don't. They live in bad conditions.
4 A: Do you get time off at the weekend?
B: No, I don't. I work seven days a week.
5 A: Do you like your job?
B: Yes, I do.
6 A: Do you get paid?
B: No, I don't. I do all this as a volunteer.

14 (Suggested Answer)

- 2 seldom watches 7 speaks
3 live 8 usually starts
4 sometimes visit 9 doesn't enjoy
5 always eats 10 always have
6 usually help

Speaking

(Suggested Answer)

- A: What does he do in the mornings?
B: In the mornings, he usually has training at the fire station.
A: What does he do in the afternoon?
B: He often cleans the equipment at the station and writes up his reports in the afternoon. That is if he isn't trying to put out a fire.
A: What does he do in the evening?
B: He sometimes goes out with his friends but usually stays home and relaxes.
A: Why do you admire him?
B: I admire him because he works hard and does a very dangerous job that helps people.

Writing

(Suggested Answer)

The person I admire is a fireman. He always gets up at 6 o'clock. He usually has training at the fire station and in the afternoon, he often cleans the equipment at the station if he isn't trying to put out a fire. In the evening, he

sometimes goes out with his friends but usually stays home and relaxes. I admire him because he works hard and does a very dangerous job that helps people.

15 Verbs in Picture A

What are you doing at the moment? Are you studying?
No, I'm not. I'm listening to music.

Verbs in Picture B

Sue is working very hard these days.

Verbs in Picture C

She is travelling to Rome in an hour.

Verbs in Picture D

You're always making noise late at night!

- a) We form the present continuous as follows:
- affirmative: I am + main verb + -ing, we/you/they are + main verb + -ing, he/she/it is + main verb + -ing
 - negative: I am not/'m not + main verb + -ing, we/you/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 we/you/they + main verb + -ing, Is he/she/it + main verb + -ing

- b) are you doing, are you studying, 'm listening – actions happening now, at the moment of speaking
is working - actions happening around the time of speaking
is travelling – fixed arrangement in the near future
're always making – to express our annoyance at actions happening too often

16

+ing	trying, cooking, sleeping
-e → ing	typing, shaking, hoping, writing, having
-ie → y + ing	tying
double consonant + ing	running, forgetting, stopping

- 17** 2 am meeting, F 6 is studying, N
3 is working, T 7 am reading, N
4 are moving, F 8 am staying, T
5 are, taking, A

- 18** 2 A: Is Brian having dinner?
B: No, he isn't. He's washing the dishes.
3 A: Are they surfing the Net?
B: No, they aren't. They're watching television.
4 A: Is he playing football?
B: No, he isn't. He's riding a bike.

- 19 2 They are having dinner with their friends later tonight.
3 Bob is booking a table at the moment.
4 Alice is shopping for a new dress for dinner.
5 They are flying to Madrid at the weekend.
6 Their best friend is paying for the trip as a present.
7 They are hoping the weather stays nice for it.

- 20 2 'm taking 7 are using
3 are you reading 8 is sleeping
4 isn't working 9 are always interrupting
5 is studying 10 isn't wearing
6 is packing 11 are you having

21 (Suggested Answers)

In picture A, Bill is driving a car. In picture B, Bill isn't driving a car. He's washing it.

In picture A, Emily and Ross are riding their bikes. In picture B, Emily and Ross aren't riding their bikes. They're jogging. In picture A, Monica is carrying shopping bags. In picture B, Monica isn't carrying shopping bags. She's pushing a pram.

In picture A, Emily and Ross are wearing tracksuits. In picture B, Emily and Ross aren't wearing tracksuits. They're wearing shorts and T-shirts.

22 (Suggested Answers)

- 2 Yes, she is. She's going to America.
3 No, she isn't. She's ironing.
4 Yes, I am. I'm visiting my grandparents.
5 No, I'm not. I'm studying.
6 No, he isn't. He's watering the garden.
7 No, I'm not. I'm doing my homework.

- 23 2 's/is snowing 7 're/are shopping
3 's/is wearing 8 're/are watching
4 'm/am not enjoying 9 'm/am coming
5 'm/am sitting 10 Are you having
6 'm/am drinking

Speaking & Writing

(Ss' own answers)

24 Verbs in Picture A

It's Saturday and they're playing golf. They usually play golf on Saturdays.

Verbs in Picture B

Margaret lives in Madrid, but this summer she is visiting her sister in Paris.

Verbs in Picture C

The plane to Stockholm leaves at 4 o'clock, so Rob is flying in 30 minutes.

Verbs in Picture D

The Earth orbits around the sun.

Verbs in Picture E

Why are you always interrupting me?

- a) **Picture A:** (It)'s – present simple, (they)'re playing – present continuous, play – present simple
Picture B: lives – present simple, is visiting – present continuous
Picture C: leaves – present simple, is flying – present continuous
Picture D: orbits – present simple
Picture E: are (you always) interrupting – present continuous

- b) **Picture A:** (It)'s – permanent state, (they)'re playing – action happening at the moment of speaking, play – habit
Picture B: lives – permanent state, is visiting – temporary action happening around the time of speaking
Picture C: leaves – timetable, is flying – fixed arrangement in the near future
Picture D: orbits – law of nature
Picture E: are (you always) interrupting – expressing annoyance at actions happening too often

- 25 B She usually goes to lessons in the afternoon, but today she is hanging out with friends.
C She usually does her homework in the evening, but today she is playing computer games.
D She usually goes to bed early at night, but today she is staying up late.

- 26 2 is washing 7 am watering
3 cut 8 is redecorating
4 am cooking 9 is hanging
5 pay 10 clean
6 are painting

- 27 2 are getting 8 cries
3 opens 9 does your class begin
4 study 10 are renting
5 are we having 11 flows
6 do you go 12 am not playing
7 are looking

- 28 'm/am flying
are you looking, need
does this T-shirt cost?
are you doing, 'm/am typing
Do you like, hate

- 29 2 A 4 B 6 A 8 B 10 C
3 B 5 A 7 C 9 C

- 30 2 in the morning 5 rarely 8 every day
3 these days 6 at the moment
4 every day 7 sometimes

- 31 2 Do you like 10 don't go out
3 love 11 help
4 have 12 play
5 do 13 starts
6 lives 14 finishes
7 'm/am going 15 is calling
8 isn't coming 16 is always asking
9 's/is visiting 17 Are you still coming

32 (Suggested Answers)

I always do my homework.

I wake up at 7 o'clock in the morning.

I often go out with my friends.

I'm writing an email at the moment.

I am studying hard these days.

Speaking

A: What's her job?

B: She's a shop assistant.

A: What does she usually do at work?

B: She helps customers.

A: Is she helping customers at the moment?

B: No, she's talking on the phone.

A: What's her job?

B: She's a nurse.

A: What does she usually do at work?

B: She examines patients.

A: Is she examining a patient right now?

B: No, she's washing her hands.

A: What's his job?

B: He's a cook.

A: What does he usually do at work?

B: He cooks food.

A: Is he cooking food at the moment?

B: No, he's putting the food on a plate.

Writing

(Suggested Answer)

Hi Amber,

How are you? Do you like your new college? I love mine! All the students in my class are really nice. My best friends are Amy and Andrea. We always study together and we usually go for a cup of coffee after class. Tomorrow is Saturday and I am going shopping with Amy. Andrea isn't coming because she isn't feeling well right now. I don't have any plans for Sunday because I usually help Mum with the chores. Are you still coming to see me for a visit? I can't wait!

See you soon,

Alison

Exploring Grammar I (Starter – Unit 1)

1 a) Verbs to be circled:

to be: am, 'm, are, 'm, 's, 'm, are, 'm, aren't, 's, 're

have got: 've got, has got, have got

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

to be:

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

- interrogative: am I, are you/we/they, is he/she/it

have got:

- negative: I/you/we/they + haven't got, he/she/it + hasn't got

- interrogative: have + I/you/we/they + got, has + he/she/it + got

b) Possessive adjectives to be highlighted: your, my, her

Equivalent possessive pronouns: yours, mine, hers

We put possessive adjectives before the noun.

We use possessive pronouns to show that something belongs to someone.

Examples: *That house is theirs.*

This mobile phone is hers.

- 2 1 are 3 am 5 have 7 has
2 has 4 Is 6 Are 8 have

3 a) Verbs to be underlined:

present simple: plays, love, train, do (you) do, spend, takes, watch

present continuous: am talking, (I)'m playing, aren't playing, (We)'re playing

The negative and interrogative 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) • daily routines/habits/repeated actions: I always train hard, I usually spend time, My wife takes them to the stadium as well, and her parents watch my games

- permanent states: ... who plays for Silvertown FC. Josh,and I love the football here
- actions happening at/around the time of speaking: Today I am talking to....., I'm playing in the English league now,

c) A **stative verb** is a verb which does not normally have continuous tenses because it describes a state rather than an action.

The stative verb in the dialogue is: love

Examples: *I like eating ice cream. She **wants** to be a doctor. I **don't** understand your question.*

d) **Adverbs of frequency to be highlighted:** often/always/usually

Adverbs of frequency are used before the main verb but after the verb to be.

e) **Example of present continuous used with future meaning:** *We're playing Riverview Rovers next week.* (fixed arrangement in the near future)
The present simple can be used with future meaning when we talk about timetables or programmes.

Example: *The film **starts** at 9 o' clock.*

4 a) **Subject pronouns:** I, you, we

Object pronouns: them

b) We use **subject** pronouns before verbs.

We use **object** pronouns after a verb or a preposition.

5 a) **Question words from the dialogue:** where – place, which – things, what – things, when – time

Question words used to ask about:

people = who/whose - **Who** is your best friend?

Whose glasses are those?

age = how old – **How old** are you?

place = where – **Where** are you from?

reason = why – **Why** are you sad?

b) **Plural forms:** fans, teams, players, children, parents

We form the plural of regular verbs as follows:

most nouns take -s e.g. cat – cats

nouns ending in -s, -ss, -sh, -ch, -x, -o take -es e.g. *gas – **gases**, glass – **glasses**, brush – **brushes**, match – **matches**, fox – **foxes**, tomato – **tomatoes***

nouns ending in a vowel + y take -s e.g. *boy – **boys***

nouns ending in a consonant + y drop the -y and take -ies e.g. *butterfly – **butterflies***

nouns ending in -f or -fe drop the -f or -fe and take -ves e.g. *leaf – **leaves**, wife – **wives***

Revision I (Starter – Unit 1)

1	1	B	6	B	11	B	16	A	21	B
	2	C	7	A	12	B	17	C	22	A
	3	B	8	B	13	A	18	B	23	B
	4	A	9	B	14	A	19	B	24	C
	5	B	10	C	15	C	20	C	25	A

Grammar in Focus

1	enjoys	6	on	11	at
2	his	7	to	12	They
3	isn't	8	does	13	loves
4	works	9	he	14	it's
5	performs	10	is practising	15	doesn't want

Unit 2

1 Verbs to be underlined:

Picture A:

It was a beautiful day. Sandra woke up and looked at the clock. It was 8 o'clock. "What did I do? I forgot to set the alarm and I slept in!

Picture B:

She quickly ran down the stairs and went into the kitchen. She didn't have time for breakfast so she got her coat, put it on and left the house.

Picture C:

Ten minutes later, she was at the bus stop. She got on the next bus.

