



# Grammar

# بيانات أساسية

الكلية: التربية

الشعبة: عام

قسم: اللغة الإنجليزية

الفرقة: الثالثة

أستاذ المقرر: د.إسراء محمد سعيد

العام الجامعي: 2024/2023

# Table of Content

## Words and sentences

- 1 Word classes: nouns, verbs, adjectives, etc
- 2 Sentence structure: subject, verb, object, etc
- 3 Direct and indirect objects
- Questions, negatives and answers
- 4 Yes/no questions
- 5 Short answers, e.g. Yes, **it is**.
- 6 Wh-questions
- 7 Subject/object questions
- 8 Prepositions in wh-questions
- 9 **Who, what or which?**
- Modal verbs
- 10 Ability: **can, could** and **be able to**
- 11 Permission: **can, may, could** and **be allowed to** Possibility and certainty: **may, might, could, must**, etc
- 12 Necessity: **must** and **have to**
- 13 Necessity: **mustn't, needn't**, etc
- 14 **Should, ought to, had better** and **be supposed to**
- 15 Asking people to do things
- 16 Suggestions, offers and invitations
- 17 **Will, would, shall** and **should** 124
- 18 **It may/could/must have been**, etc 126
- The passive
- 19 Passive verb forms
- 20 Active and passive (1)
- 21 Active and passive (2)
- 22 Special passive structures
- 23 **Have something done**
- 24 **To be done** and **being done**

# 1. Word classes: nouns, verbs, adjectives, etc

---

## A. Introduction:



Look at the different kinds of word in this sentence:

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>conference</i>	<i>at</i>	<i>work</i>	<i>tomorrow,</i>
Linking word	Pronoun	Verb	Adverb	Adjective			
<i>So</i>	<i>I</i>	<i>am</i>	<i>rather</i>	<i>busy.</i>			

---

## B. What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café:

Verb: **have, am, is, would, like, come, are, sitting, look**

Noun: **conference, work, coffee, party, Saturday, Jessica, friends, corner**

Adjective: **important, busy, good, cheap**

Adverb: **tomorrow, rather, really, here**

Preposition: **at, to, on, in**

Determiner: **an, this, our, the**

Pronoun: **I, it, you**

Linking word: **so, and**

**C. Words in sentences:**

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

**VERBS**

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

**NOUNS**

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

**Exercises**

**1. What kind of word?**

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

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

? to            *preposition*

? cafe         *noun*

1. the.....

7. sociable .....

8. in .....

9. and .....

2. told.....

10. totally .....

3. they.....

11. an .....

4. there .....

12. excellent .....

5. he .....

13. but .....

6. finish .....

14. fun .....

## 2. What kind of word?

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

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

Verb

Noun

Adjective

Adverb

*think*

*Henry* .

Preposition

Determiner

Pronoun

Linking word

### 3. Words in sentences.

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

? Shall we go for a walk? *noun*

? Shall we walk into town? *verb*

1 Laura wanted to talk to Rita.

2 Laura wanted a talk with Rita.

3 The windows aren't very clean.

4 Doesn't anyone clean the windows?

5 We went to a fabulous show in New York.

6 Laura wanted to show Rita her photos.

7 Henry thought Claire looked beautiful.

8 A strange thought came into Emma's head.

9 Sarah is feeling quite tired now.

10 Studying all night had tired Andrew out.

## 2. Direct and indirect objects



### A Introduction:

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

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

Here are some more examples of the two structures:

#### INDIRECT OBJECT

*Emma gave Rachel*

*I'll send my cousin*

*We bought all the children*

#### DIRECT OBJECT

*a CD.*

*a postcard.*

*an ice-cream.*

#### DIRECT OBJECT

*Emma gave the CD*

*I'll send a postcard*

*We bought ice-creams*

#### PHRASE WITH TO/FOR

*to Rachel.*

*to my cousin.*

*for all the children*



## B. To or for?

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

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

*Vicky paid the money **to** the cashier, OR Vicky paid the cashier the money.  
Let me read this news item **to** you. OR Let me read you this news item. We  
showed the photos **to** David, OR We showed David the photos.*

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

*They found a spare ticket **for** me. OR They found me a spare ticket. I've saved  
a seat **for** you. OR I've saved you a seat. Melanie is making a cake **for** David,  
OR Melanie is making David a cake.*

## Exercises

### 1. Indirect object or to?

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

Sometimes you need *to*.

? Daniel lent something to Vicky. It was his calculator. —> Daniel *lent Vicky his calculator*.

? Mark sent a message. It was to his boss. —> Mark *sent a message to his boss*.

1 Emma sold her bike. Her sister bought it. —> Emma

2 Tom told the joke. He told all his friends. —> Tom

3 Melanie gave some help. She helped her neighbour. —> Melanie

4 Ilona wrote to her teacher. She wrote a letter. —> Ilona

### 2. To or for? (B)

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

? Give these papers *to* my secretary

3 Don't show these plans .... anyone.

? Could you make some coffee *for* us?

4 Leave a message .... my secretary.

1 Book a flight ..... me, could you?

5 Fetch the file..... me, could you?

2 Can you post this cheque .... the hotel?

6 Write a memo .....all managers.

.

### 3. Short forms, e.g. **it's**, **don't**

#### A. The use of short forms:

A short form like **it's** or **don't** stands for the full form **it is** or **do not**. We leave out one or more letters and we write an apostrophe (') instead. We use short forms in conversational English and in informal writing such as a letter to a friend. Short forms are sometimes called 'contracted forms'. We cannot use a short form when the word is stressed, in a short answer for example:

*Have you looked in this drawer? ~ Yes, **I have**, NOT Yes, I've*

But we can use **n't** in a short answer: *No, I haven't.*

#### B. The most common short forms:

Some verbs can have short forms when they come after I, **you**, etc.

#### VERB SHORT FORMS

*am*                    *I'm*

*are*                    *you're, we're, they're*

*is/has*                *he's, she's, it's*

*have*                    *I've, you've, we've, they've*

*had/would*            *I'd, you'd, he'd, she'd, it'd, we'd, they'd*

*will*                    *I'll, you'll, he'll, she'll, it'll, we'll, they'll*

*shall*                  *I'll, we'll*

A short form can also come after a noun.

*Vicky's lost her bank card. (Vicky **has** ...) The **card'll** be in here. (The card **will**...)*

There are also some short forms with question words and with **here, there** or **that**.

*who's, what's, where's, when's, how's, who'd, who'll, what'll*

*here's, there's, that's, there'll, that'll, there'd, that'd*

There is a negative short form **n't** which can come after some verbs.

*aren't, isn't, wasn't, weren't, haven't, hasn't, hadn't, don't /daunt/, doesn't, didn't, won't (- will not), shan't*

(= shall not), *can't, couldn't, mustn't, needn't, mightn't, shouldn't, wouldn't, daren't*

Sometimes we can shorten either **not** or the verb.

*It is not funny.* - \* *It isn't funny.* OR *It's not funny.*

*You will not believe it.* -> *You won't believe it.* OR *You'll not believe it.* But

we cannot use **n't** after I.

*I am not sure.* -> *I'm not sure,* NOT *I amn't sure.*

### C. 's and 'd:

's can be **is** or **has**, and 'd can be **had** or **would**.

*She's short, and she's got fair hair.* (She **is** short... she **has** got...) *If*

*I'd known, I'd have told you.* (If I **had** known, I **would** have ...)

# Exercises

## 1. Short forms:

Write the sentences in a more informal style, with short forms.

### **In a business letter**

▶ You are quite right.

1. It is a difficult problem.
  2. I have seen the results.
  3. I do not have any information.
  4. We have not reached a decision.
  5. I am very excited about it.
  6. You need not decide now.
  7. It is not yet certain.
  8. We will be pleased to see you.
  9. Do not worry.
  10. I would like to buy a new computer.
  11. We are willing to help.
  12. We will not know the result for some time.
- 

### **In a letter to a friend**

*You're quite right.*

## 2. Short forms:

Complete the dialogues. Put in the short form of these phrases: *do not, he is, I am, is not, it is, what is, where is*.

▶ How are you? ~ *I'm fine, thanks.*

1 ..... your luggage? ~ ..... in Los Angeles.

2 Do you like this shirt? ~ No, I ..... It..... my style.

3.....that smell? ~ My husband..... doing a chemical experiment.

### **3. 's and 'd:**

Write the forms in full. Use *is*, *has*, *had* or *would*.

▶ What's your name?

*What is your name ?*

1 I'd like a coffee, please.

2 There's been an accident.

3 That's correct.

4 I'd seen the film before.

5 Who's got the key?

6 **We'd** have stopped if we'd seen you.

## 4. Possibility and certainty: **may, might, could, must, etc**

---

### A. May, might and could:

Rachel: *Whose bag is that?*

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

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

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

We can use them for the present or the future.

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

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

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

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

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

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

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

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

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

***may/might** be watching us.* (= Perhaps he is watching us.) *Sarah **may/might** be working late*

*tonight.* (= Perhaps she will be working late.) *I'm not sure where Matthew is. He **could be playing***

*squash.* (= Possibly he is playing squash.)

### B. May, might and could in the negative:

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

MAY NOT AND MIGHT NOT

Something negative is possible:

*“Daniel **may not** get the job. Tom **might not** be in. I **mightn't** finish the marathon tomorrow.”*

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

COULDN'T

Something is impossible:

*“Vicky is afraid of heights. She **couldn't** climb onto the roof. I'm completely unfit. I **couldn't** run a marathon.”*

(It is impossible for me to run it.)

### C. Must and can't:

MUST

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

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

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



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

CAN'T

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

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

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

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

---

## Exercises

### 1. Might be and might be doing :

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

Vicky: I can't find Natasha. Have you seen her?

Rachel: (►) *She might be* (she / be) in the music room. (►) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1)..... (she / be) with you.

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

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

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

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

Emma: No, I've looked there.

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

## **2. May and might:**

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

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

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

1. I can't say whether Daniel will win

.....

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

.....

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

.....

4. I've no idea whether Sarah will be

late.....

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

me.....

---

## **3. Mightn't and couldn't:**

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

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

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

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

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

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

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

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

---

#### **4. Must, can't and might:**

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

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

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

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

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

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

I've always wanted to try it.

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

I wouldn't take the risk.

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

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

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

## 5. Suggestions, Offers and Invitations

---

### A. Suggestions:

--We can use **Shall we...?** or **Let's** to make a suggestion. *It's*

*a lovely day. **Shall we** go for a walk? ~ Yes, OK. **Let's***

*play some music. ~ Good idea.*

--We can also use **could** for a suggestion.

*We **could** watch this comedy on TV tonight. ~ Well, actually I've seen it before.*

*You **could** invite a few friends around. ~ Yes, why not?*

--We can also use **Why don't...?**

***Why don't** we have a look round the market?*

--To ask for a suggestion we use **shall, should** or **can**.

*Where **shall/should** we go for our holiday? ~ What about Spain?*

*What **can** I get Claire for her birthday? ~ I've no idea.*

### B. Offers:

--We can use **will** or **can** to offer to do something.

***I'll** carry your bag. ~ Oh, thanks.*

*We **can** give you a lift. ~ Oh, that would be great. Thank you.*

--We can also use question forms with **shall** or **can**.

***Shall** we pay you the money now? ~ Oh, there's no hurry.*

*Can I get a taxi for you? ~ Yes, please.*

--To offer food or drink, we use **would like**.

*Would you like one of these chocolates? ~ Yes, please. Thank you.*

*Would anyone like more coffee? ~ No, thanks.*

--We can also use **Will/Won't you have ... ?**

*Will you have a biscuit? ~ Thank you.*

*Won't you have something to drink? ~ Not for me, thank you.*

--In informal speech we can use the imperative.

*Have a biscuit. ~ Thank you.*

---

### **C. Invitations:**

The words we use in invitations are similar to those we use in offers of food and drink (see B).

--To invite someone, we often use **Would you like to ...?**

*Would you like to have lunch with us? ~ Yes, I'd love to. Thank you.*

--**Would like** can have a verb with **to** after it, or an object with a noun.

*Would you like to stay the night. ~ Oh, that's very kind of you.*

*Would you like a bed for the night? ~ Are you sure it's not too much trouble?*

--We can also use **Will/Won't you ...?**

*Will you join us for coffee? ~ Yes. Thanks. Won't you sit down?*

--In informal speech we can use the imperative.

*Come and have coffee with us. Please sit down.*

## Exercises

### **1. Suggestions and offers:**

Complete the conversation. Put in *could*, *shall*, *will* or *would*.

Daniel: Where (▶) *shall* we have our picnic, then?

Rachel: This looks all right. (1) .....we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) ..... I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) .....sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) .....you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5) .....you have one, Rachel?

Matthew: And here are the sausages. (6) ..... anyone like one?

---

### **2. Suggestions, offers and invitations:**

What would you say? There is more than one correct answer.

▶ A friend has called at your flat. Invite him to come in.

*Would you like to come in ?*

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

## 6. Passive verb forms

---

### A. Introduction:



A passive verb is a form of  
**be** + a passive participle, e.g:

**Our bread is baked here.**

### B. Summary of verb tenses:

	ACTIVE	PASSIVE
Present simple:	<i>We <b>bake</b> the bread here.</i>	<i>The bread <b>is baked</b> here.</i>
Present continuous:	<i>We <b>are baking</b> the bread.</i>	<i>The bread <b>is being baked</b>.</i>
Present perfect:	<i>We <b>have baked</b> the bread.</i>	<i>The bread <b>has been baked</b>.</i>
Past simple: Past	<i>We <b>baked</b> the bread yesterday.</i>	<i>The bread <b>was baked</b> yesterday.</i>
continuous: Past	<i>We <b>were baking</b> the bread.</i>	<i>The bread <b>was being baked</b>.</i>
perfect:	<i>We <b>had baked</b> the bread.</i>	<i>The bread <b>had been baked</b>.</i>



\_We form negatives and questions in the same way as in active sentences.

*The bread **isn't baked** in a factory. The jacket **hasn't been worn** for years.*

*Where **is the bread baked**? **Has the jacket ever been worn** by anyone else?*

### The future and modal verbs in the passive:

We use **be** + a passive participle after **will, be going to, can, must, have to, should,** etc.

*The gates **will be dosed** this evening. This rubbish **should be thrown** away.*

*The machine **has to be repaired**. The news **might be announced** soon.*

*Seats **may not be reserved**. How **can the problem be solved**?*

	ACTIVE	PASSIVE
<b>Future:</b>	<i>We <b>will bake</b> the bread next.</i>	<i>The bread <b>will be baked</b> next.</i>
	<i>We <b>are going to bake</b> the bread.</i>	<i>The bread <b>is going to be baked</b>.</i>
<b>Modal verb:</b>	<i>We <b>should bake</b> the bread soon.</i>	<i>The bread <b>should be baked</b> soon.</i>
	<i>We <b>ought to bake</b> the bread.</i>	<i>The bread <b>ought to be baked</b>.</i>

### The passive with get:

\_We sometimes use **get** in the passive instead of **be**.

*Lots of postmen **get bitten** by dogs. I'm always **getting chosen** for the worst jobs.*

*Last week Laura **got moved** to another department. **Get** is informal. We often use it for*

*something happening by accident or unexpectedly.*

\_In negatives and questions in the present simple and past simple, we use a form of **do**.

*The windows **don't get cleaned** very often. How **did** the painting **get damaged**?*

\_We also use **get** in these expressions: **get dressed/changed, get washed** (= wash oneself), **get engaged/married/divorced, get started** (= start), **get lost** (= lose one's way). *Emma and Matthew might **get married**. Without a map we soon **got lost**.*

## Exercises

### 1. Passive verb tenses:

Complete the information about Barford Hall. Put in the correct form of these verbs.

- *build* (past simple)      2. *use* (past continuous)      4. *not look* (past perfect)  
1. *own* (present simple)      3. *buy* (past simple)      5. *do* (present perfect)  
6. *use* (present simple)

The building at the end of the High Street is Barford Hall, which (►) *was built* in 1827. Today the Hall

(1)..... by Bardale Council. It (2) .....as a warehouse when it (3) ..... by the Council in 1952, and it (4) .....after very well.

Since then a lot of work (5) .....on it, and these days the Hall

(6)..... as an arts centre.

---

### 2. The future and modal verbs in the passive:

A press conference is being held. Put in the correct form of the verbs.

- Reporter: Can this new drug prolong human life?

Professor: Yes, we believe that human life *can be prolonged* by the drug.

1. Reporter: Are you going to do any more tests on the drug?

Professor: Yes, further tests..... soon.

2. Reporter: What..... the drug ..... ?

Professor: It will be called Bio-Meg.

3. Reporter: Can people buy the drug now?

Professor: No, it ..... by the public yet.

4. Reporter: Do you think the company should sell this drug?

Professor: Yes, I think Bio-Meg .....to anyone who wants it.

---

### **3. The passive with get:**

Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*

► If we're going out to the theatre, I'd better *get changed*.

1. Daniel ..... when he tried to break up a fight.

2. I know the way. We won't .....

3. You'd better wrap up the glasses, so they don't .....

4. They were only married a year before they .....

## 7. Ship and Water: Countable and Uncountable

### Nouns

---

#### A. What is the difference?



*a ship*

*two boats*

*water*

#### COUNTABLE

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

Here are some examples of countable nouns.

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

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

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

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

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

#### UNCOUNTABLE

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

Here are some examples of uncountable nouns:

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

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

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

*I love **music**.*

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

### **B. Nouns after the, a/an and numbers:**

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

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

#### COUNTABLE

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

*I need **a spoon**.* Numbers above one go only with plural nouns.

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

#### UNCOUNTABLE

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

NOT A WATER and NOT A-music.

We do not use numbers with an uncountable noun. NOT *three feeds*.

### **C. Nouns after some, many/much, etc:**

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

## PLURAL

*Tom told **some jokes**. Do you know **any jokes**? Tom usually tells **jokes**.*

But NOT *He told **joke**.*

## UNCOUNTABLE

*We had **some fun**.*

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

*We always have **fun**.*

## Note:

--**Many** and **a few** go only with plural nouns.

*There weren't **many bottles**. I made **a few sandwiches**.*

--**Much** and **a little** go with uncountable nouns.

*I don't drink **much wine**. There was only **a little bread** left.*

# Exercises

## 1. What is the difference?

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

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

## 2 A and some:

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



- |                      |         |
|----------------------|---------|
| ? <i>some/lowers</i> | 4 ..... |
| ? <i>a magazine</i>  | 5 ..... |
| ? <i>some cheese</i> | 6 ..... |
| 1 .....              | 7 ..... |
| 2 .....              | 8 ..... |

3 .....

9 .....

**Countable and uncountable nouns:**

Complete the conversation. Choose the correct form.

Jessica: What are you doing, Andrew?

Andrew: I'm writing (►)essay/an essay.

Jessica: Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer?

Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) hour/hours now.

Jessica: You've got lots of books to help you, though. I haven't got as (4) many/much books as you. That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy (6) food/a food.

Andrew: Really? That can't be (7) many/much fun.

Jessica: I'd like to get (8) job/a job I can do in my spare time and earn (9) a/some money. I've got (10) a few/a little ideas, but what do you think I should do?

Andrew: I know someone who paints (11) picture/pictures and sells them. Why don't you do that?

Jessica: Because I'm no good at painting.



## 8.Nouns that can be Countable or Uncountable

---

### A. A potato or potato?



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

#### COUNTABLE

*I'm peeling the **potatoes**.*

*Melanie baked **a cake** for David.*

*Vicky was eating **an apple**.*

*Someone threw **a stone** at the police.*

*There's **a hair** on your shirt.*

#### UNCOUNTABLE

*Would you like **some potato**?*

*Have **some cake/a piece of cake**.*

*Is there **apple** in this salad?*

*The house is built of **stone**.*

*I must brush my **hair**, NOT hairs.*

## B. A sport or sport?

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

COUNTABLE	UNCOUNTABLE
<i>Rugby is <b>a sport</b>. (= a particular sport)</i>	<i>Do you like <b>sport</b>? (= sport in general)</i>
<i>That's <b>a nice painting</b> over there.</i>	<i>Paul is good at <b>painting</b>.</i>
<i>We heard <b>a sudden noise</b> outside. John</i>	<i>Constant <b>noise</b> can make you ill. <b>Life</b> is</i>
<i>Lennon had <b>an interesting life</b>.</i>	<i><b>Life</b> is complicated sometimes.</i>

## C. A paper or paper?

Some nouns can be countable or uncountable with different meanings.

