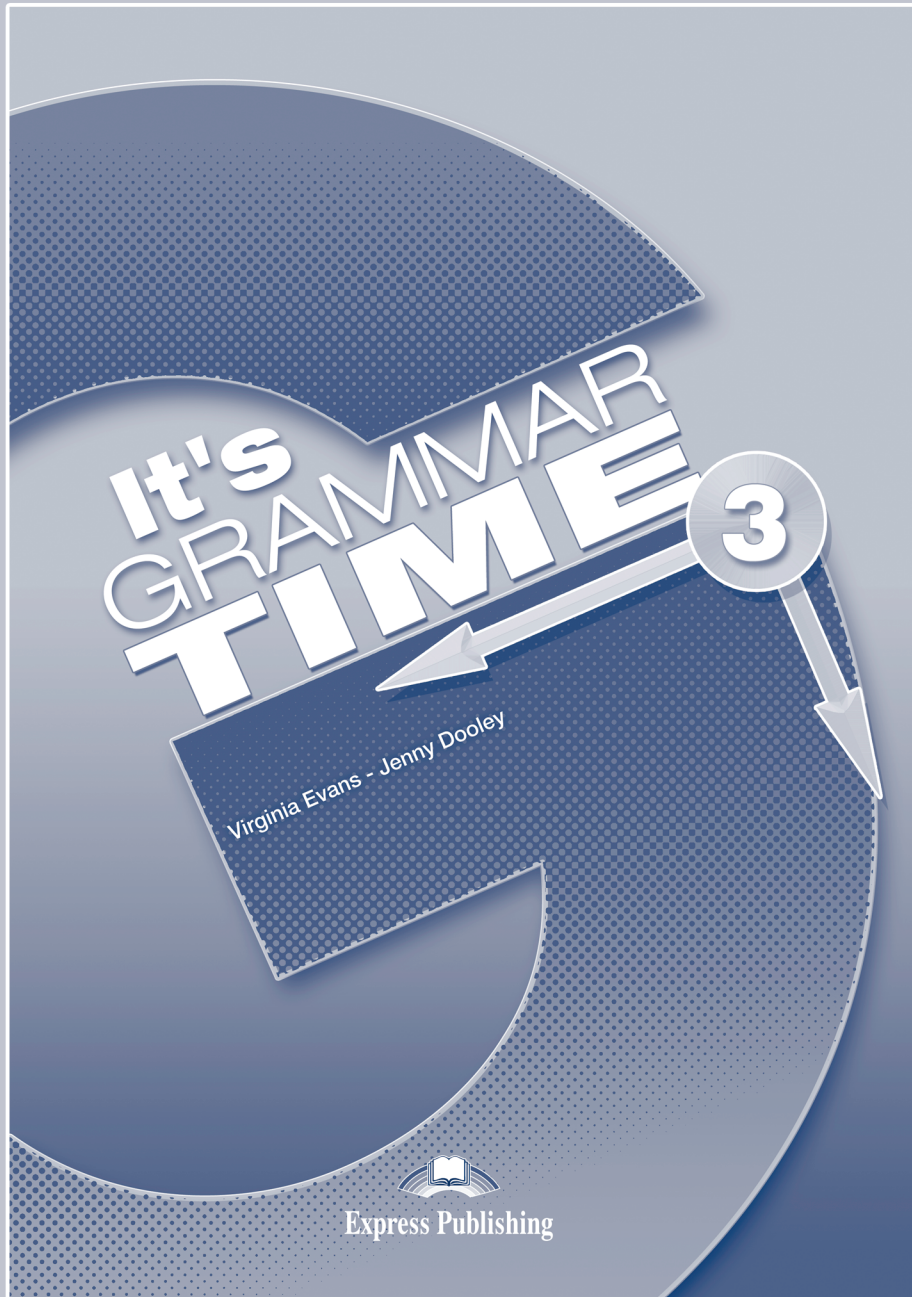


Key



Virginia Evans - Jenny Dooley



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Starter Unit

- 1** 2 behind 4 in front of 6 on
3 next to 5 between 7 on top of
- 2** 2 on the platform 5 at college
3 in hospital 6 on an island
4 at the airport
- 3** 2 above 6 against 10 into
3 along 7 through 11 out of
4 opposite 8 near 12 over
5 under 9 on
- 4** 2 in 5 – 8 at 11 in 14 In
3 on 6 – 9 on 12 at 15 on
4 At 7 in 10 at 13 at
- 5** 2 at 5 through 8 in
3 beside 6 at 9 along
4 across 7 on 10 at
- 6** 2 B 4 A 6 C 8 B 10 A
3 C 5 B 7 A 9 C

Speaking**(Suggested Answers)**

- A: There's a man sleeping under a tree.
B: There's a squirrel climbing up a tree.
A: There are two people sitting on a bench.
B: There's a woman running along the path.

7 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.

a) Quantifiers in Picture A: *how many, a lot of/lots of.*

Quantifiers in Picture B: *a few.*

Quantifiers in Picture C: *(very) few.*

Quantifiers in Picture D: *how much, a little, some.*

Quantifiers in Picture E: *(very) little, any.*

b) How many in Picture A is used in an interrogative sentence with a plural countable noun (*apples*) to ask about number. *A lot of/lots of* is used in an affirmative sentence with a plural countable noun (*apples*).

A few in Picture B is used in an affirmative sentence with a plural countable noun (*apples*). It has a positive meaning and expresses the idea of not many but enough.

(Very) few in Picture C is used in an affirmative sentence with a plural countable noun (*apples*). It has a negative meaning and expresses the idea of hardly any, almost no.

How much in Picture D is used in an interrogative sentence with an uncountable noun (*milk*) to ask about quantity. *A little* is used in an affirmative sentence with an uncountable noun (*milk*). It has a positive meaning and expresses the idea of not much but enough. *Some* is used in an affirmative sentence with an uncountable noun (*flour*).

(Very) little in Picture E is used in an affirmative sentence with an uncountable noun (*milk*). It has a negative meaning and expresses the idea of hardly any, almost no. *Any* is used in a negative sentence with an uncountable noun (*flour*).

- 8** 1 some 3 any, some 5 any, some
2 some, any 4 any, some
- 9** 1 much 4 How many, many
2 many 5 much, lots
3 many, a lot
- 10** 2 too many 5 too much 8 too much
3 too much 6 too many
4 too many 7 too much
- 11** 2 a little 3 a few 4 a little 5 a few
- 12** 2 little 4 many 6 little
3 few 5 much 7 few
- 13** 2 How much 6 few 10 many
3 much 7 little 11 How much
4 many 8 much
5 How many 9 much
- 14** 2 A 4 B 6 A 8 C
3 C 5 A 7 B

- 15 2 how many 6 a few
 3 too much/ a lot of/ lots of 7 much
 4 a lot of/ lots of/ too much 8 many
 5 any

Speaking

(Suggested Answers)

- A: On Fridays, Tony eats some sandwiches.
 B: On Saturdays, he eats very few eggs.
 A: On Fridays, Tony doesn't eat many portions of vegetables.
 B: On Saturdays, he eats some pieces of chocolate.
 A: On Fridays, Tony eats a lot of slices of pizza.
 B: On Saturdays, he drinks very few cups of tea/very little tea.
 A: On Fridays, Tony doesn't eat many nuts.
 B: On Saturdays, he doesn't eat many biscuits.
 A: On Fridays, Tony doesn't drink many glasses of water/much water.
 B: On Saturdays, he drinks a lot of water.

- 16 2 C 3 A 4 C 5 B 6 C

- 17 2 when 5 How far 8 how old
 3 how long 6 How much 9 which
 4 Where 7 How many 10 What

- 18 2 What does he like doing in his free time?
 3 How many instruments can he play?
 4 When does he practise?
 5 Where does he rehearse?
 6 How far is it from his house?
 7 Who drives him there?
 8 How often do they practise?

- 19 2 Where is he from?
 3 Why does he live in the UK?
 4 Where does he live?
 5 How long does it take him to walk to his lectures?
 6 What does Ivar like doing in his spare time?
 7 How often does he go to rowing practice?
 8 Why does he enjoy rowing?

Speaking

(Suggested Answers)

- A: Where do you live?
 B: I live in Madrid.
 A: What do you do?
 B: I'm a shop assistant.

- A: How often do you buy new clothes?
 B: I buy new clothes once a week.
 A: How much do you usually spend?
 B: I usually spend £20-50.
 A: Who do you buy clothes for?
 B: I buy clothes for myself.
 A: Why do you like shopping for clothes at Macy's?
 B: I like shopping for clothes at Macy's because it's got a big variety and it's reasonably priced.

- 20 2 him 4 They 6 them 8 I, it
 3 us 5 you, me 7 He

- 21 2 your, his 4 your, hers 6 His, her
 3 their, theirs 5 your, ours

- 22 2 It's 3 its 4 It's 5 its 6 It's

- 23 2 a three hours' drive
 3 Ellen and Mike's shop
 4 the jungles of Africa
 5 the boys' books
 6 Anna's mobile phone
 7 some cousins of my father's
 8 my brother-in-law's car
 9 Mrs Ellis' cat
 10 the children's toys

- 24 2 She 5 women's 8 mine
 3 our 6 yours 9 them
 4 Its 7 Luke and Emma's 10 optician's

Speaking

(Suggested Answers)

- A: What do *you* think of *Downtown Abbey*?
 B: *I* really like *it*. *It* has got a great plot and *its* countryside setting is amazing.
 A: What do *you* think of Adele?
 B: *I* really like *her*. *She's* got an amazing voice. *Her* songs are great too.
 A: What do *you* think of Jennifer Aniston?
 B: *I* think *she's* a good actress. *I* really enjoyed *her* TV character in *Friends*.
 A: What do *you* think of *The Hobbit*?
 B: *I* don't like *it*. *I* think *it* is very long and *its* story is weak.
 A: What do *you* think of Cristiano Ronaldo?
 B: *I* think *he* is a brilliant football player. *His* technique is incredible and most young children around the world admire *him*.

- 25** 2 haven't 6 aren't 10 hasn't
 3 can 7 can't 11 isn't
 4 'm not 8 Have 12 Are
 5 has 9 Can
- 26** 2 has got 5 are 8 haven't got
 3 is 6 can, can't
 4 has got 7 are
- 27** 2 Are, are, can
 3 Have...got, haven't, 've got
 4 Can, can't
 5 Is, isn't, 's
 6 Can, can't, haven't got
 7 Has...got, has, is
 8 Have...got, have, 's
- 28** 2 am 7 can 12 is
 3 've got 8 've got 13 can't
 4 are 9 is 14 can
 5 've got 10 is
 6 haven't got 11 's got

Speaking

(Suggested Answers)

I haven't got green eyes.	I've got a laptop.
I'm tall.	I can't ride a horse.
I'm not 16 years old.	I can play the piano.
I'm not a history student.	I can't sing.
I've got one brother.	I can speak English.
I haven't got a cat.	I'm not an only child.
I haven't got a skateboard.	I can play basketball.

Writing

(Suggested Answer)

Hi! My name is Mandy. I have got long hair and blue eyes. I am tall and thin.
 I'm 17 years old and I'm an Economics student at university. I am not an only child, as I've got one brother. I haven't got a cat. I have got a laptop but I haven't got a skateboard. I can't ride a horse but I can ride a bike. I can play the piano very well but I can't sing. I can speak English but I can't play basketball.

Unit 1

- 1 a) Verbs in picture A:** *moves* (present simple)
Verbs in picture B: *work* (present simple), *am helping out* (present continuous)

Verbs in picture C: *does... arrive* (present simple), *is always running* (present continuous)

Verbs in picture D: *is becoming* (present continuous)

Verbs in picture E: *sings* (present simple), *is...coming out* (present continuous), *aren't releasing* (present continuous)

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

present simple:

- **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

present continuous:

- **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

c) The tenses in the pictures show the following uses:

Picture A: *moves*: a law of nature

Picture B: *work*: a permanent state, *am helping out*: a temporary situation

Picture C: *does...arrive*: a timetable (future reference), *is always running*: an expression of anger or annoyance at a repeated action with adverbs such as *always*.

Picture D: *is becoming*: a currently changing and developing situation

Picture E: *sings*: a review, *is...coming out*, *aren't releasing*: fixed arrangement in the near future

- | | | | | | | |
|---|---|-------|---|---------|----|--------|
| 2 | 2 | cries | 5 | kisses | 8 | wishes |
| | 3 | fixes | 6 | matches | 9 | does |
| | 4 | says | 7 | listens | 10 | takes |

- 3** /s/ : drinks, stops, chats, sits
/z/ : enjoys, gives, runs, begins
/iz/ : teaches, brushes, misses, catches, changes
- 4** 1 doesn't arrive
2 Does Jo work, lives
3 Do Ben and Ashley play, go
4 does Alex do, hangs out
- 5** + -ing : talking, buying
-e → -ing : giving, writing, making
-ie → y + -ing : dying
double consonant + -ing: stopping, beginning
- 6** 2 No, she isn't. She's drinking a cup of coffee.
3 No, he isn't. He's standing on the platform.
4 No, she isn't. She's talking on the phone.
5 No, he isn't. He's buying a ticket.
- 7** a) Adverbs of frequency show us how often something happens.
b) They go before the main verb, but after the auxiliary verbs *be*, *have*, *do* and modal verbs such as *can*, *will*, *must*, etc.
- 8** 2 Kelly is never late for college.
3 My flatmate often asks me to cook dinner.
4 Laura can sometimes be careless.
5 Annie is rarely at home these days.
6 Peter seldom plays hockey at the weekends.
7 Juliette has always wanted to go scuba diving.
8 Joseph never eats seafood – he can't stand it!
9 Tracey doesn't usually go to the gym on weekdays.
10 Kim often hangs out with her friends at the mall.
- 9** 2 Lucinda rarely/seldom wears casual clothes.
3 Joe and Anna are never lazy.
4 Do you often buy clothes at Topshop?
5 Trevor is always polite.
6 Andy usually starts work at 8.30.
7 Does Michelle often drive to college?
8 I can usually understand TV programmes in French.
- 10** 2 present continuous, f 6 present simple, d
3 present simple, e 7 present simple, a
4 present simple, g 8 present continuous, b
5 present continuous, c
- 11** 2 finish, are closing 4 stops, is leaving
3 eat, are meeting 5 walk, are driving
- 12** 2 on Thursdays 6 every year
3 today 7 this evening
4 always 8 now
5 still
- 13** 1 is visiting, isn't staying
2 Are you doing, I'm taking
3 Does Laura usually sit, isn't coming, is working
4 Is Julia taking part, practises
5 do Anna and Kevin finish, usually finish, 're staying
- 14** 1 'm looking
2 fits, belongs
3 Do you want, prefer
4 don't know, are having
5 seem, am thinking
- 15** 2 looks, am looking 4 is thinking, think
3 is appearing, appears 5 is seeing, see
- 16** 2 'm taking 10 are wearing
3 'm working 11 are serving
4 usually arrive 12 sounds
5 don't leave 13 are you doing
6 love 14 'm not doing
7 teach 15 'm thinking
8 volunteer 16 Do you want
9 're having
- 17** 2 Are you using, Yes, I am. / No, I'm not
3 Are you doing, Yes, I am / No, I'm not
4 Do you play, Yes, I do. / No, I don't.
5 Does your dad work, Yes, he does. / No, he doesn't.
6 Does your mum have, Yes, she does. / No, she doesn't.
7 Do you surf the Net, Yes, I do. / No, I don't.
8 Is your best friend sitting, Yes, he/she is. / No, he/she isn't.
- 18** 2 never start work 5 goes out
3 twice a 6 works in
4 am going

Speaking**(Suggested Answers)**

- A: What do you usually do in your free time?
 B: Well, I usually play football after classes. At the weekend, I often go mountain climbing with my cousin. What about you?
 A: I don't like being very busy on Saturday so I often play computer games. On Sundays, I usually go to the gym.
 B: What are you doing this weekend?
 A: I'm going camping with my friends. What about you?
 B: I'm helping my dad in the garden.