Picture D:

Everyone on the bus stared at her. She froze! That's when she realised she was still in her pyjamas!

a) We form the past simple as follows:

- 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

b) The spelling rules for regular verbs in the past simple are as follows:

- verbs ending in -e take only -d e.g. close-**closed**
- verbs ending in a consonant + y drop the -y and take -ied e.g. cry-**cried**
- verbs ending in a vowel + y take -ed e.g. play-**played**
- verbs ending in one stressed vowel between two consonants double the last consonant before the -ed e.g. drop-**dropped**
- verbs ending in -l double the -l before they take -ed e.g. cancel-**cancelled**

- c) • **The past simple is used:** a) for actions which happened at a particular time in the past. The time is mentioned (*8 o' clock on a beautiful day, 10 minutes later*), e.g. *It was ..., what did I do?, I forgot to..., slept in..., she was ..., stared at ..., froze ..., realised ..., was...* actions which happened immediately one after the other. e.g. *Sandra woke up and looked at ..., ran down the ..., went into ..., didn't have ..., got ..., put it on ..., left...*
- The **past simple** is also used for:
 - past habits. e.g. *My friends and I went camping every summer when we were young.*
 - people who are no longer alive. e.g. *Amelia Earhart was the first woman pilot who flew solo across the Atlantic.*

2	turn – turned	started, jumped
	type – typed	moved, hoped, saved
	cry – cried	replied, carried, copied
	stay – stayed	delayed, employed, played
	mop – mopped	begged, stirred, stopped
	model – modelled	controlled, quarrelled, dialled

- 3
- | | | |
|-----------|-----------|------------|
| 2 looked | 6 entered | 10 helped |
| 3 changed | 7 argued | 11 laughed |
| 4 shopped | 8 washed | 12 shouted |
| 5 visited | 9 ended | |

/ɪd/	/t/	/d/
visited	looked	changed
ended	shopped	entered
shouted	washed	argued
	helped	
	laughed	

4 a)

regular	irregular
climbed	sent
fried	wore
watched	went
added	took
parked	drew
baked	swam
finished	rode
missed	

- b)
- | | | |
|----------------|-----------------|-----------|
| 2 baked | 7 climbed | 12 missed |
| 3 watched | 8 finished | 13 swam |
| 4 went | 9 drew | 14 rode |
| 5 parked, took | 10 fried, added | |
| 6 wore | 11 sent | |

- | | | |
|---|-------------------|--------------------|
| 5 | 2 b, did he move | 6 h, did he travel |
| | 3 a, did he study | 7 c, did he meet |
| | 4 f, did he stay | 8 g, did they get |
| | 5 d, did he go | |

- 6
- 2 She had breakfast.
 - 3 She didn't go to class.
 - 4 She did her project.
 - 5 She met her friends.
 - 6 She surfed the Net.

- 7
- 2 We slept on the boat during the cruise.
 - 3 What did you see when you went on the safari?
 - 4 Why didn't Alice go to work today?
 - 5 Frank lost his passport when he was at the market.
 - 6 I booked my flights online last night.
 - 7 I swam in the sea every day when I visited Greece.
 - 8 We didn't buy the car because it was too expensive.
 - 9 Kim and Sarah didn't hang out with their friends last Saturday.
 - 10 Did you listen to the news on the radio?

- 8
- 1 stayed, read
 - 2 did you make, bought
 - 3 did you do, visited
 - 4 Did Greg drive, caught
 - 5 Did you hear, caused
 - 6 Did Kate enjoy, said, saw
 - 7 Did Peter and Julie visit, were, took
 - 8 did you stay, went, rented

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

10 (Suggested Answer)

- 2 I watched a nice film yesterday.
- 3 I had my first horse riding lesson two weeks ago.
- 4 We moved to London in 2013.
- 5 I went to the cinema with my best friend the day before yesterday.

- 11 a)
- | | | |
|-----------|----------|------------|
| 2 had | 5 tried | 8 named |
| 3 decided | 6 failed | 9 landed |
| 4 offered | 7 built | 10 changed |

- b)
- 2 Did Lindbergh offer a prize for flying across the Atlantic?
No, he didn't.
 - 3 Did he build a special plane?
Yes, he did.
 - 4 Did Lindbergh fly across the Atlantic in 1927?
Yes, he did.
 - 5 Did Lindbergh take off from Paris?
No, he didn't.

Speaking

(Suggested Answer)

B: ... I went into town to meet my friends. We ate a snack at a cafe and then went to the cinema. After the cinema, I went home and had something to eat. I went to bed at 10:30 pm.

Writing

(Suggested Answer)

Last Sunday, Gregory took his dog for a walk then he went into town to meet his friends. They ate a snack at a cafe and then went to the cinema. After the cinema, he went home and had something to eat. He went to bed at 10:30 pm.

Unit 3

1 a We form used to as follows:

- 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

b) We use *used to* to talk about past habits and things that happened regularly in the past, but no longer happen.

- 2 d, He used to have a pet dog.
 3 a, He didn't use to go abroad on holiday.
 4 f, He used to play video games.
 5 b, He used to visit his grandparents every weekend.
 6 c, He didn't use to like eggs.

- 3 B: ... Did she use to drive a car?
 A: No, she didn't. She used to use public transport. Did she use to wear smart clothes?
 B: No, she didn't. She used to wear jeans and T-shirts. Did she use to eat out at restaurants?
 A: No, she didn't. She used to eat meals at home. Did she use to stay up late?
 B: No, she didn't. She used to go to bed early.

- | | |
|-----------------------|-----------------------|
| 4 2 didn't use to own | 7 used to read |
| 3 used to play | 8 did you use to keep |
| 4 Did you use to surf | 9 used to write |
| 5 didn't use to have | 10 used to be |
| 6 did you use to do | |

- | | |
|--------------------------|--------------------|
| 5 2 ✗ | 5 ✗ |
| 3 ✗ | 6 ✓ (used to ride) |
| 4 ✓ (didn't use to wear) | |

6 (Suggested Answers)

- I didn't use to go to the theatre.
- I used to wear glasses.
- I didn't use to like fish.
- I used to live in America.

Speaking

(Suggested Answers)

- B: ... play the piano when you were younger?
 A: Yes, I did. Did you use to watch cartoons?
 B: Yes, I did. Did you use to go to the park?
 A: No, I didn't. Did you use to ride a bike?
 B: No, I didn't. Did you use to write letters?
 A: Yes, I did.

Writing

(Suggested Answer)

Jacob didn't use to read comics when he was younger but he used to play the piano. He used to watch cartoons. He didn't use to ride a bike. He didn't use to go to the park. He used to write letters.

Unit 4

- 1 a) adjectives that come before a noun:
 picture A – small/charming, old
 picture B – big, new/favourite
 When there are verbs in a sentence such as to be, look, smell, sound, ... etc, the adjectives appear after these verbs.
- b) adjectives that appear after a verb:
 picture A – peaceful
 picture C – amazing/excited
- c) • opinion adjectives: peaceful, charming, favourite, amazing, excited
 • fact adjectives: small, old, big, new, green
 Opinion adjectives go before fact adjectives. When there are two or more fact adjectives in a sentence, they usually go in the following order: size, age, shape, colour, origin, material, noun.
- d) In picture C, **excited** describes how a person feels and **amazing** describes what something is like. They are formed as follows:
- adjectives ending in **-ing** express what something is like.
 - adjectives ending in **-ed** express how we feel about something.

- 2 2 a shiny, new, red, sports car
3 an antique, green, glass jug
4 a big, round, Italian, pizza
5 a cute, young, white puppy
- 3 2 excited 4 interesting 6 frightened
3 amazing 5 tiring
- 4 2 smart, O 5 delicious, O
3 small, F 6 generous, O
4 young, F
- 5 2 traditional customs 4 comfortable chairs
3 antique vases 5 beautiful bracelets
- 6 2 antique, age 4 silk, material
3 yellow, colour
- 7 2 big, white 4 expensive, red, silk
3 cute, little, teddy bear

Speaking

(Suggested Answers)

I love my comfortable bed. It's so big.
I really like my big posters. They're so colourful.
I like wearing my soft, woollen jumper. It's so warm.
I love my black, leather jacket. It's so stylish.

Exploring Grammar II (Units 2-4)

- 1 a) **Verbs in the past simple that have to be circled in the text:** was, lived, were, didn't complain, didn't have, collected, cleared, piled, picked up, stood, decided, saw, took, decided, became, had, loved, warmed up, got, arrived, melted, were, happened, were.
Regular: lived, didn't complain, collected, cleared, piled, picked up, decided, loved, arrived, melted, happened.
Irregular: was/were, didn't have, stood, saw, took, became, had, got.
The past simple is formed as follows:
- 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
- 1 b) • **actions that happened at a specific time in the past where the time is either implied or mentioned:** Once there was ..., who lived..., Every day, they collected wood from the

forest., ...one day they decided..., ...saw them and took pity on them, He decided to create..., so their snowman became..., as the weather warmed up, she got ill..., when spring arrived the girl melted.

- **actions which took place one after the other:** They cleared the snow..., piled it high and picked up the wood...,

- 2 1 No, he didn't. 3 No, he didn't.
2 Yes, he did. 4 No, she didn't.
- 3 1 Did you like, thought
2 did you go, visited
3 did you do, had, watched
4 did she buy, got
- 4 a) An example of a past habit in the text is: They **used to leave** the piles of snow...,
- b) **Used to** is formed as follows:
- 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
- c) When we talk about past habits then we can use the **past simple** instead of **used to** with no difference in meaning.

- 5 1 used to tell
2 did not/didn't use to travel, used to get
3 did you use to go
4 used to live
- 6 **Opinion adjectives which appear in the text:** happy, sad, beautiful, bright
Fact adjectives which appear in the text: long, cold, lonely, young, pale, blonde, blue, new, ill, weak, warm
- 7 1 a (n) beautiful, old, leather wallet
2 a big, modern, German car
3 a quiet, sandy beach
4 a(n) expensive, antique, porcelain vase
5 a soft, red, silk scarf

Revision II (Units 1-4)

- | | | | | | |
|---|-----|------|------|------|------|
| 1 | 1 B | 6 A | 11 A | 16 C | 21 B |
| | 2 B | 7 B | 12 B | 17 B | 22 A |
| | 3 C | 8 A | 13 B | 18 C | 23 B |
| | 4 B | 9 C | 14 C | 19 C | 24 B |
| | 5 A | 10 B | 15 B | 20 A | 25 A |

Grammar in Focus

- A** 1 in 3 reported
2 surprising 4 any
- B** 1 holds 3 to
2 rose 4 in
- C** 1 demonstrated 3 off
2 he 4 froze

Unit 5

1 Note: This type of exercise can be used in two ways:

- a) the teacher can use it to present/ elicit the grammar theory. She/He asks the students to look at the picture(s) and elicits/ explains the form and/ or the uses of the grammatical structures using the example.
- b) The teacher can use it as an oral drill, after she/ he has explained the grammar boxes to consolidate the grammar theory and check that the students have fully understood it.

Verbs in Picture A: were... jogging (past continuous interrogative), were working (past continuous)

Verbs in Picture B: was cooking (past continuous), was laying (past continuous)

Verbs in Picture C: was crossing (past continuous), ran into (past simple)

Verbs in Picture D: was falling (past continuous), was howling (past continuous)

- a) The past continuous is formed as follows:
- **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

- b) The tenses in the pictures show the following uses:

Verbs in Picture A: were... jogging: past continuous-interrogative form. were working: past continuous. They show actions which were in progress at a stated time in the past.

Verbs in Picture B: was cooking, was laying: past continuous. They show two actions which were happening at the same time in the past.

Verbs in Picture C: was crossing: past continuous. It shows an action which was in progress when another action (ran into) interrupted it.

Verbs in Picture D: was falling, was howling: past continuous. They describe the atmosphere of a situation in the past.

- 2** 2 was calling the London office
3 was ordering lunch
4 was buying groceries
5 was meeting Alexander
6 was having dinner at Luigis's restaurant
- 3** 2 e 4 a 6 c 8 g
3 b 5 f 7 h

- 4** 2 Erica was reading a book at 5 o' clock yesterday.
3 Brian and Carol were waiting for the bus at 5 o' clock yesterday.
4 Sophie was surfing the Net at 5 o' clock yesterday.
5 Mark was cycling to work at 5 o' clock yesterday.
6 Julie was sorting out the recycling at 5 o' clock yesterday.