COUNTABLE	UNCOUNTABLE
<i>/ bought <b>a paper</b>. (= a newspaper)</i>	<i>/ need <b>some paper</b> to write on.</i>
<i>I'll have <b>a glass</b> of orange juice, please.</i>	<i>I bought a piece of <b>glass</b> for the window.</i>
<i>Have you got <b>an iron</b>? (for clothes)</i>	<i>The bridge is made of <b>iron</b>.</i>
<i>I switched all the <b>lights</b> on.</i>	<i>There's more <b>light</b> by the window.</i>
<i>I've been to France many <b>times</b>.</i>	<i>I can't stop. I haven't got <b>time</b>.</i>
<i>The journey was <b>a great experience</b>.</i>	<i>He has enough <b>experience</b> for the job.</i>
<i>I run <b>a small business</b>. (= a company)</i>	<i>I enjoy doing <b>business</b>. (= buying and selling)</i>
<i>We finally found <b>a space</b> in the car park.</i>	<i>There's no <b>space</b> for a piano in here.</i>
	<i>There are hundreds of satellites out in <b>space</b>.</i>

## D. coffee or coffee?

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

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

*Two coffees, please.* (= two cups of coffee)

*Would you like a beer?* (= a glass/bottle/can of beer)

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

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

*The use of plastics has greatly increased.* (= the use of different kinds of plastic)

## Exercises

### 1. A potato or potatoes? A sport or sports?

Complete the conversations. Choose the correct form.

▶ Can I pick an apple/some apple from your tree? ~ Yes, of course.

1. I think sport/a sport is boring. ~ Me too. I hate it.

2. We ought to buy some potato/some potatoes. ~ OK, I'll get them.

3. I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.

4. Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.

5. Is there cheese/a cheese in this soup? ~ Yes, a little.

6. I had conversation/a conversation with Vicky last night. ~ Oh? What about?

7. Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.

8. Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.

9. It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.

10. What's the matter? ~ You've got some egg/some eggs on your shirt.

---

## 2. A paper or paper?

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

► Harriet: Did you manage to park in town?

Mike: It took me ages to find *a space*. And all I wanted was to buy *some paper* to wrap this present in.

1. Sarah: Are you busy tomorrow?

Mark: I'm meeting someone in the office. We've got..... to discuss.

2. Trevor: Do you think I need to take..... with me for my shirts?

Laura: Oh, surely the hotel will have one.

3. Vicky: I was going to have some juice, but I can't find

Rachel: If you turned ..... on, you might be able to see properly.

4. Claire: I've never met your brother.

Mark: Oh, he's usually very busy because he runs..... But he's been ill recently.

The doctor has ordered him to spend..... resting.

5. Daniel: How did your interview go?

Emma: Well, I didn't get the job. I think they really wanted someone with..... Of the work, and that's what I haven't got. So it was a bit

of a waste of time. And the train coming back was two hours late. That's.....I don't want to repeat.

---

### **3. Countable or uncountable?**

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

The island is very peaceful. (▶) **Life/A life** is good here. Everybody moves at a nice slow pace.

People have (1) **time/a time** to stop and talk. It's (2) **experience/an experience** I won't forget for a long time.

There aren't many shops, so I can't spend all my money, although I did buy (3) **painting/a painting** yesterday.

Now I'm sitting on the beach reading (4) **paper/a paper**.

The hotel breakfast is so enormous that I don't need to have lunch.

I've just brought (5) **orange/an orange** with me to eat later.

I've been trying all the different (6) **fruit/fruits** grown in this part of the world, and they're all delicious.

## 9. Adverbs of Degree, e.g. **Very, Quite**

### A Very, quite, a bit, etc



Laura is **a bit** tired.  
working all morning.



She's been Mark is **quite** tired.  
working all day.



He's been Sarah is **very** tired. She's had to  
work late at the office.

An adverb of degree makes the meaning weaker or stronger. Here are some more examples.

SMALL DEGREE (weaker)	MEDIUM DEGREE	LARGE DEGREE (stronger)	
<i>a little late</i>	<i>fairly unusual</i>	<i>absolutely sure</i>	<i>really ill</i>
<i>slightly complicated</i>	<i>pretty good</i>	<i>completely mad</i>	
	<i>rather nice</i>	<i>extremely cold</i>	

### **B. Very cold, quite quickly, etc:**

An adverb of degree (e.g. very) goes before an adjective (e.g. **cold**) or an adverb (e.g. **quickly**).

ADVERB + ADJECTIVE	ADVERB + ADVERB
<i>It's <b>very cold</b> today.</i>	<i>The time passed <b>quite quickly</b>.</i>
<i>Rita looked <b>rather upset</b>.</i>	<i>We go on holiday <b>fairly soon</b>.</i>
<i>This dress is <b>absolutely marvellous</b>.</i>	<i>United played <b>extremely well</b>.</i>

Before a comparative we can use **a bit, a little, a lot, far, much, rather** and **slightly**.

*I'm feeling **a lot better** today.*

*These new trains go **much faster**.*

### C. Really hurting, quite enjoys, etc:

--Some adverbs of degree can describe a verb.

They usually go in mid position (close to the verb).

*My foot is **really hurting**. Laura **quite enjoys** shopping. I **rather like** this cake.*

--Some adverbs of degree go at the end of a sentence when they describe a verb.

They are **a bit, a little, a lot, awfully, much** and **terribly**.

*Mark **travels a lot**. I'll **open the window a little**. The animals **suffer terribly**.*

--**Absolutely, completely** and **totally** can go in mid position or at the end.

*We **completely** lost our way/We lost our way **completely**. I'm afraid I **totally** disagree./I'm afraid I disagree **totally**.*

### D. Much:

Now look at these sentences.

Positive: *I like this town **very much**, NOT I like this town **much***

Negative: *I don't like this town **very much**, OR I don't like this town **much**.*

In a positive statement we use **very much**.

In a negative statement we can use either **very much** or **much**.

# Exercises

## 1. Very, quite, a bit, etc:

Write sentences using one of the phrases in brackets.



► (quite hungry or very hungry?) *He's quite hungry.*

1. (a bit busy or very busy?) .....

2. (a bit thirsty or really thirsty?) .....

3. .... (quite strong or very strong?)

4. .... (fairly happy or extremely happy?)

---

## 2 Very, quite and a bit:

Put in *very*, *quite* or *a bit*.

► The bus service is all right. The buses are *quite* frequent.

1. I couldn't sleep because of the awful noise. The disco was..... noisy.

2. The weather was OK - at least it didn't rain. It was ..... good.

3. The train was almost on time. It was just..... late.



4. Someone paid a great deal of money for the house. It was..... expensive.
  5. There were some very small traces of mud on the boots. They were..... .. dirty.
  6. There was a medium amount of traffic on the road. It was.....busy.
- 

### **3. Very cold, really hurting, etc:**

Put the adverbs in the right place. Sometimes more than one answer is correct.

? These books are old (very). *These books are very old.*

? I hate travelling by air (really). *I really hate travelling by air.*

1. That radio is loud (a bit).
  2. I like my new job (quite).
  3. Why don't you slow down (a little)?
  4. The rain spoilt our day (completely).
  5. We did the job quickly (fairly).
  6. I feel better now (a lot).
  7. We enjoyed the concert (very much).
  8. My arms ached (terribly).
- 

### **4. Adverbs of degree:**

Complete the advertisement for holiday apartments by choosing the correct words.

Why not take this opportunity to buy a wonderful Interlux Timeshare apartment in San Manila? These are (▶) ~~a bit/rather~~/really luxurious apartments set in this (1) absolutely/slightly magnificent seaside resort, a (2) fairly/really beautiful and

unspoilt place, which you'll like (3) much/very/very much. The apartments are (4) extremely/pretty/quite good value. And we are a company with a (5) fairly/quite/very good reputation. This is a (6) bit/slightly/totally safe way of investing your money. But hurry! People are buying up the apartments (7) a lot/very/very much quickly.

## 10. Quite and Rather

### A. Quite meaning 'fairly':

*Quite* usually means 'fairly' or 'a medium amount'.

*I feel **quite** hungry now.*

*Repairing the machine is **quite** difficult.*

*The talk was **quite** interesting.*

*We were **quite** surprised at the result.*

(But see D for another meaning of **quite**.)

### B. Stress with Quite:

In speech, whether we stress **quite** or the adjective makes a difference to the meaning.

--If we stress **quite**, it means 'fairly but not very'.

The meaning is negative.

*The exhibition was quite good, but I've seen better ones.*

*I get up quite early, but not as early as you do.*

--If we stress the adjective, the meaning is positive (but not as positive as **very**).

*The exhibition was quite good, I enjoyed looking round it.*

*I got up quite early, I had a lot of jobs to do.*

### **C. Quite or Rather?**

--When we make a favourable comment, we usually say **quite**, not **rather**.

*The book was **quite interesting**.*

*It's **quite warm** now.*

*It was **quite nice** walking through the park.*

--In unfavourable comments, we usually say **rather**, but **quite** is possible.

*The book was **rather boring/quite boring**.*

*It was **rather awkward/quite awkward** taking my suitcase on the underground.*

--**Rather** in a favourable comment means 'to a surprising or unusual degree'.

*It's **rather warm** for October. (It isn't usually so warm.)*

*I didn't know David can cook. He's **rather good** at it.*

*I expect Tom's jokes were awful. ~ Actually they were **rather funny**.*

--We can use **rather** with a comparative but not **quite**.

*The meal took **rather longer** than we expected.*

*It was **quite an interesting** book.*

### **D. Quite meaning 'completely':**

--With some adjectives, **quite** means 'completely' or 'totally'.

*What you said is **quite wrong**. (= completely wrong).*

The idea is **quite absurd**. (= totally absurd).

The situation is **quite hopeless**.

--**Quite** means 'completely' with these adjectives: **absurd, alone, amazing, awful, brilliant, certain, dead, different, dreadful, extraordinary, false, hopeless, horrible, impossible, perfect, ridiculous, right, sure, true, useless, wrong.**

Compare the uses of **quite**.

*I'm quite tired.* (= fairly)

*I'm quite exhausted.* (= completely)

*The advice was quite useful. I got one or two tips.*

*The advice was quite useless. It was absolutely no good at all.*

## Exercises

### 1. Stress with quite:

Which word do we stress, *quite* or the adjective? Underline the stressed word.

? These pens are quite good but not as good as the ones I usually buy.

? This book is quite exciting. I can't put it down.

1. These fashions are quite new but not the very latest thing.

2. It's quite late. We'd better be going.

3. The sums are quite easy. I can do them in my head.

4. The music was quite good, but I wasn't really impressed.

5. The sun is quite bright. You'll need your sunglasses.

---

## 2. Quite or rather?

Put in these adjectives: *better, busy, nice, noisy, popular*

Use *quite* or *rather* with each adjective. Sometimes either is possible.

Mark: I didn't like that meal very much.

Sarah: The soup was (▶) *quite nice* though, wasn't it?

Mark: The food was (1) ..... the last time we came.

Sarah: It's (2)..... in here, isn't it? Everyone seems to be shouting.

Mark: I wasn't expecting the place to be so full. It's (3)..... for a Monday evening

Sarah: This restaurant is (4) ....., you know.

---

## 3. Quite or rather?

Add a sentence expressing the idea in brackets.

Use *quite* or *rather* in your sentence. Sometimes either is possible.

▶ (It's pleasant by the river.)

Let's walk along by the river. *It's quite pleasant there.*

▶ (You think Nick is aggressive.)

I don't like Nick much. *I think he's rather aggressive.*

1. (Changing trains twice is complicated.)

We have to change trains twice .....

2. (Your car is big.)

I can give you all a lift .....

3. (The show went on longer than you expected.)

It was a good show, but.....

4. (You made your decision quickly.)

It wasn't a difficult decision.....

---

#### **4. The meanings of quite:**

Does *quite* mean 'fairly' or 'completely'?

? Try one of these sweets. I think they're quite nice. = *fairly nice*

? The driver walked away unhurt. It was quite amazing. = *completely amazing*

1. I couldn't agree to the idea. It was quite ridiculous. =

2. I need some help with this crossword. It's quite difficult. =

3. That isn't the same thing at all. It's quite different. =

4. I wasn't expecting to get a postcard. I was quite surprised. =

5. I bought this guidebook. It looks quite useful. =

6. Are you sure you want the job? ~ Yes, I'm quite certain. =

# Contents

- Introduction *page vi*  
Key to symbols *vii*  
Starting test *viii*
- Words and sentences
- 1 Word classes: nouns, verbs, adjectives, etc 2
  - 2 Sentence structure: subject, verb, object, etc 4
  - 3 Direct and indirect objects 6
- Verbs
- 4 The present continuous 8
  - 5 The present simple 10
  - 6 Present continuous or simple? 12
  - 7 State verbs and action verbs 14  
Test 1: Present tenses 16
  - 8 The past simple 18
  - 9 The past continuous 20
  - 10 Past continuous or simple? 22  
Test 2: Past simple and past continuous 24
  - 11 The present perfect (1) 26
  - 12 The present perfect (2): **just, already, yet; for and since** 28
  - 13 The present perfect (3): **ever, this week**, etc 30
  - 14 Present perfect or past simple? (1) 32
  - 15 Present perfect or past simple? (2) 34  
Test 3: Present perfect and past simple 36
  - 16 The present perfect continuous 38
  - 17 Present perfect continuous or simple? 40
  - 18 The past perfect 42
  - 19 Review of the past simple, continuous and perfect 44
  - 20 The past perfect continuous 46  
Test 4: Past and perfect tenses 48
  - 21 Review of present and past tenses 50  
Test 5: Present and past tenses 54
  - 22 Introduction to the future 56
  - 23 **Will and shall** 58
  - 24 **Be going to** 60
  - 25 **Will and be going to** 62
  - 26 Present tenses for the future 64
  - 27 **When I get there, before you leave**, etc 66  
Test 6: The future with **will, be going to** and present tenses 68
  - 28 **Will be doing** 70
  - 29 **Will have done and was going to** 72
  - 30 Review of the future 74  
Test 7: The future 76
  - 31 The verb **have** 78
  - 32 Short forms, e.g **it's, don't** 80
  - 33 Emphatic **do** 82
- Questions, negatives and answers
- 34 Yes/no questions 84
  - 35 Short answers, e.g. Yes, **it is**. 86
  - 36 Wh-questions 88
  - 37 Subject/object questions 90
  - 38 Prepositions in wh-questions 92
  - 39 **Who, what or which?** 94  
Test 8: Questions 96
  - 40 Negative statements 98
  - 41 Negative questions 100
  - 42 Question tags, e.g. **isn't it?** 102
  - 43 **So/Neither do I and I think so** 104  
Test 9: Questions, negatives and answers 106
- Modal verbs
- 44 Ability: **can, could** and **be able to** 108
  - 45 Permission: **can, may, could** and **be allowed to** 110
  - 46 Possibility and certainty: **may, might, could, must**, etc 112
  - 47 Necessity: **must** and **have to** 114
  - 48 Necessity: **mustn't, needn't**, etc 116
  - 49 **Should, ought to, had better** and **be supposed to** 118
  - 50 Asking people to do things 120
  - 51 Suggestions, offers and invitations 122
  - 52 **Will, would, shall** and **should** 124
  - 53 **It may/could/must have been**, etc 126  
Test 10: Modal verbs 128
- The passive
- 54 Passive verb forms 130
  - 55 Active and passive (1) 132
  - 56 Active and passive (2) 134
  - 57 Special passive structures 136
  - 58 **Have something done** 73\$
  - 59 **To be done and being done** 140  
Test 11: The passive 142

## The infinitive and the ing-form

- 60 Verb + to-infinitive *144*
- 61 Verb + ing-form *146*
- 62 Verb + to-infinitive or verb + ing-form? *148*
- 63 **Like, start**, etc *150*
- 64 **Remember, regret, try**, etc *152*  
Test 12: Verb + to-infinitive or ing-form *154*
- 65 Verb + object + to-infinitive or ing-form *156*
- 66 Question word + to-infinitive *158*
- 67 Adjective + to-infinitive *160*
- 68 **For** with the to-infinitive *162*
- 69 The infinitive with and without **to** *164*
- 70 Verb/Adjective + preposition + ing-form *166*
- 71 **Afraid to do** or **afraid of doing?** *168*
- 72 **Used to do** and **be used to doing** *170*
- 73 Preposition or linking word + ing-form *172*
- 74 **See it happen** or **see it happening?** *174*
- 75 Some structures with the ing-form *176*  
Test 13: The infinitive and the ing-form *178*

## Nouns and articles (a/an and the)

- 76 **Ship** and **water**: countable and uncountable nouns *180*
- 77 **A carton of milk, a piece of information**, etc *182*
- 78 Nouns that can be either countable or uncountable *184*
- 79 Agreement *186*
- 80 Singular or plural? *188*
- 81 Pair nouns and group nouns *190*
- 82 Two nouns together *192*  
Test 14: Nouns and agreement *194*
- 83 **A/an** and **the** (1) *196*
- 84 **A/an** and **the** (2) *198*
- 85 **A/an, one** and **some** *200*
- 86 **Cars** or **the cars?** *202*
- 87 **Prison, school, bed**, etc *204*
- 88 **On Friday, for lunch**, etc *206*
- 89 **Quite a, such a, what a**, etc *208*
- 90 Place names and **the** *210*  
Test 15: **A/an** and **the** *214*

## This, my, some, a lot of, all, etc

- 91 **This, that, these** and **those** *216*
- 92 **My, your**, etc and **mine, yours**, etc *218*
- 93 The possessive form and **of** *220*
- 94 **Some** and **any** *222*
- 95 **A lot of, many, much, (a) few** and **(a) little** *224*
- 96 **All, half, most, some, no** and **none** *226*
- 97 **Every, each, whole, both, either** and **neither** *228*  
Test 16: **This, my, some, a lot of, all**, etc *230*

## Pronouns

- 98 Personal pronouns, e.g. **I, you** *232*
- 99 **There** and **it** *234*
- 100 Reflexive pronouns *236*
- 101 Emphatic pronouns and **each other** *238*
- 102 The pronoun **one/ones** *240*
- 103 **Everyone, something**, etc *242*  
Test 17: Pronouns *244*

## Adjectives and adverbs

- 104 Adjectives *246*
- 105 The order of adjectives *248*
- 106 **The old, the rich**, etc *250*
- 107 **Interesting** and **interested** *252*
- 108 Adjective or adverb? (1) *254*
- 109 Adjective or adverb? (2) *256*  
Test 18: Adjectives and adverbs *258*
- 110 Comparative and superlative forms *260*
- 111 Comparative and superlative patterns (1) *264*
- 112 Comparative and superlative patterns (2) *266*  
Test 19: Comparative and superlative *268*
- 113 Adverbs and word order *270*
- 114 **Yet, still** and **already** *274*
- 115 Adverbs of degree, e.g. **very, quite** *276*
- 116 **Quite** and **rather** *278*
- 117 **Too** and **enough** *280*  
Test 20: Adverbs and word order *282*



## Prepositions

- 118 Prepositions of place 284
  - 119 In, **on** and **at** (place) 288
  - 120 In, **on** and **at** (time) 290
  - 121 **For**, **since**, **ago** and **before** 292
  - 122 **During** or **while**? **By** or **until**? **As** or **like**? 294
  - 123 Preposition + noun, e.g. **on holiday** 296
  - 124 Noun + preposition, e.g. **trouble with** 298
  - 125 Adjective + preposition, e.g. **proud of** 300
- Test 21: Prepositions 302

## Verbs with prepositions and adverbs

- 126 Prepositional verbs, e.g. **wait for** 304
  - 127 Verb + object + preposition 306
  - 128 Phrasal verbs (1) 308
  - 129 Phrasal verbs (2) 310
  - 130 Phrasal verbs (3) 312
  - 131 Verb + adverb + preposition 314
- Test 22: Verbs with prepositions and adverbs 316

## Reported speech

- 132 Direct speech and reported speech 318
  - 133 Reported speech: person, place and time 320
  - 134 Reported speech: the tense change 322
  - 135 Reported questions 324
  - 136 Reported requests, offers, etc 326
- Test 23: Reported speech 328

## Relative clauses

- 137 Relative clauses with **who**, **which** and **that** 330
  - 138 The relative pronoun as object 332
  - 139 Prepositions in relative clauses 334
  - 140 Relative structures with **whose**, **what** and **it** 336
  - 141 The use of relative clauses 338
  - 142 Relative pronouns and relative adverbs 340
  - 143 Relative clauses: participle and to-infinitive 342
- Test 24: Relative clauses 344

## Conditionals and wish

- 144 Conditionals (1) 346
  - 145 Conditionals (2) 348
  - 146 Conditionals (3) 350
  - 147 Review of conditionals 352
  - 148 **If**, **when**, **unless** and **in case** 354
  - 149 **Wish** and **if only** 356
- Test 25: Conditionals and wish 358

## Linking words

- 150 **But**, **although** and **in spite of** 360
- 151 **To**, **in order to**, **so that** and **for** 362
- 152 Review of linking words 364
- 153 Links across sentences 366

## Appendices

- 1 Word formation 368
- 2 The spelling of endings 370
- 3 Punctuation 372
- 4 Pronunciation 374 (missing)
- 5 American English 377
- 6 Irregular verbs 383

## Key to the starting test 385

## Key to the exercises 386

## Key to the tests 414

## Index 425 (missing)

# Wh- Question

Kitty:

**Why** are you fighting?

**What** can you do for the people?

**When** will the war be over?

A wh-question begins with a question word. Question words are **who, what, which, whose, where, when, why** and **how**.

We use a wh-question to ask for information.

Guerrillas: *For our freedom. We can help them Very soon.*



## B Form

Most wh-questions begin with a question word + an auxiliary verb + the subject. (For another form of wh-question, see Unit 37.) An auxiliary verb is a form of **be** or **have** or a modal verb, e.g. **can**.