Writing**(Suggested Answer)**

Hi Sam!
 How are you! I'm so glad the weekend is almost here. I'm planning to do something different this weekend. You know how I love sports, right? I usually play football after classes during the week and I often go mountain climbing with my cousin at the weekend. Well, this weekend I'm doing something more relaxing! I'm going camping with my friends. If you're not doing anything special this weekend why don't you come with us? I know you'll like it.
 Let me know,
 Timothy

Unit 2

1 a) The relative pronouns in the example are:
who, whose, which

The relative adverbs in the example are:
where, when, why

The defining relative clauses in the example are: ...*who I usually go to the gym with* ..., ...*whose sister works at the hairdresser's* ..., ...*where you sometimes go*, ...*the day when I was ill*, *the reason why you keep forgetting things*.

The non-defining relative clauses in the example are: ..., *which I'm reading for English class*, ...

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

b) *Who* and *which* are the relative pronouns that can be replaced by *that* in a defining relative clause. *Why* is the relative adverb that can be replaced by *that*.

- | | | | |
|----------|---|------------|------------|
| 2 | 2 who's | 4 whose | 6 who's |
| | 3 who's | 5 whose | |
| 3 | 2 who | 4 why | 6 which |
| | 3 when | 5 where | |
| 4 | 2 d, who | 5 g, which | 8 a, whose |
| | 3 f, where | 6 c, why | |
| | 4 h, when | 7 b, who | |
| 5 | 2 You always want clothes which/ that are really expensive. | | |
| | 3 That's the office where my dad works. | | |
| | 4 Tomorrow is the day when I'm having my job interview. | | |
| | 5 I can't understand why you are always losing your keys. | | |
| | 6 I like the jacket which/that you wear to college. | | |
| | 7 This is the place where we park our car. | | |
| | 8 Kelly is the girl whose brother is an actor. | | |
| 6 | 2 which/that, (O – omitted) | | |
| | 3 who/that, (S – not omitted) | | |
| | 4 whose, (S – not omitted) | | |
| | 5 which/that, (O – omitted) | | |
| | 6 who/that, (S – not omitted) | | |
| | 7 when, (O- omitted) | | |
| | 8 which/that, (S – not omitted) | | |
| 7 | 2 which/that, D (omitted - no commas) | | |
| | 3 whose, ND (not omitted – put commas after Simmons and after Street) | | |
| | 4 who, ND (not omitted – put commas after Laura and after 25) | | |
| | 5 which D (omitted – no commas) | | |
| | 6 where D (not omitted – no commas) | | |
| | 7 which ND (not omitted – put commas after car and after college) | | |
| | 8 whose ND (not omitted – put commas after Tom and after Spain) | | |
| | 9 when D (omitted – no commas) | | |
| | 10 which/that D (omitted – no commas) | | |
| 8 | 2 C | 4 B | 6 B |
| | 3 B | 5 C | 7 C |
| | | | 8 A |

- 9 2 which 4 who 6 why
 3 where 5 when
- 10 2 who is 6 where Mandy
 3 (when/that) Dad leaves 7 which/that
 4 which/that I'm belongs
 5 who is 8 (why) I love

11 (Suggested Answer)

- 2 where there are no shops.
 3 whose mum is a vet.
 4 Saturday ... when I usually sleep late.
 5 why my friend Betty is upset.
 6 which make me laugh.

Speaking

(Suggested Answers)

- A: Formula 1.
 B: Formula 1 is the sport which/that Lewis Hamilton is famous for.
 A: 2004.
 B: 2004 was the year when the Olympic Games took place in Athens.
 A: New York.
 B: New York is the city where Beyonce lives.
 A: Steve Tyler.
 B: Steve Tyler is a singer whose daughter is an actress.

Writing

(Suggested Answers)

- 10.30 pm is the time when I go to bed.
 Crime Watch is the programme which I sometimes watch on TV.
 My best friend is the person who I often talk to on the phone.
 Zara is the shop where I usually buy my clothes.

Unit 3

- 1 a) The adjectives *amazing*, *long*, *black* and *special* go before the nouns they describe. *Happy* and *excited* go after the verb *look*.
- b) The opinion adjectives in the example are: *amazing*, *happy*, *excited* and *special*
 The fact adjectives in the example are: *long* and *black*.
 The opinion adjective *amazing* describes the

noun *day*, the adjectives *happy*, *excited* and *special* describe the noun *occasion*. The fact adjectives *long* and *black* describe the noun *gowns*.

Opinion and fact adjectives appear in the following order in a sentence: opinion, size, age, shape, colour, origin, material.

- c) The adjective *excited* describes how a person feels and the adjective *amazing* describes what the party is like. Adjectives ending in *-ed* describe how a person feels and adjectives ending in *-ing* describe what something is like.

- 2 2 smart, new, black 4 beautiful,
 3 old, blue, American big, wooden
- 3 2 tiring 4 exciting 6 bored
 3 frightened 5 annoyed

- 4 a) **The adverbs in bold in the example express the following:** *really* and *very* express degree, *hardly*, *often* and *usually* express frequency, *well* and *hard* express manner, *near* expresses place and *at the weekends* expresses time.

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

- 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.

- 5 2 strangely 7 tragically 12 badly
 3 easily 8 happily 13 possibly
 4 helpfully 9 gracefully 14 early
 5 fast 10 well 15 busily
 6 suitably 11 publicly 16 wisely

- 6 2 extremely – degree 7 rather – degree
 3 patiently – manner 8 upstairs – place
 4 now – time 9 outside – place
 5 quietly – manner 10 lately – time
 6 rarely – frequency

7 **Adjective:** lonely, friendly, right, straight, good, elderly
Adverb: carelessly, softly, angrily, suddenly, well
Adjective and adverb: high, long, right, straight, deep

- 8 2 Mr Thomas arrived in the office suddenly half an hour ago.
 3 Penny is quite upset at the moment. / At the moment, Penny is quite upset.
 4 Michael reads quietly upstairs in the evenings. / In the evenings, Michael reads quietly upstairs.
 5 We usually get up late on Sundays. / On Sundays, we usually get up late.
 6 Our neighbours sometimes argue loudly at night.
 7 Maria often works out at the gym in the mornings. / In the mornings, Maria often works out at the gym.

- 9 2 lately 6 short 10 stone
 3 golden 7 silk 11 deeply
 4 free 8 hardly 12 shortly
 5 nearly 9 highly

- 10 2 awful 5 terrified 8 late
 3 heavily 6 Lucky 9 really
 4 loudly 7 interesting 10 nearly

Speaking

(Suggested Answers)

- B Jim is holding the baby gently. / Jim is gently holding the baby.
 C Ryan is checking his homework carefully. / Ryan is carefully checking his homework.
 D The friends are watching the film happily. / The friends are happily watching the film.
 E Kim is playing the guitar well.
 F Alex is working hard in his garage.

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

Adjectives of one syllable ending in vowel + consonant double the last consonant and add *-er/-est*

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

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

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

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

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

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

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

- b) **Types of comparisons in the example:** *very + positive degree* (very good) – it emphasises the adjective; *by far + the superlative* (by far the cleverest) – it emphasises the difference between one person and more people of the same group

- 12 2 the biggest
 3 peaceful
 4 more peaceful
 5 happy
 6 happiest
 7 more expensive
 8 the most expensive
 9 good/well
 10 the best
 11 more
 12 beautiful
 13 the most beautiful
 14 clever
 15 the most clever/the cleverest

- 13 2 harder, the hardest
 3 worse, the worst
 4 earlier, the earliest
 5 nearer, the nearest
 6 more quietly, the most quietly

- 14** 2 less 5 slightly 8 a lot
3 by far 6 even 9 as
4 most 7 far 10 much
- 15** 2 the most interesting 4 happier
3 more clearly 5 more calmly
- 16** 2 B 4 A 6 B 8 B 10 C 12 C
3 C 5 C 7 A 9 B 11 A
- 17** 2 more fluently 7 more elegantly
3 quieter 8 the tallest
4 the most beautifully 9 colder
5 quickly as 10 more carefully
6 the most important
- 18** 2 B 5 C 8 B 11 B 14 A
3 A 6 C 9 C 12 C 15 C
4 B 7 A 10 B 13 B
- 19** 2 more interesting 5 less helpful than
3 the biggest 6 the easiest
4 more patient

Speaking

(Suggested Answers)

- A: The waitress' job has longer working hours than the babysitter job.
- B: Yes, but the shop assistant's job has the longest working hours of all.
- A: The waitress' job is further from my house than the babysitter's job.
- B: Yes, but the shop assistant's job is the furthest from the house of all.
- A: The waitress' job is more exciting than the babysitter's job.
- B: Yes, but the shop assistant's job is the most exciting of all.
- A: The waitress' job needs me to dress more formally than the babysitter's job.
- B: Yes, but the shop assistant's job needs you to dress the most formally of all.
- A: So, which one should I choose?
- B: Well, I believe the best job is the shop assistant's. It is the best-paid and the most exciting of all.

Writing

(Suggested Answer)

Hi Jane!

I hope you're well. You've asked me to help you choose a job, so let me tell you what I think. The waitress' and the babysitter's jobs are not as well-paid as the shop assistant's. The waitress' and the shop assistant's jobs have longer working hours and are further away from your house than the babysitter's job. Also, the babysitter's and waitress' jobs are less exciting and want you to dress less formally than the shop assistant's job. So, I believe the best job is the shop assistant's because it is the best- paid and most exciting of all.

Let me know what you choose!

Cynthia

Exploring Grammar i (Starter-Unit 3)

- 1 a)** 1 are you doing 9 is studying
2 'm volunteering 10 wants
3 think 11 live
4 start 12 take
5 clean 13 'm not doing
6 feed 14 are you all coming
7 sounds 15 doesn't cost
8 'm meeting

- b) A) a fixed arrangement in the near future (present continuous):** *are you doing, 'm meeting, 'm not doing, are you all coming*
- B) a stative verb (present simple):** *think, sounds, wants, doesn't cost*
- C) a temporary action (present continuous):** *'m volunteering, is studying*
- D) a daily routine (present simple):** *start, clean, feed, take*
- E) a permanent state (present simple):** *live*

c) The present continuous can also be used:

- to describe currently changing and developing situations: *Computers are becoming smaller every year.*
- with adverbs such as *always* to express anger or irritation at a repeated action. *You are always talking on the phone.*

The present simple can also be used to describe:

- timetables and programmes: *The buses to*

York run every hour. The play begins in half an hour.

- general truths and laws of nature: *Water freezes at 0°C.*
- sporting commentaries, reviews and narrations: *Tom Hanks acts brilliantly in "Forrest Gump".*

2 Adverbs of frequency in the blog: *always, usually*

I always brush my teeth before I go to bed. I usually listen to music on my way to college.

We place an adverb of frequency before the main verb and after the auxiliary verbs *be, have, do* and modal verbs such as *can, will, must*, etc.

3 a) A stative verb is a verb which describes a state rather than an action, and does not normally have continuous tenses.

Stative verbs in the text: *think, sounds, wants, doesn't cost*

b) *has* shows possession whereas *are having* means *are holding*.

c) other stative verbs that have continuous forms: *be, think, look, see, feel, taste, smell, appear, fit*

Examples:

Nathan is a rude teenager. (= character- permanent state)

Maria is being very rude today. (=she is behaving-temporary state)

I think it will snow. (=I believe)

I'm thinking about going to Paris for Christmas. (= I am considering)

This shirt looks great. (=appears)

The young boy is looking outside the window. (=he is taking a look at)

I see why you like this restaurant so much. (=understand)

I'm seeing my dentist this afternoon. (=I am meeting)

This pie tastes fantastic! (= it has a fantastic taste)

The chef is tasting the sauce. (= he is tasting the flavour).

These roses smell amazing. (= they have a nice aroma)

Samantha is smelling her new washing liquid. (= she is sniffing)

Mr Jones appears to be very happy today. (=he seems)

Celine Dion is appearing in Las Vegas. (=is performing)

These jeans fit you great! (= they are the right size)

Bob is fitting some kitchen cupboards. (=he is installing)

4 Defining relative-clause in the blog: *(It's the part of the day) which I enjoy the most.*

Non defining-clause in the blog: *(Amy), who is studying Zoology at Bristol University, (wants)*

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

5 Comparative in the blog: *bigger than*

Superlative in the blog: *the best, the most*

Type of comparison in the blog: *as scary as*

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

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

We use (not) *as + adjective/adverb + as* to show that two people or things are similar/different in some way.

6 a) Quantifiers in the blog: *many, a few, very few, much*

Other quantifiers: *some/a lot (of), (a) few/(too) many, (a) little, (too) much, no, not any, not many, not much, (how) many, (how) much*

- *Some* and *any* are used with uncountable nouns and plural countable nouns.
- *no* can be used instead of *not any* in the negative.
- *a lot of/lots of* can be used in affirmative sentences with plural countable nouns and uncountable nouns.
- *much* and *many* are used in interrogative and negative sentences. *Much* goes before uncountable nouns and *many* goes before plural countable nouns.

- *too many* can be used with plural countable nouns and has a negative meaning.
- *too much* can be used with uncountable nouns and has a negative meaning.
- *A few/few* is used with plural countable nouns
- *A little/little* is used with uncountable nouns.

b) *A few* means not many but enough and has a positive meaning, whereas (*very*) *few* means hardly any, almost no and has a negative meaning.

A little means not much but enough and has a positive meaning, whereas (*very*) *little* means hardly any, almost no and has a negative meaning.

7 a) Question words in the blog: *what, when*

What is used to ask about things.

When is used to ask about time.

whose shows possession.

why shows reason

how shows manner.

where shows place.

b) (Suggested answers)

A: When is she meeting her friend Amy for lunch?