5 (Suggested answers)

- 2 I was working last Monday morning.
3 I was writing an email five hours ago.
4 I was shopping at the mall yesterday evening.
5 I was visiting my cousins in Australia this time last year.
- 6** 2 The young couple weren't ordering something. They were paying the bill.
3 The girl wasn't taking a picture. She was sending a text message.
4 The old man wasn't eating a slice of cake. He was drinking coffee.
5 The young waitress wasn't collecting dirty plates. She was serving food.
6 The older waitress wasn't talking on the phone. She was standing by the till.
- 7** 2 A: Were they staying with relatives last summer?
B: Yes, they were.
3 A: Was it snowing while you were shopping?
B: No, it wasn't. It was raining.
4 A: Were you working at 4 o' clock yesterday afternoon?
B: No, I wasn't. I was collecting the dry cleaning.
- 8** 2 She was sunbathing on the beach when she saw a dolphin. As/While/When she was sunbathing on the beach, she saw a dolphin.
3 He was running to catch the bus when he stumbled and landed on the ground. As/While/When he was running to catch the bus, he stumbled and landed on the ground.

- 9 2 while 4 until
3 As 5 when
- 10 2 was parking, when, hit
3 As, was walking, tripped
4 was looking, while, was trying on
5 was doing, when, crashed
- 11 2 was writing 9 did you trip
3 began 10 were getting
4 went 11 was making
5 did you do 12 came back on
6 knew 13 ran
7 was 14 fell
8 crept
- 12 A 2 was blowing 5 was pushing
3 were playing 6 was climbing
4 was running
- B 1 was riding 4 was enjoying
2 was trying 5 was testing
3 was eating 6 were having

Speaking

(Suggested Answers)

- A: What were you doing at 10:00 am?
B: I was doing housework.
A: What were you doing at 12:30 pm?
B: I was eating a snack.
A: What were you doing at 3:30 pm?
B: I was listening to music.
A: What were you doing at 7:00 pm?
B: I was walking my dog.
A: What were you doing at 9:30 pm?
B: I was watching TV.

Writing

(Suggested Answer)

Alison was sleeping at 7:30 am yesterday.
Alison was doing housework at 10:00 am yesterday.
She was eating a snack at 12:30 pm yesterday.
She was listening to music at 3:30 pm yesterday.
She was walking her dog at 7:00 pm. She was watching TV at 9:30 pm.

- 13 a) **Verbs in Picture A:** was raining (past continuous), visited (past simple)
Verbs in Picture B: were working out (past continuous), finished, had, went out (past simple)
Verbs in Picture C: did (past simple), was helping, was doing (past continuous)
Verbs in Picture D: was running (past continuous), fell, sprained (past simple)

Verbs in Picture E: played, was (past simple), was playing (past continuous)

Verbs in Picture F: was (past simple), was shining, was blowing (past continuous), went (past simple)

The tenses in the pictures show the following uses:

Verbs in Picture A: was raining - past continuous: It shows an action that was in progress at a stated time in the past. visited - past simple: an action that happened at a definite time (stated) in the past.

Verbs in Picture B: were working out - past continuous: It shows an action that was in progress at a stated time in the past. finished, had, went - past simple: They show actions that happened immediately one after the other.

Verbs in Picture C: did - past simple: an action that happened at a definite time (stated) in the past. was helping, was doing - past continuous: They show two actions which were happening at the same time in the past.

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

Verbs in Picture E: played - past simple: It shows an action that was a past habit. was playing - past continuous: It shows an action that was in progress at a stated time in the past.

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

- 14** 2 a, arrived, set up, built
3 e, sang
4 f, was listening
5 c, was setting, was cooking
6 b, was glowing, was howling
7 d, sent
- 15** 1 got
2 went
3 was wrapping, was decorating
4 was clearing, tripped, broke
5 were watching
- 16** 2 found, was sitting
3 was cycling, saw
4 were travelling, heard
5 were kicking, smashed
6 was walking, drove, splashed
- 17** 2 Angela was baking a cake when she burnt her finger.
3 Isabel was typing up her report when her computer crashed.
4 She was talking on the phone when the battery ran out.
5 Robert was watching TV when he fell asleep.
6 Mitchell was listening to music when the doorbell rang.
7 Brendan was running when he sprained his ankle.
8 She was carrying some boxes when she tripped over a cable.

- 18 A** 2 was having 4 didn't answer
3 called
- B** 1 did you get 4 Did they hit
2 were throwing 5 slipped
3 passed 6 fell
- C** 1 was 2 caused 3 closed
- D** 1 did you go 2 woke

- 19** 2 A (wrong answer) – was carrying
3 B (wrong answer) – scored
4 B (wrong answer) – were driving
5 A (wrong answer) – turned

20 (Suggested Answers)

- 2 ...I had an accident.
3 ...my sister was studying.
4 ...the phone rang.
5 ...I ran into an old friend of mine.

- 21** 1 was, didn't, did 3 was, wasn't
2 Did, weren't 4 was, didn't, was

- 22** 2 took 9 saw 16 were sitting
3 went 10 jumped 17 thought
4 toured 11 shouted 18 looked
5 explored 12 turned 19 disappeared
6 was shining 13 left 20 came
7 was blowing 14 visited
8 chose 15 ordered

- 23** 2 did her friends take
They took her everywhere.
3 did they eat
They ate their picnic at a nice spot next to the loch.
4 did Carrie react
She jumped up and shouted to her friends.
5 was she doing , thought
She was sitting at the café overlooking the loch.

- 24** 2 B 4 A 6 A 8 C
3 B 5 B 7 C

Speaking

(Suggested Answer)

- A: What was the woman doing?
B: She was talking to her husband.
A: What did she do when she saw Nessie?
B: She screamed.
A: What was the man doing?
B: He was drinking water.
A: What did he do when he saw Nessie?
B: He dropped the bottle.
A: What was the teenager doing?
B: He was playing a game on his mobile phone.
A: What did he do when he saw Nessie?
B: He took a picture of Nessie.
A: What was Nessie doing?
B: It was swimming in the Loch.
A: What did Nessie do when it saw the people on the boat?
B: It smiled for the picture.

Writing

(Suggested Answer)

A group of people were on a boat tour of Loch Ness when suddenly Nessie appeared. The guide was steering the boat when he stopped to wave at the monster. The woman was talking to her husband when she stopped and screamed. The man was drinking water when he stopped and dropped the water bottle. The teenager was playing a game on his mobile phone when he stopped and took a picture of Nessie. Nessie was swimming in the Loch when it stopped and smiled for the picture.

Unit 6

- 1 a) The adverbs in bold in the picture express the following: a) **really** and **extremely** express degree, **quickly**, **carefully**, **sensibly** and **safely** express manner, **always** expresses frequency.
- 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.
- c) Adverbs can appear before the main verb, after the verb **to be** and after auxiliary or modal verbs. They can also appear at the end of a sentence.
- 2 **Adjective:** bad, successful, quick, beautiful, thirsty
Adverb: slowly, happily, well, joyfully
Adjective & adverb: hard, fast, late, early
- 3 **Adverbs of manner:** truthfully, by car, noisily
Adverbs of place: everywhere, inside, in the street, near
Adverbs of time: daily, today, recently, last year, then
Adverbs of frequency: sometimes, never, often, always
Adverbs of degree: very, quite, extremely

- 4 2 lazily 4 beautifully 6 late
 3 well 5 suddenly 7 wonderful

- 5 2 frantically (before the main verb)
 3 usually (before the main verb)
 4 eventually (before the main verb)
 5 seriously (at the end of the sentence)
 6 extremely (after the verb to be)
 7 shortly (at the end of the sentence)

- 6 2 delightful 4 happily 6 good 8 nice
 3 amazing 5 really 7 fair

Speaking

(Suggested Answers)

Eric dances well.
 Emma often wakes up early.
 Kelly always sings beautifully.
 My brother runs very fast.

Exploring Grammar III (Units 5-6)

- 1 a) **Verbs in the past simple:** decided, thought, was, travelled, arrived, needed, poured, built, put up, fitted, didn't do (negative form), got, did, made, organised, had, left, didn't want (negative form), signed up, was

Verbs in the past continuous: was working, was singing, was staying

- b) **Regular verbs:** decided, travelled, arrived, needed, poured, fitted, organised, didn't want, signed up
Irregular verbs: thought, was, built, put up, got, did, made, had, left, didn't do

The negative and interrogative form of the past simple and the past continuous are formed as follows:

Past simple

- **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

- **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

- d) A 3, B 2, C 1, D 4

Other uses of the past simple: We use the past simple to talk about past habits and to talk about people who are longer alive.

Other uses of past continuous: We use the past continuous to talk about a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). We also use the past continuous to give the background information in a story.

- 2 1 when 3 while/as 5 While/As
 2 as/while 4 when

- 3 1 Did you take, went
 2 peeled, sliced, covered
 3 were you talking, saw
 4 did you live, were
 5 was cutting, was planting

- 4 a) **Adverbs in the text:** last summer, overseas, in the North of Africa, that first morning, actually

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.

b) Adverbs of manner in the text: actually
Adverbs of place in the text: overseas, in the North of Africa

Adverbs of time in the text: last summer, that first morning

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.

d) 1 late 3 well 5 hardly
 2 warmly 4 usually

Revision III (Units 1-6)

1 C	6 A	11 A	16 B	21 B
2 C	7 A	12 A	17 A	22 C
3 C	8 C	13 B	18 A	23 A
4 A	9 C	14 C	19 A	24 A
5 B	10 C	15 C	20 B	25 C

Grammar in Focus

A 1 On 3 It 5 regularly
 2 rocked 4 wasn't 6 which

B 1 In 3 were planning 5 them
 2 when 4 extremely 6 dangerous

Unit 7

1 a) Nouns in the dialogue: omelette, eggs, milk, butter, oil, cupboard, tomatoes, onions

Countable nouns in the dialogue: omelette, eggs, cupboard, tomatoes, onions

Uncountable nouns in the dialogue: milk, butter, oil

- b)**
- We use **a/an** in affirmative, negative and interrogative sentences with countable nouns in the singular.
 - **Some** and **any** are used with uncountable nouns and plural countable nouns. We use **some** in affirmative sentences and **any** in negative and interrogative sentences.
 - We use **no** instead of not **any** in negative sentences.

2 2 some (U) 5 an (C) 8 a (C)
 3 some (C) 6 some (U)
 4 some (U) 7 some (C)

3 Countable nouns: lobster, peach, cake, lemon, cherry, steak

Uncountable nouns: pasta, time, ice, advice, happiness, sugar, apple juice, news, cereal, money, coffee, weather

4 2 loaf 4 bars 6 carton
 3 bags 5 packet

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

(Suggested Answers)

A: I'm hungry. All I've had is a bar of chocolate.
 B: Why don't you have a nice big bowl of soup?
 A: I'm going to the kitchen to make a cup of tea. Do you want anything?
 B: Can you bring me a glass of water, please?
 A: We need to go to the supermarket. All we have for dinner is a tin of tuna!
 B: I know. I wanted to make a sandwich but the only things in the fridge were a slice of ham and a jar of jam!

6 2 kilos of bananas 5 cans of cola
 3 packet of cereal 6 tins of salmon
 4 bottles of olive oil

7 3 There is some ketchup on the table.
 4 There isn't any salad on the plate.
 5 There aren't any chips on the plate.
 6 There are some napkins on the table.
 7 There isn't any sugar on the table.
 8 There is some salt on the table.
 9 There is some cola on the table.
 10 There isn't any ice cream on the table.

8 (Suggested Answers)

A: ... water on the table?
 B: No, there isn't.
 A: Is there any ketchup on the table?
 B: Yes, there is.
 A: Are there any chips on the table?
 B: No, there aren't. etc

9 2 any 3 no 4 any 5 some 6 any 7 a

10 2 pasta 3 hair 4 furniture 5 lemonade

11 2 are, some 4 aren't, any 6 isn't, any
 3 is, a 5 is, some

Key

12 1 a, some 3 an 5 every, some
2 some, any 4 any, any

13 2 kilo 7 bag 12 bars
3 some 8 any 13 some
4 some 9 some 14 loaves
5 any 10 any
6 no 11 some

14 2 A 4 B 6 B 8 C 10 A
3 A 5 A 7 B 9 C

15 2 no 4 any 6 any 8 some
3 some 5 a 7 some

Speaking

(Suggested Answers)

B: Yes, we've got some in the cupboard so we don't need any.