QUESTION WORD	AUXILIARY	SUBJECT	
<b>What</b>	<b>is</b>	<b>Kitty</b>	<i>doing?</i>
<b>Where</b>	<b>have</b>	<b>you</b>	<i>put the map?</i>
<b>When</b>	<b>can</b>	<b>we</b>	<i>travel safely?</i>

The main verb **be** also comes before the subject in questions.

*Where **is** Kitty? How **are** you? What **was** that noise?* If there is more than one auxiliary verb, only the first one comes before the subject.

*The guerrillas **have been** hiding. Where **have** the guerrillas been hiding?*

*I **should have** said something. What **should** I have said?*

In the present simple and past simple we use a form of **do**.

QUESTION WORD	AUXILIARY	SUBJECT	
<b>Where</b>	<b>do</b>	<b>people</b>	<i>meet?</i>
<b>How</b>	<b>does</b>	<b>the radio</b>	<i>work?</i>
<b>What</b>	<b>did</b>	<b>the guerrillas</b>	<i>say?</i>

An ordinary verb such as **meet, work** or **say** cannot come before the subject.

NOT *Where **meet** people?* and NOT *How **works** the radio?*

The verb after the subject does not end in **s** or **ed**.

NOT *How **does** the radio **works**?* and NOT *What **did** the guerrillas **said**?*

## Question phrases

Look at these question phrases with **what** and **how**.

***What time** is your friend arriving? ~ Half past eight. **What colour** is your toothbrush? ~ Yellow. **What kind of/What sort of** club is it? ~ A nightclub. **How old** is your sister? ~ She's twenty. **How often** do you go out? ~ About once a week, usually. **How far** is the beach? ~ Only five minutes walk **How long** will the meeting last? ~ An hour or so, I expect. **How many** televisions have you got? ~ Three **How much** money did you spend? ~ About a hundred pounds.*

# Exercises

## 1 Wh-questions (A-B)

What would you say in these situations?

- You are talking to a man at a party. Ask him where he works.

*Where do you work?*

- 1 You want to know what the date is today. Ask your friend.
- 2 You've forgotten when the course finishes. Ask your friend.
- 3 Your friend is having a party. You'd like to know who he has invited. Ask him.
- 4 Your favourite band are going to give a concert. Ask how you can get tickets.
- 5 You are in town with a friend, and you are wondering where the two of you are going to have lunch. What do you ask?

## 2 Question words and phrases (A-C)

Quiz champion Claude Jennings is answering questions. Put in these words and phrases: *how far, how long, how often, how many, what, what colour, what kind, when, where, who*

**Quiz-master:**

- *What colour* is the Greek flag?

1. .... is Melbourne?

2. ....centimetres are there in a kilometre?

3. .... did the Second World War end?

4. .... did Romeo love?

5. .... is Sirius?

6. .... is it from Los Angeles to San Francisco?

7. ....are the Olympic Games held?

8. ....of food is Cheddar?

9. ....is a game of rugby?

**Claude:**

Blue and white.

It's in Australia.

A hundred thousand.

In 1945.

Juliet.

It's a star.

About 400 miles.

Every four years.

It's cheese.

Eighty minutes.

## 3 Wh-questions (A-C)

Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

- Guy: *How often do you record 'Round the Corner'?*

Melissa: Oh, we record it every day. It's a full-time job, you know.

1 Guy: And .....it?

Melissa: In Birmingham, at the BBC studios.

2 Guy: .....

Melissa: How many? Well, let me see, I think we've done a thousand programmes.

3 Guy: .....

Melissa: I'm not going to tell you. How much money I earn is my business.

4 Guy: OK, I'm sorry. ....

Melissa: Oh, a long time ago. I started acting when I was twelve.

5 Guy: .....

Melissa: My plans for the future? I just want to go on with 'Round the Corner'.

# Subject/object questions

## A Who and what



*Who is interviewing Kitty?*

**Who** and **what** can be the subject of a question. The word order is the same as in a statement.

SUBJECT

*Who rang you?* (Someone rang you.)  
*Who is helping you?* (Someone is helping you.)  
*What will happen next?* (Something will happen next.)

*Who is Kitty interviewing?*

**Who** and **what** can also be the object. An auxiliary (e.g. **did**, **will**) comes before the subject.

OBJECT

*Who did you ring?* (You rang someone.)  
*Who are you helping?* (You are helping someone.)  
*What will they do next?* (They will do something next.)

**Who** and **what** can also be the object of a preposition, e.g. **to**, **with**. (For prepositions in questions, see Unit 38.) Compare these sentences.

SUBJECT

*Who was talking to you?* (Someone was talking to you.)  
*What wine goes with fish?* (Some wine goes with fish.)

OBJECT

*Who were you talking to?* (You were talking to someone.)  
*What does this colour go with?* (This colour goes with something.)

## B Which, whose, how many and how much

These words can also be either the subject or the object.

SUBJECT

*Which program will work best?* (One of the programs will work best.)  
*Whose dog is barking over there?* (Someone's dog is barking over there.)  
*How many people came past?* (Some people came past.)  
*How much oil got into the river?* (Some oil got into the river.)

OBJECT

*Which program will you use?* (You will use one of the programs.)  
*Whose dog is Melanie walking?* (Melanie is walking someone's dog.)  
*How many people did you see?* (You saw some people.)  
*How much oil did you buy?* (You bought some oil.)

# Exercises

## 1 Who and what as subject and object (A)

Read about the situations and answer each question in a single phrase.

- The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.
- a) Who helped Tom? *David* b) Who did Nick help? *no one*
- 1 Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.
- a) Who is Nick in love with?..... b) Who is in love with Tom?
- 2 Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.
- a) Who met Sarah?..... b) What was Mike waiting for?
- 3 There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.
- a) What hit the van?..... b) What did the van hit?

## 2 Who and what as subject and object (A)

People aren't giving you enough information. Ask questions with *who* or *what*.

- ? Something has happened. ~ Oh? *What has happened?*
- ? I've invited someone to tea. ~ Well? *Who have you invited?*
- 1 Somebody is having a party. ~ Oh, really? .....
- 2 I was reading something. ~ Oh? .....
- 3 I've learnt something. ~ Go on, tell me. ....
- 4 We should do something. ~ Yes, I know, but .....
- 5 Someone is looking for you. ~Oh? .....
- 6 I'm looking for someone. ~ Maybe I can help.....
- 7 Rachel is planning something. ~ Is she? .....
- 8 Somebody has moved in next door. ~ Oh, really? .....
- 9 Something is worrying me. ~ Well, tell me. ....
- 10 I want to meet someone. ~ What do you mean? .....

## 3 Which, whose, how many and how much (B)

Harriet is visiting her grandmother, Mrs Evans. It's Mrs Evans's birthday.

She can't hear very well, and she sometimes gets confused. Complete her questions.

- | Harriet:                          | Mrs Evans:                                       |
|-----------------------------------|--|
| ? So ten people have sent cards.  | Pardon? How many <i>people have sent cards</i> ? |
| ? I met David's friend yesterday. | What? Whose <i>friend did you meet</i> ?         |
| 1 You can keep those photos.      | Photos? Which .....                              |
| 2 Those flowers look lovely.      | Do they? Which.....                              |
| 3 Fifty pounds went missing.      | Missing? How much .....                          |
| 4 I passed Mark's house earlier.  | Pardon? Whose .....                              |
| 5 The doctor has four children.   | Really? How many .....                           |
| 6 Doctors earn lots of money.     | I don't know. How much.....                      |
| 7 Mike's uncle has died.          | What's that? Whose.....                          |
| 8 Trevor's wife is coming later.  | Oh? Whose .....                                  |

# Prepositions in Wh-Questions

## A Introduction



Daniel and Rachel each ask Vicky a question. In each question, the word **what** is the object of a preposition (**for, about**).

**What are you looking for?**

(You are looking **for** something.)

**What are you worrying about?**

(You are worrying **about** something.)

The preposition normally comes in the same place as in a statement: **looking for, worrying about**.

NOT ~~For~~ **what are you looking?**

NOT ~~About~~ **what are you worrying?** But in more formal English, the preposition can come before the question word.

**In which** warehouse were the goods stored?

OR **Which** warehouse were the goods stored **in**?

In formal English we use a preposition + **whom** (not who).

**From whom** did you obtain the information?

OR **Who** did you obtain the information **from**?

Here are some more examples of prepositions in wh-questions. **Who are we waiting for?** ~ Rachel. **What's Nick laughing at?** ~ Oh, one of Tom's jokes. **Where are you from?/Where do you come from?** ~ Bombay. **What kind of holiday are you interested in?** ~ A package holiday. **Who did you go out with** last night? ~ Just a friend.

## B What... for and what... like

We can use a question with **what... for** to ask about purpose.

**What did you buy this computer magazine for?** ~ To read about business software.

**What are these bricks for?** ~ We're going to build a wall.

**What are they digging the road up for?** ~ They're repairing a gas pipe.

**What... for** means the same as why.

**Why are they digging up the road?** ~ They're repairing a gas pipe.

We can use **what ... like** to ask if something is good or bad, interesting or boring, etc.

**What was the party like?** ~ Oh, we had a great time.

**What's the place like where you live?** ~ It's pretty quiet.

Note also **look like**.

**What does your friend look like?** ~ She's very tall and blond.

But we use **how** to ask about someone's well-being.

**How are you?** ~ I'm OK, thanks. And you?

**How are you getting on in your new job?** ~ I'm really enjoying it.

Compare these two questions.

**How's Melanie?** ~ Oh, she's fine, thanks. (She is happy/in good health.)

**What's Melanie like?** ~ She's very nice. (She is a nice person.)

# Exercises

## 1 Prepositions in wh-questions (A)

Ask these people questions with *what*.

Use these verbs and prepositions: *look at, look for, point at, talk about, wait for*



► *What are you looking for ?*

1.....3.....  
2.....4.....

## 2 Prepositions in wh-questions (A)

Put in the question. Use *what* and put the preposition in brackets at the end.

- ? Melanie: Tom is smiling. He's pleased, (about) Yes, he is. *What is he pleased about?*  
David: I'm busy today. I'm getting ready, (for) *What are you getting ready for ?* I've done something awful. I'm ashamed, (of)  
Trevor:  
1 Jessica: Haven't you heard of Kitty Beamish? She's famous, (for)  
Andrew: No, I haven't  
2 Trevor:  
Ilona: Mark is annoyed. He's going to complain, (about)  
3 Sarah:  
Claire: Emma's in a hurry. She's going to be late, (for) I don't feel  
4 Matthew:  
Daniel: very relaxed. I feel nervous, (about)  
5 Vicky:  
Rachel:

## 3 What... for and what... like (B)

Trevor has just come home from work. Complete the conversation. Put in *for, how, like* or *what*.

Trevor: Hello, my love. (►) *How are you?*

Laura: Hello. I'm all right, but I'm in a bit of a rush getting ready for the barbecue.

Trevor: Er, I forgot to tell you that I invited two more people.

Laura: (1)..... are you telling me now (2)..... ? I've bought all the food. I just hope there's enough. Anyway, who are these people? (3)..... are they (4)..... ?

Trevor: They're friends of Harriet's. They're very nice people. And after all, (5)..... are parties (6)..... ? To meet new people.

Laura: It isn't a party, it's a barbecue. (7)..... 's the weather going to be (8)..... ?

Trevor: The forecast said it's going to be perfect. Warm and dry.

Laura: Good. And (9)..... was your day?

Trevor: Oh, not too bad. Busy as usual.

# Who, what or which?

## A What or which?

We can use **what** or **which** before a noun.

WHAT

*What sport do you play?*

*What books do you read?*

We use **what** when there is a wide choice of possible answers. We ask *What sport?* because there are lots of different sports.



*What sport?*  
(Tennis or golf or football or hockey or ... ?)

WHICH

*Which way do we go here?*

*Which finger did you break?*

We use **which** when there is a limited number of possible answers. We ask *Which way?* because there are only two or three ways to go.



*Which way?*  
(Right or left?)

After **which** we sometimes say the possible answers.

*Which cafe did you go to, Snoopy's, the Coffee Pot or the Tea Gardens?*

*Which phone shall I use, this one or the one in the office?*

Sometimes **what** and **which** are both possible.

*What day/Which day is your evening class? What train/Which train will you catch?*

*What platform/Which platform does the train go from? What part/Which part of Italy are you from?*

## B Patterns with **who**, **what** and **which**

We can use **who**, **what** and **which** without a noun.

*Who sent the fax? What do you think of our plan? Which is quicker, the bus or the train?*

We can use **what** and **which** before a noun, but not **who**.

*Which secretary sent the fax?* NOT ~~*Who secretary sent the fax?*~~

We can use **which** with one or ones, or with of.

*You can have a photo. Which one would you like?*

*You can have some of the photos. Which ones would you like?*

*Which of these photos would you like? But*

we cannot use **who** or **what** before of.

*Which of the secretaries?* but NOT ~~*Who of the secretaries?*~~

**Who** always means a person.

*Who did you see?* (a person) **What** usually means a thing. It can mean a person only when it comes before a noun.

*What did you see?* (a thing) *What doctor/What film did you see?* (a person or a thing)

**Which** can mean a person or a thing.

*Which doctor/film did you see?* (a person or a thing)



# Exercises

## 1 What or which? (A)

The questions you are asking have a number of possible answers.

If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

- 2 (Do you play the piano, or the violin, or the guitar, or ...?)  
*What musical instrument do you play?*
- 2 (Did you go to the Little Theatre or the Theatre Royal?)  
*Which theatre did you go to?*
- 1 (Did you take the morning flight or the afternoon flight?)
- 2 (Did you stay at the Grand Hotel or the Bristol?)
- 3 (Do you like classical music, or jazz, or rock music, or ...?)
- 4 (Did you buy 'Time' magazine, or 'Newsweek', or a computer magazine, or ...?)
- 5 (Do you work for EuroChemicals, or ICM, or SenCo, or ...?)
- 6 (Are you learning English, or Spanish, or Arabic, or Japanese, or ...?)

## 2 What or which? (A)

Rita is moving into a new flat. Trevor has come to see the flat and help her move in.

Complete his questions. Put in *what* or *which*. ► Trevor: *What number is this building?* Rita: *Forty-two.*

- 1 Trevor: *I didn't realize there were only three floors... ..floor is your flat on?*  
Rita: *The first floor.*
- 2 Trevor: *It's a very nice flat... .. room will be your living-room?*  
Rita: *This one here, I thought.*
- 3 Trevor: *..... colour are you going to paint it?*  
Rita: *Oh, I don't know yet.*
- 4 Trevor *..... time is your furniture arriving?*  
Rita: *Three o'clock, they said.*
- 5 Trevor: *I'll need some petrol. .... way is the nearest petrol station?*  
Rita: *Turn left at the end of the street.*

## 3 Who, what or which? (B)

Detectives Wilson and Taylor are looking into the murder of Lord Weybridge at his country house.  
Put in *who*, *what* or *which*.

Wilson: (►) *Which* of the guests in this house is the murderer, do you think, Taylor?

Taylor: I don't know yet. (1)..... had the opportunity? (2)..... of the guests had the chance to do it?

Wilson: (3).....happened after dinner last night? That's what we have to find out.

Taylor: There must be a motive for the murder. (4).....motive could the murderer have?

Wilson: Love or money - they're the usual motives. (5).....of them is it, I wonder?

Taylor: (6).....did Lord Weybridge leave his money to? That's the question, Wilson.

# Negative Statements

## A Use

### **Christopher Columbus**

*Christopher Columbus was a famous explorer. At one time people believed that he had 'discovered' America. We know now this **isn't** true. Columbus **was not** the first European to travel to the New World. We **don't** know who was, but the Vikings had sailed there around the year 1000, and probably others before them. In 1492 Columbus sailed to San Salvador in the Bahamas and to other islands, but he never reached the mainland of North America. He actually thought he was in Asia. He certainly **didn't** discover America.*

We often use a negative statement to correct a mistaken idea, such as the idea that Christopher Columbus discovered America.

## B Negative verb forms

	POSITIVE	NEGATIVE	
<b>be:</b>	<i>are dancing</i>	<i>are not dancing</i>	OR <i>aren't</i>
<b>have:</b>	<i>have seen</i>	<i>have not seen</i>	OR <i>haven't seen</i>
Moda verb:	<i>must stay</i>	<i>must not stay</i>	OR <i>mustn't stay</i>

In a negative statement **not** or **n't** comes after the auxiliary verb.

The auxiliary verb is a form of be, have or a modal verb, e.g. **must, can, could**.

*The girls **are not** dancing. The modem **isn't** working properly.*

*I **haven't** seen the new Disney film. David **hasn't** got a car.*

*I **mustn't** stay long. You **can't** turn right here.*

*I'm **not** feeling very awake today. We write **n't** without a space before it, e.g. **isn't, haven't**.*

**Not** or **n't** also comes after the main verb be.

*The photos **are not** ready yet. It **isn't** very warm in here.* If there is more than one auxiliary verb, we put **not** or **n't** after the first one.

*This plate **hasn't** been washed. You **shouldn't** have bothered.*

In the present simple and past simple, we use a form of **do**.

	POSITIVE	NEGATIVE	
Present simple:	<i>work</i>	<i>do not work</i>	OR <i>don't work</i>
	<i>looks</i>	<i>does not look</i>	OR <i>doesn't look</i>
Past simple:	<i>enjoyed</i>	<i>did not enjoy</i>	OR <i>didn't enjoy</i>

*I **don't** work on Saturdays, NOT ~~I work not on Saturdays.~~*

*This part of town **doesn't** look very nice. I'm afraid we **didn't** enjoy the day very much.*

The verb after **not** or **n't** does not end in **s** or **ed**.

NOT ~~*It doesn't looks very nice*~~ and NOT ~~*We didn't enjoyed the day.*~~

## C No and not

We can use **no** before a noun or an adjective + noun. The verb is positive.

***No** music is allowed after eleven, OR *Music is not allowed after eleven.**

*There **are no** new houses in the village, OR *There aren't any new houses in the village.**

We do not use **no** with a verb.

NOT ~~*Music is no allowed*~~ and NOT ~~*The shops are no open.*~~

# Exercises

## 1 Use (A)

Read the information in A about Christopher Columbus.

Then choose a positive or a negative verb.

► Columbus ~~discovered~~/didn't discover America.

- 1 The first European to sail to the New World was/wasn't Columbus.
- 2 Europeans had/hadn't been to the New World before Columbus.
- 3 We know/don't know definitely who first sailed to America.
- 4 Columbus landed/didn't land on the North American mainland.
- 5 People's opinion of Columbus has/hasn't changed over the last 500 years.
- 6 When Columbus landed on San Salvador, he knew/didn't know where he was.
- 7 It is/isn't true that Columbus travelled across the United States.

## 2 Negative verb forms (B)

Complete the conversation, Put in the negative forms of these words:

*can, did, do, does, has, have, is, was, were*

Rita: Does anyone live in that house next door?

Melanie: Yes, he's called Jake. He's rather strange. He (►) *hasn't* got a job, but he (1)..... be short of money because he's just bought a new car.

Rita: The house (2) ..... look very smart.

Melanie: The people who lived there before Jake (3) ..... look after it very well.

And they (4) ..... very good at gardening. When Jake bought the house, it had been empty for a while. It (5) ..... very expensive. But he (6) ..... interested in doing anything to it, as you can see.

Rita: Is he a friend?

Melanie: No, we aren't really friends. I (7) ..... know him very well. I say hello when I see him, that's all. I (8) ..... seen him for a while, actually.

## 3 Negative verb forms (B)

**Vicky and Rachel** are good friends, but they are very different kinds of people.

Complete the sentences using a negative.

► Vicky gets upset, but Rachel *doesn't get upset*.

- 1 Vicky gets headaches. Rachel is lucky. She .....
- 2 Rachel can relax. Vicky is different. She .....
- 3 Rachel missed a lecture yesterday, but Vicky .....
- 4 Vicky is a nervous person, but Rachel .....
- 5 Vicky loses things. Rachel .....
- 6 Rachel was a happy child. Vicky.....
- 7 Rachel has decided on a career, but Vicky .....

## 4 No and not (C)

Complete this paragraph from a travel article. Put in *no* or *not*.

Metropolis is (►) *not* an attractive town. There are (1)..... parks or gardens in the city centre.

Isaw(2)..... interesting buildings, only factories, offices and blocks of flats.

The hotels are (3)..... very good, and there are (4)..... first-class restaurants.

(5) ..... tourists visit Metropolis, and I certainly do (6)..... want to go there again.

# Negative Questions

## A Introduction



Laura asks two negative questions. The first expresses surprise that Trevor hasn't put the shelves up yet. The second is a suggestion that he should put them up now.

## B Form

We make a question negative by putting **n't** after the auxiliary (e.g **have, does**).

### POSITIVE

***Have** you done it yet? What **does** the advert tell you? Who **eats** meat? What **went** wrong?*

### NEGATIVE

***Haven't** you done it yet? What **doesn't** the advert tell you? Who **doesn't** eat meat? What **didn't** go wrong?*

## C The use of negative yes/no questions

A negative yes/no question often expresses surprise.