B: At 1 o'clock.

A: What is Amy studying at Bristol University?

B: Zoology.

A: How many lions has Bristol Zoo got?

B: A few.

A: Which part of the day does she enjoy the most?

B: When she takes visitors on tours around the zoo.

A: Where are they having a special show for the children?

B: Inside the Reptile House.

A: Who is she meeting for lunch at 1 o'clock?

B: Her friend Amy.

A: How much does it cost to enter the zoo?

B: It doesn't cost much.

A: Why is she always excited to get to work?

B: Because she thinks it's the best job in the world.

8 a) personal subject pronouns in the blog: *I, it, they, you, we*

object pronouns in the blog: *them, (show) you*

b) possessive adjectives in the blog: *their, my*
After possessive adjectives come nouns.

c) possessive case in the blog: *snakes', Amy's*
We form the possessive case as follows:

- singular nouns + 's – the lady's bag
- regular plural noun + - ' – the students' textbooks
- irregular plural noun + 's – the children's toys
- compound noun + 's – my sister-in-law's car
- 's after the last of two or more names to show common possession BUT we add 's in both names if the possession isn't common. – Frank and Sue's new house; Mrs Smith's and Mr Ronson's cars.
- of + inanimate thing/abstract noun – a ray of sunshine
- of + possessive case/possessive pronoun when there is a determiner or article before the noun. – this habit of yours; a friend of Colin's
- of + people – the house of one of my friends
- 's/of to talk about places/organisation – Spain's culture/ the culture of Spain
- phrases of place + 's – the chemist's
- time/distance expression + 's/' – a four days' stay
- to singular names ending in –s we can either add 's or just an apostrophe. – James' / James's bike
- plural names ending –s take an apostrophe, just like with other plurals – the Browns' shop

Revision i (Starter – Unit 3)

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

Grammar in Focus

A 1 believe	3 on
2 is	4 are holding

- B** 1 have 3 our 5 his
2 who 4 plays
- C** 1 can 2 much 3 fast
- D** 1 In 3 best
2 are having 4 the

Phrasal Verbs i

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

e.g. *T: break into*

S: The burglars broke into our local shop last night.

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

- 1 up 3 out 5 down 7 down
2 into 4 into 6 out

- 2** 1 up 3 out 5 round
2 about 4 up 6 round

- 3** 1 c (**Suggested answer**) Tom's car broke down.
3 d (**Suggested answer**) A burglar broke into our house last night.
4 b (**Suggested answer**) A fire broke out at our neighbour's house.
5 e (**Suggested answer**) The band brought out their new CD.

Prepositions i

- 1 Note:** Present the table on the relevant page and go through the relevant letters with Ss. Elicit/Explain the meaning of any new vocabulary. Assign the relevant exercises as written homework. Next time check the prepositions by asking the Ss to make sentences using them.

e.g. *T: bump*

S: bump into. Yesterday, I bumped into my old History teacher.

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

e.g. *S1: When I was at the party. I **accused** Sarah **of** taking my coat.*

*S2: However, I later realised I had left it in the car and **apologised to** Sarah **for** shouting at her.*

*S3: I shouldn't have **blamed** Sarah **for** taking my coat.*

- 1** 1 with 4 towards/ to 7 for
2 by/ about 5 in 8 on
3 of 6 at

- 2** 1 into 3 in 5 from 7 with 9 with
2 at 4 at 6 to 8 for 10 of

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

Word Formation

- 4** 1 engineer 3 designer 5 musician
2 journalist 4 actor 6 artist

Unit 4

- 1 a) Verbs in the examples:**

Picture A: *was riding* (past continuous), *fell* (past simple), *cut* (past simple)

Picture B: *was preparing* (past continuous), *tidied* (past simple), *had* (past simple)

Picture C: *went* (past simple), *was sunbathing* (past continuous), *was checking* (past continuous)

Picture D: *was* (past simple), *was setting* (past continuous), *was blowing* (past continuous), *went* (past simple)

Picture E: *created* (past simple)

Picture F: *rode* (past simple), *was* (past simple)

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 + -ing
- **interrogative:** was + I/he/she/it + main verb + -ing, were + you/we/they + main verb + -ing

b) In picture A *was riding* (past continuous) shows an action that was in progress when another action (*fell*) interrupted it. *Fell* and *cut* (past simple) show actions that happened immediately one after the other.

In picture B *was preparing* (past continuous) shows an action that was in progress at a stated time in the past. *Tidied* and *rested* (past simple) show actions that happened immediately one after the other.

In picture C *went* (past simple) shows an action that happened at a definite time in the past. *Was sunbathing* and *was checking* (past continuous) show two simultaneous actions in the past.

In picture D *was setting* and *was blowing* (past continuous) describe the atmosphere of a situation in the past.

In picture E *created* (past simple) shows a past action which won't take place again.

In picture F *rode* (past simple) shows a past habit, *was* (past simple) shows a state which is finished.

2 -ed + d: *rescued, survived, changed*

Stressed vowel between two consonants: stopped, planned, slipped, chopped

Consonant + y → ied: tried, cried, worried, carried

Vowel + y + ed: stayed, destroyed, played, enjoyed

Verbs ending in -l → -lled: travelled, controlled, modelled, quarrelled

3 /id/ erupted, wanted, demanded, shouted, accepted, counted

/t/ missed, walked, washed, finished, helped, relaxed, danced

/d/ enjoy, damaged, warned, caused, saved, appeared, moved, cleaned

4 1 broke out
2 didn't come, had
3 Did you travel, drove, lived
4 didn't sleep, woke, didn't go

5 2 was eating breakfast
3 was driving to college
4 was attending lessons
5 was studying in the library
6 was working out at the gym
7 was writing an essay
8 was surfing the Net

6 2 I wasn't having lunch at 1 o'clock yesterday afternoon.
3 Jim was watching TV while Amy was talking on the phone.
4 Were the children playing outside all day?
5 Greg and I weren't waiting for the bus at 7 o'clock yesterday morning.
6 Was the baby sleeping all last night?

7 2 Were Professor Adams and Professor Blythe chatting to each other?
Yes, they were.
3 Was Alicia listening to music?
No, she wasn't. She was reading a magazine.
4 Was Tom sending text messages?
No, he wasn't. He was talking on his mobile.
5 Were Charlie and Sam playing football?
Yes, they were.

8 The affirmative, negative and interrogative of used to are formed as follows:

- **affirmative:** subject + used to + main verb
- **negative:** subject + didn't use to + main verb
- **interrogative:** did + subject + use to + main verb

In the example, the past simple can replace used to in the first sentence: Centuries ago, people **didn't have** phones. This is possible because like *used to*, the past simple talks about things that were true in the past but are not true any more. *Would* cannot replace used to in this case because the verb is a stative verb.

In the second sentence of the example, *used to* can be replaced both by the *past simple* and *would*. This is possible because the verb, which talks about a routine or habit in the past, expresses an action rather than a state.

- 9** 2 Did Shelley use to wear
3 used to play
4 didn't use to enjoy
5 Did you use to be
6 Max used to ride
- 10** 2 used to have 5 used to go
3 used to speak 6 didn't use to watch
4 did you use to do
- 11** 2 X 5 X
3 used to go 6 used to have
4 X
- 12** 2 Did Georgina use to drive a car?
No, she didn't. She used to ride a bike.
3 Did Georgina use to have a laptop?
No, she didn't. She used to have a desktop
computer.
4 Did Georgina use to play the piano in her free
time?
No, she didn't. She used to play computer
games.
5 Did Georgina use to work in a shop at the
weekends?
No, she didn't. She used to go shopping at the
weekends.
- 13** 1 I was fixing
2 weren't still doing, went off
3 was shining, were sitting
4 Did you live
5 kissed, closed, went
6 didn't travel
- 14** 1 woke
2 Did you hear, was taking, noticed
3 didn't see, called, were coming, crashed, spoke,
were driving
4 Was Steve doing, were making, was helping, did
5 were you, left, forgot, went, missed
- 15** 2 happened 11 was growing
3 was 12 did you do
4 was blowing 13 called
5 was driving 14 arrived
6 smelled/smelt 15 managed
7 locked 16 got
8 went 17 saw
9 did you find 18 saved
10 was burning
- 16** 2 Were you doing
Yes, I was./No, I wasn't.
3 Were you watching
Yes, I was./No, I wasn't.
4 Did your best friend go on holiday abroad last
summer?
Yes, she did./No, she didn't.
5 Did your parents have dinner with you last
night?
Yes, they did./No, they didn't.
- 17** 2 was 10 didn't know
3 ate 11 shouted
4 washed 12 stopped
5 went 13 were checking
6 was watching 14 realised
7 was reading 15 was still sleeping
8 was sleeping 16 were you doing
9 started 17 hit
- 18** 2 Where was Mark?
He was at home with his flatmates.
3 What were Simon and Mark doing at 9
o'clock?
Simon was reading a magazine and Mark was
watching TV.
4 Where was Mike sleeping?
He was sleeping on the sofa.
5 What did Simon and Mark do after the
earthquake?
They checked that nothing was broken.
- 19** 2 C 4 A 6 C 8 A 10 C 12 B
3 C 5 A 7 C 9 B 11 A
- 20** 2 when he dropped 4 Penny was cleaning
3 did you start 5 while Sharon was

Speaking**(Suggested Answers)**

- A: They were walking along a mountain path when they heard a noise. They looked up and saw an avalanche.
- B: They hid in a cave while the snow was crashing down.
- A: When the avalanche stopped, they crawled out from the cave.
- B: They felt relieved to be safe.

Writing

(Suggested Answer)

It was a freezing cold day. The sun was shining. My friend Charlie and I were hiking in the Alps. We were walking along a mountain path when we heard a noise in the distance. We looked up and saw an avalanche. We quickly hid in a cave while the snow was crashing down. When the avalanche stopped we crawled out from the cave. We felt relieved to be safe.

Unit 5

- 1 In the example, *Who called Beverly?* asks about the subject of the sentence and *Who did Jo call?* asks about the object of the sentence.
 - 2 2 What did Beth buy?
Who bought a new car?
 - 3 Whose flat does Charlie live in?
Who lives in Pete's flat?
 - 4 Who is painting their house?
What is the Jenkins family painting?
 - 5 Who won the 100 metres race?
What did Philippa win?
 - 6 Who was repairing his bike all morning?
What was Tom repairing all morning?
- 3 2 a) writes short stories?
b) does Cathy write?
 - 3 a) bus did Ben use to take to college?
b) used to take the number 19 bus to college?
 - 4 a) was writing their essay all day yesterday?
b) was Ella writing all day yesterday?
 - 5 a) did Adam play last Thursday?
b) played hockey last Thursday?

Exploring Grammar ii (Units 3-5)

- 1 a) **Verbs in the past simple in the email:** *did you hear, happened, travelled, rented, was, arrived, didn't go, went, collapsed, panicked, calmed down, went into, didn't have, tried, waited, heard, dug, took, were, had, did*

Verbs in the past continuous in the email:
was falling, was blowing, was making, was reading, was watching, were talking

- a **actions that happened immediately one after the other:** *dug...out...took..., went...*

collapsed, panicked...calmed down...went into

- b **an action which was in progress when another action interrupted it:** *were talking...heard*
- c **to describe the atmosphere, setting, etc. and to give background information to a story:** *...was falling...was blowing...*
- d **an action that happened at a definite time (stated or implied) in the past:** *did you hear, happened, travelled, rented, was, arrived, didn't go, were, had, did, didn't have, tried, waited*
- e **an action that was in progress at a stated time in the past (we don't mention when the action started and finished):** *was making*
- f **two or more simultaneous actions in the past:** *was reading...was watching*

- b) **Time expressions we use with the past simple:** *yesterday, the day before yesterday, last week/ month/year, two hours/days/weeks/ months/years ago, when, then, in 2003, etc*
Time expressions we use with the past continuous: *while, when, as, all day/night/ morning, all day yesterday, etc.*

- c) **Example of used to in the email:** *used to stay*
We use *used to* to talk about past habits, repeated actions and routines in the past, which no longer happen. We use *used to* for things that were true, but they are not true any more. We can also use *would* in this case. We can't use *would* with stative verbs, because they describe states not actions.

- 2 1 was whistling, was washing
2 created
3 was still waiting
4 moved
5 got, made, sat
6 was writing, dropped

- 3 1 use 3 visit 5 use
2 used to 4 would 6 didn't go

- 4 **Object question:** *Who went with you?*
Subject question: *Who did you see?*

Subject questions are questions which we ask when we want to know the subject of the

sentence. They usually begin with the words *who*, *whose*, *what* and *which*. The verb is in the affirmative.

Object questions are questions which ask when we want to know the object of the sentence. They usually begin with the words *who*, *whom*, *whose*, *what* and *which*. The verb is in the interrogative form.

Revision ii (Units 1-5)

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

Grammar in Focus

- A**
- | | |
|----------|---------------|
| 1 On | 3 use |
| 2 struck | 4 didn't know |
- B**
- | | |
|---------------|-------------|
| 1 began | 4 the worst |
| 2 was blowing | 5 died |
| 3 which | 6 many |
- C**
- | | |
|--------------------|-------|
| 1 can | 4 Who |
| 2 more easily | 5 the |
| 3 is also becoming | |

Phrasal Verbs ii

- 1**
- | | | | |
|-------|-------|-------|--------|
| 1 in | 3 on | 5 off | 7 out |
| 2 for | 4 out | 6 out | 8 over |
- 2**
- | | | |
|-----------|----------|-----------|
| 1 through | 3 behind | 5 for |
| 2 for | 4 out | 6 in with |
- 3**
- 2 b (**Suggested answers**) The two business people happily fell in with the plan.
- 3 c (**Suggested answers**) They called off the concert.
- 4 e (**Suggested answers**) Martin called in to drop off my present.
- 5 d (**Suggested answers**) Peter fell for his wife the first time he met her in the park.