A: Have we got any jam?

B: No, we haven't got any. We need to buy some.

A: How about some milk?

B: There isn't any. We need to buy a carton. Also, there is no pasta. We should buy two packets.

A: OK. Is there any cereal?

B: Yes, we still have some.

A: Have we got any tuna and olive oil?

B: No, we haven't got any. Let's buy some.

A: Sure. Don't forget we also need some meat.

B: Yes. Let's get a kilo.

A: Is that everything?

B: Yes, I think so.

Writing

(Suggested answer)

Hi Gordon,

Can you do the shopping this afternoon please?

Here's what we need!

- a bag of sugar

- a jar of jam

- a carton of milk

- two packets of pasta

- three tins of tuna

- a bottle of olive oil

- a kilo of meat

Thanks, Jemma

16 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*: talking about a specific university (*the* University of Leicester), before specific words like *morning*, *afternoon* (in *the morning*, in *the afternoons*), before specific

words like library, cinema (at *the* library, at *the* cinema) and the word weekend (at *the* weekend)

b) We do not use the:

- with uncountable and plural nouns when we talk about them in general. *I'm allergic to strawberries.*
- before proper names. *Allan is an excellent footballer.*
- before names of countries – *France*, cities – *Athens*, mountains – *Mount Everest*, islands – *Ibiza*, lakes – *Lake Ontario* and continents – *Europe*.
- before the names of meals – *lunch* and games/sports – *darts*, *hockey*.
- before the word *television/TV*. *My favourite show is on TV now.*
- with the words *this/that/these/those*. *We should buy this sofa.*
- with possessive adjectives and the possessive case. *You left your backpack upstairs; this one must be Sam's.*
- with the words school, church, bed, hospital, prison and home when we refer to the purpose for which they exist. – *It's time the children went to bed.*

17 1 school
2 the Rocky Mountains, Canada
3 the guitar
4 on television
5 the hospital
6 The Pattersons, dinner
7 the Eiffel Tower
8 the Spanish, Madrid

18 2 -, - 4 the 6 the 8 - 10 -
3 the 5 -, - 7 - 9 the 11 the

19 1 the 3 -, the 5 a, the 7 -, the
2 an, the 4 the, a 6 a, the

20 2 -, the 4 an 6 a, the
3 a 5 a, the

21 2 The 3 The 4 -, the 5 The 6 -

22 2 the 4 the 6 the 8 - 10 the
3 the 5 the 7 - 9 -

23 a) **The quantifiers in the examples are:** how many, a lot of/lots of, a few,(very) few, how much, a little, (very) little.

- b) • *A lot of/lots of* are used with plural countable nouns, and uncountable nouns in affirmative sentences.
- *How much* is used with uncountable nouns in questions to ask about amount, while *how many* is used with countable nouns in questions to ask about number.
 - *A few/few* are used with plural countable nouns. *Very few* is used with countable nouns and it has a negative meaning.
 - *A little/little* are used with uncountable nouns. *Very little* is used with uncountable nouns and it has a negative meaning.

- 24 1 much 4 many
2 How many, many 5 a lot of
3 How much, a lot of 6 How many, many
- 25 2 a little 4 few 6 little 8 a few
3 little 5 a few 7 a few
- 26 2 too much 4 too many 6 too many
3 too much 5 too much
- 27 2 a little/a lot of 5 a lot of 8 much
3 a few 6 many 9 a little
4 many 7 a lot of/many 10 a few

Speaking

(Suggested Answers)

- A: How many apples do you eat?
B: Not many. Only a few apples in a week.
- A: How many eggs do you eat?
B: I don't eat any eggs.
- A: How much cheese do you eat?
B: Not much. Only a little cheese every day.
- A: How many glasses of water do you drink?
B: A lot. I drink many glasses a day.
- A: How much meat do you eat?
B: I don't eat any meat.
- A: How much milk do you drink?
B: Not much. Only a glass a day.

Writing

(Suggested Answer)

In the morning, I usually eat a bowl of cereal with some fruit. At lunch, I have a sandwich or a bowl of soup. I don't eat any sweets and I usually eat an apple as a snack during the day. For dinner, I usually have some pasta or few pieces of meat with rice. I try to eat healthy food which makes me feel great.

Unit 8

- 1 **Infinitives in the example:** *to get* (after the verb hope), *run* (after the modal verb can), *to work out* (after the adverb too), *get* (after the verb let), *to find* (after the verb manage)

(Suggested answer)

Three other uses of the infinitive include:

- to express purpose
- after be + adjective
- with would love, would like, would prefer

- 2 2 with 5 with 8 without 11 without
3 without 6 with 9 with 12 with
4 with 7 with 10 without
- 3 2 to take 5 to finish 8 help
3 borrow 6 talk 9 to see
4 to go 7 to give 10 to get
- 4 1 show 5 pass
2 leave, to meet 6 to buy
3 to join 7 to be, to drive
4 to find, to finish
- 5 2 She promised to come with us on holiday when I spoke to her.
3 Is it too late to book our tickets now?
4 I would prefer to stay in the hotel tonight.
5 What do you want to see today?
6 We must leave now so that we don't miss our flight.
7 He refused to throw his old suitcase away.
8 The tour guide let us touch one of the exhibits.

6 (Suggested Answer)

- 2 to work out 5 to go out
3 to buy milk 6 have some dessert
4 stay up late

- 7 2 to thank 5 to tell 8 to buy
3 to cancel 6 pay
4 use 7 to have

- 8 The **-ing forms** in the example are: *windsurfing* (used as a noun) *spending* (after the verb enjoys), *performing* (after the verb spending) and *going* (after the expression looks forward to).

(Suggested answer)

Three other uses of the -ing form include:

- after certain verbs such as avoid, admit, confess, deny, mind, regret, risk, suggest, etc
- after expressions such as be busy, it's no use, it's no good, there's no point (in), can't help, can't stand, etc

- after dislike, hate, prefer, like, love to express general preference

9 2 e 4 c 6 g 8 b
3 d 5 a 7 h

10 2 practising 5 spending 8 to contact
3 closing 6 type 9 getting
4 to fix 7 to talk 10 pressing

11 2 A 4 A 6 B 8 C
3 C 5 C 7 A

12 1 to send 4 to come, watching
2 pick, to do 5 to eat, shopping
3 visiting, go 6 to see, wait

13 (Suggested Answers)

- finish my report by tomorrow.
- to see you again soon.
- travelling to Madrid this summer.

14 A 2 making 4 creating 6 use
3 studying 5 to find

B 1 to become 3 learn 5 to get
2 spend 4 studying 6 treat

Speaking

(Suggested Answers)

- A: Do you enjoy cooking?
B: Yes, I like cooking and I want to make a special dish for my family this weekend.
- A: Do you like listening to music in your free time?
B: Yes, I really enjoy listening to pop music but I can't stand listening to classical music.
- A: What else can't you stand doing in your free time?
B: I can't stand playing computer games but I like watching DVDs.
- A: What are you planning to do this Saturday?
B: I am planning to go shopping with my friends and I'd like to go to the cinema in the evening as well.
- A: What have you decided to do on Sunday?
B: I've decided to visit my cousins.

Writing

(Suggested Answer)

My friend doesn't like reading books in her free time, but she loves surfing the Internet. In her free time, she likes cooking and wants to make a special dish for her family this weekend. She really enjoys listening to pop music but she can't stand listening to classical music. She can't stand playing computer games but she likes watching DVDs. She prefers watching films at the cinema. This

Saturday, she is planning to go shopping with her friends, but she would also like to go to the cinema on Saturday night. On Sunday, she has decided to visit her cousins.

Unit 9

- 1 a) **Modal verbs in Picture A:** can, can't
Modal verbs in Picture B: must
Modal verbs in Picture C: have to
Modal verbs in Picture D: should/ought to
Modal verbs in Picture E: Could/May

- can is used to express general ability in the present
- can't is used to express lack of ability
- must/mustn't are used to express strong advice
- have to is used to express necessity
- should/shouldn't and ought to/oughtn't to are used to give advice
- may/might/could are used to ask for permission

- b) These modal verbs are followed by the infinitive without to.

2 2 can 4 couldn't 6 Could
3 can 5 can't

3 2 don't have to/needn't
3 has to
4 have to
5 doesn't have to/needn't

4 2 mustn't 4 should 6 should
3 shouldn't 5 mustn't

5 2 You must have a user account.
3 You mustn't listen to loud music.
4 You must shut down your computer before you leave.
5 You mustn't access your personal emails.
6 You mustn't eat or drink.
7 You mustn't play online games.
8 You can ask a computer teacher for help.

6 2 B 3 C 4 B 5 B

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

8 2 mustn't bring mobile phones to class.
3 may attend his graduation.
4 couldn't run the race.
5 needn't take notes in class.
6 shouldn't leave the house without a coat.

- 9 2 You shouldn't eat in the computer lab.
 3 You ought to see a doctor about your injury.
 4 You have to sign up in order to enter this website.
 5 I couldn't ride a bike when I was four.
 6 May I talk to you for a few minutes?
 7 You don't have to book tickets for the show in advance.
 8 Can you print out this document for me?

- 10 2 not allowed 6 are not allowed
 3 is necessary for 7 it OK if
 4 was not able 8 is possible that
 5 is not necessary

11 (Suggested Answers)

- 2 have to wear a suit and tie.
 3 must wear a seatbelt.
 4 don't have to work late.
 5 could ride a bike.
 6 I might visit my cousins.

Speaking

(Suggested Answers)

- A: Are athletes obliged to wear their number tags at all times?
 B: Yes, all of the athletes must wear their number tags at all times.
 A: Are athletes required to be at their event 15 minutes before it starts?
 B: Yes, all athletes have to be at their event 15 minutes before it starts.
 A: Are spectators allowed to be on the sports field?
 B: No, spectators can't be on the sports field.
 A: Are athletes advised to warm up before the event to avoid injury?
 B: Yes, athletes should warm up before the event to avoid injury.

Writing

(Suggested Answer)

When you arrive for the sports day you have to register at the P.E. office. All of the athletes must wear their number tags at all times. All of the athletes have to be at their event 15 minutes before it starts. Spectators can't be on the sports field. All of the athletes should warm up before the event to avoid injury.

Exploring Grammar IV (Units 7-9)

- 1 1 many 4 any 7 some 10 Every
 2 Lots of 5 some 8 a little
 3 a 6 a few 9 some

- a) • We use *a/an* in affirmative, negative and interrogative sentences with countable nouns in the singular.
 • *Some and any* are used with uncountable nouns and plural countable nouns. We use *some* in affirmative sentences and *any* in negative and interrogative sentences.

- b) • We use *no* instead of *any* in negative sentences, to mean 'not any'. There is no coffee left in the pot. = There isn't any coffee left in the pot.

- c) *A little/little* are used with uncountable nouns. *A little* means 'not much, but enough' and *little* means 'hardly any'.
A few/few are used with plural countable nouns. *A few* means 'not many, but enough' and *few* means 'hardly any'.

- d) **Definite article *the*:** *the* UK (country that includes the word *kingdom*), *the* traditional Sunday roast (we talk about something specific), *the* 'first' Sunday in February (before the specific word first –used as an adjective)

- e) 1 the 2 – 3 – 4 the 5 the

- 2 a) • strong advice: mustn't let
 • ability: can take
 • advice: should sign up
 • lack of obligation: don't have to have
 • possibility: might get
 • necessity: have to wear

- b) We use *can* to express ability in the present and *could* to express ability in the past. We use *must* when we want to give very strong advice. We use *can't* when we want to refuse permission.

(Suggested Answers)

Ability in the present: Jennifer can dance well.

Ability in the past: Ben could read and write when he was 5 years old.

Strong advice: You must see a doctor.

Refuse permission: I'm afraid you can't use the car tonight.