***Haven't** you put those shelves up yet? (= I am surprised that you haven't yet.) **Don't** the children want the ice-cream? (= I am surprised that they don't want it.)*

A question with **can't** can be a complaint or an impolite request.

***Can't** you sit down? You're blocking my view.*

We can also use a negative yes/no question instead of a statement and a tag.

***Aren't** you a friend of Harriet's? (= You're a friend of Harriet's, aren't you?)*

## D Yes/no answers

The answer **yes** means that the positive is true, and **no** means that the negative is true.

***Haven't** you repaired the car yet? ~ Yes, I did it yesterday. **Haven't** you repaired the car yet? ~ No, sorry. I haven't had time.*

## E The use of negative wh-questions

We can use **Why don't...?** for a suggestion.

***Why don't** you put the shelves up now? ~ Well, all right.  
**Why don't** we sit on the balcony? ~ Good idea.*

We can use **Why didn't...?** to criticize.

*We'll have to stand now. **Why didn't** you book seats for us? (= You should have booked seats for us.)*

We can also use a wh-question to ask for information.

***Who hasn't** checked their baggage in? ~ Oh, I haven't. Sorry.  
**What don't** you understand? ~ This paragraph here.*

# Exercises

## 1 Negative yes/no questions (B-C)

What would you say in these situations? Use negative yes/no questions.

▶ You are surprised to learn that Rita doesn't like football. *Don't you like football, Rita?*

- 1 You find it surprising that Melanie can't drive.
- 2 It's a surprise that Rachel won't be at the disco.
- 3 You find out that surprisingly Nick hasn't got a television.

## Negative yes/no questions (B-C)

Complete the conversations using the words in the brackets.

▶ Mike: I walked home from the town centre, (take / bus)

Harriet: You mean you walked all the way? *Didn't you take a bus?*

1 Vicky: I think I'd like to lie down for a while, (feel / well)

Rachel: Oh, dear. ....

2 Matthew: I'm looking forward to getting the photos you've sent, (arrive / yet)

Richard: I sent them a week ago .....

3 David: I saw Rita, but she walked straight past me. (say / hello)

Melanie: Without speaking to you? .....

4 Andrew: I never sit by the pool. I hate water, (swim)

Emma: Really? .....

## Yes/no answers (D)

Put in *yes* or *no*.

▶ Didn't Mike stop and give you a lift? ~ *No*, he didn't, but maybe he didn't see me.

1 Aren't you tired after working all day? ~ ....., I feel fine.

2 Didn't you write the number down? ~ ....., but I've lost the piece of paper.

3 Haven't you got an umbrella? ~ ....., it's here in my bag.

4 Couldn't you get in to the opera? ~ ....., we didn't have tickets.

## Why not? (B, E)

Reporter Kitty Beamish is investigating an accident at the Magic World theme park. A ride crashed, and people were injured. This is what Kitty has found out.

- |  |  |
|--|--|
| ▶ The people on the ride didn't get enough help. | 3 They aren't trained in first aid.        |
| 1 The staff didn't know what to do.              | 4 The ambulance wasn't called immediately. |
| 2 They couldn't stop the ride.                   | 5 The doctor didn't have a mobile phone.   |

**What** questions beginning with *why* does Kitty ask?

▶ *Why didn't the people on the ride get enough help?*

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

# Question Tags, e.g. **isn't it?**

## A Use

Melanie: *It's a lovely day, **isn't it?***

Harriet: *Beautiful. We're having a glorious summer, **aren't we?***

Melanie: *You haven't heard a forecast for the weekend, **have you?***

Harriet: *No, I haven't, but I think it's going to stay sunny.*

A question tag is a short question added on to a statement. When a tag is spoken, the voice can go down or up.

FALLING

RISING

*It's a lovely day, **isn't it?***

With a falling intonation, the speaker thinks the statement is true. Melanie knows that it is a lovely day, and she is inviting Harriet to continue the conversation. The tag is not really a question.

*You haven't heard a forecast, **have you?***

With a rising intonation, the speaker is less sure, Melanie doesn't know if Harriet has heard a weather forecast or not. The tag is more like a real question.

## B Form

POSITIVE STATEMENT + NEGATIVE TAG

*It is very warm, **isn't it?***

A negative tag is an auxiliary verb + **n't** + pronoun.

*You've played before, **haven't you?***

*The children can swim, **can't they?***

*It'll be dark soon, **won't it?***

*There was a mistake, **wasn't there?***

NEGATIVE STATEMENT + POSITIVE TAG

*It **isn't** very warm, **is it?***

A positive tag is an auxiliary verb + pronoun,

*David **hasn't** got a car, **has he?***

*I **shouldn't** laugh, **should I?***

*You **aren't** ill, **are you?***

*The answer **wasn't** right, **was it?***

The pronoun (**you, he**, etc) refers to the subject of the sentence, e.g. **you, David**. In

the present simple and past simple we use a form of **do**.

*You **live** near here, **don't you?***

*This coat looks nice, **doesn't it?***

*I turned right, **didn't I?***

*We **don't** have to pay, **do we?***

*The shower **doesn't** work, **does it?***

*Your horse **didn't** win, **did it?***

The answer **yes** means that the positive is true, and **no** means that the negative is true.

*Mark works for Zedco, **doesn't he?** ~ **Yes**, he does. (He **works** for Zedco.)*

*Melanie **doesn't** eat meat, **does she?** ~ **Fes**, I think she does. (She **eats** meat.)*

*Claire is married, **isn't she?** ~ **No**, of course she **isn't**. (She **isn't** married.)*

*Andrew **hasn't** got many friends, **has he?** ~ **No**. (He **hasn't** got many friends.)*

## C Requests and suggestions

After a request with an imperative (e.g. **Wait ...**), we can use **can you?** or **could you?**

***Wait** here a moment, **can you?** **Give** me an example, **could you?***

We can also use **You couldn't..., could you?** or **You haven't..., have you?** for a request.

***You couldn't** help me, **could you?** **You haven't** got a pound, **have you?***

After **Don't...** the tag is **will you?:** ***Don't** make any noise, **will you?***

After **Let's ...** we use **shall we?:** ***Let's** sit in the garden, **shall we?***

# Exercises

## 1 Use (A)

Look carefully at each statement and tag. Say if it is more likely to be a comment (with falling intonation) or a question (with rising intonation).

- This price list is up to date, isn't it? ~ Yes, it is. *a question*
- 1 It was a super show, wasn't it? ~ Great. I really enjoyed it.
  - 2 These sweaters are nice, aren't they? ~ I like this one.
  - 3 We've got time for a coffee, haven't we? ~ A quick one maybe.
  - 4 Let me see, the bus goes at ten past, doesn't it? ~ Quarter past

## 2 Form(B)

You are at a barbecue. Add tags to help start a friendly conversation.

- 1 ? These sausages are delicious, *aren't they?* ~ They certainly are.
- 2 ? You haven't lived here long, *have you?* ~ No, only three months.
- 1 It's quite a big garden, ..... ? ~ Yes, there's plenty of room.
- 2 There aren't many people here yet, ..... ? ~ No, but it's still quite early.
- 3 You're Rachel's friend, ..... ? ~ Yes, I'm Vicky.
- 4 You came in a sports car, ..... ? ~ That's right.
- 5 These burgers look good, ..... ? ~ I can't wait to try them.
- 6 We can sit on the grass, ..... ? ~ I think it's dry enough.
- 7 The weather forecast wasn't very good, ..... ? ~ No, it wasn't.

## 3 Form(B)

Complete the conversation. Put in the question tags.

Emma: You don't really want to go out with me any more, (►) *do you?*

Matthew: Of course I do. But I need a bit of time to myself sometimes.

Emma: You get plenty of time to yourself, (1) .....

Matthew: Emma, you know what I feel for you.

I've told you enough times, (2)..... ?

Emma: Yes, you have. And you're quite happy, (3)..... ?

You don't mind, (4)..... ?

The situation doesn't bother you, (5)..... ?

Matthew: Why are we arguing? There's nothing to argue about, (6)..... ?

Emma: You can't ever look at things from my point of view, (7)..... ?

## 4 Requests and suggestions (C)

What would you say in these situations? Write sentences with a question tag. Use the word in brackets. ►

You want to look at a newspaper. Daniel might have one, so ask him. (haven't) *You haven't got a newspaper, have you?*

- 1 Suggest to Vicky that you both listen to some music. (Let's)
- 2 Warn David not to do anything silly. (Don't)
- 3 You need a train timetable. Emma might have one, so ask her. (haven't)
- 4 Ask Rachel to pass you the salt. (Pass)

# So/Neither do I and I think so

## A So and neither

Vicky: *I'm hungry.*

Rachel: *So am I. I haven't eaten anything all day.*

Daniel: *Neither have I. I didn't have time for breakfast.*

We use **so** after a positive statement and **neither** after a negative one. *I'm hungry.* ~ *So am I.* (= And I'm hungry./I'm hungry, too.) / *haven't eaten.* ~ *Neither have I.* (= And I haven't eaten./I haven't eaten either.)

The structure is **so/neither** + an auxiliary + the subject.

The auxiliary is a form of **be** or **have** or a modal verb, e.g. **can**.

*We're really busy at work.* ~ *So are we.* *Tom has gone to the match.* ~ *And so has Nick.*

*David can't drive, and neither can Melanie.* The subject comes at the end. NOT *We're busy.* ~ ~~*So we are.*~~ In the present simple and past simple we use a form of **do**.

*I love old cowboy films.* ~ *So do I.* *This phone doesn't work.* ~ *Neither does this one.*  
*United won, and so did Rangers.*

We can use **nor** instead of **neither**.

*Emma isn't here tonight. Neither/Nor is Matthew.*

## B I think so, etc

Vicky: *It's 'Round the Corner' at half past seven, my favourite soap opera. Are we going to be back in time?*

Daniel: *I think so. We haven't got far to go now.*

Rachel: *We might miss the beginning.*

Vicky: *Oh, I hope not. I want to know if Bernard really did steal the money.*



Here *I think so* means 'I think we'll be back in time', and *I hope not* means 'I hope we don't miss the beginning'.

We can use **so** after **be afraid, believe, expect, guess, hope, suppose** and **think**.

*Do you think you'll get the job?* ~ *Well, I hope so.* *Are you going on holiday this year?* ~ *Yes, I expect so.* *I don't know for sure if Henry is rich, but I should think so.* But we cannot use **so** after **know** or **be sure**.

*There's been an accident.* ~ *Yes, I know,* NOT ~~*I know so.*~~

*Are you sure you're doing the right thing?* ~ *Yes, I'm sure,* NOT ~~*I'm sure so.*~~

There are two negative structures.

NEGATIVE + SO

*Is it raining?* ~ *I don't think so.*

*Are you going to the concert?* ~ *I don't expect so.*

With **expect** and **think**, we normally use the negative and **so**.

POSITIVE + not

*Is it raining?* ~ *I hope not.*

*Have we won a prize?* ~ *I'm afraid not.*

With **be afraid, guess** and **hope**, we use the positive and **not**.

We can use **believe** and **suppose** in either structure.

*Will there be any seats left?* ~ *I don't suppose so.* OR *I suppose not.*



# Exercises

## So and neither (A)

Andrew has just met Jessica at a party. They are finding out that they have a lot in common. Put in the structures with *so* and *neither*.

- Andrew: I haven't been to a party for ages.  
 ? Jessica: *Neither have I.* I hate crowded rooms.  
 ? Andrew: Yes, *so do I.* I'm not a party-goer, really.  
 1 Jessica: No,..... I can't make conversation.  
 2 Andrew:..... You know, I'm a quiet sort of person.  
 3 Jessica: And..... I lead a pretty quiet life.  
 4 Andrew: Well,..... I haven't got many friends.  
 5 Jessica:..... And I would really like a good friend.  
 6 Andrew: Oh, .....

## 2 So and neither (A)

Look at the table and complete the sentences.

	Mark	Claire	Melanie	Emma
Music	/	X	X	/
Travel	/	/	X	X
Skiing	X	/	/	X
Cooking	X	X	/	/

- ? Claire can ski, and *so can Melanie*.  
 ? Mark isn't keen on cooking, and *neither is Claire*.  
 1 Melanie doesn't like travelling much, and .....  
 2 Mark has got lots of CDs, and .....  
 3 Emma can't ski, and .....  
 4 Claire isn't a music lover, and .....  
 5 Melanie cooks quite often, and .....  
 6 Mark travels quite a lot, and .....

## 3 I think so, etc (B)

Complete these short conversations. Put in structures with *so* or *not* and use the words in brackets.

- ? Laura: Does the library open on Saturdays? (think)  
 Trevor: Yes, / *think so*. But I'm not absolutely certain.  
 ? Harriet: You can't go out for an evening meal wearing shorts, (guess)  
 Mike: ! *guess not*. I'd better put some trousers on.  
 1 Sarah: Will there be a lot of people at the concert tonight? (expect)  
 Mark: ..... There aren't usually very many.  
 2 Daniel: Are you going to apply for the job? (suppose)  
 Vicky: ..... It's the only one available.  
 3 David: Do you think it's going to rain? (hope)  
 Melanie: Well,..... I'm just about to go out.  
 4 Nick: Will the match take place in this weather? (think)  
 Tom: In fact, I'm sure it won't.  
 5 Claire: Are my photos ready, please? (afraid)  
 Assistant: ..... We're having problems with the machine.

# Ability: **can, could** and **be able to**

## A **Can** and **can't**

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

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

## B **Can** and **be able to**

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

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

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

To-infinitive: *It's nice **to be able to** go to the opera, (NOT ~~to can go~~)*

After a modal verb: *Melanie **might be able to** help us.*

Present perfect: *It's been quiet today. I've **been able to** get some work done.*

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

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

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

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

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

## C **Could** and **was/were able to**

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

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

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

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

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

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

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

Compare these two sentences.

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

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

In negative sentences and questions, we can use either form. *It was foggy, so the plane **couldn't/wasn't able to** take off. The pool was closed, so they **couldn't/weren't able to** have a swim. **Could you/Were you able to** describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc, and with verbs of thinking. *We **could see** the village in the distance. As soon as Harriet opened the door, she **could smell** gas. I **couldn't understand** what was happening.*

# Exercises

► *He can walk on his hands.*

## 1 Can and can't (A)

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



1.....3.....  
2.....4.....

## 2 Can and be able to (B)

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

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

David: I'm OK, thanks. (1).....(I / walk) around now.  
The doctor says (2)..... (I / go) back to work soon.  
It'll be nice (3)..... (get) out again. I hate being stuck here like this.  
I haven't (4).....(do) anything interesting.

## 3 Could and was/were able to (C)

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

- a) I ran a marathon at one particular time in the past.
- b) I was once fit enough to run a very long way.

1 Which of these sentences is correct?

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

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

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

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

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

## 4 Could and was/were able to (C)

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

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

- 1 The computer went wrong, but luckily Emma.....put it right again.
- 2 There was a big party last night. You.....hear the music half a mile away.
- 3 I learnt to read music as a child. I.....read it when I was five.
- 4 People heard warnings about the flood, and they.....move out in time.
- 5 The train was full. I.....find a seat anywhere.

# Permission: **can, may, could** and **be allowed to**

## A Asking permission

We use **can, could** or **may** to ask for permission.

*Can I use your pen?*

*Could we borrow your ladder, please? ~ Well, I'm using it at the moment.*

*May I see the letter? ~ Certainly.* **Could** often sounds more polite than **can**. **May** is rather formal.

## B Giving and refusing permission

To give permission we use **can** or **may** (but not **could**).

*You can wait in my office if you like.*

*Could I borrow your calculator? ~ Of course you can.*

*You may telephone from here, (a written notice)*

**May** is formal and is not often used in speech.

To refuse permission we use **can't** or **may not** (but not **couldn't**).

*Could we picnic here? ~ I'm sorry. I'm afraid you can't. Members may not bring more than two guests into the club.* We can also use **must not**.

*Luggage must not be left unattended.*



## C Talking about permission

We sometimes talk about rules made by someone else. To do this we use **can, could** and **be allowed to**.

We use **can** to talk about the present, and we use **could** for the past.

Present: *Each passenger can take one bag onto the plane.*

Past: *In the 1920s you could drive without taking a test.*

We can also use **be allowed to**.

Present: *Passengers are allowed to take one bag onto the plane.*

Future: *Will I be allowed to record the interview on tape?*

Past: *We weren't allowed to look round the factory yesterday.*

For a general permission in the past we use either **could** or **was/were allowed to**.

*I could always stay/I was always allowed to stay up late as a child.*

But to say that the permission resulted in a particular action, something that really happened, we use **was/were allowed to** (but not **could**).

*I was allowed to leave work early yesterday.*

*We were allowed to go into the control room when we looked around the power station.*

Compare these questions with **may** and **be allowed to**.

ASKING FOR PERMISSION

*May I take a photo of you?*

(= Will you allow it?)

ASKING ABOUT PERMISSION

*Are we allowed to take photos?*

(= What is the rule?)

# Exercises

## 1 Asking permission (A)

How would you ask for permission in these situations?

Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use* ►

You are at a friend's flat. You want to make a phone call. *Can I use your phone?*

- 1 You need a calculator. The person sitting next to you has got one.
- 2 You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.
- 3 You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

## 2 Giving and refusing permission (B)

A policeman is telling you what the signs mean. What does he say? Use *can* and *can't* and these verbs: *drop, go, have, park, play, smoke, turn*



**Policeman:**

- ? *You can't go this way.*  
 ? *You can park here.*  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 .....

## 3 Be allowed to (C)

Put in the correct forms.

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: Yes, it's a nice flat, but the landlady is really strict. (►) *We aren't allowed to do* (we / not / allow / do) anything. It was my birthday last month, and

(1)..... (I / not / allow / have) a party.

Rita: Oh, (2)..... (we / allow / have) parties at our place, luckily.

(3)..... (we / allow / do) anything, more or less.

We're hoping to have an all-night party soon, but I'm not absolutely sure if

(4)..... (we / allow/hold) it.

## 4 May I...? or Am I allowed to...? (C)

Are you asking for permission, or are you asking what the rule is? Put in *May I...?* or *Am I allowed to.....?*

? *May I use your computer?*

? *Am I allowed to smoke in this cinema?*

- 1.....cross the road here?
- 2.....ask you a personal question?
- 3.....rollerblade in this park?
- 4.....drive a car without insurance?
- 5.....read your magazine?

# Necessity: **must** and **have to**

## A Present, past and future

We use **must** and **have to/has to** to say that something is necessary. *You'll be leaving college soon. You **must** think about your future. We're very busy at the office. I **have to** work on Saturday morning. Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with **will**, we need a form of **have to**.

*Emma **had to** go to the dentist yesterday, NOT ~~She must go to the dentist yesterday.~~ That wasn't very good. We'll **have to** do better next time.*

And in other structures we also use a form of **have to**, not **must**.

To-infinitive: / *don't want **to have to** wait in a queue for ages.*

After a modal verb: *Emma has toothache. She **might have to** go to the dentist.*

Present perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with **have to/has to** and **had to**, we use a form of **do**.

*/ **don't have to** work on Sundays. Why **does** Andrew **have to** study every evening?*

***Did** you **have to** pay for your second cup of coffee? ~ No, I didn't. I don't have to work means that it is not necessary for me to work (see Unit 48B).*

## B Must or have to?

Both **must** and **have to** express necessity, but we use them differently.



### MUST

We use **must** when the speaker feels that something is necessary.

*You **must** exercise. (I'm telling you.) We **must** be quiet. (I'm telling you.)*

**I/we must** can also express a wish.

*/ **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*



### HAVE TO

We use **have to** when the situation makes something necessary.

*I **have to** exercise. (The doctor told me.) We **have to** be quiet. (That's the rule.)*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

## Have got to

**Have got to** means the same as **have to**, but **have got to** is informal. We use it mainly in the present. *I **have to/I've got to** make my sandwiches. My father **has to/has got to** take these pills. **Do** we **have to** apply/Have we **got to** apply for a visa?*

# Exercises

## 1 Have to (A)

Complete the conversations. Use the words in brackets and a form of *have to*.

- Melanie: David's broken his leg. *He's had to go* (he's / go) to hospital.  
Harriet: Oh no! How long *will he have to stay* (will / he / stay) there?  
Melanie: I don't know.
- 1 Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But ..... (I / pay) a lot of money.  
Henry: How much ..... (you / pay)?  
Claire: Two hundred pounds!
- 2 Trevor: That door doesn't shut properly. ... (you / slam) it every time.  
Laura: ..... (you / will / fix) it then, won't you?
- 3 Jessica: You're always taking exams. Why ..... (you / take) so many?  
Andrew: ..... (I / will / take) a lot more if I want a good job.
- 4 Mike: We're in a new house now ..... (we / move). The old place was too small.  
Nick: Did it take you long to find a house?  
Mike: No, we found one easily ..... (we / not / look) very hard. But it was in bad condition ..... (we've / do) a lot of work on it.
- 5 Nick: My brother ..... (start) work at five o'clock in the morning.  
Melanie: That's pretty early. What time ..... (he / get) up?  
Nick: Half past three.

## 2 Must and have to (B)

Write a sentence with *must*, *have to* or *has to*.