Prepositions ii

- 1**
- | | | | |
|--------|------|----------|-------|
| 1 from | 5 at | 9 about | 13 on |
| 2 to | 6 of | 10 on | |
| 3 into | 7 of | 11 of | |
| 4 with | 8 of | 12 about | |

- 2**
- | | | | |
|-----------|--------|------------|--------|
| 1 with | 4 with | 7 between | 10 for |
| 2 of | 5 to | 8 to/ into | |
| 3 towards | 6 for | 9 with | |

Word Formation

- 3**
- | | |
|---------------|--------------|
| 1 behaviour | 5 departure |
| 2 location | 6 happiness |
| 3 competition | 7 appearance |
| 4 celebration | 8 employment |

Unit 6

- 1** The tense of the verbs in bold is present perfect. **The present perfect is formed as follows:**

- **affirmative:** I/you/we/they + have + past participle
he/she/it + has + past participle
- **negative:** I/you/we/they + haven't + past participle
he/she/it + hasn't + past participle
- **interrogative:** Have + I/you/we/they + past participle
Has + he/she/it + past participle

Picture A: *has won* – an action that happened at an unstated time in the past

Picture B: *have been* – an action which started in the past and continues up to the present

Picture C: *has just woken up* – a recently completed action

Picture D: *Have you ever tried, haven't tried* – a personal experience

Picture E: *has read* – an action which happened within a specific time period which is not over at the moment of speaking

- 2**
- | | | |
|--|--|--|
| 2 Have you read the travel brochure yet? | | |
| 3 Nathan has recently bought a new car. | | |
| 4 James hasn't tried windsurfing. | | |
| 5 She has written two emails already this morning. | | |
| 6 Has the train just left? | | |
- 3**
- | | | |
|---------------|------------|------------|
| 2 hasn't been | 4 has gone | 6 has been |
| 3 have been | 5 has gone | 7 has gone |
- 4**
- | | | |
|---------|------------|---------|
| 2 since | 4 recently | 6 still |
| 3 just | 5 yet | |
- 5**
- | | |
|------------------|--|
| 2 've known | |
| 3 's just booked | |

- 4 've already had
 5 've started, haven't finished
 6 've never visited

- 6 2 i 4 d 6 c 8 b 10 a
 3 h 5 g 7 j 9 e

- 7 2 ago 5 three years ago
 3 already 6 just
 4 ever

- 8 1 've already arranged
 2 haven't heard, went
 3 did Columbus discover
 4 've never watched
 5 Have you seen, borrowed
 6 Have you ever met, had

- 9 2 haven't had 7 haven't found
 3 sat 8 called
 4 celebrated 9 helped
 5 've been 10 Have you decided
 6 've started

10 (Suggested answer)

I joined a gym two weeks ago. I have lived in London since 2010. I had dinner at a restaurant last night. I haven't seen my best friend for a week. I went shopping yesterday. I haven't eaten much chocolate recently.

Speaking

(Suggested Answers)

- 1 He has already found a part-time job.
 He hasn't seen many attractions yet.
 He has improved his French a lot.
 He hasn't made new friends.
 He has tried French cuisine.
- 2 Megan joined a dance class last week.
 She has bought new dance shoes.
 She has already learned the waltz.
 She has never felt better.
 She hasn't performed in front of an audience yet.
 She has met interesting people.

Writing

(Suggested Answer)

Hi Eric,
 Hope you're well. Sorry I haven't emailed you for so long but I've been really busy. I signed up for karate lessons last month and I bought a new traditional karate uniform. I've already learned some common martial arts moves but I haven't taken part in a competition yet. I enjoy the course and I've never felt fitter. I've also made new friends.

What about you? Have you ever thought about taking a martial arts course? Let me know your news.

All the best,
 Tom

- 11 The tense of the verbs in bold is present perfect continuous.

The present perfect continuous is formed as follows:

- **affirmative:** I/you/we/they + have + been + verb + *-ing*
 he/she/it + has + been + verb + *-ing*
- **negative:** I/you/we/they + haven't + been + verb + *-ing*
 he/she/it + hasn't + been + verb + *-ing*
- **interrogative:** Have + I/you/we/they + been + verb + *-ing*
 Has + he/she/it + been + verb + *-ing*

Picture A: *has been studying* – to put emphasis on the duration of an action which started in the past and continues up to the present

Picture B: *hasn't been sleeping* – an action which started in the past, lasted for some time and has a visible result in the present

Picture C: *Has someone been using* – to express anger, irritation and annoyance

- 12 2 have been cycling 5 has been studying
 3 has been reading 6 have been waiting
 4 has been painting

- 13 2 's been watching 6 hasn't been learning
 3 has Tim been working 7 've been practising
 4 's been snowing 8 's been doing
 5 has Wendy been playing

- 14 2 's been playing
 3 have you been driving, 's been having
 4 Have you been waiting, 've been sitting
 5 Have you been crying, haven't been feeling

- 6 've been working
- 15** 2 has been practising the piano for two and a half hours/since 2:30.
3 has been reading a novel for two hours/since 3:00.
4 has been jogging in the park for an hour/since 4:00.
- 16** 2 've been walking 5 's been painting
3 's been helping 6 've been going
4 've been trying
- 17** 2 f 4 d 6 h 8 e
3 c 5 a 7 g
- 18** 2 've been sunbathing 7 has been raining
3 Have you heard 8 have won
4 hasn't received 9 has solved
5 Have you been reading 10 has seen
6 has been feeling
- 19** 2 lately 5 just 8 since
3 never 6 for 9 all day
4 ever 7 yet 10 How long
- 20** 2 have you been waiting
3 Have you always had, 've been
4 's been surfing
5 hasn't decided
6 's been studying
7 's been using
8 Have you ever eaten
9 've been hiking
- 21** 2 Have you booked a table?
3 I have been training for months.
4 I haven't repaired it yet.
- 22** 2 B 4 B 6 A 8 B
3 B 5 C 7 C
- 23** 2 has been volunteering 4 hasn't finished
3 haven't travelled 5 have been
- 24** 2 've been sightseeing
3 haven't seen
4 took
5 haven't been
6 has travelled

- 7 's ever visited
8 've been shopping
9 've just bought
10 Have you decided

Speaking

(Suggested Answers)

I have surfed the Internet. I haven't tidied my room.
I have been studying for my exams for the past week and have been taking cooking lessons too.
I have been to the Science Museum and the zoo so far in the last year.

Writing

(Suggested Answer)

Hi Chloe,
Greetings from Paris, France! I hope you 're well. I'm sorry I haven't emailed you for so long but I've been very busy lately. My family and I have been sightseeing around the city for a few days now but we still haven't seen all the sights yet. So far, we 've visited the Notre Dame Cathedral and the famous art museum, the Louvre. They were amazing! We haven't visited the Eiffel Tower yet, but we plan to go there tomorrow. Right now I feel tired because I've been walking around the city all morning. What about you? Where have you decided to go on holiday?
See you when I get back.
Wendy

Unit 7

- 1 a)** The phrase in bold in the example (*so old... that*) introduces a clause of result.
- b) Other words/phrases that show the result of something include:**
as a result, therefore, consequently, as a consequence, so. To introduce a clause of result we can also use: such a/an + adjective + singular countable noun ... that, such + adjective + plural/countable noun ... that, such a lot of + plural/uncountable noun ... that. Clauses of result are also introduced by: so + adjective/adverb . . . that, so + adjective + a(n) + noun ... that, so much/little + uncountable noun ... that, so many/few + plural noun ... that.

c) (Suggested Answer)

My grandmother is very old and as result when I tried to count the candles on the cake at her birthday party, the heat drove me back.

My grandmother is such an old lady that when I tried to count the candles on her cake at her birthday party, the heat drove me back.

My grandmother is very old and there were so many candles on her cake at her birthday party that when I tried to count them the heat drove me back.

- 2 2 There were so many people in the restaurant that we couldn't find a table.
 3 It was such a good resort that we stayed for an extra week.
 4 He had so much ice cream that he felt unwell afterwards.
 5 He had such bad sunburn that he went to the doctor.

- 3 2 a result 4 such an
 3 such kind 5 so much

Exploring Grammar iii (Units 6-7)

- 1 a) **Tenses used in text A:** present perfect continuous (I've been saving)
 present continuous (I'm going, I'm staying)
 present perfect (I've known, I haven't seen, You've never met, Have you ever been)
 past simple (he moved)
Tenses used in text B: present perfect (I've been, have just booked, I've also found)
 present simple (I want, you never get)
 present perfect continuous (I've been studying)

- b) **actions that happened at an unstated time in the past:** I've been to the USA a few times ..., I have just booked a holiday in Crete..., I've also found a summer job...

a state which started in the past and continues up to the present: I've known Paul since we were in primary school ...

- c) **Time expressions:** never, ever, yet, already, just, for, since, so far, lately, recently, etc.

- 2 1 since 3 never 5 for
 2 yet 4 just

- 3 1 flew 4 has she been working
 2 have gone 5 hasn't been travelling
 3 has visited 6 didn't speak

- 4 1 hiked 4 has just arrived
 2 haven't paid 5 have been waiting
 3 has been feeling 6 Did they open

- 5 **Text B:** it's *such* a great country that I want ...
 There's *so much* ... *that* you never ...

- a) • *so + adjective/adverb ... that* eg. I was **so tired that** I took a nap. She spoke **so softly that** no one could hear her.
 • *such a/an + adjective + singular countable noun ... that* eg. He had **such an awful cold that** he stayed home.
 • *such + adjective + plural/uncountable noun ... that* eg. We **had such nice weather that** we went for a walk.
- b) • as a result/therefore/consequently/as a consequence
 • such a lot of + plural/uncountable noun ... that
 • so much/little + uncountable noun ... that
 • so many/few + plural noun ... that
 • so + adjective + a(n) noun ... that

- 6 1 such a 2 so 3 such 4 so

Revision iii (Units 1-7)

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

Grammar in Focus

- A** 1 has been standing 3 the oldest
 2 in 4 took

- B** 1 Where 4 used to 7 he
 2 which 5 in
 3 specially 6 a lot of

Phrasal Verbs iii

- 1 1 on 4 away
 2 through 5 through
 3 on 6 on

- 2 1 through 4 away 7 out
2 after 5 on 8 down with
3 out 6 off

- 3 1 d – He is getting on the bus.
2 b – The fire went out.
4 c – The thief is getting away from the prison.

Prepositions iii

- 1 1 with 3 into 5 with 7 on
2 from 4 on 6 to 8 of

- 2 1 with 4 of 7 for 10 to
2 about 5 at 8 with
3 to 6 to 9 from

Word Formation

- 3 1 depressed 6 shocking 11 disappointed
2 relaxing 7 amazed 12 exciting
3 satisfied 8 surprised 13 embarrassed
4 terrified 9 tiring 14 frightening
5 bored 10 interesting

Unit 8

- 1 The verbs in bold are in the *past perfect*. **We form the past perfect as follows:**

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

had passed: an action that finished in the past and whose result was visible in the past.

had you been, hadn't been, had visited: an action that happened before another past action.

- 2 2 e – had forgotten
3 c – had given
4 f – had already opened
5 d – had eaten
6 b – had stopped
- 3 2 Had the shoplifter run away
3 hadn't done
4 had stolen
5 hadn't eaten

- 4 2 she had lost her mobile phone
3 the meeting had already started
4 she had interrupted her project manager's presentation
5 after the meeting had finished
- 5 2 After Amanda had packed her suitcase, she read a travel guide on India.
3 After John had parked his car, he called his friend.
4 After Helen had done her shopping, she went home.
5 After Roger and Sue had completed their project, they had a cup of coffee.
- 6 2 We had already heard about the robbery by the time it appeared in the newspapers.
3 Ryan had written several short stories before he published his first novel.
4 After Sharon had gone to the library, she called me to pick her up.
5 By the time I left college, it had started to rain.
6 I had already had dinner when Jason came home.

Speaking

(Suggested Answers)

- A: The builders had installed the windows.
B: Yes, but they hadn't hung up the sign.
A: They hadn't fitted the door.
B: Yes, and they hadn't fixed the fence.

- 8 The verbs in bold are in the *past perfect continuous*. **We form the past perfect continuous as follows:**

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

had been working: an action that lasted for some time in the past and whose result was visible in the past.

had you been standing, hadn't been waiting: emphasis on the duration of an action which started and finished in the past before another action.

- 9 2 e 3 b 4 d 5 c

- 10** 2 had been sunbathing 5 had been revising
3 had been waiting 6 had been styling
4 had been lifting

- 11** 2 had been working
3 hadn't been driving
4 had been practising
5 Had she been writing
6 had been training

- 12** 2 Had you been sleeping for long
3 had been studying all day
4 had been talking to us for an hour
5 hadn't been jogging for a long time
6 had been shopping since 9 o'clock
7 had been gardening since early in the morning.

- 13** 2 had been searching 5 had he been looking
3 had been asking 6 hadn't been working
4 had been walking

- 14** 2 had booked 6 had left
3 had you been waiting 7 had lost
4 had been planning 8 had been training
5 had been cooking

- 15** 2 had been stealing
3 had painted
4 hadn't been investigating
5 had been leaking
6 had finished
7 had you been using
8 hadn't responded
9 had twisted
10 had been knitting

- 16** 2 had been rehearsing 5 hadn't seen
3 had already moved 6 had failed
4 had you been speaking

- 17** 2 until, before 6 since
3 since 7 until
4 How long, before 8 for, when
5 for, when

- 18** 2 B 3 B 4 A 5 C 6 A

- 19** 2 had found 6 had been breaking
3 had picked into
4 hadn't stolen 7 had been doing
5 had just finished 8 hadn't taken

- 20** 2 had been studying 5 after he had
3 had already started 6 never/ not tried
4 before she had

Speaking

(Suggested Answers)

They had been travelling for three hours before they reached Paris.

After they had unpacked their suitcases, they were ready to go sightseeing.

They had already bought a guidebook so they didn't need to get one.

They had been waiting in the queue in front of the Louvre for an hour before they finally entered the museum.

They weren't hungry because they had already eaten.

They had been watching a film for two hours before they went to bed.

Writing

(Suggested Answer)

Hello bloggers!

Last week I went with my class to Paris. We were thrilled because we had been looking forward to the trip for months. On the first day we had been travelling for three hours before we reached Paris. After we had unpacked our suitcases, we were ready to go sightseeing. We had already bought a guidebook so we didn't need to get one. First we decided to visit some museums. It was nice but it was very busy. We had been waiting in the queue in front of the Louvre for an hour before we finally entered the museum! Luckily we weren't hungry because we had already eaten. At the end of the day we watched some TV in our Hotel. I hadn't realised the time and before I knew it, we had been watching a film for two hours before we went to bed! Still it was a nice evening, and we had a great first day in Paris.