- 3 a) **Infinitive forms in the text:** *sign up* (infinitive without *to* after the modal verb *should*), *to go* (infinitive with *to* that follows *would prefer*), *to join* (infinitive with *to* – *to* express purpose), *wear* (infinitive without *to* after the modal verb *have to*), *get* (infinitive without *to* after the modal verb

might), *let* (infinitive without to after the modal verb *let*), *take* (infinitive without to after the modal verb *can*), *know* (infinitive without to after the verb *let*), *to sign up* (infinitive with to that follows the verb *decide*)

-Ing forms in the text: *making* (that follows the verb *like*), *giving* (that follows the phrase *it's worth*)

More uses of the infinitive and the -ing form:
Infinitive

- after the verb **make**
- after the verbs see, hear, feel and watch when we describe a complete action (sth that sb saw/heard/watched, etc. from beginning to end)
- with would love, would like, would prefer

-ing form

- after certain verbs such as avoid, admit, confess, deny, look forward to, mind, regret, risk, suggest, spend, etc
 - after expressions such as be busy, it's no use, it's no good, there's no point (in), can't help, can't stand, etc
 - after dislike, hate, enjoy, prefer, like, love to express general preference
- b) 1** prefer + -ing form; Suzie prefers exercising at home to working out at the gym.
2 ask how + to -infinitive; Ask Elizabeth how to make a cheese cake. She's got a great recipe.
3 begin + -ing form; It began raining twenty minutes ago.
4 should + infinitive without -to; You should eat more fruit and vegetables.
5 would prefer + to-infinitive ; I'd prefer to stay home tonight.
6 avoid + -ing form; Why do you keep avoiding me?

Revision IV (Units 1-9)

1	1 A	6 C	11 B	16 A	21 C
	2 B	7 A	12 C	17 A	22 B
	3 A	8 C	13 C	18 B	23 C
	4 A	9 A	14 B	19 B	24 B
	5 B	10 C	15 C	20 A	25 A

Grammar in Focus

- A** 1 A lot of 4 used to be 6 -
2 a 5 a 7 in
3 did you know
- B** 8 some 11 buy 14 should
9 on 12 really
10 cannot/can't 13 visiting

Unit 10

1 a) The tense used is the present perfect: *has been*, *have ever had*, *have ever performed*, *have had*, *haven't had*, *have just bitten*, *'ve ever seen*

- b)** The present perfect simple is formed as follows:
- **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

c) Picture A: *has been:* shows an action which started in the past and continues in the present.

Picture B: *'ve ever had*, *'ve ever performed:* show personal experiences.

Picture C: *'ve had* (today): shows an action which started in the past and still hasn't finished at the time of speaking. In this case, the present perfect is used with phrases such as today, this morning/afternoon/week.

haven't had (yet): shows an action that started in the past and still continues in the present.

Picture D: *have just bitten:* shows a recently completed action whose result is visible in the present.

2	2 danced	7 needed	12 told	17 grown
3	3 thought	8 arrived	13 built	18 brought
4	4 taken	9 broken	14 sent	19 thrown
5	5 won	10 tried	15 stopped	20 hidden
6	6 sung	11 swum	16 written	

- 3** 2 g, has called 6 c, have made
3 a, haven't watched 7 e, has just finished
4 b, have been 8 h, Have you lived
5 f, Have you eaten

- 4** 2 Julia hasn't bought souvenirs for her friends yet.
3 Julia hasn't taken a walk to the Spanish Steps yet.
4 Julia has already sent postcards to her friends.
5 Julia has already eaten at an Italian restaurant.
6 Julia hasn't toured the Roman Forum yet.

- 5 a)** 2 Has Carla ever played tennis?
No, she hasn't.
3 Have David and Carla ever done judo?
Yes, they have.

- 4 Has David ever tried snowboarding?
No, he hasn't.
- 5 Has Carla ever tried snowboarding?
Yes, she has.

5 b) (Suggested answer)

- A: Have you ever done judo?
B: No, I haven't.
- A: Have you ever tried snowboarding?
B: Yes, I have.

- 6 2 Have you bought, haven't found
3 has just heard
4 have already eaten
5 have you lived
- 7 2 We haven't taken a holiday for three years.
3 Jason hasn't won the boat race since 2003.
4 Trudy has known Kim since 2008.
5 I haven't travelled abroad for many years.
6 Lucy hasn't spoken to Kate for ages.
7 Janice has been a lawyer for 20 years.
8 Sarah has read five books since last week.
9 James has won several swimming medals since 2010.
10 Kate hasn't visited Mary for a long time.

- 8 2 B 3 B 4 A 5 B

- 9 2 Have you ever driven , Yes, I have./No, I haven't.
3 Have you ever eaten, Yes, I have./No, I haven't.
4 Have you ever participated , Yes, I have./No, I haven't.
5 Have you ever ridden, Yes, I have./No, I haven't.
6 Have you ever celebrated, Yes, I have./ No, I haven't.

- 10 2 never 4 just 6 yet 8 ever
3 already 5 so far 7 since

- 11 2 have ... been to 5 have gone to
3 has been to 6 have been
4 have gone

- 12 2 has become 5 have not just helped
3 have received 6 have also attracted
4 has grown

Speaking

(Suggested Answers)

- A: Have you ever swum in the ocean?
B: Yes, I have.
- A: Have you ever won a competition?
B: No, I haven't.

- A: Have you ever flown a kite?
B: Yes, I have.
- A: Have you ever met a famous person?
B: No, I haven't.

Writing

(Suggested Answer)

John has never tried skydiving.
He has swum in the ocean.
He has never won a competition.
He has flown a kite.
He has never met a famous person.

13 Picture A: came (past simple)

Picture B: *went* (past simple), *have been* (present perfect)

Picture C: *have just graduated* (present perfect)

Picture D: *has read* (present perfect), *read* (past simple)

Picture E: *has won* (present perfect)

Picture F: *created* (past simple)

Picture A: *came:* shows an action which happened at a stated time in the past

Picture B: *went:* shows an action which happened at an implied time in the past, *have been:* shows an action which started in the past and still continues

Picture C: *have just graduated:* shows an action which has recently finished

Picture D: *has read:* shows an action which started in the past and still hasn't finished at the time of speaking. In this case, the present perfect is used with phrases such as today, this morning/afternoon/week, *read:* shows an action which started and finished in the past

Picture E: *has won:* shows an action which has recently finished and whose results are visible in the present

Picture F: *created:* shows an action that will not happen again

- 14 2 d 4 g 6 h 8 a
3 f 5 b 7 e

- 15 2 met 5 Have you found 8 came
3 have gone 6 haven't paid
4 Did you call 7 fell, cut

- 16 1 didn't see
2 Have you finished, was
3 have you known, were
4 has just told
5 Have you ever eaten, tried
6 Have you heard, haven't called
7 did you take
8 Has Jessie decided

17 2 C 4 A 6 C 8 B
3 B 5 C 7 A

18 2 in 2008 4 ago 6 so far 8 ever
3 for 5 yet 7 already

19 2 have already done 7 were
3 tried 8 haven't had
4 rode 9 went
5 have seen 10 have taken
6 watched

Speaking

(Suggested Answers)

A: Have you tried something new recently?

B: Yes, I have. I tried bungee jumping last week./No, I haven't. I haven't tried anything new recently.

A: Have you ever watched a parade?

B: Yes, I have. I watched a parade at the Fall Fair last year. /No, I haven't. I've never watched a parade.

A: Have you ever listened to a band live?

B: Yes, I have. I listened to *One Direction* at a concert last month. /No, I haven't. I've never listened to a band live.

A: Have you ever taken part in a competition?

B: Yes, I have. I took part in a fun race at a food festival last year./No, I haven't. I've never taken part in a competition.

Writing

(Suggested Answer)

Ken has attended the Grange Hill Carnival. He has recently tried bungee jumping. He has watched a parade at the Fall Fair. He has listened to *One Direction* at a concert. He has also taken part in a fun race at a food festival.

Exploring Grammar V (Unit 10)

- 1 a) **Verbs in the text in the present perfect:** *have you heard* (interrogative), *'ve read*, *'ve always wanted*, *'ve never been*, *'ve never heard*, *'ve ever seen*, *have you ever tasted* (interrogative), *'s had*
Have you heard (interrogative): an experience
've read: an action which happened at an unstated time in the past
've always wanted: an action which started in the past and still continues in the present
've never been: an experience
've never heard: an experience
have you ever tasted (interrogative): an experience
's had: an action which started in the past and still continues in the present

b) The **negative form of the present perfect** is formed as follows:

- 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

The **interrogative form of the present perfect** is formed as follows:

- have + I/you/we/they + past participle of main verb, has + he/she/it + past participle of main verb

c) Time expressions used with the **present perfect**:

- already (normally in affirmative sentences)
- yet (normally in interrogative and negative sentences)
- just (normally in affirmative sentences to show that an action finished a few moments earlier)
- ever (normally in affirmative and interrogative sentences)
- never (negative meaning)
- for (= over a period of time)
- since (= from a starting point in the past)
- recently (normally in affirmative sentences)
- so far (normally in affirmative sentences)
- this month/week/year

2 **Verbs in the past simple:**

went, was: actions which happened at a definite time stated in the past

started, sounded: actions which happened at a definite, time implied in the past

did you do: (past simple-interrogative) an action which happened at a definite, implied time in the past
watched: an action which happened at a definite implied time in the past.

watched, listened: actions which happened immediately one after the other.

3 1 has gone 4 hasn't had
2 have recently moved 5 Have you ever seen
3 Have they arrived

4 1 watched 5 bought
2 have known 6 Have you sent
3 Have you ever met 7 received, shook
4 finished 8 has been

5 1 ever 3 so far 5 for 7 already
2 yet 4 just 6 never 8 since

Revision V (Units 1-10)

1	1 B	6 C	11 C	16 C	21 C
	2 B	7 B	12 C	17 C	22 B
	3 B	8 B	13 C	18 A	23 A
	4 A	9 A	14 C	19 C	24 B
	5 B	10 B	15 C	20 B	25 A

Grammar in Focus

A	1 Every	3 since	5 -
	2 the	4 to blow up	6 light

B	1 has been	3 play	5 Many
	2 traditionally	4 ran	6 a

Unit 11

- 1 a) Two ways of expressing the future:

Picture A: *'ll have* (future simple – an on-the-spot decision)

Picture B: *'ll love* (future simple – a future prediction based on what we believe or imagine will happen), *won't like* (future simple – a future prediction with the expression I'm sure)

Picture C: *will help* (future simple – a promise)

Picture D: *are you going to go* (be going to – a question about someone's future plans), *I'm going to visit* (be going to – a future intention)

Picture E: *are going to go* (be going to – a future prediction based on what we see)

Picture F: *leaves* (present simple with future meaning - timetable/programme) *are flying* (present continuous - fixed arrangement in the future)

The affirmative, negative and interrogative of the *future simple* are formed as follows:

affirmative: I/you/he/she/it/we/they + will/'ll + 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

The affirmative, negative and interrogative of *be going to* are formed as follows:

- affirmative:** I am/'m + going to + main verb, you/we/they are + going to + main verb, he/she/it is going to + main verb
- negative:** I am not/'m not + going to + main verb, you/we/they are not/aren't + going to + main verb, he/she/it is not/isn't + going to + main verb
- interrogative:** Am + I + going to + main verb, Are + you/we/they + going to + main verb, Is + he/she/it + going to + main verb

- b)** In Picture F, the present simple is used with a future meaning to talk about a timetable, while the present continuous is used with a future meaning to talk about a fixed arrangement in the near future.

2	1 won't, will	3 will, won't, will
	2 will, will, Will, /won't	4 will, won't, will

3	2 are going to get on	5 will meet
	3 will buy	6 is going to slip on
	4 is going to rain	

4	2 is going to fall	5 is going to work
	3 will turn	6 will finish, will help
	4 will do	

- 5**
- I will take a warm coat.
 - He is going to work in a summer camp.
 - I believe it will cause most of the polar ice to melt.
 - Yes, I am sure they will win the championship.
 - I will help you clean it up.

- 6**
- Shall I collect the dry cleaning?
 - Will you get me some bread from the bakery?
 - Shall we start a recycling campaign in our neighbourhood?
 - Will you download this program for me please?