- The sign says: 'Passengers must show their tickets.'  
*So passengers have to show their tickets.*
- The children have to be in bed by nine.  
Their parents said: '*You must be in bed by nine.*'
- 1 Laura has to get to work on time.  
Her boss told her: .....
- 2 The police told Nick: 'You must keep your dog under control.'  
So Nick .....
- 3 The pupils have to listen carefully.  
The teacher says: .....
- 4 The new sign says: 'Visitors must report to the security officer.'  
So now .....

## 3 Must or have to? (B)

Put in *must* or *have to/has to*. Choose which is best for the situation.

- I *have to* go to the airport. I'm meeting someone.
- 1 You ..... lock the door when you go out. There've been a lot of break-ins recently.
- 2 Daniel ..... go to the bank. He hasn't any money.
- 3 I ..... work late tomorrow. We're very busy at the office.
- 4 You really ..... make less noise. I'm trying to concentrate.
- 5 I think you ..... pay to park here. I'll just go and read that notice.
- 6 You really ..... hurry up, Vicky. We don't want to be late.
- 7 I ..... put the heating on. I feel really cold.

# Necessity: **mustn't**, **needn't**, etc

## A **Mustn't** or **needn't**?

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

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

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

### MUSTN'T

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

*You **mustn't** drop those glasses. They'll break.  
I **mustn't** forget my key, or I won't get in.  
You **mustn't** wear your best clothes. You'll get them dirty.*

### NEEDN'T

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

*You **needn't** wash those glasses. They're clean.  
We **needn't** make sandwiches. There's a cafe.  
You **needn't** wear your best clothes. You can wear what you like.*

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

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

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

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

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

For American usage see page 379.

For the past we use *didn't*.

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

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



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

### DIDN'T NEED TO

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

*Mark **didn't need to** hurry. He had lots of time.  
He drove slowly along the motorway. We **didn't need to** go to the supermarket because we had plenty of food.*



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

### NEEDN'T HAVE

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

*Mark **needn't have** hurried. After driving at too speed, he arrived half an hour early. We **needn't have** gone to the supermarket. We already had a pizza for tonight.*

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

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



# Exercises

## i Must, mustn't or needn't? (A)

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

- Laura: You *needn't* take an umbrella. It isn't going to rain.  
Trevor: Well, I don't know. It might do.  
Laura: Don't lose it then. You *mustn't leave* it on the bus.
- 1 Vicky: Come on. We ..... hurry. We ..... be late.  
Rachel: It's only ten past. We ..... hurry. There's lots of time.
- 2 Claire: My sister and I are going a different way.  
Guide: Oh, you ..... go off on your own. It isn't safe.  
We ..... keep together in a group.
- 3 David: I'll put these cups in the dishwasher.  
Melanie: No, you ..... put them in there. It might damage them.  
In fact, we ..... wash them at all. We didn't use them.
- 4 Secretary: I ..... forget to type this letter.  
Mark: Yes, it ..... go in the post today because it's quite urgent.  
But the report isn't so important. You... ..... type the report today.

## 2 Don't have to (B)

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

- We had to make our own fun in the old days. There wasn't any television then. These days people *don't have to make their own fun*.
- 1 There's so much traffic now. You have to wait ages to cross the road. In those days you .....
- 2 I had to work long hours when I was young. But children today have it easy.  
They .....
- 3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child .....
- 4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people .....
- 5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people .....

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

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

- The previous owners had already decorated the flat, so *we didn't need to decorate it ourselves* (we / decorate / it / ourselves).
- 1 Luckily we were able to sell our old flat before we bought the new one,  
So... (we / borrow / any money).
- 2 It was very hot yesterday, so I watered all the flowers.  
And now it's pouring with rain (I / bother).
- 3 We've done the journey much more quickly than I expected.  
..... (we / leave / so early).
- 4 K friend had already given me a free ticket to the exhibition,  
So..... (I / pay / to go in).
- 5 Service was included in the bill, so..... (you / tip / the waiter).  
It was a waste of money.

# Should, ought to, had better and be supposed to

## A Introduction



## B Should and ought to

We use **should** and **ought to** to say what is the best thing or the right thing to do. There is no difference in meaning.

*You're not very well. Perhaps you **should** see a doctor.*

*Your uncle was very kind to me. I **ought to** write him a letter of thanks.*

*People **shouldn't break/oughtn't to** break their promises.* We can also use **should** and **ought to** in questions to ask for advice.

*Where **should** I put this picture, do you think?*

*It's a difficult problem. How **ought we to** deal with it?*

After **should** or **ought to** we can use a continuous form (**be** + an ing-form).

*It's half past six already. I **should be cooking** the tea. Why are you sitting here doing nothing? You **ought to be working**.*

## C Had better

We use **had better** to say what is the best thing to do in a situation.

*It's cold. The children **had better** wear their coats.*

*The neighbours are complaining. We'd **better** turn the music down.*

*My wife is waiting for me. I'd **better not** be late.*

We could also use **should** or **ought to** in these examples, although **had better** is stronger. The speaker sees the action as necessary and expects that it will happen.

## D Be supposed to

We use **be supposed to** when we are talking about the normal or correct way of doing things.

*The guests **are supposed to** buy flowers for the hostess. Look at these cars. This area **is supposed to** be kept clear of traffic. The bus driver needs to concentrate. You're **not supposed to** talk to him. How **am I supposed to** cook this? ~ It tells you on the packet.*

We can use was/were **supposed to** for the past.

*It's eleven o'clock. You **were supposed to** be here at ten thirty, you know.*

# Exercises

## 1 Should and ought to (B)

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (▶) *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1)..... worry so much, Vicky. Don't panic.

You (2)..... to relax sometimes. You (3)..... take a break.

Vicky: I know I(4)..... panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5)..... be pleased. You (6)..... to invent problems for yourself.

## 2 Had better (C)

What would you say in these situations? Add a sentence with *'d better (not)* and the words in brackets.

▶ Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)

*You'd better take an aspirin.*

1 You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late.

(wait).....

2 Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked.

(lock)

3 Some friends are going to visit you today. Your room is in a mess. What do you think?

(tidy)

4 Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you.

(too fast) .....

5 There's an exam tomorrow. Neither you nor Rachel have done any work for it.

(some revision) .....

## 3 Be supposed to (D)

Add a sentence using *be (not) supposed to* and these verbs:

*leave it outside, report to the police, stand in a queue, take two before meals, watch it*

▶ You shouldn't bring your bike in here. *You're supposed to leave it outside.*

1 I've got some pills.....

2 Foreign visitors can't travel freely here. ....

3 Be careful waiting for a bus in England. ....

4 This film isn't for under-sixteens. ....

## Should, ought to, had better and be supposed to (A-D)

Complete the conversation. Use *should*, *ought to*, *had better* or *be supposed to* and the verbs in brackets.

Usually there is more than one correct answer.

Vicky: What time (▶) *are we supposed to be* (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) ..... we / hurry).

(2)..... (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people

(3)..... (arrive) late when they've been invited to something.

Rachel: You worry too much. (4) ..... (you / not / take) everything so

seriously, Vicky. It's a coffee morning, not a job interview.

(5)..... (we / not / get) there exactly on time.

# Asking people to do things

## A Polite requests

We can use **can** or **could** in a request, when we ask someone to do something.

*Can everyone be quiet for a minute, please?*

*Can you keep me informed? ~ Yes, of course.*

*Could you lend me ten pounds until tomorrow? ~ Sorry, I haven't got ten pounds.*

*I wonder if you could explain something to me. ~ I'll try.*

**Could** is often more polite than **can**.

In a request we can also use **Do you mind ...?** or **Would you mind...?** with an ing-form.

*Do you mind waiting a moment? ~ No, I can wait.*

*Would you mind sitting in the back? ~ No, not at all. We*

can also use **Would you like to ...?**

*Would you like to lay the table for me? ~ Yes, of course. We do not use **Do you like ...?***

for a request, NOT ~~DO YOU LIKE TO LIE THE TABLE FOR ME?~~

It is always worth taking the trouble to use one of these request forms in English. We do not normally say ~~Lay the table for me.~~ This can sound very abrupt and impolite without a phrase like **Could you ...?**

## B The imperative

We can sometimes use the imperative form to tell someone what to do.

*Bring another chair. Hurry up or we'll be late. We*

form the negative with **don't**.

*Don't be silly. Don't make so much noise.*

We can use an imperative when we are with friends in an informal situation. But we do not use it to a stranger or in a more formal situation.

*Excuse me. Could you tell me the way to Oxford Street, please?*

NOT ~~Tell me the way to Oxford Street please.~~

*Would you mind sending me a copy of your catalogue?*

NOT ~~Send me a copy of your catalogue.~~

Even people in authority often avoid using the imperative to give orders. Instead they can use **I want/I'd**

**like you to ...**, **You must...**, or a polite request form. Manager: / *want you all to be at the meeting.*

Policeman: *You must wait until you see the green light.* Doctor: *Could you lie down on the bed, please?*

## C Asking for things

We use **Can I/we have...?** and **Could I/we have ...?** when we ask someone to give us something.

*Can we have our room key, please? Could I have a receipt, please?* We can also say

*Could you give me a receipt, please?* but we do not use the imperative.

NOT ~~Give me a receipt.~~

When we ask for something in a shop or a cafe, we can simply name what we want, but we must say please

*A large white loaf, please. Two coffees, please.*

We can also use **I'd like ...** or **I'll have ...**

*I'd like a chicken sandwich, please. I'll have a coffee.*

# Exercises

## 1 Asking people to do things (A-C)

Complete these sentences and write them in: *Can I... a fork, please? Could ... have a towel, ...? Could you ... the ... for me? Would you ... answering the phone?*



► *Could you open the door for me?*

1 .....

2 .....

3 .....

## 2 Asking people to do things (A-C)

Mr Atkins is the boss at Zedco. He tells everyone what to do. Complete his sentences. Use these words: *can, could, have, like, mind, must, want, wonder, would*

► Would you *mind* making some tea, Alan?

1 You .....inform me of any developments.

2 Could I.....the latest sales figures, please?

3 Would you .....to arrange a meeting some time next week, Fiona?

4 I..... everyone to read the report.

5.....I see the file, please, Mark?

6.....you mind putting this in writing?

7 I.....if you could translate this letter, Linda.

8.....you meet our customer at the airport?

## 3 Asking people to do things (A-C)

Read about each situation and then make a request. Use the word in brackets.

► It is cold in the restaurant. Ask the waiter to shut the window, (could)

*Could you shut the window, please ?*

1 You are buying a coat. Ask the assistant for a receipt, (can)

2 You want to know the time. Ask someone in the street, (could)

Excuse me .....

3 You need someone to help you. Ask a friend, (can)

4 You have bought some food, but you haven't got a bag. Ask the assistant, (could)

5 You are carrying a tray. Ask someone to clear a space on the table, (mind)

6 You are on the phone. You want to speak to the manager, (could)

# Will, Would, Shall and Should

## A Will and would for predictions

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

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

*We're going to Cornwall for the weekend. ~ That'll be nice. Wait a minute while I send this e-mail. It **won't** take long.*

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

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

Possible: *How about going to Cornwall next weekend? ~ That **would** be nice. I **wouldn't** enjoy a camping holiday.*

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

*I **will/shall** be twenty-five in June.*

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

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

## B Would like

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

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

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

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

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

## C Decisions and refusals

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

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

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

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

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

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

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

*/ **won't** listen to any more of this nonsense.*

## D Shall and should

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

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

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

We also use **shall** to ask for a suggestion. *What **shall** we have for lunch?*

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

*I'm in terrible trouble. What **shall/should** I do? We use **should** to say what is the best thing or the right thing to do.*

*People **should** exercise regularly.*

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

# Exercises

## 1 Will and would (A-B)

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

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

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

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

- Vicky: Have you noticed how thin Jessica has got?  
Rachel: She's on a diet. She *won't eat* anything except carrots.
- 1 Harriet: Mike and I ..... you get everything ready.  
Mike: Yes, we're quite willing to lend a hand.
- 2 Laura: You're late. I thought you were going to leave work early today.  
Trevor: Sorry. The boss ..... me go.
- 3 Mark: Sarah and I ..... you a lift, Mike.  
Sarah: Yes, we're going your way.
- 4 Harriet: I heard Rita has quarrelled with her boyfriend.  
Melanie: That's right. If he's invited to the party, she.....
- 5 Vicky: I've had enough of table tennis for one day.  
Rachel: OK. Maybe Daniel..... a game with me.
- 6 Trevor: What's wrong with the washing-machine?  
Laura: When I tried to use it earlier, the door .....
- 7 Mike: This lamp is always falling over.  
Harriet: It ..... up properly.

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

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

- Offer to make the tea.  
*Shall I make the tea ?*
- 1 Suggest going to the swimming-pool.
- 2 Refuse to take any risks.
- 3 Say politely that you want a shower.
- 4 Tell someone it's best they don't decide in a hurry.
- 5 Predict the end of the world in the year 3000.

# Have Something Done

## A Introduction

Compare these situations.



*Claire decorated the room.*  
(She did the work herself.)



*Claire **had** the room **decorated**.*  
(A decorator did the work.)

We can use **have** in a passive structure. *Claire had the room decorated* means that she arranged for a decorator to do it for her as a professional service.

## B Form

Look at these examples

	HAVE	SOMETHING	DONE	
<i>You should</i>	<i>have</i>	<i>your car</i>	<i>serviced</i>	<i>regularly.</i>
<i>Mark usually</i>	<i>has</i>	<i>his suits</i>	<i>cleaned</i>	<i>at Superclean</i>
<i>We</i>	<i>had</i>	<i>the television</i>	<i>repaired</i>	<i>only last year,</i>
<i>You've</i>	<i>had</i>	<i>your hair</i>	<i>cut.</i>	
<i>Our neighbours are</i>	<i>having</i>	<i>a new garage</i>	<i>built.</i>	
<i>Is Melanie</i>	<i>having</i>	<i>a new cooker</i>	<i>installed?</i>	

Note that we can use the perfect or the continuous (**have had, are having**).

In negatives and questions in simple tenses, we use a form of **do**. *Mark **doesn't have** his suits cleaned at Fastclean.* *We **didn't have** new windows put in because it was too expensive.* ***Do you have** your car serviced regularly?* *Where **did** you **have** your hair cut?*

## C Get something done

We can also use **get something done**.

*We must **have** another key **made**.* OR *We must **get** another key **made**.* The sentences have the same meaning, but **get** is more informal than **have**.

Here are some more examples with **get**.

*Laura **got** her shoes **repaired**.* *We're **getting** the carpet **cleaned**.*  
*Where **did** you **get** your hair cut?* *Do you **get** your heating checked every year?*

## D Have meaning 'experience'

We can use **have** in this structure with the meaning 'experience something', often something unpleasant.

*We **had** all our money **stolen**.* *The car **had** its mirror **pulled** off.*



# Exercises

## 1 Have something done (A-B)

Look at the pictures and say what people are doing or what they did.

Use these phrases: *her photo, his windows, his car, her eyes, his hair*

Use these verbs: *dean, cut, repair, take, test*



► At the moment Trevor *is having his hair cut*.

- 1 Last week Mike.....
- 2 At the moment Melissa .....
- 3 Yesterday David.....
- 4 At the moment Rachel .....

## 2 Have something done (A-B)

Read about each situation and write sentences with *have something done*.

► Melanie is paying the man who has repaired her bicycle.

*Melanie has had her bicycle repaired.*

- 1 David went to the hospital. A nurse bandaged his arm.
- 2 Daniel is going to the dentist. She's going to fill his tooth.
- 3 Laura is walking around town while her photos are being developed.

## 3 Get something done (C)

Look again at Exercise 2. The jobs are all done now. Complete the questions using *get*.

► Mike: Where *did you get your bicycle repaired, Melanie* ?

- 1 Harriet: Why .....
- 2 Emma: Where .....
- 3 Sarah: Where .....

## 4 Have meaning 'experience' (D)

Say what happened to these people.

► Claire (whose luggage was searched in customs)

*Claire had her luggage searched in customs.*

- 1 Tom (whose car was stolen from outside his house)
- 2 Rita (whose rent was increased by ten per cent)
- 3 David (whose electricity has been cut off)

# Verb + to-infinitive

## A Introduction



After some verbs we can use a to-infinitive, e.g. **decided to have, arranged to play**. Here are some more examples.

/ **expect to get** my money back.

Sarah **agreed to work** late at the office.

We can't **afford to go** to Australia.

Are you **hoping to get** a job in London?

Melanie has **offered to help** us when we move house.

We can put **not** before the to-infinitive.

Some people just choose **not to get** married.

At least I managed **not to lose** my temper.

With some other verbs we use an ing-form, not a to-infinitive (see Units 61 and 62). **Mark has finished playing** golf.

## B Seem and appear

We can use a to-infinitive after **seem** and **appear**.

Sarah **seemed to be** quite annoyed. The computer program **appears to have** a bug in it. The person I spoke to **didn't seem to know** anything about the company's products.

We can use a continuous or a perfect to-infinitive.

Continuous: Andrew **seems to be studying** even harder these days.

Perfect: David **appeared to have hurt** himself.

## C Tend, manage and fail

We use **tend to** for things that usually happen.

We **tend to get up** later at weekends. (= We usually get up later at weekends.)

We use **manage to** for being able to do something.

Luckily I **managed to find** my way here all right. (= I was able to find my way.)

We use **fail to** for things that don't happen.

David **failed to pay** his electricity bill. (= David didn't pay his electricity bill.)

## D He promised to go, his promise to go

Some nouns can come before a to-infinitive. Compare these sentences. Verb

+ to-infinitive: Mark **promised to go** shopping.

But then he **arranged to play** golf. Noun + to-

infinitive: Mark forgot about his **promise to go** shopping.

Sarah found out about his **arrangement to play** golf.

Here are some nouns we can use: **agreement, arrangement, decision, demand, desire, failure, offer, plan, promise, refusal, tendency, threat**

# Exercises

## 1 Verb + to-infinitive (A)

Say what each speaker did. Use these verbs before a to-infinitive: *decide, demand, offer, promise, threaten* ► Henry: I really must speak to the manager. *Henry demanded to speak to the manager.*

- 1 Trevor: I'll put the shelves up soon, I promise.
- 2 Claire: OK, I'll buy both the dresses.
- 3 Melanie: I'll cook the meal if you like.
- 4 Tom: If you don't control that dog, Nick, I'll shoot it.

## 2 Seem (B)

Complete the answers using *seem* and a to-infinitive. (Some of the to-infinitives may be continuous or perfect.)

- ? Vicky: Have Matthew and Emma got over their quarrel?  
Daniel: I think so. *They seem to have got* over it.
- ? Rita: Is Claire in love with Henry?  
Sarah: Probably not. *She doesn't seem to be* in love with him.
- 1 Tom: Do Mike and Harriet really believe there's life on Mars?  
David: Well, yes.....there is.
- 2 Victor: Has Ilona's English improved?  
Emma: Yes,.....quite a lot.
- 3 David: Does Rita like football?  
Tom: I don't think so ..... it much.
- 4 Natasha: Is Daniel working hard, do you think?  
Rachel: Yes, I think so..... hard.
- 5 Sarah: Has Trevor made a good job of those shelves?  
Laura: Not really. a very good job of them.

## 3 Verb + to-infinitive (A-D)

Put in the to-infinitive form. (Some may be continuous or perfect.)

Use these verbs: *come, find, hang, have, invite, leave, take* Harriet:

Hello, Nick. You managed (►) *to find* your way then? Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: Well you're here now. Do you want (1) .....your coat up?

Mick: Thank you.

Harriet: I'm glad you decided (2) ..... to our party.

Everyone seems (3).....a good time.

We tend (4).....lots of people to our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an arrangement

(5)..... somebody somewhere in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (6) ..... early. I don't know where she's gone. She was with someone.

# Verb + ing-form

## A Introduction



After some verbs we can use an ing-form, for example, **suggested going, enjoy putting.**

*/ usually **avoid driving** in the rush hour. We'll have to **practise throwing** the ball into the basket.*

*Have you **finished typing** that letter? Nick says he's **given up smoking**. We*

can sometimes put **not** before an ing-form.

*Imagine **not having** anywhere to live.*

With some other verbs we use a to-infinitive, not an ing-form (see Units 60 and 62). *I*

*don't **want to put up** a tent in the rain.*

## B Mind

We use **mind** + an ing-form mostly in negative statements and in questions.

*Andrew **doesn't mind having** lots of work. He quite likes it. (= He doesn't dislike having lots of work.) Do you **mind waiting** a moment? ~ No, that's OK. I wouldn't **mind travelling** around the world some time.*

## C Verbs with can't

Note **can't** or **couldn't** with **help, resist, face** and **stand**. We can put an ing-form after these verbs. */ think Tom is very amusing. I **can't help laughing** at his funny stories. The dress was so beautiful that Claire **couldn't resist buying** it. Let's eat out, shall we? I **can't face cooking** a meal today. I never go in the bank if it's busy. I **can't stand waiting** in a queue.*

## D Keep (on) and carry on

We use **keep** or **keep on** + an ing-form to talk about something continuing, or when it happens again and again.

*Just **keep stirring** the mixture until it boils. Nick **keeps ringing** Rita and asking her out.*

*The runners didn't mind the rain. They just **kept on running**.*

For **continue** see Unit 63C.