Unit 9

- 1 a)** Full infinitive – *to take* (use after verb *ask*)

Three more uses of the infinitive:

a) after *would like/prefer/love* eg. *They'd love to take a long holiday.*

b) after *too/enough* eg. *He's too young to drive a car.*

c) With the phrase *it + be + adjective/noun* eg. *It's nice to see you again.*

- 2** 2 call 6 to leave 10 to tell
3 to arrive 7 to get 11 spend
4 to ignore 8 ask 12 to go
5 confess 9 to apologise
- 3** 2 to be studying very hard.
3 to eat a cooked breakfast on Sundays.
4 to have met the Jonas Brothers.
5 be working late tonight.
6 to have climbed Mount Everest last year.
7 to like his new bike.
8 to have been suffering from bad headaches lately.
9 have got home really late last night.
- 4** a) *Drawing* (noun), *painting* (after *love*), *visiting* (after *spend*), *having studied* (after a preposition)
b) having studied → refers to the past
Passive
Present being stolen
Perfect having been stolen
- 5** 2 e 4 a 6 c 8 f
3 h 5 g 7 b
- 6** 2 get 6 hiring 10 to buy
3 waiting 7 to help 11 lending
4 to ski 8 send 12 writing
5 go 9 Colouring
- 7** 2 park 6 lock 10 to find
3 buying 7 to welcome 11 to arrive
4 to seat 8 speaking 12 throwing
5 clean 9 riding
- 8** 1 Cycling
2 to visit/to walk
3 to try/stay/rain/getting
4 believing/working/to tell/to leave
5 coming/to help
6 borrow/watch
7 to come/help/doing
- 9** 2 wait 5 to study Chemistry
3 making 6 point in complaining
4 forward to
- 10** 2 practising 9 reading 16 to visit
3 quitting 10 to convince 17 listening
4 to say 11 to turn 18 moving
5 to bring 12 meeting 19 to jog
6 seeing 13 drinking 20 to lose
7 interviewing 14 to ask
8 to describe 15 to eat
- 11** 2 b 3 a 4 a 5 b
- 12** 1 having eaten
2 to be enjoying/going
3 to hold
4 to have left/have been stolen
5 to read/to have been written
6 noticing/have been delayed
7 seeing/to come out
8 have been working/to stay
- 13** 2 to stop 6 to do 10 protecting
3 to close 7 take 11 know
4 help 8 to announce
5 breaking 9 watching
- 14** 2 to be spending 7 to join
3 to have passed 8 take
4 to look 9 to be working
5 have 10 doing
6 make 11 hear
- 15 (Suggested Answers)**
2 I enjoy spending time with my friends at weekends.
3 I expect to be home soon.
4 I feel like going to bed.
5 I would love to visit New Zealand one day.
- 16** a) It shows that there is a greater amount/degree of sth than what is wanted. It is followed by an *adjective/adverb* (+ *for sb/sth*) + *to* – *infinitive*.
b) It shows that there is as much of sth as is wanted/needed.
Patterns:
-*enough* + *noun* + *to-infinitive*
-*adjective/adverb* + *enough* + *to-infinitive*
- 17** 2 clever enough 6 enough money
3 well enough 7 patient enough
4 too steep 8 too dark
5 enough food

- 18 2 It's too cold for the children to play outside.
 3 Officer Jones wasn't fast enough to catch the shoplifter.
 4 Jim's car is too old to sell.
 5 Mason is tall enough to reach the books on the top shelf.
 6 Abigail hasn't got enough experience to apply for the job.
 7 This jumper is too small for me to wear.
 8 You are too young to learn to drive.
 9 She hasn't got enough wool to finish knitting the scarf.
 10 He is strong enough to lift 100 kg.

- 19 2 C 4 C 6 B 8 C 10 A 12 B
 3 A 5 B 7 B 9 A 11 B

- 20 2 closing the 6 go out
 3 too hot 7 made to clean
 4 to understand 8 to find
 5 worrying about

Speaking

(Suggested Answers)

- A: Do you enjoy doing housework?
 B: No, I can't stand doing housework.
 A: What do you love doing in your free time?
 B: I love chatting with my friends online but I can't stand playing computer games.
 A: What else can't you stand doing in your free time?
 B: I can't stand listening to music but I like surfing the Net.
 A: What are you planning to do this Saturday?
 B: I am planning to go out to dinner with my friends. I am allowed to stay out until 11pm.
 A: What have you decided to do on Sunday?
 B: I've decided to hang out with my friends at the park.

Writing

(Suggested Answer)

My friend doesn't like watching films in her free time, but she enjoys reading crime novels. In her free time, she can't stand doing housework. She loves chatting with her friends online but she can't stand playing computer games. She also can't stand listening to music but she likes surfing the Net. This Saturday, she is planning to go out to dinner with her friends and she is allowed to stay out until 11pm. On

Sunday, she has decided to hang out with her friends at the park.

Exploring Grammar iv (Units 8-9)

1 Past Perfect: had taken

Past Perfect Continuous: had been sitting

- past perfect
- past perfect continuous

- 2 1 didn't watch 4 had eaten
 2 had been fixing 5 Had she visited
 3 Did you go 6 hadn't been studying

- 3 a) **Infinitive:** concern (after modal verb), sit down (after *let*), to stand (after *decide*), to see (after *enough*), to have seen (after *claim*), to find (after *enough*), to investigate (after *enough*), tell (after modal verb), try (after modal verb), to see (after *too*), be (after modal verb)
-ing form: moving (after *stop*), reaching (after see – incomplete action), looking (after *try*), hearing (after *look forward to*)

- b) **infinitive that refers to the past:** *to have seen Tenses of the Infinitive* (on the next page)

Active

Passive

Present: (to) do

(to) be done

Pres. Continuous:

(to) be doing

–

Perfect: (to) have done

(to) have been done

Perfect Continuous:

(to) have been doing

–

- 4 1 – recall 2 – not forget

- 5 a) **Positive:** enough information

Negative: fast enough, enough evidence, too crowded

- too + adjective/adverb (+for sb/sth) + to -infinitive
- adjective/adverb + enough + to -infinitive
 enough + noun + to -infinitive

- b) 1 enough 5 enough
 2 enough 6 too
 3 too 7 too
 4 enough 8 enough

Revision iv (Units 1-9)

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

Grammar in Focus

- A** 1 safest 4 took place 7 haven't heard
 2 in 5 before
 3 which 6 since

- B** 1 the most dangerous 4 risky
 2 to be 5 visiting
 3 every

Phrasal Verbs iv

- 1 1 up 3 back 5 out 7 away 9 up
 2 off 4 away 6 up 8 away

- 2 1 up 2 back 3 on 4 up

- 3 1 e – The thief *gave himself up*.
 2 d – The robber *held up* a bank.
 3 b – The girl is *giving away* free coffee.
 5 c – The flowers *give off* a wonderful smell.

Prepositions iv

- 1 1 from 3 for 5 of 7 in
 2 to 4 for 6 of 8 about

- 2 1 on 3 to 5 to 7 at
 2 of 4 at 6 on 8 of

Word Formation

- 3 1 presenter (person)
 2 babysitter (person)
 3 criminal (person)
 4 speeding (abstract)
 5 education (abstract)
 6 friendship (abstract)
 7 appointment (abstract)
 8 information (abstract)
 9 generosity (abstract)
 10 composer (person)
 11 banker (person)
 12 honesty (abstract)
 13 director (person)
 14 application (abstract)

Unit 10

- 1 **Picture A:** *I'll get*
Picture B: *I'll buy*
Picture C: *I won't tell*
Picture D: *I'm going to become*
Picture E: *It's going to rain*
Picture F: *I will be scuba diving*

Future Simple

Affirmative: I/you/he/she/it/we/they + will + main verb

Negative: I/you/he/she/it/we/they + will not/won't + main verb

Interrogative: Will + I/you/he/she/it/we/they + main verb + ?

Be going to

Affirmative: I am, he/she/it is, we/you/they are + going to + main verb

Negative: I am, he/she/it is, we/you/they are + not + going to + main verb

Interrogative: Am I, Is he/she/it, Are we/you/they + going to + main verb

Future Continuous

Affirmative: I/you/he/she/it/we/they + will + be + main verb + -ing

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

Interrogative: Will + I/you/he/she/it/we/they + be + main verb + -ing + ?

Picture 1: future simple (on-the-spot decision)

Picture 2: future simple (predictions based on what we think)

Picture 3: future simple (promise)

Picture 4: be going to (ambition)

Picture 5: be going to (prediction on what we see)

Picture 6: future continuous (action in progress at a stated future time)

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

- 3 2 is going to study 5 will be
 3 won't mind 6 are going to get
 4 Are they going to look

- 4 2 is going to be 5 Are you going to go
 3 won't speak 6 won't let
 4 are going to break

- 5 2 will be attending 5 won't be travelling
 3 Will you be using 6 will be watching
 4 won't be playing

- 6 2 Will Paul be eating lunch with his friends at 1:30 tomorrow afternoon?
 Yes, he will.
 3 Will Paul be playing rugby with his college team at 7:30 tomorrow evening?
 No, he won't. He will be making dinner for his flatmates.
 4 Will Paul be having a History lesson at 9:30 tomorrow morning?
 Yes, he will.
 5 Will Paul be making dinner for his flatmates at 3:00 tomorrow afternoon?
 No, he won't. He will be studying in the library.

- 7 2 are going to fall 4 will be playing
 3 am flying 5 will have

- 8 2 B: will come 6 A: are you going
 3 B: is picking B: leaves
 4 B: are going to visit 7 A: will drop
 5 B: will be 8 B: will apply

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

- 10 2 are going to leave 5 will return
 3 will take 6 starts
 4 will be back 7 am going

- 11 2 is going to 4 I won't
 3 be going horse-riding 5 going to start

Speaking

(Suggested Answers)

A: I think at one o'clock the people in picture C will be getting on a plane.

B: I agree. In a month they will all be back at work after a nice holiday.

Writing

(Suggested Answer)

This time next week I will be studying for my exams. I hope I will pass so that I can get into university. I will probably take a break before starting university. In a month I will be waiting for my results and planning my holiday.

Unit 11

1 1st picture: Type 0

2nd picture: Type 1

3rd picture: Type 2

4th picture: Type 3

- **Type 0:** general truth or scientific fact
 If/When + simple present → simple present
- **Type 1:** real present/future
 If + simple present/present continuous, present perfect/continuous → future, imperative, can/may/must/could/might/should + bare infinitive
- **Type 2:** unreal present/advice
 If + simple past/past continuous → would/could/might + bare infinitive
- **Type 3:** unreal past
 If + past perfect/past perfect continuous → would/could/might + have + past participle

Examples

- **Type 0:** *If the sun shines, snow melts.*
- **Type 1:** *If the weather is nice, we'll go on a picnic.*
- **Type 2:** *If I had a car, I would drive to work every day.*
- **Type 3:** *If I had studied harder, I would have passed the test.*

2 2 melts 3 will buy 4 won't go 5 burns

3 2 had, would look
 3 didn't need, would play
 4 were, would return
 5 drank, wouldn't get

4 2 had left, wouldn't have missed
 3 had saved, would have chosen
 4 hadn't forgotten, would have sent
 5 had studied, would have passed
 6 hadn't taken part, wouldn't have become
 7 would have gone, had told
 8 had practised, would have performed
 9 had saved, wouldn't have lost

5 2 If he hadn't gone to bed at 9 pm, he wouldn't have woken up early the next morning.
 3 If he hadn't woken up early the next morning, he wouldn't have decided to make breakfast for his flatmates.
 4 If he hadn't decided to make breakfast for his flatmates, he wouldn't have walked to the corner shop to get the ingredients.

- 5 If he hadn't walked to the corner shop, he wouldn't have bought a lottery ticket.
6 If he hadn't bought a lottery ticket, he wouldn't have won £5,000.
- 6** 2 If I weren't on my own, I wouldn't feel lonely. (2nd type, unreal present)
3 If my family doesn't send a search team, I'll be stuck here forever. (1st type, real present)
4 If there weren't too many insects, I would be able to sleep. (2nd type, unreal present)
5 If I had taken my compass with me, I wouldn't have got lost. (3rd type, unreal past)
- 7** 2 won't pass 7 had
3 would have met 8 would join
4 don't hurry 9 hadn't woken up
5 could print 10 snows
6 could have given
- 8** 2 If 4 If 6 unless 8 Unless
3 unless 5 if 7 If
- 9** 2 if 4 If 6 if 8 When
3 when 5 When 7 when
- 10** 2 would tell
3 don't leave
4 won't win
5 heat
6 wouldn't have stolen
7 would know
8 will you buy
9 had auditioned
10 wouldn't have made
11 would have got
12 don't invite
13 becomes
14 were
- 11** 2 walk, will you pick up
3 won't pass
4 found, would you do
5 hadn't seen, wouldn't have applied
- 12** 2 providing 5 Supposing
3 Even if 6 In the event of
4 as long as
- 13** 2 If you make the main course, I'll bring dessert.
3 If I had got my camera, I would take a photograph.
4 If she had won the race, she would have received a medal.
5 If Laura finishes work early today, she will go shopping.
6 If Sue owned a car, she wouldn't have to catch a crowded bus every morning.
- 14** 2 B 4 A 6 A 8 A 10 A
3 C 5 B 7 B 9 B
- 15** 2 would have found 6 or (else)/otherwise
3 for Amanda's help 7 case I need
4 I were you 8 long as
5 providing
- 16** 2 hadn't walked 4 been wearing
3 would have 5 have given
- 17** 2 hadn't lost 5 is 8 come
3 were 6 will ride 9 don't have
4 would go out 7 will enjoy 10 will lend
- 18 (Suggested Answers)**
1 I would go for a walk.
2 I would have forgiven him.
3 he will win the race.
4 I'll tell her about the party.
5 he would come to visit me.
6 it melts.
7 he'll fail.
8 if she had time.
9 if there are empty seats.
- Speaking**
(Suggested Answers)
B: ... travel around the world.
A: If I won the lottery, I would start my own business.
B: If I won the lottery, I would give money to charity.
A: If I won the lottery, I would take my family on holiday.
- Writing**
(Suggested Answers)
If I won the lottery, I would buy a house with a swimming pool.
If I won the lottery, I would travel around the world.

If I won the lottery, I would start my own business.
 If I won the lottery, I would give money to charity.
 If I won the lottery, I would take my family on holiday.
 If I won the lottery, I would get a sports car.
 If I won the lottery, I would own Manchester United football club.

Unit 12

1 1st picture: I wish/If only + past simple → regret about a present situation which we want to be different.

2nd picture: I wish/If only + past perfect → regret that sth happened/didn't happen in the past.

3rd picture: I wish/if only + subject would + bare infinitive → wish for a future change; polite request

Examples:

Present: *I wish I had enough money to go on holiday.*

Past: *I wish I hadn't lost my job.*

Future: *I wish you would stop making so much noise.*

2 2 I wish/ If only I didn't need to use crutches.
 3 I wish/ If only I could go for long walks.
 4 I wish/ If only I had the chance to play sports.
 5 I wish/ If only I could play/were playing in Saturday's game.
 6 I wish/ If only I wasn't/weren't stuck in the house.

3 2 I wish/ If only the air conditioning had worked.
 3 I wish/ If only the service hadn't taken a long time.
 4 I wish/ If only the meal hadn't tasted bad.
 5 I wish/ If only it hadn't cost a lot of money.

4 2 had put 4 would stop 6 was/were
 3 hadn't left 5 could speak/spoke

5 2 I wish/ If only I could go abroad this summer.
 3 I wish/ If only I hadn't forgotten my best friend's birthday.
 4 I wish/ If only my job wasn't so stressful.
 5 I wish/ If only Maria wouldn't do her homework at the last minute.
 6 I wish/ If only I had enough free time to join a gym.

6 2 I hadn't worked so hard yesterday.
 I hadn't worked so hard yesterday, I wouldn't have felt tired afterwards.