7	1 return	4 will wait, buy
	2 will meet, arrive	5 will book, leave
	3 will go, finish	6 will talk

8	2 will reopen	5 is meeting
	3 will not attend	6 finishes
	4 starts	7 is going to crash

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

10	2 am going to see	8 begins
	3 will be	9 will sell out
	4 will have	10 will probably be
	5 are also going to put on	11 stops
	6 are meeting	12 will get
	7 will join	

11 (Suggested answers)

- I hope I'll study at university.
- I'm sure I'll own a car when I'm twenty.
- I'm afraid I won't go anywhere special.
- I think I'll travel abroad.
- I expect I'll go with my parents.

Speaking

(Suggested Answers)

I'm going to become a scientist one day.
I hope I will find a job as soon as I finish my studies.
I am afraid it won't be easy to find the perfect job.
I believe I will be successful in my career.

Writing

(Suggested Answer)

Dear diary,

I'm going to work at a research centre this summer. I want to do this because I'm going to study Chemistry when I finish school, as I'm going to be a scientist one day. I hope I'll find a job as soon as I finish my studies. I'm afraid it won't be easy to find the perfect job, but I believe I will be successful in my career.

Unit 12

1 a) **Picture A:** *If the baby wakes up during the night, who gets up?* – conditional type 0

Picture B: *... nobody will recognise them if something goes wrong!* – conditional type 1

Picture C: *What would you do if you were in my shoes?* – conditional type 2

Picture D: *... if you found 10p in one pocket and 10p in another, what would you have?* – conditional type 2

b) Type 0 conditional is formed with *if/when* + present simple in the if-clause and present simple in the main clause. It expresses something which is always true or a law of nature.

Type 1 conditional is formed with *if* + present simple in the if-clause and future simple/imperative/can/must/may/should) in the main clause. It expresses something which is real, likely to happen in the present or the future.

Type 2 conditional is formed with *if* + past simple in the if-clause and *would/could/might* + infinitive without *to* in the main clause. It expresses an imaginary situation in the present or it is used to give advice.

- 2 2 If/When you heat ice, it melts.
3 If/When you cut your finger, it bleeds.
4 If/When you stay up late, you get tired.
5 If/When you boil water, it produces steam.
6 If/When you don't wear sun cream, you get burnt.
- 3 2 If you don't go to bed now, you'll be tired tomorrow.

3 If we don't leave in thirty minutes, we'll miss the train.

4 If you don't exercise, you'll put on weight.

4 2 d, A: I am thirsty.

B: If you are thirsty, drink some water.

3 e, A: I feel ill.

B: If you feel ill, visit the doctor.

4 b, A: I have a headache.

B: If you have a headache, take a painkiller.

5 a, A: I am tired.

B: If you are tired, go to bed earlier.

5 2 Unless we get enough volunteers, it will take a long time.

3 Unless you have some gloves, you should buy some.

4 You should wear old clothes unless you want to ruin your outfit.

5 If we don't install litter bins, people will continue to throw their rubbish on the ground.

6 2 will see 4 book

3 can/should/will come 5 will donate

7 2 If I had time, I would go to the theatre.

3 If I had his number, I would call him.

4 If I spoke French, I would/could understand what he's saying.

5 If I felt well, I would go out tonight.

6 If they sold tablets in this shop, I would buy one.

8 2 If I had the textbook, I would/could answer the question.

3 If I had my laptop with me, I would/could type my notes.

4 If they built a new library, they would/could store more books.

5 If I had Internet in my house, I would do my assignments at home.

6 If I didn't need to finish my report, I would go out tonight.

9 2 A: What would you do if you saw an accident?

B: If I saw an accident, I would call an ambulance.

3 A: What would you do if you met a celebrity?

B: If I met a celebrity, I would ask for their autograph.

4 A: What would you do if you found a wallet on the street?

B: If I found a wallet on the street, I would give it to the police.

5 A: What would you do if you had a garden?

B: If I had a garden, I would plant flowers.

- 6 A: What would you do if you got a promotion?
B: If I got a promotion, I would celebrate with friends.

- 10 1 would you go, had, would fly
2 give, will get
3 were, would see
4 don't want, should leave
5 happens, mix, combine, make
6 are, will wait
7 meet, can have
8 were, would order

- 11 2 If I were you, I'd buy a new pair.
3 If I were you, I'd take a break.
4 If I were you, I'd learn Spanish.
5 If I were you, I'd see a dentist.
6 If I were you, I'd take up a sport.
7 If I were you, I'd start a hobby.

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

13 (Suggested Answers)

- 2 I'd buy a new car.
3 I threw a surprise party for them.
4 I'd live in New York.
5 I stay in bed.
6 I'll be tired the next day.

Speaking

(Suggested Answers)

- A: We could also have a shower instead of a bath.
B: Yes, if we did that, we would save water.
A: That's true. We should recycle rubbish, too.
B: That's right. If we all recycled our rubbish, we would reduce landfill sites.
A: We could also use public transport instead of taking the car.
B: That's a good idea. If we used public transport instead of using the car, there would be less air pollution.
A: Something else we could do is join a conservation group.
B: Yes, if we did that, we could protect animals and stop them from becoming extinct.

Writing

(Suggested Answer)

We could help the environment if we turned the lights off when we left a room. If we did that, we would save energy. We could also have a shower instead of a bath. If we did that, we would save water. Another thing we can all do is to recycle our rubbish. If everyone recycled, we would reduce landfill sites. Another thing we can do is use public transport instead of taking the car. If we used

public transport instead of our car to go somewhere, there would be less air pollution. We could also join a conservation group. If we did that, then we could protect animals and stop them from becoming extinct.

Exploring Grammar VI (Units 11-12)

- 1 a) **Future verb forms in the email:** *'s happening* (a fixed arrangement in the near future), *are going to clean up* (a future intention/plan), *am going* (a fixed arrangement in the near future), *is also coming* (a fixed arrangement in the near future), *there will be* (a prediction based on what we think or imagine), *will be* (a hope).

- b) To make on-the-spot-decisions we use the *future simple*. e.g. *These boots look comfortable, I'll try them on.*

To make predictions based on what we see or know we use *be going to*. e.g. *There is a lot of traffic today so the bus is going to be late.*

- c) **An example of the present continuous with a future meaning:** a special event that's *happening* this weekend.

An example of the present simple with a future meaning in the email: The clean-up *starts* at 9 am on Saturday.

- 2 1 am meeting 4 will raise
2 will close 5 will be
3 is going to rain 6 is going to fall

- 3 a) **Conditional sentences in the email:** *When summer comes, the beach becomes a popular attraction.* – type 0 conditional expressing something which is always/generally true; *If you don't want such an early start, you can get a lift from Janet.* – type 1 conditional expressing something which is likely to happen in the present or future; *If they stopped leaving their rubbish everywhere, we wouldn't need to do this.* – type 2 conditional expressing an imaginary situation in the present.

- b) We can use *unless* instead of *if ... not* in the if-clause of type 1 conditionals.

- c) **(Suggested Answers)**

Type 0: If you do exercise, you get hot.

Type 1: If I feel ill, I'll go home.

Type 2: If I won the lottery, I'd travel around the world.

4 1 c 3 e 5 d 7 b
2 h 4 a 6 g 8 f

5 1 want (type 1), 4 buy (type 1),
2 save (type 0), 5 weren't (type 2),
3 spoke (type 2), 6 had (type 2)

Revision VI (Units 1-12)

1 1 B 6 A 11 A 16 A 21 B
2 A 7 C 12 B 17 B 22 A
3 C 8 A 13 C 18 C 23 C
4 B 9 B 14 A 19 C 24 B
5 C 10 A 15 B 20 C 25 A

Grammar in focus

A 1 a 4 began 7 you
2 to protect 5 has grown 8 (will) welcome
3 on 6 If

B 1 campaigns 4 they 7 have been
2 the 5 it's 8 will continue
3 peaceful 6 their

Unit 13

1 a) We form the comparative and superlative of adjectives as follows:

- with one-syllable and two syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est**.
- with adjectives of more than two syllables we form the comparative with **more** and the superlative with **the most**.
- with some two-syllable adjectives, such as friendly, clever, narrow, etc, we form the comparative and the superlative either with **-er/-est** or with **more/the most**.

We use the comparative to compare two people, animals, things, places, etc.

We use the superlative to compare one person, animal, thing, place, etc in the same group.

We form the comparative and superlative of adverbs as follows:

- adverbs which have the same form as the adjective usually take **-er** in the comparative and **-est** in the superlative.
- adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **the most** in the superlative.

b) **Picture C** shows the **as + adjective (positive form) + as** type of comparison; it shows that two people or things are similar in some way.

Picture D shows the **less + adjective (positive form) + than** type of comparison; it is used for two people or things and is the opposite of **more ... than**.

Picture E shows the **the least + adjective (positive form) + of/in** type of comparison; it is used for more than two people or things and is the opposite of **the most ... of/in**.

Picture F shows the type of comparison where **very** or **really** is added before an adjective or an adverb in its positive form to emphasise its meaning.

Picture G shows the type of comparison where **much** is added before an adjective or an adverb in its comparative form to emphasise its meaning.

2 **Adjective:** pretty, neat, tall, nice, long, loud
Adverb: nervously, carelessly, often, softly
Adjective & adverb: late, hard, fast

3 2 bigger, the biggest
3 nearer, the nearest
4 farther/further, the farthest/furthest
5 more exciting, the most exciting
6 more famous, the most famous
7 better, the best
8 noisier, the noisiest
9 more slowly, the most slowly
10 more, the most
11 quieter, the quietest
12 more beautiful, the most beautiful
13 sadder, the saddest
14 faster, the fastest
15 more crowded, the most crowded
16 more carefully, the most carefully

4 2 friendlier/more friendly than
3 faster than
4 more quickly than
5 more beautifully than
6 busier, than
7 more interesting than
8 better, than
9 more carefully than
10 worse than

5 2 the hardest 5 the best
3 the farthest/furthest 6 the most popular
4 the fastest 7 the worst

6 2 the quietest 6 the most delicious
3 the luckiest 7 better
4 later 8 more loudly
5 more carefully

- 7 2 than 4 the 6 the 8 in
3 of 5 than 7 of

- 8 2 What is the fastest land mammal in the world?
The cheetah is the fastest land mammal in the world.
3 Is a tiger larger than an elephant?
No. The elephant is the largest land mammal in the world.
4 Which of the big cats has the loudest roar?
The lion has the loudest roar of all the big cats.
5 Which is the smallest mammal of all?
The bumblebee bat is the smallest mammal of all.

- 9 1 taller than 3 older than
2 the youngest 4 tall

10 (Suggested Answers)

- 2 The biggest shopping centre in my city is Euroma2.
3 The oldest building in my city is the Pantheon.
4 The busiest street in my city is Via del Corso.

- 11 1 much 4 very/really, much
2 much 5 much, very/really
3 very/really, much 6 very/really, much

- 12 2 The mouse is slower than the rhinoceros, but the turtle is the slowest of all.
3 The mouse runs more quickly than the turtle, but the rhinoceros runs the most quickly of all.
4 The mouse is more dangerous than the turtle, but the rhinoceros is the most dangerous of all.
5 The turtle is bigger than the mouse, but the rhinoceros is the biggest of all.

- 13 2 more expensive than, the prettiest
3 more quietly than, harder than
4 the most talented, faster than
5 the most famous, more popular than
6 the largest, the best

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

- 15 2 big 5 the oldest 8 exciting
3 good 6 more peaceful 9 closer
4 nicer 7 noisier 10 the busiest

16 (Suggested answers)

- 2 Corrine is more friendly/friendlier than me but Shelly is the most friendly/the friendliest of all.
3 Shelly is funnier than me but Corrine is the funniest of all.

- 4 I am more serious than Corrine but Shelly is the most serious of all.
5 Corrine is younger than Shelly but I am the youngest of all.
6 I am quieter than Corrine but Shelly is the quietest of all.
7 Shelly is more polite than Corrine but I am the most polite of all.
8 Corrine is more hardworking than me but Shelly is the most hardworking of all.