Carry **on** means something continuing.

*Just **carry on stirring** the mixture until it boils.*

# Exercises

## 1 Verb + ing-form (A)

Answer the questions using the notes in brackets. ► Mike: Is your car working now? (they / not / finish / repair / it) You: No, *they haven't finished repairing it yet.*

- 1 Laura: Have you done the crossword? (I / give up / try)  
You: No,.....
- 2 Daniel: There's a story here in the paper about a 110-year-old man. (I / can / not / imagine / be)  
You: Good Lord .....so old.
- 3 Tom: Do you like football? (I / enjoy / watch / it / on TV)  
You: Well,.....
- 4 Rachel: Whose idea was it to invite all these people? (suggest / have / a party)  
You: I'm not sure. Someone .....

## 2 Verbs with can't (C)

Use three words from the table to complete each sentence.

1		3
can't	face	doing
couldn't	help	feeling
	resist	having
	stand	lying
		noticing

- Rita said she was OK, but I *couldn't help noticing* how upset she looked.
- 1 I hate holidays by the sea. I.....on a beach all day.
- 2 [feel really full. I'm afraid I..... a pudding with my lunch.
- 3 I was so tired yesterday I just.....any housework.
- 4 Tom's car was stolen, but, as he left it unlocked, I..... it's his own fault.

## 3 Verb + ing-form (A-D)

Some friends have had a meal together in a restaurant. Put in the ing-forms.

Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk*

- Vicky: Shall we go then?
- Rachel: Daniel hasn't finished (►) *eating* yet.
- Daniel: It's OK. It's just a piece of chocolate.
- Matthew: Chocolate? After that enormous meal?
- Daniel: I know. I've eaten too much. When I find something new on the menu, I just can't resist (1)..... it.
- Rachel: How are we getting home?
- Vicky: I don't mind (2)..... I feel like some fresh air.
- Rachel: You're crazy. It's miles. And we've just eaten.
- Matthew: I suggest (3)..... for a taxi. It'll save (4).....around for a bus.
- Emma: Good idea. I couldn't face (5)..... cold again after being in the warm all evening.
- Rachel: Yes, the bus journey is too complicated. It involves (6).....buses in the centre. We don't want to risk (7).....a bus and having to wait half an hour.
- Daniel: Or we could take a taxi to the bus station and then get a bus from there.
- Matthew: Well, you can carry on (8)..... the problem, but I'm going to ring for a taxi.

# Verb + to-infinitive or verb + ing-form?

## Introduction

Some verbs are followed by a to-infinitive, and some by an ing-form.

VERB + TO-INFINITIVE (Unit 60)

*Harriet **decided to have** a party.*

**Decide** takes a to-infinitive.

VERB + ING-FORM (Unit 61)

*Harriet **suggested having** a party.*

**Suggest** takes an ing-form.

A few verbs take either a to-infinitive or an ing-form (see Units 63-64).

*Laura **started to paint/started painting** a picture.*

## B To-infinitive or ing-form?

+ TO-INFINITIVE

These verbs are followed by a to-infinitive. *agree, aim, appear* (see 60B), *arrange, ask, attempt, beg, can't afford, can't wait* (see C), *choose, claim, decide, demand, desire, expect, fail* (see 60C), *guarantee, happen* (see D), *help* (see 69C), *hope, manage* (see 60C), *offer, plan, prepare, pretend, promise, prove* (see D), *refuse, seem* (see 60B), *tend* (see 60C), *threaten, turn out* (see D), *undertake, want, wish*

+ ING-FORM

These verbs are followed by an ing-form. *admit, avoid, can't face* (see 61C), *can't help* (see 61C), *can't resist* (see 61C), *can't stand* (see 61C), *carry on* (see 61U), *consider, delay, deny, detest, dislike, enjoy, excuse, fancy* (see C), *finish, give up, imagine, involve, justify, keep {on}*, (see 61D), *mention, mind* (see 61B), *postpone, practise, put off, resent, risk, save, suggest, tolerate*

## C Can't wait and fancy

If you can't wait to do something, you are eager to do it.

*/ **can't wait to see** the photos you took. (= I am eager/impatient to see the photos.)*

If you fancy doing something, you want to do it.

*Do you **fancy going** out for a meal? (= Would you like to go out for a meal?)*

**Fancy** is informal.

## D Happen, turn out and prove

We use **prove to** or **turn out to** when experience shows what something is like. *In the end our forecast **proved to be** correct. Finding Harriet's house **turned out to be** more difficult than Nick had expected.*

Note the meaning of **happen to**.

*I **happened to see** Sarah in town. (= I saw Sarah by chance in town.)*

## E Two forms together

We can sometimes use more than one to-infinitive or ing-form together.

*The government decided **to refuse to give** in to the terrorists. I want **to avoid hurting** anyone's feelings. The man denied **threatening to kill** a policeman.*

# Exercises

## i To-infinitive or ing-form? (A-C)

Complete the conversation. Put in a to-infinitive or ing-form.

Matthew: Are we going to have a holiday this year?

Natasha: Didn't we all decide (►) *to spend* (spend) our holidays on a Greek island?

Matthew: Lovely. I enjoy (►) *lying* (lie) on the beach.

I might manage (1) ..... (get) a sun tan.

Daniel: I'd love a holiday. I can't wait (2) ..... (leave) this place behind.

Emma: I don't fancy (3) ..... (stay) in one place all the time.

I really dislike (4) ..... (sit) on the beach all day.

Natasha: Well, I don't mind (5) ..... (tour) around somewhere.

Emma: Matthew, you promised (6) ..... (go) to Scotland with me.

We were planning (7) ..... (hire) a car.

Matthew: Scotland? Are you sure? But I couldn't face (8) ..... (drive) all the time.

Jessica: I'm afraid I can't afford (9) ..... (spend) too much money.

Andrew: And I can't justify (10) ..... (take) all that time off from my studies.

## 2 To-infinitive or ing-form? (A-D)

Complete this article from a magazine. Put in the to-infinitive or ing-form of these verbs:

*accept, argue, be, find, have, insist, lose, plug, repair, say, take, wait*

If you buy something from a shop, a new stereo for example, you usually can't wait (►) *to plug* it in and put some music on. And of course, you expect (►) *to find* the equipment in working order. But that doesn't always happen, unfortunately. If the thing doesn't work, you should take it straight back to the shop. If you delay (1) ..... it back, you will risk (2) ..... your rights as a customer. And you should prepare (3) ..... on those rights. You may be one of those people who always avoid (4) ..... with people, but in this case you should be ready for an argument. The assistant may prove (5) ..... a true friend of the customer - it's not impossible - but first he or she will probably offer (6) ..... the stereo for you. That's all right if you don't mind (7) ..... a few weeks, but it isn't usually a good idea. What you should do is politely demand (8) ..... your money back immediately. You may want to accept another stereo in place of the old one, but you don't have to. You should refuse (9) ..... a credit note, just keep on (10) ..... that you want your money back.

## 3 Two forms together (E)

What might you say in these situations? Write a sentence with both a to-infinitive and an ing-form.

► Your decision to change your holiday arrangements might upset Vicky. You won't risk that. You don't want to. What do you say to Rachel?

*I don't want to risk upsetting Vicky.*

1 You and Melanie want to complain about your meal in a restaurant. You need to see the manager. Melanie won't ask, but you don't mind. What do you say to her?

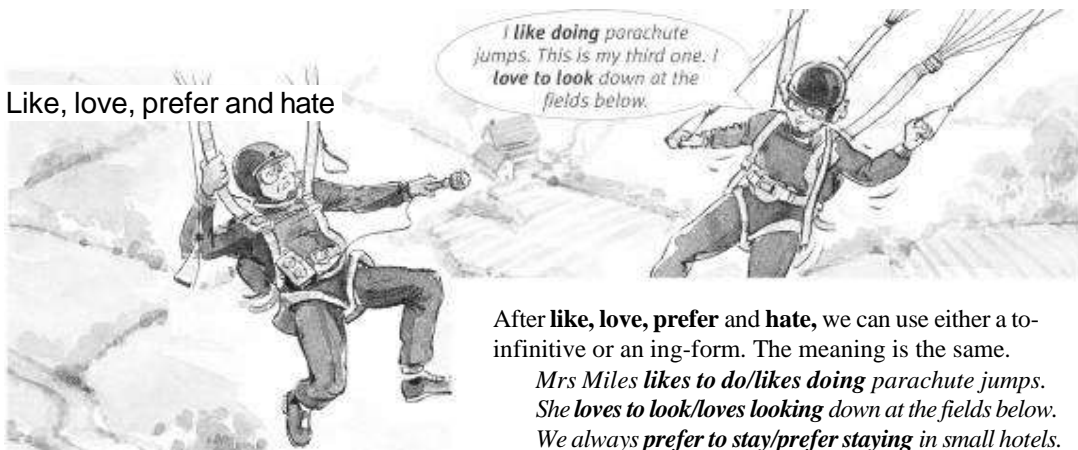
2 Matthew doesn't like the idea of going to Scotland. But he promised. He admitted it. What do you tell Emma?

3 The band were playing. They finished just as you arrived. This was quite by chance. What do you tell your friends?

Just as I arrived, .....

## Like, Start, etc

### A Like, love, prefer and hate



After **like, love, prefer** and **hate**, we can use either a to-infinitive or an ing-form. The meaning is the same.

*Mrs Miles **likes to do/likes doing** parachute jumps.  
She **loves to look/loves looking** down at the fields below.  
We always **prefer to stay/prefer staying** in small hotels.  
I **hate to stand/hate standing** up while I'm eating.*

But compare these two meanings of the verb **like**.

#### LIKE TO DO

**Like** takes a to-infinitive when it means that we prefer to do something even though we may not enjoy it.

*I **like to check** my work carefully before I hand it in.*

#### LIKE DOING

**Like** usually takes an ing-form when we use it to talk about hobbies and interests,

*Claire **likes skiing**.*

*I **don't like swimming much**,*

### B Would like, etc

After **would like, would love, would prefer** and **would hate**, we use a to-infinitive but not usually an ing-form.

*I **would like to do** a parachute jump one day. My sister **would love to work** as an artist.*

*Mark **would prefer to drive** rather than take the train. I'm glad I live here. I **don't hate to live** in a big flat).*

Compare **would like** and **like**.

*I **would like to lie** on the beach today. It's too hot to do anything else.*

**I'd like** means 'I want', but it is more polite (see Unit 52B).

*I **like lying** on the beach. I always spend my holidays sunbathing.*

**I like** means the same as 'I enjoy',

### C Start, intend, etc

We can use either a to-infinitive or an ing-form after these verbs:

**begin, bother, continue, intend, propose** (= intend), **start**

*People **began to leave/began leaving** the theatre before the end of the play.*

*Rachel **didn't bother to do/bother doing** the washing-up. Do you **intend to make/intend making** a complaint? The meaning is the same.*

We do not usually have two ing-forms together.

*It was **starting to get** dark, NOT ~~it was starting getting~~ dark.*



# Exercises

## 1 Like and would like (A-B)

Write in the words. Begin I like ... or I'd like ...

Use these verbs: *buy, chase, drive, play, see*

Use these objects: *computer games, rabbits, the manager, this car, this tin*



► / like playing computer games.

1.....3.....  
2.....4.....

## 2 Like, love, prefer and hate (A-B)

Complete the sentences using the words in brackets.

- Mark: I've always wanted to visit San Francisco.  
Sarah: Me too. *I'd love to visit* (I'd love) it some time.
- 1 Harriet: Tom seems to enjoy watching football matches.  
David: Yes,..... (he loves) United pla
- 2 Trevor: I'm glad I don't work as late as Sarah does.  
Laura: Me too.....(I wouldn't like) such long hour
- 3 Matthew: I think I'll go and see this new film.  
Emma: Can I go with you?.....(I'd like) it, to(
- 4 Rachel: Do you want to come with me or wait here?  
Vicky:.....(I'd prefer) with you if that's OB
- 5 Laura: I think queuing is my least favourite activity.  
Tom: I agree.....(I hate,
- 6 Claire: Does Mark cook for you?  
Sarah: No, not often..... (he doesn't like"
- 7 Reporter: Have you ever flown in a hot-air balloon?  
Mrs Miles: No, but..... (I'd love) in one someda;
- 8 Rachel: Did you say you're having your teeth looked at today?  
Emma: Yes,..... (I like) them checked once a yeai

## 3 Start, intend, etc (C)

Complete this news report about a stolen taxi. Put in the to-infinitive or the ing-form of these verbs: *drive, go, lock, make, search*. Sometimes more than one answer is possible.

Kevin Paisley, 25, has lost his taxi. It was stolen on Friday afternoon. T just went into the newsagent's for a moment,' said Kevin. T didn't bother (►) *to lock* the car.' Kevin started (1).....his own taxi only six months ago. T was just beginning (2).....a profit,' he said. 'I intend (3)..... on with my work as soon as I get my taxi back.'

The police are continuing (4)..... for the stolen car.

# Question word + to-infinitive

## A Introduction



Vicky uses a question word (**what**) and a to-infinitive (**to wear**). She is talking about the best thing to do. **I don't know what to wear** means that I don't know what I should wear.

## B Structures with **what to do**, **where to go**, etc

Before the question word we can use a verb such as **ask, decide, discover, discuss, explain, find out, forget, know, learn, remember, say, think, understand, wonder**.

*It was a real problem. I couldn't **think what to do**.*

*We were **wondering where to park** the car.*

*Matthew wants to **know how to work** the computer.*

*Have Trevor and Laura **decided when to have** their barbecue?*

Sometimes there is a verb + object before the question word. In this structure we can use **advise, ask, show, teach** and **tell**.

*Tom **showed me how to change** a wheel.*

*The guide didn't **tell the tourists when to be** back at the coach.*

Before the question word we can also use the adjectives **clear, obvious** and **sure** and the expressions **have an idea** and **make up your mind**.

*I wasn't **sure who to ask** for help. Claire doesn't **have much idea how to cook**.*

A preposition (e.g. **of**) can come before the question word.

*There's the question **of who to invite** to the reception. You need to be informed **about what to do** in an emergency.*

## C **Why, what, whose, which** and **whether**

We cannot use **why** before a to-infinitive.

*No one could explain **why we had to wait**, NOT ~~No one could explain why to wait.~~*

After **what, which, whose, how many** and **how much**, we can use a noun.

*Sarah and Mark were discussing **what colour to paint** the walls. We*

*wondered **whose story to believe** - both drivers said it wasn't their fault. It's difficult to know **how much luggage to take** with you.*

We can use **whether** but not **if**.

*We'll have to decide **whether to go ahead** with the project (or not).*

NOT ~~We'll have to decide if to go ahead.~~

*Melanie wasn't sure **whether to ring** the doctor or not.*

*I was wondering **whether to order** some tea.*

# Exercises

## 1 Structures with **what to do, where to go, etc (B)**

Comment on these situations.



► How do I switch the computer on?



1 What should I say?



2 Where shall we go?



3 How do I stop?

► (not know) *He doesn't know how to switch the computer on.*

- 1 (can't think) .....
- 2 (not sure) .....
- 3 (not know) .....

## 2 Structures with **what to do, where to go, etc (B)**

Look at the questions and then complete the paragraph about a man coming out of prison. Use a question word and a to-infinitive.

- How should he start a new life?
- 1 What can he expect?
- 2 Where should he go?
- 3 How can he find somewhere to live?
- 4 What should he do?
- 5 Who can he contact?

This man will have problems when he leaves prison. He needs advice on (►) *how to start* a new life. After a long time in prison, he isn't sure (1).....in the outside world and he has no idea (2).....He doesn't know (3)..... a place to live either. But he won't be completely alone. A social worker will advise him (4)....., so he'll know (5).....if he needs help.

## 3 Question word + to-infinitive (B-C)

You are finding it very difficult to make your mind up.

Complete your answers to the questions. Use a question word and a to-infinitive.

- ? Rachel: Are you going to buy that sweater?  
You: I don't know *whether to buy* it or not.
- ? Tom: What time do you think we should leave?  
You: I'm not really sure *what time to leave*.
- 1 Daniel: Do you want to do business studies?  
You: I'm wondering..... business studies or statistics.
- 2 Vicky: How much money should we spend on the present?  
You: I've no idea ..... on it.
- 3 Matthew: Do you intend to join the sports club?  
You: I can't decide .....it or not.
- 4 Vicky: Which route should we take?  
You: It's difficult to know.....
- 5 Melanie: Which lottery numbers are you going to choose?  
You: I haven't decided .....

# Adjective + to-infinitive

## A Introduction

RACHEL IS HAVING A  
DRIVING LESSON



We can use a to-infinitive (e.g. **to be**) after an adjective (e.g. **great**).

## B It is easy to drive the car

An adjective + to-infinitive often comes in this structure with **it + be**.

*It's important to look in the mirror. It's lovely to see you. It's quite safe to use the ladder. It was silly to make such a fuss.*

The subject can also be a person.

*I'm delighted to see you. We're ready to start now.*

## C The car is easy to drive

Compare these two sentences. They both mean the same thing.

*It is easy to drive **the car**. **The car** is easy to drive. We*

do not use **it** in the second sentence.

NOT ~~*The car is easy to drive it*~~ and NOT ~~*The car it is easy to drive.*~~

Here are some more examples.

*Your writing is **difficult to read**. A small car would be **cheap to run**. The parade was **fascinating to watch**. The ladder is quite **safe to use**.*

We can use this structure with adjectives meaning 'good' or bad', e.g. **awful, bad, exciting, fascinating, good, marvellous, nice, terrible, wonderful**. We can also use it with these adjectives: **cheap, convenient, dangerous, difficult, easy, expensive, impossible, safe, simple**.

## D Certain, sure and likely

We can use a to-infinitive after **certain, sure, likely** and **unlikely**.

*United are **certain/sure to win**. (= They will certainly win.)*

*Sarah is **likely to be** at work. (= She is probably at work.)*

## E For and of

After some adjectives we can use **for** + object + to-infinitive (see Unit 68).

*It's **important for drivers to take care**. It isn't **safe for children to play on ladders**.*

After an adjective describing how someone behaves (e.g. **polite, silly**), we can use **of**. *It was **polite of Emma to write and thank us**. (Emma was polite.) It was **silly of me to forget the tickets**. (I was silly.)*

# Exercises

## 1 It is easy to drive the car (B)

Sarah's job is to write advertisements. She is writing one for Compex computers. Write sentences with *it* and an adjective followed by a to-infinitive. ► Buy a Compex computer. It isn't expensive. It isn't *expensive to buy a Compex computer*.

- Using the computer is very simple.  
It's very .....
- Understanding the handbook isn't difficult.  
It isn't .....
- You can run any kind of software. It's easy.  
.....
- Exploring the world of Compex is absolutely fascinating.  
.....
- Try the ultimate computer experience. Are you ready?  
.....

## 2 The car is easy to drive (C)

Sarah isn't happy with her ideas for the Compex advertisement. She is rewriting the first four sentences like this. ► A Compex computer *isn't expensive to buy*.

- The computer .....
- The handbook .....
- .....
- .....

## 3 Certain, sure and likely (D)

Complete the conversation. Make sentences from the notes in brackets.

Nick: Are you going to Mike and Harriet's party?

Tom: Yes, I am. (►) *It's sure to be a good party* (it / sure / be / a good party).

Nick: Will there be a lot of people there?

Tom: Yes, (1)..... (it / likely / be / pretty crowded).

Nick: Has Rita been invited, do you know?

Tom: Oh, (2)..... (she / certain / be / there).

Nick: I don't know that part of town. Is the house easy to find?

Tom: No, it isn't. Take a map or (3)..... (you / unlikely / find / it).

## 4 For and of (E)

Vicky and Rachel are talking about two students they know called Gary and Steve.

Complete the conversation. Put in *for* or *of*.

Vicky: I can't believe that Gary and Steve had a fight in a pub. Don't you think that was very foolish (►) of them?

Rachel: Yes, it was especially stupid (1) ..... them to quarrel about which football team is the best. There must be something more interesting (2)..... them to talk about.

Vicky: I blame Steve. It wasn't very sensible (3)..... him to knock Gary's drink over.

Rachel: It was brave (4)..... Daniel to try to stop the fight. It was awful (5).....him to get hit on the head with a chair.

# For with the to-infinitive

## A Introduction

Sarah: *I'll just ring the office. The boss is waiting **for me to ring** her back.*

Mark: *I don't think it was a good idea **for you to bring** that mobile phone on holiday with you, Sarah.*

We can use **for** + object + to-infinitive. Here are some more examples.

	FOR	OBJECT	TO-INFINITIVE
<i>My mother has arranged</i>	<i>for</i>	<i>someone</i>	<i>to look after her dog next week.</i>
<i>It's difficult</i>	<i>for</i>	<i>unskilled people</i>	<i>to find work these days.</i>
<i>The crowd were impatient</i>	<i>for</i>	<i>the match</i>	<i>to begin.</i>
<i>It's a nuisance</i>	<i>for</i>	<i>you</i>	<i>to have to wait.</i>

## B For expressing purpose

We can use this structure to say why something is done (to express purpose). (See also Unit 151E.