3 I had enough money.
 I had enough money, I could buy that house.
 4 I didn't have a twisted wrist.
 I didn't have a twisted wrist, I could play in the tennis tournament.

7 2 I had gone 3 I didn't work 4 I could go

Speaking

(Suggested Answer)

B: I wish I had studied graphics at university.

A: I wish I hadn't eaten that spicy food last night, I feel a bit ill.

B: I wish I hadn't lent my tools to Jerry, he never gave them back.

A: If only I did better in my interview, I'd have that job I really wanted.

B: If only I passed my driving test, I could be driving myself to work.

A: If only you would be more polite.

B: If only Jim would stop playing the drums all afternoon.

Exploring Grammar v (Units 10-12)

1 a) a promise: *'ll drive*

a future plan/intention: *are going to study*

a fixed arrangement: *'m meeting*

a timetable: *opens*

an action which will be in progress at

a stated time in the future: *will be presenting*

b) 'll drive: future simple

are going to study: be going to

'm meeting: present continuous

opens: present simple

will be presenting: future continuous

Future simple:

Affirmative: I/you/he/she/it/we/they + will + main verb

Negative: I/you/he/she/it/we/they + will not/ won't + main verb

Interrogative: Will + I/you/he/she/it/we/they + main verb + ?

Be going to:

Affirmative: I + am going to + main verb, you/we/they + are going to + main verb
 he/she/it + is going to + main verb

Phrasal Verbs v

- 1 1 through 3 up 5 into 7 after
2 forward 4 for 6 out
- 2 1 up 2 up 3 out 4 up 5 up 6 out

3 (Suggested Answers)

- 2 e The clown **made** himself **up** for the party.
3 b He is **looking for** his red scarf.
4 c She's trying to **make out** what's in the distance.
5 d A detective is **looking into** the burglary.

Prepositions v

- 1 1 of 3 to 5 from 7 with
2 for 4 to 6 to 8 to
- 2 1 about 3 with 5 from 7 at 9 of
2 for 4 to 6 of 8 to

Word Formation

- 3 1 inconvenient 8 inexpensive
2 impossible 9 illiterate
3 international 10 unaware
4 transatlantic 11 impolite
5 prehistoric 12 illegal
6 extraordinary 13 unhealthy
7 illogical 14 independent

Unit 13

1 **Passive forms in the text:** *is located, was destroyed, was renamed, is photographed, must be booked, will always be considered*

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

b) The passive is used:

- when the person who performs the action (agent) is unknown, unimportant or obvious from the context.
- to emphasise the agent.
- to make statements more formal or polite.
- when we are more interested in the action than the agent such as in news reports, formal notices, instructions, headlines, advertisements, etc.

c) The agent is introduced with the preposition *by*.

- 2 2 has been 5 Have, been 8 Has, been
3 were 6 has been 9 is
4 are 7 was 10 Have, been

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

- 4 2 hasn't been decided 4 had been fixed
3 is visited 5 be worn

- 5 2 Drivers will be informed about the new one-way system by road signs.
3 When is dinner served?
4 The product can be returned if it is faulty.
5 The match was cancelled because of the rain.

- 6 2 was offered a job by Mr Benson.
was offered to Ryan by Mr Benson.
3 have been shown the lab notes by Sally.
have been shown to me by Sally.
4 will be given a box of sweets by Alex.
will be given to Pat by Alex.

- 7 2 A new sports centre will be opened next week.
3 Bank robbers were caught by the police yesterday.
4 A new animal was discovered in the forest last week.
5 New taxes will be announced next week.

- 8 2 d Where were the 2012 Summer Olympic Games held?
They were held in London.
3 f Who was *Oliver Twist* written by?
It was written by Charles Dickens.
4 b When was penicillin discovered?
It was discovered in 1928.
5 a Where was *The Lord of the Rings* trilogy filmed?
It was filmed in New Zealand.
6 c When was Taylor Swift's *Black Space* released?
It was released in 2014.

- 9 A pile of rare Anglo Saxon coins has been discovered in a field in Aylesbury in Buckinghamshire, England. The 5,251 silver

coins, which are over 1,000 years old, were found by a part-time treasure hunter during a Christmas dig. The dig was organised by the Weekend Wanderers Detecting Club and was attended by more than 100 people. The coins were protected in a metal container which had been buried two feet underground. The coins are being taken to the British Museum for safe keeping. If the coins are sold, the money from the sale will be split between the land owner and the person who found them.

- 10 2 was written 5 has been known
 3 were brought 6 is joined
 4 is played 7 was filmed
- 11 2 was owned by 5 had been decorated
 3 is being rearranged 6 is spoken by
 4 will be installed

Speaking

(Suggested Answers)

- A: What is the Statue of Liberty made of?
 B: It is made of iron and copper.
 A: Where was the Statue of Liberty built?
 B: It was built in Paris, France.
 A: Who was the Statue of Liberty designed by?
 B: It was designed by Frederic – Auguste Bartholdi.
 A: When was the Statue of Liberty completed?
 B: It was completed in 1886.
 A: Why was the Statue of Liberty built?
 B: It was built as a gift of friendship from the people of France to America.

Writing

(Suggested Answer)

The Statue of Liberty is located on Liberty Island in New York. It is made of iron and copper and it was built in Paris, France. It was designed by Frederic Auguste Bartholdi and it was completed in 1886. It was built as a gift of friendship from the people of France to America.

Unit 14

- 1 a) **Reflexive pronouns:** ... are enjoying *themselves*, ... are helping *themselves*
Emphatic pronouns: ... prepared *himself*

b) We use **reflexive pronouns:**

- **with verbs such as:** *burn, cut, hurt, introduce, kill, look at* and *teach* when the subject and the object of the verb are the same.
- **in the following expressions:** *enjoy yourself, behave yourself, help yourself, do it yourself, make yourself at home*

We use **emphatic pronouns:**

- with the preposition *by* when we mean *alone/ without company or without help*
- to emphasise a noun or a pronoun of a sentence.

c) In picture B, the subject and the object of the verb are the same – The young lady is looking at *herself* in the mirror. In picture C, the two women are looking at *one another*.

- 2 2 herself 3 each other 4 myself

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

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

- 5 2 ourselves 4 each other 6 myself
 3 themselves 5 himself

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

Speaking

(Suggested Answers)

- A: Did he boil the kettle for the girls?
 B: No, they boiled it themselves.
 A: Did Gavin turn on the oven for Rebecca?
 B: No, she turned it on herself.
 A: Did you switch off the heating?
 B: No, it switches off by itself.
 A: Did Frank collect the parcel for you and Rick?
 B: No, we collected it ourselves.

Unit 15

- 1 The second sentence is in the causative. (They *are having* their photograph *taken*.)
- The causative shows that people arrange for other people to do sth for them. It can also be used instead of the passive to refer to accidents and misfortunes.
 - We form the causative with the verb *have/get* + *object* + *past participle*
- 2 2 b 3 b 4 a
- 3 2 has had their new album released by the record label.
3 is Tina having her parcel delivered?
4 had her teeth checked by the dentist.
5 should have his new computer set up.
6 had his house robbed last night.
7 was having his lawn mowed when I arrived.
- 4 2 the flowers arranged 4 had her dress
3 will have 5 have pictures taken
- 5 2 We are going to have the plumber look at the leaky tap.
3 Jack got Tony to invite Angela to the party next week.
4 Robert made Derrick tell him the truth about what had happened.

Speaking

(Suggested Answer)

- A: In picture A, Scott is having his car sprayed red.
B: In picture B, Scott has had his car sprayed red.
A: In picture A, Scott is having his stereo speakers improved.
B: In picture B, Scott has had his stereo speakers improved.
A: In picture A, Scott is having new seats installed.
B: In picture B, Scott has had new seats installed.
A: In picture A, Scott is having the engine repaired.
B: In picture B, Scott has had the engine repaired.

Writing

(Suggested Answer)

Hi Jason,
How are you? Let me tell you about my new car. I have had new tyres fitted, the engine repaired and new seats installed. I've also had the car sprayed red and

the stereo speakers improved. It looks great now. You should see it! We could go for a ride some time.
Talk to you later,
Scott

Exploring Grammar vi (Units 13-15)

- 1 **Passive:** *is well-known, is influenced, could be affected, were fed, is being conducted, have already been enhanced, will have been replaced*
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 when:

- the person who carries out the action is unknown, unimportant or obvious from the context.
 - the action itself is more important than the person who carries it out, as in news headlines, news reports, newspaper articles, formal notices, instructions, advertisements, processes, etc.
 - we want to sound more polite when we refer to an unpleasant or unfortunate event instead of referring to sb personally.
 - we want to emphasise the agent.
- 2 1 Dinner was served at 8 pm.
2 A suspect has been arrested for the robbery.
3 The book will be completed next month.
4 This bill should be paid by tomorrow.

- 3 **Reflexive pronoun:** *themselves*

Emphatic: *itself*

We use reflexive pronouns:

- with verbs such as *burn, cut, hurt, introduce, kill, look at, teach* when the subject and the object of the verb are the same.
- **in the following expressions:** *enjoy yourself, behave yourself, help yourself, do it yourself, make yourself at home*
- as the object of a preposition

We use emphatic pronouns:

- with the preposition *by* when we mean alone/without company or without help.
- to emphasise a noun or a pronoun of a sentence. They usually come after the noun or pronoun they emphasise.

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

5 a) **An example of the causative in the text is:**
are having special music recorded

b) The causative is formed using the verb *have* + *object* + *past participle*
Have can be replaced with *get*.

c) The causative is used to say that we have arranged for someone to do something for us.
I had my tap fixed by a plumber.
We can also use it to say something unpleasant happened to somebody. *Tom had his wallet stolen.*

- 6 1 had his teeth cleaned
2 is having his book published
3 is having a computer room built.
4 (had) had the furniture moved
5 have their lawn cut
6 am having my laptop repaired

Revision vi (Units 1-15)

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

Grammar in Focus

- A 1 unless 3 is held 5 between
2 one 4 with

- B 1 in 3 have become
2 the 4 or

Phrasal Verbs vi

- 1 1 forward 3 out 5 down
2 on 4 through 6 off
- 2 1 out 3 after 5 down
2 away 4 up against 6 across
- 3 1b The dog is running after the cat.
2d Lucy is putting down some information.
3c The fireman is putting out the fire.
4a Mandy is putting on her coat.

Prepositions vi

- 1 1 at 3 for 5 for 7 in 9 to
2 to 4 about 6 to 8 by 10 to
- 2 1 to 3 for 5 on 7 about 9 to
2 of 4 at 6 from 8 with 10 for

Word Formation

- 3 1 hopeful 6 humorous 11 poisonous
2 tasty 7 circular 12 wealthy
3 lovely 8 dirty 13 numerous
4 salty 9 lucky 14 harmful
5 careful 10 sensible 15 reliable

Unit 16

1 The verb forms in bold in the example are modal verbs. They are followed by an infinitive without *to*. In the example, *should* expresses advice, *mustn't* expresses obligation, *'ll have to* expresses necessity and *shall* expresses suggestion.

- 2 2 i 4 f 6 a 8 c 10 e
3 b 5 j 7 h 9 g

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

- 4 2 Shall 6 shouldn't 10 mustn't
3 could 7 May 11 can't
4 might 8 can't, can 12 should
5 mustn't, could 9 must

- 5 2 needn't 4 needn't 6 mustn't
3 must 5 must 7 needn't

- 6 1 can 6 should, may
2 Could, can 7 might, have to
3 Will, might 8 do we have to, ought to
4 don't have to 9 needn't, can
5 needs, can

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

- 8 2 didn't need to wait
3 needn't have made
4 needn't have washed
5 didn't need to pack
6 needn't cook

- 9** 2 was able to 3 were able to 4 could
- 10** 2 should 5 ought 8 can't
3 must 6 don't have to 9 can
4 Shall 7 ought 10 will
- 11** 2 Amy may/might drop by later.
3 She may/might/could be ill.
4 He could/may be starting a new job soon.
5 He may/might have already left.
6 She must have been talking on the phone for an hour.
7 They may have been saving for a car for a long time.
8 He must have been to see a doctor.
9 She may have been showering when you phoned.
10 He may have been working in the garden when you rang the doorbell.
11 She must be taking us out to dinner.
12 Paul can't have sent the flowers.
13 You must have met him before.
14 They may/might see the film together.
- 12** 2 mustn't/can't/may not 9 should/ought to/will
3 Shall 10 could/may/might
4 must 11 needn't
5 could 12 will
6 may/can 13 Shall
7 must 14 Can/May/Could
8 can't
- 13** 2 B 3 A 4 C
- 14** 2 Jeremy may meet us there.
3 Shall I call the restaurant to see if there is a table available?
4 She might be planning a surprise party.
5 Catherine can't come out tonight because she's got the flu.
6 Robert must have gone to the library last night.
- 15** 2 She must have been telling the truth.
3 You shouldn't go outside without a coat on.
4 Caroline couldn't drive when she was at university.
5 You needn't have packed your hairdryer; I brought mine.
6 Shall I book the tickets online?
7 He might buy a new car this year.
- 8 You mustn't take pictures in the library.
9 He can't be tired. He's just woken up!
10 In the end, she was able to find shelter.
11 Nathan ought to be here in no time.
12 Could I switch on the TV?
- 16** 2 You can't be hungry; you've just had dinner.
3 You have to/need to/must take Sally to the station tomorrow.
4 Can/Could/May I book a room for the weekend?
5 You can work overtime if you need more money.
6 You should/ought to get the job.
7 You mustn't/can't/may not access social media sites on the library computers.
8 Devon couldn't read until he was five years old.
9 He may/might have called in sick today.
10 You didn't need/have to buy me a present for my birthday.
11 You didn't have to pick me up; I could've met you outside the cinema.
12 Shall we have a break for some iced tea?
13 You mustn't smoke in public places.
- 17** 2 You should tell the home owner that you broke their window.
3 Can I borrow your lawnmower?
4 I can't meet you for coffee because I have to go to a meeting.
5 You needn't have arrived early to help. Everything is ready.
- 18** 2 must 4 can 6 shouldn't
3 needn't 5 could 7 will
- 19** 2 A 4 C 6 A 8 B
3 C 5 B 7 B
- 20** 2 must be hungry 5 you like me to take
3 might go away 6 ought to exercise
4 couldn't stay up late
- 21** 2 could have checked 4 didn't have
3 couldn't get 5 needn't have

Speaking**(Suggested Answers)**

- A: Should you warm up before using any of the equipment?
B: Yes, you should.

- A: Can you enter the gym without a valid membership card?
 B: No, you can't. You must have a valid membership card.
 A: Should you drink fluids while exercising?
 B: Yes, you should.
 A: Can you use the gym without wearing trainers?
 B: No, you can't. You have to wear trainers in the gym.

Writing

(Suggested Answer)

You must sign up for exercise classes.