- 17 2 the most famous 7 more
3 more unusual friendly/friendlier
4 the best 8 crowded
5 (the) cheapest 9 more slowly
6 expensive 10 more relaxing

- 18 2 was less powerful than 4 as quiet as
3 the most comfortable 5 much scarier than

Speaking

(Suggested Answers)

The holiday in Amsterdam is longer than the one in New York.

The holiday in Kauai is the longest of all.

The hotel in Kauai is more luxurious than the one in Amsterdam.

The hotel in New York is the least luxurious of all.

The holiday in New York is more exciting than the one in Amsterdam.

The holiday in Kauai is the least exciting of all.

The holiday in New York is cheaper than the one in Kauai.

The holiday in Amsterdam is the cheapest of all.

The holiday in Amsterdam is shorter than the one in Kauai.

The holiday in New York is the shortest of all.

Writing

(Suggested Answer)

Hi Sam!

I hope you're well. You asked me about the three holiday destinations. The stay in Kauai is the most luxurious of all but it is also the most expensive. The holiday in New York is more exciting than the one in Amsterdam but it is shorter. The holiday in Amsterdam is not as long as the one in Kauai but it is cheaper. I think that the holiday in Amsterdam is the best choice because it has the most interesting places to visit and is the least expensive of all. Let me know what you decide.

Take care,
Emma

Unit 14

1 a) **Too** in Picture A shows that there is more of something than is necessary or wanted. It is followed by an adjective (*tired*).

b) **Enough** in Picture B shows that there is as much of something as is wanted or needed. It appears before a noun (qualifications) and after an adjective (*experienced*).

2 2 It is too cold to go outside.
3 Casey is old enough to drive a car.
4 The bike is light enough for Billy to carry.

3 2 too noisy in here for me to concentrate.
3 enough information to finish my project.
4 enough food for everyone.
5 too windy for us to go for a picnic.
6 cool enough for me to drink.

4 2 enough 5 enough 8 too
3 enough 6 too 9 enough
4 too 7 enough 10 too

5 2 Pam is too ill to come to work.
3 I'm not tall enough to reach the top shelf of the bookcase.
4 The river isn't shallow enough for us to cross here.
5 I'm too scared to go on the new rollercoaster.
6 These shoes aren't big enough for me.
7 The volume on the TV isn't high enough for me to hear what they're saying.

6 2 strong enough 5 interesting enough
3 too tired 6 too short
4 too dark

7 2 enough 4 enough 6 too
3 too 5 too

Speaking

(Suggested Answers)

A: Is Susie fast enough to run in the race?

B: No, she isn't. She's too slow.

A: Is the room warm enough for you?

B: No, it isn't. It's too cold.

Unit 15

1 a) **Picture A:** *who/that* are relative pronouns.
Picture B: *which/that* are relative pronouns.
Picture C: *whose* is a relative pronoun.

Picture D: *when* is a relative adverb.

Picture E: *why* is a relative adverb.

Picture F: *where* is a relative adverb.

b) *Who/that* in Picture A refer to a person (*flight attendant*), *which/that* in Picture B refer to a thing (*an assignment*) and *whose* in Picture C refers to a person (*Kevin*) to express possession. *When* in Picture D refers to time (2008), *why* in Picture E refers to a reason (*She has lost her dog.*) and *where* in Picture F refers to a place (*the town*).

2 2 when 5 which 8 that 11 whose
3 where 6 where 9 who 12 which
4 why 7 who 10 why

3 2 who's 5 who's 8 who's
3 Whose 6 who's 9 who's
4 whose 7 whose 10 whose

4 2 This is Ben, who comes from the US.
3 Giraffes are animals whose necks are very long.
4 This is the letter which the postman delivered this morning.
5 Jack didn't sleep well last night, that's why he is tired.
6 I'll always remember the day when my baby brother was born.
7 This is the shop where you can find great deals on electronics.

5 2 who/that (S-not omitted)
3 who/that (S-not omitted)
4 which/that (O-omitted)
5 who/that (O-omitted)
6 which/that (O-omitted)
7 which/that (S-not omitted)
8 whose (S-not omitted)

6 The sentence that contains a defining relative clause is: *Excuse me, can I ask about the job which is on the advert outside the police station? – which is on the advert is the relative clause.*

The sentence that contains a non-defining relative clause is: *That man over there, who is wearing a grey jumper, is my old classmate. – who is wearing a grey jumper is the relative clause.*

The defining relative clause gives necessary information and is essential to the meaning of the sentence. In the example, it defines which job we are talking about (the job appearing in the advert outside). It is not put between commas. The non-defining relative clause gives extra information and is not essential to the meaning of the sentence. In the

example, the fact that the man is wearing a grey suit is not necessary information. It is put between commas.

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

- 8 2 who/that (D-no commas-not omitted)
3 which/that (D-no commas-omitted)
4 where (ND-put commas *after shop* and *after works*-not omitted)
5 who (ND-put commas *after Julian* and *after me*-not omitted)
6 whose (D-no commas-not omitted)
7 which/that (D-no commas-omitted)
8 which (ND-put commas *after ring* and *after aunt*-not omitted)
9 whose (ND-put commas *after Adrian* and *after borrowed*-not omitted)
10 which/that (D-no commas-omitted)
11 which/that (D-no commas-omitted)
12 who (ND-put commas *after Nelson* and *after door*-not omitted)

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

- 10 2 why 4 when 6 where
3 who/that 5 which/that

Speaking

(Suggested Answers)

- A: What is a doctor?
B: A doctor is a person who/that takes care of sick people.
A: What is a mechanic?
B: A mechanic is a person who/that fixes cars.
A: What is a lawnmower?
B: A lawnmower is a thing which/that cuts grass.
A: What is a pilot?
B: A pilot is a person who/that flies planes.
A: What is a cinema?
B: A cinema is a place where people watch a film.
A: What is an oven?
B: An oven is a thing which/that cooks food.

Writing

(Suggested Answer)

My mobile phone is the thing which/that I always have with me.
Ibiza is the place where I usually go on holiday.
11 pm is the time when I go to bed.
My grandmother is the person who/that I admire the most.
Dogs are the animals which/that I like the best.
Tennis is the sport which/that I play the most.

Exploring Grammar VII (Units 13-15)

- 1 a) **Comparative forms in the travel blog:** *less, larger, more simply, less expensive*
Superlative forms in the travel blog: *the best, the clearest, the most famous*

b) We use *much* with the comparative form.

c) **Other forms of comparisons in the blog:** *very popular, very charming* – the structure uses *very* before a positive adjective to emphasise the adjective; *much larger* – the structure uses *much* before a comparative adjective to emphasise the adjective; *not as fancy as* – the structure shows that two things are different in some way; *less expensive than* – the structure compares two things and is the opposite of *more ... than*.

- d) 1 more difficult 4 the most experienced
2 more carefully 5 earlier
3 the most beautiful

- e) 1 as long as 3 less tiring
2 the least expensive

2 **Sentence a:** positive meaning

Sentence b: negative meaning

Examples in the blog: *enough beachfront* (positive), *too crowded* (negative).

- 3 1 enough 2 too 3 too 4 enough

4 a) **Examples of relative pronouns in the blog:** *which, who*.

Examples of relative adverbs in the blog: *where, when*.

Examples of other uses of relative pronouns include: *that* (refers to people and things) and *whose* (shows possession).

b) **Examples of relative clauses in the blog:** ...

The island, which is actually a sandbar, is ... – non-defining relative clause. Alter do Chão in Brazil is a beach town where people come not only for its incredible beach but .../The dry season is a time when there is less water in the river./It's a town where people live more simply than other holiday spots./Occasionally, it can get too crowded with Brazilians who want to take a weekend break. – defining relative clause. It's got pure white sand and the clearest blue sea I've ever swum in. The relative pronoun *which* has been omitted because it is the object of the relative clause.

- 5 1 who 3 whose 5 why
2 which 4 where

Revision VII (Units 1-15)

- 1 1 B 6 C 11 B 16 B 21 A
2 B 7 A 12 A 17 C 22 C
3 A 8 B 13 A 18 B 23 A
4 B 9 A 14 B 19 B 24 C
5 C 10 B 15 B 20 A 25 B

Grammar in focus

- A 1 for 2 more 3 couldn't 4 will fall
B 1 of 2 who 3 an 4 has become
C 1 possibly 2 why 3 visiting 4 much

Unit 16

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

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

b) We use the passive on the following occasions:

- when the agent (= the person who does the action) is unknown, unimportant or obvious from the context.
- to make more polite or formal statements.
- when the action is more important than the agent, as in instructions, processes, events, notices and news items.
- to put emphasis on the agent.
- when the subject of the sentence in the active is one of the following: *people, one, someone/somebody, they, he, etc.*

c) We introduce the agent in the passive sentence with the words *by* or *with*. We use *by* to introduce a person and *with* to introduce an object or an instrument.

- 2 2 was 5 are 8 were
3 is 6 is 9 was
4 was 7 are 10 is

- 3 2 was 5 are 8 is
3 was 6 is 9 are
4 was 7 are 10 is

- 4 2 Prices of films different sites are compared.
3 A site is chosen.

- 4 An account is created on the site.
5 A film is picked.
6 The film is paid for with a credit card.
7 The video file format is selected for the download.
8 The film is downloaded.

- 5 2 At first, J.K Rowling's book '*Harry Potter*' was rejected by the publishers.
3 *The Hobbit* was made into a film.
4 The illustrations for the book '*Alice's Adventures in Wonderland*' were done by John Tenniel.
5 The first book of the '*Chronicles of Narnia*' was released by C.S. Lewis in 1950.
6 The best-selling book '*The Fault in our Stars*' was published in 2014.

- 6 2 by 4 with 6 by 8 by
3 by 5 with 7 with

- 7 2 The song Skyfall was first sung by Adele.
3 The Grammy Awards are presented in Hollywood every year.
4 Some of the Beatles' songs were composed by Paul McCartney.
5 Nowadays, most music is recorded with special digital software.
6 MTV was created in 1981.

- 8 2 is made up 4 was shown 6 is filled
3 are written 5 is... played

- 9 2 A film set was damaged by a fire.
3 The best actress award was won by Meryl Streep.
4 The new Concert Hall was opened by the mayor.
5 A modern sculpture was created in the town centre.
6 Beyonce's latest cd was released at the weekend.

- 10 2 was the first film shown, The first film was shown in 1892.
3 was the first film theatre built, The first film theatre was built in Buffalo, New York.
4 was the first animated film created, The first animated film was created in 1908.
5 was the first 3D film directed by, The first 3D film was directed by Nat Deverich.
6 were the first 3D films made with, the first 3D films were made with two cameras filming at the same time.

- 11 2 is closed 4 is shown
3 was shot 5 was damaged

- 12 2 is 4 Are 6 were
3 were 5 was 7 was

- 13 2 is based 4 are brought 6 is filled
3 was directed 5 was written 7 were used

Speaking

(Suggested Answers)

- A: When was it released?
B: It was released in 2014.
A: Who was it directed by?
B: It was directed by Anthony Russo and Joe Russo.
A: Who was it written by?
B: It was written by Christopher Markus and Stephan McFeely.
A: Who is the main character played by?
B: It is played by Chris Evans.

Writing

(Suggested Answer)

Captain America: The Winter Soldier is a superhero film that is based on the Marvel comics series. It was released in 2014. It was directed by Anthony Russo and Joe Russo and it was written by Christopher Markus and Stephan McFeely. The main character is played by Chris Evans. Captain America must battle a new threat, a Soviet agent known as the Winter Soldier. Don't miss this incredible film!

Unit 17

- 1 We form question tags with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun.

In Picture A, the question tag is formed with the auxiliary *have* of the verb *have saved*, which is in the present perfect.

In Picture B, the question tag is formed with the auxiliary *did* used in the negative form of the main verb *locked*, which is in the past simple.