*Mark photocopied the figures **for the Sales Manager to have** a look at. (= He photocopied the figures so that the Sales Manager could have a look at them.) The shop provides baskets **for the customers to put** their purchases in. I'd like to put forward a few suggestions **for you to think** about.*

## C Too and enough

We can use **too** and **enough** with this structure. *The road is **too busy for the children to cross** safely. Unfortunately the table was **too small for all of us to sit** round. Fortunately the table was **big enough for all of us to sit** round. The guide didn't speak loudly **enough for everyone to hear** clearly.*

## D For and of

FOR

We often use **for** + object + to-infinitive after an adjective.

*Harriet was **anxious for** the party to be a success.*

*Would it be **possible for** you to move your car, please?*

Some of the adjectives we can use with **for**:

*anxious, awful, cheap, convenient, dangerous, difficult, eager, easy, exciting, expensive, friendly, good, happy, horrible, impatient, important, interesting, marvellous, necessary, nice, normal, polite, possible, ready, safe, sensible, silly, stupid, terrible, useful, willing, wonderful, wrong*

Compare these two sentences.

*It was **good for** you to come jogging. (= It was good for your health.)*

OF

After an adjective saying how someone behaves, we use **of** + object + to-infinitive.

*It's **kind of** Melanie to put you up for the night. (Melanie is kind.)*

*It was **clever of** you to work out the answer. (You were clever.)*

Some of the adjectives we can use with **of**:

*brave, careless, clever, foolish, generous, good, helpful, honest, intelligent, kind, mean, nice, polite, sensible, silly, stupid, wrong*

*It was **good of** you to come jogging with me. (= It was a kind action by you.)*

# Exercises

## 1 For with the to-infinitive (A)

The second person agrees with what the first one says. Use *for* and a to-infinitive. ►

Daniel: Andrew should take it easy. That would be best.

Matthew: Yes, you're right. It *would be best for him to take it easy*.

1 Trevor: Our new computer should arrive soon. I just can't wait.

Laura: Me neither. I.....

2 Rachel: Matthew shouldn't marry Emma. It would be a mistake.

Vicky: I think so too.

3 Customer: Advertisements should tell the truth. It's important.

Mark: I agree. ....

## 2 For expressing purpose (B)

Write the advertisement for a holiday centre.

Match the sentence pairs and write sentences with *for* and a to-infinitive.

There are lots of activities. There's a fun pool.

There are quiet areas. There are regular shows.

There's a siant roller-coaster.

You can enjoy them. You can relax in them. Guests

can take part in them. You can ride on it if you

dare. Children can swim in it.

► *There are lots of activities for guests to take part in.*

1 .....

2 .....

3 .....

4 .....

## 3 Too and enough (C)

Add a sentence with *too* or *enough* and: *difficult, funny, heavy, high, hot, loud*

? Mike and Harriet couldn't lift the piano. *It was too heavy for them to lift.*

? Tom won't repeat the joke. *It isn't funny enough for him to repeat.*

1 Emma can't reach the top shelf.....

2 We can't understand the poem.....

3 Not everyone could hear the music.....

4 The tea had got cold. Daniel couldn't drink it.....

## 4 For and of (D)

A) apanese company called Sanko is going to open a new factory in a town in England.

Write the sentences from the local newspaper.

► marvellous / the town / have / some new jobs

It will be *marvellous for the town to have some new jobs*.

► clever / our local council / bring / Sanko / here

It was *clever of our local council to bring Sanko here*.

1 difficult / the town / attract / new industry

It has been .....

2 very generous / the council / give / the land / to Sanko

It was .....

3 the company / eager / production / begin / soon

The company .....

# The infinitive with and without to

This is an overview of the different structures with a to-infinitive (e.g. **to do**) and an infinitive without **to** (e.g. do).

## A The to-infinitive

We use a to-infinitive:

- 1 After an adjective (see Unit 67)  
*It's **nice to have** a place of your own. The car is really **cheap to run**.*
- 2 After a noun  
*I **must take a book to read**. (— a book that I can read)  
We've got a few **jobs to do**. (= jobs that we must do)*
- 3 With **be able to, be about to, be allowed to, be going to, have to, ought to** and **used to**  
*We **aren't allowed to park** here. The game is **about to start**.  
We're **going to buy** a camcorder. You **have to fill** in a form.*
- 4 After some verbs, e.g. **decide, hope, manage, offer** (see Unit 60)  
*Tom **decided to leave** early. I **hope to see** you soon.  
Did you **manage to sort out** the problem? Henry **offered to pay** for the meal.*
- 5 After some verbs + object (see Unit 65)  
*Laura **persuaded Trevor to put up** some shelves.  
I **want you to do** something for me.*
- 6 After **for** + object (see Unit 68)  
*We've arranged **for you to visit** our head office.  
It is important **for students to register** with a doctor.*
- 7 After a question word (see Unit 66)  
*We don't know **where to leave** our coats.  
This book tells you **how to train** race horses.*
- 8 To say why (see Unit 151B)  
*Mark went out **to play** golf. I need the money **to pay** the phone bill.*

## B The infinitive without to

We use an infinitive without **to**:

- 1 After **can, could, may, might, must, needn't, shall, should, will, and would**  
*We **could go** to a night club. I **must speak** to the manager. It  
**might rain** later. Sarah **will be** away for three days.*
- 2 After **had better** and **would rather**  
*It's cold. You'd **better wear** a coat. I'd **rather listen** to Elvis than the Beatles.*
- 3 After **make** + object and **let** + object  
*That programme was funny. It really **made me laugh**.  
Trevor will be here at five. His boss is going to **let him leave** work early.*
- 4 After **see** or **hear** + an object (see Unit 74)  
*They **saw the lights come on**. We all **heard the bomb go off**.*

## C Help

An infinitive after **help** can be with or without **to**.

*Can I **help (to) get** the tea? Vicky **helped** me (to) **choose** a present.*



# Exercises

## 1 The to-infinitive (A)

Comment on these situations. Join each pair of sentences using a to-infinitive. ►

Mike will give you a lift. He promised. You: Mike *promised to give me a lift*.

- 1 You want to eat. You must have something.  
You: I must .....
- 2 You are having a rest. It's nice.  
You: It's.....
- 3 Will Rita speak to Nick? He wants her to.  
Nick.....
- 4 Daniel can't repair the video. He doesn't know how to.
- 5 Claire and her sister are going to Bali. They have decided.
- 6 Melanie is visiting David. She has gone to the hospital.
- 7 Vicky is doing some studying. Unfortunately she has to.
- 8 Sarah must ring the office. It's important.

## 2 The infinitive without to (B)

Put in the missing verbs. Usually more than one answer is correct.

► I've been repairing the car. I really must *wash* my hands.

- 1 What's in the letter? Why won't you let me ..... it?
- 2 Did you see that lovely old car ..... past a moment ago?
- 3 It was a terribly sad story. It made me .....
- 4 I don't want to do anything energetic. I'd rather ..... on the beach.
- 5 It's very cold. I think it might.....for the first time this winter.
- 6 I keep getting this pain in my leg. I think I'd better ..... a doctor.

## 3 The infinitive with and without to (A-B)

Matthew and Emma are at the railway station. Emma is going away for the weekend. Put in the infinitive of the verbs. You have to decide whether or not you need *to*. Matthew: Are you sure you'll (►) *be* (be) all right?

Emma: Yes, of course. I'm not a child. I can manage (►) *to look* (look) after myself.

Matthew: OK, sorry.

Emma: Some friends have invited me (1)..... (visit) them. I'm not going to the North Pole.

Matthew: It'll be nice for you (2)..... (see) your old friends again. I just know you're going (3)..... (have) lots of fun. Let me (4)..... (buy) you a magazine (5)..... (read) on the train.

Emma: I can't (6)..... (read) when I'm travelling. It makes me (7)..... (feel) sick, even in a train. I'd rather just (8)..... (look) out of the window.

Matthew: OK. Well, you'd better (9)..... (get) in. I think it's about (10)..... (leave). Oh, did I remind you (11)..... (change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (12)..... (forget). I know perfectly well how (13)..... (get) there.

# Verb/Adjective + preposition + ing-form

## Introduction

Claire: ***I'm thinking of going to Turkey.***

Travel agent: *Are you **interested in travelling** around the country, or would you like to stay in one place?*

Claire: *I don't want to do a lot of travelling.*

Some verbs and adjectives can have a preposition after them (see Units 125-126). /

***apologized for*** my mistake. *Laura is **keen on** photography.*

Sometimes we can use an ing-form after the preposition.

		PREPOSITION	ING-FORM	
<b>I</b>	<b><i>apologized</i></b>	<b><i>for</i></b>	<b><i>making</i></b>	<i>a mistake.</i>
Laura is	<b><i>keen</i></b>	<b><i>on</i></b>	<b><i>taking</i></b>	<i>photos.</i>
<b>I'm</b>	<b><i>thinking</i></b>	<b><i>of</i></b>	<b><i>going</i></b>	<i>to Turkey.</i>
Are you	<b><i>interested</i></b>	<b><i>in</i></b>	<b><i>traveling</i></b>	<i>around?</i>
<b>We're</b>	<b><i>tired</i></b>	<b><i>of</i></b>	<b><i>not having</i></b>	<i>a place to live.</i>

We can use **not** before the ing-form, e.g. **not having**.

## B Verb + preposition + ing-form

*Don't you **believe in discussing** things openly? Laura doesn't **feel like cooking** tonight. Unfortunately Tom **insisted on telling** us all about United's win. **I'm looking forward to seeing** my friends again. I've **succeeded in getting** hold of the CD I wanted. Also: **agree with, apologize for, concentrate on, object to, rely on, think of***

We can use **about** after **ask, complain, dream, speak, talk, think, and wonder**.

*They're **talking about building** a new swimming-pool.*

## C Verb + object + preposition + ing-form

After some verbs we can put an object (e.g. **Matthew**).

*Emma **accused Matthew of not caring** about her.*

*Higher prices will **discourage customers from buying**.*

*The fire-fighters **prevented/stopped the fire (from) spreading**.*

*The club has **punished its players for fighting** during a match.*

Also: **blame ... for, congratulate ... on, thank ... for**

We can use this structure in the passive.

***Matthew was accused of not caring.** **The customers will be discouraged from buying.***

## D Adjective + preposition + ing-form

*People were **annoyed at not being** able to see properly. I'm **bored with waiting**. *Vicky is **excited about going** to America. I'm **fed up with living** in this awful place. Tom is **good at telling** jokes. The man was found **guilty of stealing** from his employers. I'm **pleased about/at winning** a prize. Also: **capable of, fond of, interested in** (see Unit 71B), **keen on, tired of****

# Exercises

## 1 Verb + preposition + ing-form (A-B)

Complete the conversation between Claire and her sister Sophie.

Put in the verbs with these prepositions: *for, in, like, of, on*

Sophie: Where's that little radio of yours?

Claire: Oh, it got broken. Henry knocked it off the table.

Unfortunately he hasn't succeeded (►) *in getting* (get) it to work again.

Sophie: Oh, what a pity.

Claire: It was only a cheap thing. In fact I'd been thinking (1) .....(buy) a new one.

But Henry not only apologized (2) ..... (break) it, he

insisted (3) .....(buy) me a much nicer one. It's in the dining-room.

Sophie: Henry is such a gentleman.

Claire: He didn't really need to buy me a new one, but I didn't feel (4) .....(argue).

## 2 Verb (+ object) + preposition + ing-form (A-C)

Comment on these situations. Join each pair of sentences using a preposition and an ing-form. ►

The police prevented the crime. It didn't take place. The police *prevented the crime from taking place*.

1 Laura blamed Trevor. He forgot the tickets.

Laura .....(forget) the tickets.

2 The doctors succeeded. They saved the driver's life.

The doctors .....(save) the driver's life.

3 The customers complained. They didn't receive the goods.

4 Emma has accused Matthew. She says Matthew broke his promise.

5 Melanie is insisting. She's going to cook a meal for David.

6 A new traffic scheme has stopped cars. They can't go into the town centre.

7 Everyone congratulated Claude. He won the quiz competition.

8 Some football fans were arrested. They attacked a policeman.

## 3 Verb/Adjective + preposition + ing-form (A-D)

Complete Emma's letter to her friend Kirsty. Put in a preposition and an ing-form.

Thank you (►) *for inviting* (invite) me to come and see you next month. I'm already excited

(1) .....(see) you again.

You must be very pleased (2) .....(get) the job you wanted. Congratulations. Personally,

I wouldn't be keen (3) .....(travel) forty miles to work.

I apologize (4) .....(not write) sooner, but a week in bed with flu has prevented me

(5) .....(do) anything. I haven't even felt (6) .....(write) letters

until today. I must be getting better because I'm starting to feel bored (7) .....(do)

nothing. I'm thinking (8) .....(go) back to work tomorrow.

# Afraid to do or Afraid of doing?

## A Afraid



David is **afraid to climb** the ladder. (= He doesn't want to climb the ladder because he is afraid.)

Here are some more examples.

*I was **afraid to say** anything in front of all those people. Claire was **afraid to wander** too far from the hotel.*



David is **afraid of falling**. (= He is afraid because he might fall.)

*I was **afraid of sounding** foolish, you see.*

*She was **afraid of getting** lost.*

## B Anxious, ashamed and interested

Compare these examples.

*Zedco are **anxious to increase** their sales. (= They want to increase their sales.)*

*I'm **ashamed to tell** you what I scored in the test. (= I don't want to tell you because I'm ashamed.)*

*I'd be **interested to meet** Laura. (= I want to meet her.)*

*I was **interested to hear** Mike's story. (= I found his story interesting.)*

*Mark was **anxious about presenting** his report. (= He was worried because he had to present his report.)*

*I'm **ashamed of getting** such a low score. (= I'm ashamed because I got such a low score.)*

*Laura is **interested in painting**. (= It is an interest/a hobby of hers.)*

## C Structures with sorry

To apologize for something we are doing, we use a to-infinitive.

*I'm **sorry to tell** you this, but your test score is rather low.*

*I'm **sorry to ring** so late, but it's important. To express regret, we also use a to-infinitive.*

*I was **sorry to hear** that Mike's uncle had died.*

To apologize for something we did, we can use **about** + ing-form.

*I'm **sorry about making** all that noise last night. (OR **I'm sorry I made** all that noise last night.)*

# Exercises

## 1 Afraid (A)

Complete the sentences. Use these words and put the verb into the to-infinitive or ing-form:

*dive into the water, drop them, fall, move*



► He's afraid *to dive into the water*.

1 She's afraid.....

2 She's afraid.....

3 He's afraid .....

## 2 Afraid (A)

Look at what people say and write a comment about each person.

Rewrite the second sentence using *afraid to* or *afraid of*.

► Vicky: There's a large bull in the field. I don't want to open the gate.

*Vicky is afraid to open the gate.*

► Claire: I arrived at the airport in good time. I thought I might get stuck in traffic.

*Claire was afraid of getting stuck in traffic.*

1 Nick: I was going to do a bungee jump yesterday. But I couldn't jump.

2 Daniel: The policeman looked angry. I didn't want to argue with him.

3 Matthew: I'm keeping my shirt on. I might get sunburnt.

## 3 Afraid, anxious, ashamed and interested (A-B)

Complete the conversation. Put in a to-infinitive or a preposition + ing-form.

Laura: I'm ashamed (►) *to admit* (admit) it, but aeroplanes terrify me. I get really anxious

(►) *about flying* (fly). I'm afraid (1)..... (buy) a plane ticket. I can't stand being on a plane. I'm afraid (2)..... (get) killed. I feel ashamed (3)..... (be) so silly.

Sarah: Aren't there things you can do to overcome your fear?

Laura: Well, I was interested (4)..... (read) in the paper recently that you can go on a course that helps you. I'm anxious (5)..... (book) a place on it very soon.

## 4 Sorry (C)

Complete the conversation. Use a to-infinitive or *about* + ing-form. Look at the information in brackets.

Alan: I'm sorry (►) *to disturb you* (I'm disturbing you), but could I just say something? I'm sorry

(1)..... (I was so rude) last night. I didn't mean what I said.

Mark: Oh, that's OK. I'm sorry (2)..... (I lost my temper).

Alan: Right. OK. And, as I said, sorry (3)..... (I'm interrupting you).

# Used to do and be used to doing

## A Used to do



**Used + to-infinitive** means that something happened regularly or went on for a time **in** the past. *I used to travel* means that in the past I regularly travelled, but I no longer do so.

Here are some more examples.

*We **used to play** that game when we were younger.*

*Nick **used to smoke**, but he gave it up. I **used to like** fish, but I never eat it now.*

*There **used to be** a dancehall here, but they knocked it down.*

We cannot use this structure in the present tense.

*Claire **travels** a lot. NOT ~~Claire uses to travel~~ a lot.*

We normally use **didn't use to** in negatives and **did ... use to** in questions.

*We **didn't use to have** computers, OR We **never used to have** computers.*

*Where **did** people **use to buy** their food before the supermarket was built?*

***Did** you **use to live** in London?*

## B Be used to doing



**Be used to + ing-form** means that something is familiar and is no longer strange. *I'm used to travelling* means that travelling is no longer strange or difficult because I have done it for so long.

Here are some more examples.

*We're **used to getting** up early. We do it every day. NOT ~~We're used to get up~~ early.*

*Sarah **is used to working** late at the office. Most visitors to Britain **aren't used to driving** on the left.*

*I **wasn't used to wearing** glasses. It seemed very strange at first.*

We can also say **get used to** to talk about things becoming more familiar. *It was difficult at first, but Mike soon **got used to working** at night. After her husband died, the old woman had to **get used to living** on her own.*

# Exercises

## Used to do (A)

- 1 Mrs Bell is a hundred years old. She's the oldest person in the village.  
A radio reporter is interviewing her. Put in *used to* with the verb.  
Mrs Bell: I've always lived in the village, but not always in this house.  
Reporter: Where (►) *did you use to live* (you / live)?  
Mrs Bell: When I was a girl, we lived at Apple Tree Farm.  
(1).....(we / like) it there.  
Reporter: But life was hard, wasn't it?  
Mrs Bell: Oh, yes. Things (2).....(be) different from the way they are now. In those days (3).....(we / not / have) electricity.  
Reporter: And (4).....(you / help) with the farm work?  
Mrs Bell: Yes, (5).....(I / look) after the hens.

## 2 Used to do and be used to doing (A-B)

Look at the pictures and say what the people used to do or are used to doing.  
Use these verbs: *climb, fly, paint, play, sign*  
Use these objects: *autographs, badminton, mountains, pictures, planes*



- ? He *used to paint pictures*.  
? She's *used to signing autographs*.  
1 She.....  
2 They.....  
3 He.....

## 3 Used to do and be used to doing (A-B)

Put in a to-infinitive or *to + ing-form*. Use the verbs in brackets.

- ? When I was a child, I used *to dream* (dream) of being an astronaut.  
? I'm terribly nervous. I'm not used *to speaking* (speak) to a large audience.  
1 It took us ages to get used.....(live) in a block of flats.  
2 Lots of trains used.....(stop) here, but not many do now.  
3 Didn't Nick use.....(work) on a building site?  
4 There didn't use.....(be) so many soap operas on television.  
5 I'll have an orange juice, please. I'm not used.....(drink) alcohol.  
6 David doesn't seem to mind being in hospital. I suppose he's got used.....(be) there.  
7 When Laura was at college, she used.....(have) a picture of Elvis Presley on her bedroom wall.

# Preposition or Linking Word + ing-form

## A Introduction

Rachel: *Shall we have some lunch?*

Jessica: *I usually go for a walk **instead of eating**. I'm on a diet.*

Rachel: *You're joking, aren't you? **Since when?***

Jessica: ***Since discovering** I can't get into my old clothes.*

Rachel: *Well, just buy some new ones, then.*

We can use an ing-form after some prepositions (e.g. **instead of**) or linking words (e.g. since).

We cannot use an infinitive, NOT ~~instead of to eat~~.



## B Preposition + ing-form

Here are some more examples.

*As a **result of losing** my passport, I had to fill in a complicated form.*

*Vicky and Rachel might go to Canada **as well as travelling** around the US.*

*You can get skin cancer **from being** in the sun too long.*

*You aren't **in favour of cutting** down trees, are you?*

*Sarah went to work **in spite of not feeling** well.*

*We can't have a party **without making** a bit of noise.*

We can use these prepositions before an ing-form: **against, as a result of, as well as, besides, by, despite, for, from, how about, in favour of, in spite of, instead of, on, what about, without**

We use **what about/how about** + ing-form to make a suggestion.

***How about giving** us some help?* We use **for** + ing-form to say what we use something for.

*This cloth is **for cleaning** the floor.* We use **by** + ing-form to say how someone does something.

*The thief got in **by breaking** a window.* We use **on** + ing-form to mean 'as soon as'.

***On hearing** the news of David's accident, Melanie burst into tears.*

(= As soon as she heard the news,...)

## C Linking word + ing-form

Here are some examples.