Children under 10 years old cannot enter without an adult.

Outdoor shoes mustn't be worn in the pool area.

You cannot get your membership fee refunded.

Unit 17

- 1 a) **The singular nouns in bold in the example are:** chicken, water
 b) **The plural nouns in bold in the example are:** fillets, vegetables, chips, glasses
 c) **The plural of nouns is formed as follows:**
- by adding -s to the noun; e.g. *cat-cats*
 - by adding -es to nouns ending in -s, -ss, -x, -ch, -sh; e.g. *bus-buses, kiss-kisses, fox-foxes, match-matches, wish-wishes*
 - by adding -ies to nouns ending in consonant + y; e.g. *toy-toys*
 - by adding -es to nouns ending in -o; e.g. *potato-potatoes*
 - by adding -s to words ending in vowel + -o, double -o; e.g. *video-videos, zoo-zoos*
 - by adding -ve to some nouns ending in -f/-fe; e.g. *wolf-wolves, wife-wives*

Some nouns ending in -o can take -s or -es; e.g. *mosquito-mosquitoes*.

Some nouns are the same in both the singular and the plural; e.g. *fish-fish, sheep-sheep*

Irregular plurals include: man-men, foot-feet, ox-oxen

-s	-es	-ies	-ves	irregular
monkeys, bottles, windows, zoos, trolleys, roofs	foxes, brushes, witches, buses, glasses	families, butterflies, babies, cities	shelves, knives, scarves	children, geese, people

- 2
- 3 2 jellies 5 videos 8 kilos 11 teeth
 3 men 6 toys 9 kisses 12 cliffs
 4 taxes 7 mice 10 kangaroos

- 4 a) **The countable nouns in bold in the example are:** *kilo, tomatoes, carrots, onions, tablespoons, slices, family and people*.
The uncountable nouns in bold in the example are: *oil, salt, pepper and bread*.

- b) Before countable nouns we can use *a/an* in the singular and *some/any* in the plural; *a pear, some pears*. Uncountable nouns can be used alone or with *some, any, no, much*, etc.; e.g. *I'd like (some) milk*.
 Some uncountable nouns can be made countable when used with phrases of quantity; e.g. *two bottles of water, a cup of tea*, etc.

- c) The plural noun in bold in the example is *people* and the group noun is *family*.

- 5 2 some, U 5 some, U 8 some, C
 3 an, C 6 a, C 9 a, C
 4 some, U 7 some, U 10 some, U

- 6 2 a, some 4 an, a
 3 a, any, some 5 any, some

- 7 2 some 4 some 6 any 8 some 10 a
 3 a 5 a 7 a 9 a 11 an

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

- 9 2 is 4 some 6 some 8 is
 3 a 5 a 7 are

- 10 2 kilos 4 jars 6 loaves
 3 bar 5 bottles

- 11 1 b paper
2 a hair b hairs
3 a chocolate b chocolates
4 a time b times

- 12 2 is 4 is 6 are 8 is
3 are 5 is 7 have

Speaking

(Suggested Answers)

B: ...we need some cola.

A: How much?

B: Six cans.

A: How about yoghurt?

B: We need four pots of yoghurt. Do we need any lettuce?

A: Yes, we need two lettuces. Do we need coffee?

B: We need a jar of coffee. How about potatoes?

A: No, we've got some in the cupboard. Do we need any carrots?

B: No, we don't need any. What about flour?

A: We need a bag of flour.

Writing

(Suggested Answer)

Scott, please get us these things from the supermarket.

Six cans of cola, four pots of yoghurt and two lettuces.

We'll also need a jar of coffee and a bag of flour.

Thanks,

Mark

Unit 18

- 1 *Some, any, no* and their *compounds* are used with uncountable nouns and plural countable nouns.
- *some* and its compounds are used in positive sentences (some free time...somewhere near the sea...) They can be used in interrogative sentences when we expect a positive answer.
 - *any* and its compounds are used in interrogative and negative sentences. They can be used in positive sentences with a difference in meaning (any time of the year... + it doesn't matter what time...)
 - *no* and its compounds are used in negative sentences (there is nothing better...).
 - *every* is used with singular countable nouns (every time...). The pronouns *everybody/ everyone, everything* and the adverb *everywhere*

are used in positive and interrogative sentences and are followed by a singular verb.

- 2 2 no, some 4 any 6 every 8 any
3 some 5 some 7 no

- 3 2 nothing 5 everyone 8 anything
3 anyone 6 nowhere 9 no
4 something 7 any 10 some

- 4 2 someone/somebody 6 everything
3 something 7 somewhere
4 anywhere 8 anything
5 nothing

- 5 2 everything 4 every 6 everyone
3 every 5 everywhere

- 6 2 nothing 7 anywhere
3 someone 8 nowhere
4 anything 9 everywhere
5 something 10 anything
6 Everyone 11 somewhere

- 7 2 anywhere 5 something 8 nothing
3 Somewhere 6 anything 9 no
4 something 7 some 10 anything

- 8 2 somewhere 5 everything
3 any 6 some
4 no one/nobody 7 everywhere

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

Speaking

(Suggested Answers)

B: Is there any fish?

A: Yes, there is some fish. Are there any pancakes?

B: Yes, there are some pancakes.

A: Are there any desserts on the menu?

B: Yes, there are some desserts. Are there any fruit smoothies?

A: No, there aren't any fruit smoothies. Is there any coffee?

B: Yes, there is some coffee.

A: Is there any curry on the menu?

B: Yes, there is some vegetable curry. Are there any noodles?

A: No, there are no noodles. Are there any burgers in the menu?

- B: No, there are no burgers. Is there any garlic bread?
 A: Yes, there is some garlic bread. Is there any soup?
 B: Yes, there is some chicken soup.

Unit 19

- 1 a) We use *a/an* with singular countable nouns when we talk about something in general.

b) In the example, *one* replaces the word *painting*.

2 2 some 3 one 4 a 5 One 6 some

3 2 one 3 an 4 a 5 One 6 one

- 4 a) Generally, we use *the* with countable and uncountable nouns to talk about something specific. **In the example, we see the following uses of the:** before family names (*the Kews*), with the name of a museum (*the British Museum*), with the word *weather* and before the name of a river (*the River Thames*).

Three more examples of when we use the word *the* are:

- with nouns that are unique; e.g. *the Moon*
- with the names of musical instruments; e.g. *the trumpet*
- with historical periods; e.g. *the Dark Ages*

- b) Generally we don't use *the* with uncountable and countable plural nouns when talking about something in general. **In the text, we see the following examples:** with the names of a city (*London*), with *by + means of transport* (*by bus*), with the name of a square (*Leicester Square*) and before the word *home*.

5 2 the 3 - 4 the 5 - 6 the

6 2 Russian 4 bus 6 bronchitis
 3 The Sun 5 the countryside 7 the US

7 1 b the court 3 a college 4 a the prison
 2 a the bed b the college b prison
 b bed

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

9 2 - 4 - 6 the 8 the 10 - 12 the
 3 the 5 The 7 the 9 - 11 the 13 -

10 2 an 5 the 8 a, -, -
 3 the 6 - 9 The, the
 4 a 7 The, the 10 -, -

11 2 -, the, the 5 the, - 8 -, the
 3 one, a 6 an, a
 4 a, ones, the 7 a, -

12 2 - 4 an 6 one 8 ones 10 - 12 -
 3 a 5 - 7 an 9 the 11 -

13 2 a 4 b 6 b
 3 a 5 a 7 a

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

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

Speaking

(Suggested Answers)

A: I saw the Eiffel Tower. It was beautiful. I also saw the Arc de Triomphe.

B: Did you visit the Louvre?

A: Yes, and we visited Notre Dame Cathedral.

B: Did you eat croissants?

A: Yes, and I tried French cheese.

A: I went on holiday to Barcelona.

B: That sounds interesting. What did you see?

A: I saw the Columbus Monument and the Venetian Towers.

B: Did you visit the National Museum of Art of Catalonia?

A: Yes, and I also visited the Basilica of the Sagrada Family.

B: What did you eat?

A: I ate lots of tapas and paella.

Writing

(Suggested Answer)

Hi Rebecca,

Greetings from Paris! We're having a lovely time! The city is really beautiful with so much to see. Yesterday

we saw the Eiffel Tower and visited the Arc de Triomphe. They were huge! We also visited the Louvre and saw some wonderful paintings. Afterwards, we went to see the Notre Dame Cathedral – it was amazing. I've tried lots of French food. I have croissants for my breakfast every morning and I love French cheese! I might bring some back with me for you to try. I look forward to seeing you soon!

Anna

Exploring Grammar vii (Units 16-19)

- 1 a (something mentioned for the first time)
- 2 – (talking about something in general)
- 3 a (something mentioned for the first time)
- 4 a (before a singular countable noun when we talk about it in general)
- 5 a (before a singular countable noun when we talk about it in general)
- 6 – (no article before countries)
- 7 – (no article before a sport)
- 8 the (before a geographical term)
- 9 an (before a singular countable noun when we talk about it in general)
- 10 – (no article before mountains)
- 11 the (with a countable noun when we talking about something specific)
- 12 – (no article before countries)
- 13 a (before a singular countable noun when we talk about it in general)
- 14 the (with a countable noun when talking about something specific)
- 15 a (before a singular countable noun when we talk about it in general)

2 a) Modal verbs in the article are:

must, could, can, ought to, mustn't, must

- b) a could, b mustn't, c can, d ought to, e must (be ready..), f must (raise...)
- c)
 - 1 She must be driving home right now.
 - 2 You mustn't throw rubbish in the park.
 - 3 We can/could go to the beach for the day./Shall we go to the beach for the day?
 - 4 They could/may/might have got stuck in traffic.
 - 5 Maria can ice-skate very well.
 - 6 You don't have to/needn't/don't need to attend today's lecture.

3 a) Countable nouns in the article: adventure, challenges, packages, cars, holidays

Uncountable nouns in the article:

transportation, accommodation, wilderness, money, fun

Countable nouns are nouns which we can count. They have singular and plural forms.

Uncountable nouns are nouns which we cannot count. They do not have different plural forms and are not used with *a/an*. They can be used alone or with *some, any, no, much*, etc.

- b) A *(long) time* (countable) means a period of time, whereas *(how many) times* (uncountable) means occasions.

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

- glass; e.g. *Can you pour me a glass of juice?* (=container for drinking) *The restaurant has a glass floor.* (=material)
- hair; e.g. *Janet's cut her hair very short.* (= all the hair on her head). *You need to brush the dog hairs off your sofa.* (=single hairs)
- chocolate; e.g. *I always sprinkle some chocolate on my cream pudding.* (=the ingredient) *These chocolates are filled with caramel.* (=small sweets)

- 4 a) *some, any, no* and their compounds are used with uncountable nouns and plural countable nouns.

- *Some* and its compounds are used in affirmative sentences.
- *No* and its compounds are used in negative sentences.
- *Any* and its compounds are used in interrogative sentences, and *not any* is used in negative sentences.
- *Some* and its compounds can also be used in interrogative sentences when we expect a positive answer; for example, when we make an offer or a request.
- *Every* is used with singular countable nouns. The pronouns *everyone/everybody, everything* and the adverb *everywhere* are used in affirmative and interrogative sentences and are followed by a singular verb.

something- I want to do something different this summer; I might go on a cruise.

anywhere- I'd move anywhere for work as long as I can take my family with me.

everyone- Everyone should take care of the environment.

every- Every time I visit my relatives in Cornwall we have a brilliant time.

nothing- There's nothing better than staying in with friends on a cold winter's day.

- b) 1 some 3 anything 5 No one
2 anywhere 4 Every 6 no

Revision vii (Units 1-19)

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

Grammar in Focus

- A 1 an 3 simply 5 to help
2 can 4 every

- B 1 have been destroyed 5 of
2 which 6 to keep
3 their 7 from
4 the

Phrasal Verbs vii

- 1 1 back 3 aside 5 up
2 up 4 off 6 out

- 2 1 in 2 up 3 by 4 for 5 up

- 3 1 c (**suggested answer**) They're setting up their tent.
3 b (**suggested answer**) They have set out on a journey.
4 d (**suggested answer**) My friend always stands by me in times of trouble.

Prepositions vii

- 1 1 of 4 for 7 of 10 of
2 of 5 into 8 about 11 to
3 about 6 of 9 to 12 to

- 2 1 into 3 to 5 of 7 from
2 for 4 about 6 at

Word Formation

- | | |
|------------------|-------------------|
| 3 1 organisation | 9 endangered |
| 2 extinction | 10 responsibility |
| 3 hungry | 11 electricity |
| 4 farming | 12 global |
| 5 natural | 13 environmental |
| 6 homeless | 14 success |
| 7 assistance | 15 useful |
| 8 Scientists | 16 basic |

Unit 20

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

- b) In the example, the personal pronoun *I* becomes *she*, the possessive adjectives *your* and *my* both become *her* and the modal verb *can* becomes *could*.

- 2 2 said 4 told 6 said
3 told 5 said 7 said

- 3 2 said 4 tell 6 tell 8 say
3 say 5 said 7 tell

- 4 2 they, their 5 she, her, we, her
3 she, her 6 he, his
4 he, me

- 5 2 immediately 5 asked 8 that day
3 asked 6 the following day
4 said 7 tell

- 6 James said that he had been standing outside the building. He had seen a car speeding along the main road. The driver had lost control and had hit the lamp post. He had waited there for the police to come.

Helen said that she had been in her car. She had stopped at a red light and she had heard a loud bang. The driver behind her had crashed into her car. She hadn't been injured.

- 7 2 He said that I had to hurry.
3 Sue said that they had gone on holiday the year before/the previous year.
4 Tina said that they would probably buy a new car.