In Picture C, the question tag is formed with *isn't*, which is what we use when the main sentence asks a question with *this is ...*

In Picture D, the question tag is formed with *shall*, which is what we use when the main sentence asks a question with *let's ...*

An affirmative statement takes a negative question tag, as in the example in Picture A. A negative statement takes a positive question tag, as in the example in Picture B.

We use question tags to confirm something or when we want to find out if something is true or not.

- 2 2 do they 4 shall we 6 have you 8 will you
3 didn't he 5 isn't it 7 aren't I

- 3 2 aren't you 5 have they 8 shall we
3 can't she 6 isn't there 9 aren't I
4 is it 7 did you 10 won't she

- 4 2 have you 4 am I 6 will she
3 don't you 5 will you

- 5 2 don't you 4 doesn't he 6 haven't we
3 isn't it 5 isn't it 7 don't we

Speaking

(Suggested Answers)

- A: Yes, he did. He started writing at the age of 16, didn't he?
B: Yes, he did. He wrote the best-selling book *Eragon* at 18, didn't he?
A: Yes, he did. *Eragon* is about a boy and his dragon, isn't it?
B: Yes, it is. He has written four best-selling books, hasn't he?
A: Yes, he has. He lives on a farm in Montana, doesn't he?
B: Yes, he does. He has got a cat and a dog, hasn't he?
A: Yes, he does. He can play the drums, can't he?
B: Yes, he can. He is writing a science fiction novel, isn't he?
A: Yes, he is.

Unit 18

- 1 The pronoun *themselves* in Picture A is a reflexive pronoun, while *herself* in Picture B is an emphatic pronoun.

Reflexive pronouns are used:

- with verbs such as *behave*, *burn*, *cut*, *enjoy*, *hurt*, *introduce*, *look at*, *teach*, etc when the subject and the object of the verb are the same person.
- with the preposition *by* when we mean 'alone', 'without company' or 'without help'.
- with the expressions *enjoy yourself*, *behave yourself* and *help yourself*.

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

The phrase *each other* in Picture C means 'one another'.

- 2 2 themselves 3 ourselves 4 himself
3 2 ones 4 ones 6 one
3 one 5 one 7 ones

- 4 1 herself 5 each other, himself
 2 each other 6 myself
 3 themselves 7 each other
 4 ourselves

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

- 6 2 fell 5 rested
 3 hurt yourself 6 take care of yourself
 4 get up

Speaking

(Suggested Answers)

- A: Did you ask your brothers to help you?
 B: I didn't have to! They themselves offered to help me move.
 A: Why don't you ask your friend Joe to help you too?
 B: He can't. He hurt himself during a ski trip and he can't move.
 A: Are you going to decorate the new house yourself?
 B: Of course! I can't afford a decorator!

Writing

Hi Jenny!

I'm finally moving house next week. I'm packing all my things by myself but I'm not moving everything to the new place myself. I've hired a removal company, as I can't lift heavy objects by myself. Luckily, I didn't have to ask my brothers for their help, because they themselves offered to help me move. My friend Joe wanted to give me a hand too, but he hurt himself during a ski trip and he can't move. Anyway, my new place will be great! I'm going to decorate it myself, since I can't afford a decorator, of course! I'll invite you over as soon as it's ready!

Love,
 Kate

Unit 19

- 1 a) *Some* and its compounds are used in affirmative sentences. We can also use them in interrogative sentences to make an offer, a request or when we expect a positive answer.
Any and its compounds are used in negative and interrogative sentences. We can also use them in affirmative sentences, where they mean '*it doesn't matter who/which/what/where etc.*'
No and its compounds are used in negative sentences.
Every and its compounds are used in affirmative, negative and interrogative sentences.

- b) In the example, *anything* means '*whatever, it doesn't matter what.*'

- 2 2 somewhere 5 anything 8 anyone
 3 anything 6 something
 4 no 7 Anybody

- 3 2 anything, eat 7 anything, write
 3 nobody, go 8 somebody, meet
 4 everybody help 9 anybody, join
 5 nothing, watch 10 everything, need
 6 something, read

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

- 5 2 everybody/everyone 5 somewhere
 3 Everything 6 any/every
 4 anything

Speaking

(Suggested Answers)

- A: It's something you can eat when you watch a film.
 B: It's popcorn.
 A: It's someone who plays in a film.
 B: It's an actor.
 A: It's someone who directs a film.
 B: It's a director.

Exploring Grammar VIII (Units 16-19)

- 1 a) **Verbs in the passive in the blog:** *was directed, is set, is sent, is killed, were done, were created.*
 We form the passive with the verb *to be* in the appropriate tense and the past participle of the main verb.
 We use the passive on the following occasions:
- when the agent (= the person who does the action) is unknown, unimportant or obvious from the context.
 - to make more polite or formal statements.
 - when the action is more important than the agent, as in instructions, processes, events, notices and news items.
 - to put emphasis on the agent.
 - when the subject of the sentence in the active is one of the following: *people, one, someone/somebody, they, he, etc.*
- b) We introduce the agent in a passive sentence with the words *by* or *with*.
- c) We use *by* to introduce a person and *with* to introduce an object or an instrument.

- d) 1 with 2 by 3 with
- e) 1 A Picasso painting was stolen from the museum last night.
2 The scenes in the ocean were filmed with an underwater camera.
3 The acting class is taught by a famous director.
4 The film was translated into many languages.

2 a) An example of a question tag in the blog: ..., isn't it?

We form question tags with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. An affirmative statement takes a negative question tag, while a negative statement takes a positive question tag.

- b) 1 haven't we 3 have you
2 doesn't she 4 didn't they

3 a) In the blog, (finds) himself is a reflexive pronoun and (were done by Cruise and Blunt themselves) is an emphatic pronoun.

Three more reflexive pronouns: myself, itself, ourselves.

- b) A reflexive pronoun is used:
- with verbs such as *behave, burn, cut, enjoy, hurt, introduce, look at, teach*, etc when the subject and the object of the verb are the same person.
 - with the preposition *by* when we mean 'alone', 'without company' or 'without help'.
 - with the expressions *enjoy yourself, behave yourself and help yourself*.

An emphatic pronoun is used to emphasise the noun or pronoun of a sentence. It comes after the noun or pronoun they emphasise or at the end of the sentence.

- c) 1 yourselves 3 myself
2 ourselves 4 himself

4 a) Examples of some/any/no/every and their compounds in the blog: something, anyone, everyone's, nowhere, some.

Some and its compounds are used in affirmative sentences. We can also use them in interrogative sentences to make an offer, a request or when we expect a positive answer.

Any and its compounds are used in negative and interrogative sentences.

No and its compounds are used in negative sentences.

Every and its compounds are used in affirmative, negative and interrogative sentences.

- b) The *compounds* used for people are: *someone/somebody, anyone/anybody, no one/not anyone, nobody/not anybody, everyone/everybody*.
The *compounds* used for things are: *something, anything, nothing/not anything, everything*.
The *compounds* used for places are: *somewhere, anywhere, nowhere/not anywhere, everywhere*.

- c) When *any* and its *compounds* are used in positive sentences, they mean 'it doesn't matter who/which/what/where etc'.

- d) 1 no one 4 every
2 anywhere 5 anything
3 everything

Revision VIII (Units 1-19)

1	1 B	6 B	11 A	16 A	21 C
2	A	7 A	12 A	17 B	22 B
3	B	8 B	13 B	18 C	23 A
4	A	9 C	14 B	19 A	24 B
5	C	10 B	15 C	20 B	25 A

Grammar in focus

- A** 1 when 3 an 5 the
2 was published 4 from
- B** 1 for 3 who 5 her
2 wrote 4 itself

Further Practice Material

Revision of Tenses

- 1** 1 works 7 doesn't attend
2 isn't playing 8 likes
3 Does Julie live 9 read
4 are leaving 10 go
5 is cooking 11 are training
6 opens 12 Is James listening to
- 2** 1 Are..... helping, are selling
2 are, am shopping
3 does..... get up, always wakes up
4 Do.... need, 'm taking
5 looks, isn't sleeping
6 are.....doing, don't usually do
7 am trying

- 3** 1 Does the film start
 2 didn't buy, forgot
 3 was snowing
 4 wasn't watching
 5 was typing, was talking
 6 Was it raining, were driving
 7 was getting, rang
 8 broke
 9 ate, went
 10 were standing, happened
 11 Did you play
 12 were you and Keith laughing

- 4** 1 were you studying 8 was writing
 2 thought 9 didn't feel
 3 was going 10 packed
 4 saw 11 left
 5 were you doing 12 completed
 6 stayed 13 handed
 7 finished

- 5** 1 has lived 7 hurt
 2 visited 8 haven't seen
 3 worked out 9 Has the game started
 4 has sent 10 haven't moved
 5 has gone 11 Did you watch
 6 haven't tried 12 didn't fly

- 6** 1 have called, has gone
 2 has just written
 3 Have you met, attended
 4 Have they left, flew
 5 haven't spoken, saw
 6 won, has it been

- 7** 1 will visit 6 is going to
 2 leaves 7 will probably become
 3 'm going to see 8 'll order
 4 is going to 9 arrive
 5 is speaking 10 is having

- 8** 1 'll help 7 will win
 2 won't finish 8 will open
 3 're going to fall off 9 is going to move
 4 arrives 10 are singing
 5 get 11 will come
 6 is playing 12 are meeting

Multiple Choice

- | | | | | | |
|------|------|------|------|------|-------|
| 1 B | 20 A | 39 A | 58 C | 77 B | 96 B |
| 2 B | 21 B | 40 A | 59 A | 78 C | 97 A |
| 3 C | 22 C | 41 A | 60 B | 79 A | 98 C |
| 4 B | 23 B | 42 B | 61 C | 80 A | 99 B |
| 5 B | 24 A | 43 C | 62 C | 81 A | 100 A |
| 6 A | 25 C | 44 C | 63 B | 82 C | 101 B |
| 7 A | 26 B | 45 C | 64 B | 83 B | 102 B |
| 8 C | 27 C | 46 B | 65 C | 84 C | 103 C |
| 9 C | 28 C | 47 A | 66 B | 85 C | 104 A |
| 10 B | 29 A | 48 B | 67 C | 86 A | 105 B |
| 11 A | 30 A | 49 C | 68 B | 87 A | 106 C |
| 12 C | 31 B | 50 B | 69 C | 88 B | 107 C |
| 13 C | 32 A | 51 A | 70 A | 89 B | 108 C |
| 14 B | 33 B | 52 C | 71 B | 90 A | 109 B |
| 15 B | 34 C | 53 B | 72 A | 91 C | 110 A |
| 16 C | 35 B | 54 C | 73 C | 92 C | |
| 17 A | 36 C | 55 A | 74 B | 93 C | |
| 18 B | 37 A | 56 A | 75 C | 94 A | |
| 19 B | 38 C | 57 B | 76 A | 95 A | |

Multiple choice cloze texts

- 1** 1 A 3 C 5 A 7 A
 2 B 4 C 6 A 8 C
- 2** 1 A 3 A 5 A 7 B
 2 B 4 C 6 C 8 B
- 3** 1 A 3 A 5 B 7 A
 2 B 4 A 6 B 8 C
- 4** 1 C 3 B 5 C 7 A
 2 A 4 C 6 C 8 B

Open cloze texts

- 1** 1 your 4 was 7 when 10 a
 2 I 5 they 8 it
 3 were 6 me 9 to
- 2** 1 what 4 was 7 would 10 of
 2 we 5 have 8 us
 3 used 6 If 9 I
- 3** 1 is 4 him 7 on 10 of
 2 from 5 have 8 to
 3 if 6 and 9 any
- 4** 1 much 4 in 7 have 10 used
 2 the 5 lots 8 us
 3 is 6 the 9 few

5 1 have 5 whether 9 them
2 really/not 6 or 10 me
3 and/ but 7 enough
4 when 8 and/then

6 1 at 4 if 7 which 10 me
2 the 5 then 8 am
3 be 6 an 9 my

7 1 which 4 the/its 7 from 10 that
2 a 5 and 8 would
3 they 6 is 9 more

8 1 at 4 an 7 much 10 have
2 the 5 which 8 is
3 going 6 in 9 to

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