- 5 He told me that he might be a little late that evening.
- 6 Tom said that he had been painting the garage for two hours at the time.
- 7 Jeff said to Robert that he could borrow his dictionary.
- 8 Emma said that they had bought a gift for Ryan.
- 8** 2 Kim said that she had to do the laundry then.
3 Dad says that it's time for bed.
(The tense does not change because the reporting verb is in the present)
- 4 She said that if she had a lot of money, she would go on a cruise.
(The tense does not change because the sentence is a conditional type 2)
- 5 He said that he was going on holiday the following week/the week after.
- 6 She said that she wishes she could solve that exercise.
(The tense does not change because it is a wish)
- 9** a) In the example in picture A, the tenses and pronouns in the reported question change as they do in reported statements: *you* becomes *she* and *can* becomes *could*. However, the verb in the reported question is in the affirmative. We use *if/whether* when the direct question begins with an auxiliary or a modal verb. We use question words when the direct speech begins with a question word.
- b) To report commands we use the introductory verbs *tell* or *order*.
To report requests we use the introductory verbs *ask* or *beg*.
To report suggestions we use the introductory verb *suggest*.
- 10** 2 Joe asked Fred if he could help him move that sofa.
3 He asked us if we had gone out to dinner the night before/the previous night.
4 Jeff asked me if I lived nearby.
5 Paul asked her what her favourite book was.
6 Ken asked me if I was still looking for a job.
7 Lynn asked Ted if he would help her carry the bags.
- 8 The boss asked him if he had finished those reports.
- 9 He asked her what time the meeting was that day.
- 10 Debbie asked Cindy which of those dresses she liked best.
- 11** 2 Sandra asked Peter when he had begun underwater photography.
3 Sandra asked Peter what kind of equipment he used.
4 Sandra asked Peter how often he travelled to different destinations.
5 Sandra asked Peter where he would go next.
6 Sandra asked Peter if he was planning to do anything different in the future.
- 12** 2 suggested 3 begged 4 told 5 ordered
- 13** 2 Cindy asked Greg to have dinner with them that night
3 He suggested going out to lunch the next day/the following day.
4 The policeman ordered them to stop the car.
5 Jimmy begged his mother to let him stay up late that night.
6 The teacher told the students to hand in their assignments.
- 14** 2 "Come to the concert with me," John said to me.
3 "Have you finished your school project?" he asked his son.
4 "Let's go to Paris for a few days," Tim said to them.
5 "Has anyone left a message for me?" she asked.
6 "Get out of the car!" the police officer said to the driver.
- 15** 2 advised 10 promised
3 reminded 11 threatened
4 accused 12 apologised
5 warned 13 refused
6 suggested 14 denied
7 insisted 15 invited
8 offered 16 admitted
9 boasted

- 16 2 me to borrow my bicycle.
 3 to Emily for forgetting her birthday.
 4 ruining/having ruined the surprise.
 5 to me that my mobile needs a new battery to work.
 6 me not to touch the iron.
 7 to leave if he didn't stop shouting at her.
 8 me to her party.
 9 that Ann was a smart child.
 10 (to) telling/having told the secret.
 11 to call her.

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

- 18 2 to book the tickets 4 if they could
 3 to bring his 5 to call Pam

- 19 2 asked if there was going to be a sequel.
 3 said that she would buy it on DVD.
 4 asked if anyone wanted to see it again.
 5 said/complained that it hadn't been that good and that he hadn't liked the ending.

20 2 a 3 b 4 b 5 a 6 b

Speaking

(Suggested Answers)

George: ... that he had visited his grand parents the previous evening.

Mike: I went to the theatre yesterday evening.

George: I finished my science project last night.

Mike: George said that he had finished his science project the previous night.

George: Mike said that he had gone to the theatre the previous evening.

Mike: I've tidied up my bedroom.

George: I've prepared lunch for my friends today.

Mike: I've already walked the dog today.

George: I've been to the shops today.

Mike: George said that he had prepared lunch for his friends and he had been to the shops that day.

George: Mike said that he had tidied up his bedroom. He also said that he had already walked the dog that day.

Mike: I will go on a picnic tomorrow morning.

George: I will play tennis tomorrow afternoon.

Mike: I will take a nap at noon.

George: I will go to my cousin's birthday party tomorrow evening.

Mike: George said that he would play tennis the following afternoon and that he would go to his cousin's birthday party the following evening.

George: Mike said that he would go on a picnic the following morning. He also said that he would take a nap at noon.

Writing

(Suggested Answer)

George told me that he had hung out with his friends the previous night. "We played computer games and watched TV," he said.

George also told me had finished his science project the previous night. He also said that he had been to the shops and he had prepared lunch for his friends that day. He added that he would play tennis the following afternoon. As for his evening plans, George said, "I will go to my cousin's birthday party tomorrow evening."

Unit 21

- 1 a) The phrases in bold in the example introduce clauses of purpose.
- b) **Other words/phrases that introduce clauses of purpose are:** (positive purpose) *so as to + infinitive, so that/in order that + can/will, so that/in order that + could/would, in case + past tense, for + noun, for + -ing form.* (negative purpose) *in order not to/so as not to + infinitive, so that + couldn't/wouldn't*
- 2 2 so as to 4 to 6 for
 3 for 5 so that 7 in order to
- 3 2 Hannah wrote her doctor's appointment on the calendar so as not to forget it.
 3 We always keep the gate closed so that the dog can't get out.
 4 Chris went into the café to buy a cup of coffee.
 5 Kelly takes a bottle of water with her when she goes jogging in case she gets thirsty.
 6 They cycle to work so as to avoid the traffic.
- 4 a) **Phrases that introduce clauses of reason in the example:** *due to, because of*
- b) **Other words/phrases that introduce a clause of reason are:** *because, as/since, the*

- A: The flight was delayed on account of a problem with the engine.
 B: Rachel was happy in spite of the delay because/as the airline gave passengers free passes to the hotel spa.
 A: The flight left six hours late. Nevertheless, Rachel had a great time at the airport.

Writing

(Suggested Answer)

Dear diary,

Last night I felt excited as I was going on holiday. I chose a big suitcase so that I could fit all my things inside and I packed insect repellent in case there would be mosquitoes. This morning, I arrived early so as not to miss my flight but the flight was delayed on account of a problem with the engine. I was happy in spite of the delay because the airline gave the passengers free passes to the hotel spa. The flight left six hours late. Nevertheless, I had a great time at the airport. I just hope my holiday will be just as good.

Unit 22

- 1 Question tags are formed with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present simple, we form the question tag with *do*, *does* or *did* + *subject pronoun*. We use question tags to confirm something or when we want to find out if something is true.
- 2 2 a 4 c 6 i 8 g 10 e
 3 h 5 b 7 d 9 f
- 3 2 doesn't he 4 isn't he 6 hasn't he
 3 will you 5 haven't they 7 didn't you
- 4 2 will you 6 is it 10 don't they
 3 won't you 7 aren't I 11 will/won't you
 4 hasn't he 8 hasn't he
 5 didn't they 9 do they
- 5 2 moved, didn't they
 3 has travelled, hasn't he
 4 is setting up, isn't he
 5 bakes, does she
 6 are graduating, aren't they

- 6 2 isn't he 4 isn't there 6 won't you
 3 didn't you 5 isn't it
- 7 2 make me a cup of tea, will/won't you?
 3 broke my favourite mug, didn't you?
 4 play football this weekend, shall we?
 5 New Street is the next stop, isn't it?

Speaking

(Suggested Answers)

- B: They're good at ballet, aren't they?
 A: It's a dangerous sport, isn't it?
 B: She looks busy, doesn't she?

Exploring Grammar viii (Units 20 - 22)

- 1 a) **Examples of Reported Speech in the dialogue:**
Jason tells me you've been ill and that was why you didn't go to the carnival,
Philip said that it was the best carnival they have had in years, he begged us all to go the following year, asked if I would be going,
He also said to me that I should have gone the day before even though I was ill,
He says he enjoys it more than any other event in the town,
Philip had told us to arrive early in order to beat the queues...

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech.

In reported statements the tenses change as follows:

Direct Speech	Reported Speech
Present Simple	→ Past Simple
Present Continuous	→ Past Continuous
Past Simple	→ Past Perfect
Past Continuous	→ Past Perfect Continuous
Future Simple	→ Conditional
Present Perfect	→ Past Perfect
Present Perfect Continuous	→ Past Perfect Continuous

Pronouns change according to the meaning of the sentence.

Time expressions change according to the meaning of the sentence as follows:

Now	→ then
Today, tonight	→ that day, that night
Yesterday	→ the day before, the previous day

Tomorrow → the next day, the following day
 This week → that week
 Last week → the week before, the previous week
 Next week → the week after, the following week
 Two days ago → two days before

b) Reported questions are usually introduced with the verbs *ask*, *inquire*. The verb in reported questions is in the affirmative. The question mark and words/expressions such as *please*, *well...*, *oh*, etc. are omitted. The verb tenses, pronouns and time expressions change as in statements.

The verb which is used in the dialogue to introduce a reported question is *asked*.

Other verbs/phrases used to introduce a reported question are *wonder* and *want to know*.

c) **Reported request in the dialogue:** ... *he begged us all to go the following year.*

Reported orders, requests and suggestions are formed as follows:

- **orders:** we use the introductory verbs *order* or *tell + sb + (not) to -infinitive*
- **request:** we use the introductory verbs *ask* or *beg + sb + (not) to -infinitive*
- **suggestions:** we use the introductory verb *suggest + -ing form/that sb (should) + infinitive without to*

2 The verb tense doesn't change in these sentences because the reporting verbs *says*, *tells* are in the present (when we pass on messages, when we report the content of a letter or article while reading it and when we refer to sth sb says very often).

Verb tense do not change in reported speech:

- in conditionals type 2/type 3 or wishes; e.g. "*I wish I were on a beach,*" *she said.* → *She said she wished she were on a beach.*
- when the speaker expresses general truths, permanent states or conditions; e.g. "*Water boils at 100°C.*" *he said.* → *He said that water boils at 100°C.*
- when the speaker is reporting something immediately after it was said (up-to date reporting); e.g. "*These flowers smell lovely,*"

she said. → *She said that these flowers smell lovely.*

- 3**
- 1 She said that they had gone to the zoo the previous weekend.
 - 2 She wondered if/whether it was raining outside.
 - 3 He told me that he had never been abroad before.
 - 4 He asked the couple when their wedding anniversary was.
 - 5 She asked me where I had been the day before/ the previous day.
 - 6 She told me that she wouldn't give Maria a lift to town as she was taking the bus.

4 a) **Reporting verbs in the dialogue:** *tell, said, asked, begged, says, told*

- b)**
- | | | |
|-------------|------------|-----------|
| 1 suggested | 3 promised | 5 accused |
| 2 offered | 4 reminded | 6 boasted |

5 a) **Clause of purpose in the dialogue:** *Philip had told us to arrive early in order to beat the queues.* – introduced by *in order to*

Clause of reason in the dialogue: *...and that was the reason why you didn't go to the carnival.* – introduced by *the reason why*

Clauses of concession in the dialogue: *I'm fine now but I wasn't well yesterday.* – introduced by *but*

He also said to me that I should have gone the day before even though I was ill. – introduced by *even though*

b) Philip had told us to arrive early so as to beat the queues.

Philip had told us to arrive early so that we beat the queues.

... and that was *the reason for not* going to the carnival.

Jason tells me that you didn't go to the carnival *because/as/since* you've been ill.

Jason tells me that you didn't go to the carnival *due to the fact/because of the fact/on account of the fact that* you've been ill.

I'm fine now *although/even though/though* I wasn't well yesterday.

I'm fine now *in spite of/despite the fact that* I wasn't well yesterday.

He also said to me that I should have gone the day before *even though/though/although/despite the fact/in spite of the fact that* I was ill.

6 Question tag in the dialogue: *That is early, isn't it?*

We form question tags with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. When the verb of the sentence is in present simple or past simple, we form the question tag with *do, does* or *did* and the subject pronoun.

A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag.

When the sentence contains a word with a negative meaning like *neither, no, no one, none, nobody, nothing, scarcely, hardly ever, never, or seldom*, the question tag is positive.

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

Revision viii (Units 1-22)

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

Grammar in Focus

- A** 1) Every 5) traditional
 2) the 6) has been celebrated
 3) On 7) to remember
 4) which 8) later

- B** 1) is held 3) so 5) who 7) Some
 2) in 4) they 6) their 8) busiest

Phrasal Verbs viii

- 1** 1 after 3 off 5 off 7 over
 2 down 4 up 6 away

- 2** 1 down 3 down 5 up 7 out
 2 up 4 to 6 down

- 3** 2 c, (suggested answer) They take away the rubbish daily.
 3 d, (suggested answer) The train turned up on time.

4 e, (suggested answer) Could you please turn off the drill?

5 b, (suggested answer) The plane took off at 10 am.

Prepositions viii

- 1** 1 at 5 on 9 for 13 on 17 by
 2 on 6 by 10 at 14 in 18 for
 3 in 7 in 11 by 15 on 19 in
 4 for 8 on 12 at 16 for 20 on

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

Word Formation

- 3** 1 advertisement 6 attractive
 2 normally 7 sensible
 3 noisy 8 scientific
 4 different 9 excitement
 5 director 10 careless

Further Practice Material

Revision of tenses

- 1** 1 drinks 5 Is Alex volunteering
 2 Do you play 6 are using
 3 aren't watching 7 don't live
 4 boils 8 are studying

- 2** 1 were you talking 5 was blowing
 2 was giving 6 wasn't doing
 3 locked 7 Did Henry VIII rule
 4 didn't see 8 rang

- 3** 1 Have you ever eaten 4 Did you send
 2 finished 5 has never travelled
 3 has gone 6 didn't visit

- 4** 1 Have you visited, have been revising
 2 had never tried/had been having
 3 had been driving
 4 had gone, had been working
 5 Have you been watching, have been cleaning/
 have cleaned
 6 Has Emma been using, hasn't deleted
 7 had seen
 8 have you been standing, hasn't arrived
 9 've already bought, haven't decided
 10 had you been waiting, had made

5 1 B 2 B 3 A 4 B 5 A 6 A

6 1 'm visiting 5 open
2 'll love 6 'll have
3 are you doing 7 'll come
4 'm not going to go 8 'm playing

7 1 B 4 A 7 C 10 C 13 C
2 C 5 B 8 B 11 B 14 B
3 B 6 A 9 C 12 A

Multiple choice questions

1 1 A 11 C 21 B 31 A 41 A 51 A
2 C 12 B 22 A 32 A 42 A 52 C
3 B 13 B 23 C 33 B 43 B 53 A
4 C 14 C 24 C 34 C 44 B 54 B
5 C 15 B 25 B 35 A 45 C 55 B
6 B 16 C 26 A 36 B 46 B 56 A
7 B 17 B 27 B 37 C 47 B 57 C
8 C 18 C 28 C 38 C 48 B 58 A
9 B 19 A 29 C 39 A 49 A 59 C
10 B 20 C 30 B 40 B 50 C 60 B

Sentence Transformations

1 You look	15 easy
2 can pay	16 cycling
3 were written	17 can drive
4 everywhere	18 searching
5 has/sells	19 Do you
6 takes	20 to work
7 going	21 must accompany
8 cheaper	22 as
9 Do	23 prefers
10 for	24 gives/sends/hands me
11 eat much	25 nothing
12 told us	26 hasn't
13 lent	27 when
14 first time	28 favourite

A 1 both love 4 far
2 who gave 5 couldn't imagine
3 big enough

B 1 has been interested 4 success
2 there is 5 asked
3 was designed

C 1 since 3 taught 5 such
2 not able 4 difficult as

D 1 will take place 4 don't have
2 never happened 5 will be awarded
3 unless

E 1 as much as 3 don't 5 lasted
2 ought 4 are better

F 1 never applied 3 had 5 your work
2 belongs 4 gave her

G 1 bored 3 have 5 is
2 showed 4 opened

H 1 fascinated 4 any seats
2 is giving 5 very difficult/hard
3 without

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