*I always have a shower **after playing** tennis.*

***Although hoping** to get the job, Rachel wasn't really expecting to.*

*Sarah wanted to finish the report **before going** to bed.*

*The man has been unemployed **since leaving** prison.*

*You should always lock the door **when leaving** your room.*

*Mark was listening to the car radio **while sitting** in a traffic jam.*

We can use these linking words before an ing-form: **after, although, before, since, when, while**

A linking word + ing-form can sometimes be a little formal. We can say the same thing like this. *I always have a shower **after I've played** tennis. **Although she was hoping** to get the job, Rachel wasn't really expecting to.*



# Exercises

## 1 Preposition + ing-form (B)

Complete the sentences using the words in brackets.

- Rachel: Do you want to walk? Vicky: Yes, let's not get a bus. (instead of)  
Vicky wants to walk *instead of getting a bus*.
- 1 Sarah: Did you get through the work? Mark: Yes, I stayed up all night, (by)  
Mark got through the work .....
- 2 Melanie: When do you take the pills? David: The minute I wake in the morning, (on)  
David has to take the pills .....
- 3 Mike: So you got the answer? Harriet: Yes, and I didn't use a calculator, (without)  
Harriet got the answer.....
- 4 Emma: Why the rucksack? Matthew: So I can carry the food, (for)  
The rucksack is .....
- 5 Trevor: Sorry I forgot the sugar. Laura: Well, you had it on your list, (in spite of)  
Trevor forgot the sugar .....
- 6 Mark: Do you have to do the typing? Secretary: Yes, and book some flights, (as well as)  
The secretary has to book some flights .....

## 2 Linking word + ing-form (C)

This structure is often used in instructions (sentences which tell people what to do).

Put in *before* or *after* and the ing-form of the verb in brackets.

- Replace the top on the bottle *after taking* (take) the medicine.
- 1 Read the contract through carefully..... (sign) it.
- 2 You shouldn't have a bath straight ..... (eat) a meal.
- 3.....(leave) home ring the airport to check that your flight is on schedule.
- 4 Always put your skis away carefully.....(use) them.
- 5 Be sure to switch off the electricity.....(change) a fuse.
- 6 Make sure the safety chain is on .....(open) the door.

## 3 Preposition or linking word + ing-form (B-C)

Ron Mason owns a supermarket business. Write the sentences for a magazine article about his life.

Join two sentences into one using the words in brackets.

- He saw an empty shop. He was walking around town one day. (while)

*He saw an empty shop while walking around town one day.*

- 1 He thought carefully. He decided to buy it. (before)
- 2 He bought the shop. He had little money of his own. (despite)
- 3 He became successful. He gave the customers what they wanted, (by)
- 4 He put the profit back into the business. He didn't spend it on himself, (instead of)
- 5 He was happy. He was running his own business, (when)
- 6 He fell ill. He worked too hard, (as a result of)
- 7 He has made a lot of money. He bought his first shop ten years ago. (since)

# See it happen or see it happening?

## A Introduction



David fell down the steps.  
Rachel **saw him fall**.



David was walking with a stick.  
Rachel **saw him walking** across the road.

## B See it happen

After some verbs we can use an object + an infinitive without **to**.

VERB	OBJECT	INFINITIVE	
Rachel <b>saw</b>	<b>David</b>	<b>fall</b>	down the steps.
Vicky <b>heard</b>	<b>someone</b>	<b>close</b>	the door.
Let's <b>watch</b>	<b>the parade</b>	<b>go</b>	past.
We all <b>felt</b>	<b>the house</b>	<b>shake</b> .	

We can use this structure with these verbs: **feel, hear, listen to, notice, see, watch**

## C See it happening

We can also use an ing-form after the object.

VERB	OBJECT	ING-FORM	
Rachel <b>saw</b>	<b>David</b>	<b>walking</b>	with a stick.
Can you <b>hear</b>	<b>someone</b>	<b>playing</b>	the piano?
We <b>found</b>	<b>Matthew</b>	<b>exercising</b>	in the gym.
I could <b>feel</b>	<b>an insect</b>	<b>crawling</b>	up my leg.

We can use this structure with these verbs: **feel, find, hear, listen to, notice, see, smell, watch**

## D See it happen or see it happening?

### SEE IT HAPPEN

We saw Trevor **plant** the tree.  
(He **planted** the tree. We saw him do the whole job.)  
/ watched Nick **light** a cigarette.  
We noticed a young man **sit** down and order a meal.

### SEE IT HAPPENING

We saw Trevor **planting** the tree.  
(He **was planting** the tree. We saw him in the middle of the job.)  
I watched Nick **smoking** a cigarette.  
We noticed a young man **sitting** at the table eating a meal.

When we talk about a short action, it often does not matter which structure we use. *They heard a car **turn/turning** the corner. I didn't see anyone **leave/leaving** any litter.*

# Exercises

## 1 See it happen (B)

Henry is in court. He is answering questions about a Mr Lewis, who the police suspect of a number of crimes. Add a sentence using the verb in brackets. ►  
And you say a second man came into the restaurant? (see) Henry: That's right. / *saw him come in.*

- 1 Are you quite certain that Mr Lewis took the envelope? (see)  
Henry: Yes, absolutely. ....
- 2 Then Mr Lewis left the restaurant, did he? (watch)  
Henry: He left soon afterwards .....
- 3 And he drove away, (hear)  
Henry: Yes, he did. ....

## 2 See it happening (C)

Look at the pictures and add a sentence with *I can see/hear/smell...* and the ing-form of these verbs: *bark, burn, come, ring, wave*



- The postman is on his way. *I can see him coming.*
- 1 There's a phone upstairs. ....
  - 2 There's a woman in the boat. ....
  - 3 There are some dogs outside.....
  - 4 You've forgotten your lunch. ....

## 3 See it happen or see it happening? (D)

There has been a bomb explosion in the city centre. TV reporter Kitty Beamish is asking people about it. What did people see or hear?

- ? Man: The bomb exploded. I heard it. It was a shock.  
*He heard the bomb explode.*
- ? Woman: A man was lying in the road. I saw him. He was just lying there.  
*She saw a man lying in the road.*
- 1 Woman: The building shook. I felt it. I couldn't believe it.
  - 2 Man: People were shouting. I heard them. There was panic.
  - 3 Girl: An alarm was ringing. I could hear it. It went on and on.
  - 4 Boys: The police arrived. We saw them. They were over there.
  - 5 Man: I saw a woman. She was crying. She was in a terrible state.

# Some structures with the ing-form

## A Two actions at the same time



All afternoon Claire **lay** in a hammock **reading** a magazine.

When two things are happening at the same time, we can use a main verb (**lay**) and an ing-form (reading). Here are some more examples.

We had to **stand** in a queue **waiting** for the bank to open.

You can't **sit watching** television all day. All afternoon, Vicky **lay** on the sofa **thinking** about life.

We can also use this structure when one action comes in the middle of another. We use the ing-form for the longer action.

Matthew **injured** his knee **doing** gymnastics. (= He injured his knee while he was doing gymnastics.)

I **went** to sleep **listening** to the radio.

## B One action after another

When there are two short actions, one straight after the other, we can use an ing-form for the first action.

**Opening** the bottle, Mike **poured** the drinks. (= He opened the bottle and then poured the drinks.)

**Turning** right into Madison Avenue, the car **drove** north for two blocks.

We can also use the perfect ing-form.

**Having opened** the bottle, Mike **poured** the drinks. (= After opening the bottle, Mike poured the drinks.)

If either of the actions is long, we must use the perfect.

**Having photocopied** all the papers, Sarah **put** them back in the file.

**Having repaired** the car, Tom **took** it out for a road test. NOT

~~Repairing the car, Tom took it out for a road test.~~

These patterns are typical of written English. In spoken English, to talk about one action after another we use a sentence like this.

Tom **repaired** the car **and then** took it out for a road test.

## C The ing-form saying why

We can use the ing-form to give a reason.

The fans **queued** for hours, **hoping** to get tickets. (= They queued for hours because they hoped to get tickets.) **Being** the youngest child, Natasha was her father's favourite. **Not knowing** the way, I had to ask for directions.

We can also use the perfect ing-form to give a reason.

**Having spent** all his money, Daniel **couldn't** afford a new jacket. We **decided** not to travel, **having heard** the terrible weather forecast.

# Exercises

## 1 One action in the middle of another (A)

Say what accidents these people had. Use these phrases: *lift weights, light a fire, open a tin, run, ski*  
Put the verbs describing the longer action in the -ing form.



► Harriet *burnt her hand lighting a fire.*

- |   |               |   |              |
|---|---------------|---|--------------|
| 1 | Matthew ..... | 3 | Vicky .....  |
| 2 | David .....   | 4 | Trevor ..... |

## 2 One action after another (B)

Rewrite the sentences about a detective. Begin with an ing-form, e.g. *doing* or *having done*.

Mitchell picked up the phone and dialled a number. He let it ring for five long minutes and then slowly replaced the receiver. He took a gun out of the drawer and put it in his briefcase. He left the office and then had to wait a while for the lift. He reached the ground floor and hurried outside to a taxi. The taxi driver pulled out a gun and shot Mitchell.

? *Picking up the phone, Mitchell dialled a number.*

? *Having let it ring for five long minutes, he slowly replaced the receiver.*

- 1 .....
- 2 .....
- 3 .....
- 4 .....

## 3 The ing-form saying why (C)

Match the two parts and join them using an ing-form, e.g. *doing* or *having done*.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| ? Because she didn't want to be late, | Harriet turned on the heating.       |
| ? As she had worked hard all day,     | Andrew took it back to the library.  |
| 1 Because he had studied the map,     | Daniel found it hard to communicate. |
| 2 She felt cold, so                   | <u>Vicky ran to the bus stop.</u>    |
| 3 Because he didn't know French,      | Trevor knew which way to go.         |
| 4 He had finished the book, so        | <u>Sarah was exhausted.</u>          |

? *Not wanting to be late, Vicky ran to the bus stop.*

? *Having worked hard all day, Sarah was exhausted.*

- 1 .....
- 2 .....
- 3 .....
- 4 .....

# A carton of milk, a piece of information, etc

## A A carton of milk



*a carton of milk*



*two tins of soup*



*kilo of sugar*



*a piece/slice of bread*



*a loaf of bread*

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

CARTON, TIN, ETC

MEASUREMENTS

*a carton of orange juice a kilo of cheese*

*a tin of paint*

*a bottle of water*

*a box/packet of cereal*

*a jar of jam*

*a tube of toothpaste*

*a glass of water*

*a cup of coffee*

PIECE, SLICE, ETC

*a piece of wood*

*a piece/slice of bread*

*a piece/sheet of paper*

*five metres of cable twenty litres of petrol*

*half a pound of butter a bar of chocolate*

*a loaf of bread*

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

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

## B A piece of information

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

*Can I give you **some advice**? NOT ~~a~~ advice*

*We got **some information** from the tourist office, NOT ~~some informations~~*

*That's wonderful **news**! NOT ~~a wonderful news~~*

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

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

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

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

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

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

COUNTABLE

*There aren't any **jobs**.*

*It's **a long journey**.*

*There were **sofas and chairs** for sale.*

*We've booked **a room**.*

*I've got **three suitcases**.*

UNCOUNTABLE

*There isn't any **work**.*

***Travel** can be tiring.*

*There was **furniture** for sale.*

*We've booked **some accommodation**.*

*I've got **three pieces of luggage**.*

# Exercises

## 1 A carton of milk (A)

What did Tom *buy* at the supermarket? Use *of*.

Milk		0.35	
Milk	0.35		▶ <i>two cartons of milk</i>
1 kilo flour	0.85		▶ <i>a kilo of flour</i>
Jam	0.95		1
Matches	0.39		2
Bread	0.65		3
Bread	0.65		4
Chocolate	0.95		5
5 kilos potatoes	1.59		6
Breakfast cereal	1.38		7
Mineral water	0.74		8
Mineral water		0.74	
Toothpaste		0.89	
Total		£10.48	

## 2 Countable and uncountable nouns (B)

Complete the sentences. Put in *a/an* or *some*.

I really ought to do *some* housework.

The people who camped in the field have left..... rubbish.

I've been working on the business plan. I've made .... progress.

The visitors are here for two nights. They're looking for .. accommodation.

That shop has .....nice sofa.

You'll have to pay extra for the taxi because you've got ... luggage.

The flat is quite empty. I need .....furniture.

I can't possibly fit this guitar into.....suitcase.

You need.....luck to win at this game.

## 3 Countable and uncountable nouns (B)

You are talking about the holiday you had with a friend. Use these words:

*accommodation, awful journey, beautiful scenery, chair, fun, good weather, meal.*

You have to decide whether you need to put *a/an* or not.

? (It was quite easy to book a place to stay.)

Booking *accommodation* was quite easy.

? (There was nothing to sit on in your room.)

But my room wasn't very nice. It didn't even have *a chair* in it.

1 (You were in a beautiful part of **the** country.)

It was a lovely place, though. There was..... all around us.

2 (The weather was good.)

And we had..... while we were there.

3 (One evening you went to a restaurant with some other people.)

One evening we had.....with some people we met.

4 (You enjoyed yourselves at the disco.)

We went to a disco. We had.....there.

5 (Travelling home was awful.)

We had..... home last Saturday.

# Agreement

## A Subject and verb

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

### SINGULAR

*The **window** **is** open. **She** **was** upset. **It** **has** been raining. **The soup** **tastes** good. **This method** **doesn't** work.*

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

### PLURAL

*The **windows** **are** open.  
The **door** **and** the **window** **are** open.  
**Her eyes** **were** wet.  
**They** **have** got wet.*

*The **biscuits** **taste** good.  
**These methods** **don't** work.* After a plural noun or **they**, and after nouns joined by **and**, we use a plural verb.

## B Everyone, something, every, all, etc

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

***Everyone** **was** pleased. **Something** **is** wrong.*

But compare these examples with **every**, **each** and **all**.

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

***Every seat** **has** a number.  
**Each door** **is** a different colour.*

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

***All the seats** **have** a number.*

## C One of, a number of and a lot of

After **one of** ..., we use a singular verb. ***One of the photos** **is** missing.*

After **a number of** ..., we normally use a plural verb. ***A number of questions** **were** asked.*

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

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

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

When a plural noun comes after **any of**, **either of**, **neither of** or **none of**, we can use either a singular or a plural verb. ***Is/Are any of these old maps** worth keeping? **I wonder if either of those alternatives** **is/are** a good idea. **Neither of these cameras** **works/work** properly. **None of the plants** **has/have** grown very much.*

## E An amount + a singular verb

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

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

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



# Exercises

## 1 Subject and verb (A)

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

Sarah: This table (►) is/are lovely.

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

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

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

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

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

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

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

## 2 Everyone, every, etc and phrases with of (B-D)

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

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

## 3 Agreement (A-D)

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

► Every policeman is/are given special training for the job.

1 No two days are the same. Each day is/are different.

2 But the job isn't/aren't as exciting or glamorous as some people think.

3 Not all policemen is/are allowed to carry guns.

4 A number of police officers here works/work with dogs.

5 An officer and his dog has/have to work closely together.

6 One of our jobs is/are to prevent crime happening in the first place.

7 A lot of crime is/are caused by people being careless.

8 Sorry, I have to go now. Someone has/have just reported a robbery.

## 4 An amount + a singular verb (E)

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

? Do you know the price of a room? ~ Fifty pounds.

*Fifty pounds is the price of a room.*

? How many public holidays are there? ~ Ten days in the year.

*Ten days in the year are public holidays.*

1 Are you going on a long walk? ~ Fifteen miles.

2 Who's travelling on the bus? ~ Eight students.

3 Was someone waiting for the museum to open? ~ Yes, three people.

4 Do you know the baggage allowance? ~ Twenty kilos.

# Singular or Plural?

## A Clothes, etc

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

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

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

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

### PLURAL NOUNS

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

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

### SINGULAR

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

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

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

### PLURAL

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

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

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

## B News, etc

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

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

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

### NOUNS TAKING A SINGULAR VERB

The word *news*

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

The activities *athletics* and *gymnastics*

The games *billiards* and *darts*

The illness *measles*

## C Means, etc

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

***This means** of transport **saves** energy. **Both means** of transport **save** energy. **This species** of insect **is** quite rare. All **these species** of insect **are** quite rare.*

### NOUNS WITH ONE FORM

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

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

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

# Exercises

## 1 Clothes, etc (A)

Put in the nouns and add *s* if necessary.

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

## 2 News, etc (B)

Look at each group of words and say what they are part of. Start your answers like this: *ath...., eco...., geo...., his...., mat...., phy...*

- ▶ atoms, energy, heat, light ..... *physics*
- 1 algebra, numbers, shapes, sums
- 2 dates, nations, past times, wars
- 3 the high jump, the long jump, running, throwing .....
- 4 industry, money, prices, work
- 5 the climate, the earth, mountains, rivers

## 3 Clothes, news, etc (A-B)

Choose the correct verb form.

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

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

Complete this letter Rachel has received from her sister. Choose the correct forms.

(▶) Thank/Thanks for your letter. Your news (1) was/were interesting. We must talk soon. What about us? Well, we're living on the (2) outskirt/outskirts of town, not far from the company (3) headquarter/headquarters, where Jeremy works. We've spent nearly all our (4) saving/savings on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some (5) damage/damages to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings (6) isn't/aren't very pleasant. We're on a very busy (7) crossroad/crossroads.

I'm doing the course I told you about. Statistics (8) is/are an easy subject, I find, but economics (9) gives/give me problems!

# Pair Nouns and Group Nouns

## Pair nouns

We use a pair noun for a thing made of two parts which are the same. Some pair nouns are **binoculars, glasses, jeans, pants, pyjamas, scissors, shorts, tights, trousers.**



A pair noun is plural and takes a plural verb. *My **jeans** need washing,* NOT ~~*my **jean***~~

***These tights were** quite expensive,* NOT ~~*this **tight***~~

*We've got **some scissors** somewhere,* NOT ~~*a **scissor**?*~~

*jeans scissors glasses binoculars*

We cannot use **a/an** or a number with a pair noun. But we can use **pair of**. *I need **some jeans**,* OR *I need **a pair of jeans**,* NOT ~~*a **jean***~~ *Laura bought **four pairs of tights**,* NOT ~~*four **tights***~~

## B Group nouns

A group noun can usually take either a singular or a plural verb.

*The **team was** playing well,* OR *The **team were** playing well.*

*The **government is** in crisis,* OR *The **government are** in crisis.*

The choice depends on whether we see the group as a whole or as individual people. Often it doesn't matter whether the verb is singular or plural. But sometimes one form is better than the other.

### SINGULAR

*The **family is** a very old and famous one.*

*The **orchestra consists** of eighty-six musicians.*

When we mean the group as a whole, we use a singular verb.

We use **it** and **its**.

*The **committee has** made **its** decision.*

### PLURAL

*The **family are** delighted with their presents.*

*The **orchestra don't** know what to play.*

When we mean the individual people in the group, we normally use the plural.

We use **they, them** and **their**.

*The **class** will miss **their** lessons because they **are** all going on a trip.*

Some group nouns: *army, audience, band, board, choir, class, club, committee, community, company, council, crew, crowd, family, government, group, management, orchestra, population, press (= newspapers), public, staff, team, union* Also: *Harrods, the BBC, the United Nations, etc and England (the England team), Manchester United*

## C Police, people and cattle

These nouns have a plural meaning and take a plural verb.

*The **police have** warned motorists to take extra care. **People don't** know what the future will bring. The **cattle are** going to be sold with the farm.*

# Exercises

## 1 Pair nouns (A)

Trevor and Laura are shopping for clothes. Choose the correct form.

Trevor: These trousers (►) is/are a bit tight. They (1) doesn't/don't feel very comfortable. And I think the blue ones (2) goes/go better with the jacket.

Laura: That jacket (3) is/are too long.

Trevor: Well, the jeans (4) fits/fit all right. Perhaps I'll buy the jeans instead. Laura: Yes, the jeans (5) looks/look good on you. I like the style. I think they (6) suits/suit you. Now you get changed while I look for (7) a/some shorts. And I might get (8) a/some skirt.

## 2 Pair nouns (A)

Complete what Rachel says to Vicky. Put one word in each space.

This old suitcase was in the corridor. I don't know who left it here. It's been here for about three days, so I'm having a look inside. There's a pair (►) of pyjamas, (1) ..... jeans, two (2) ..... of tight sanda (3) ..... of sunglasses. There are (4) ..... red shorts, too.



## 3 Group nouns (B)

Complete this TV news report. Choose the correct form of the verb.

Zedco (►) have/has just announced that it made a loss of £35 million last year. The management (1) is/are well aware that they have made mistakes. The press (2) have/has all been printing stories and articles critical of the company. The Zedco board (3) knows/know that they now have some difficult decisions to take. Naturally, the staff (4) is/are worried about their jobs and (5) wants/want a meeting with management as soon as possible. But Chief Executive Barry Douglas says things aren't really so bad. He has said that the company still (6) has/have a great future ahead of it.

## 4 Group nouns (B-C)

Put in a group noun and *is* or *are*. Use these nouns:

*cattle, choir, crew, crowd, orchestra, police, population, team*

► The *crowd* *are* all enjoying the game.

1 This United.....the best one Tom has ever seen.

2 The..... hoping they can take part in a national singing contest.

3 The ship's.....all very tired after a long sea voyage.

4 The..... one of the biggest that has played at one of our concerts.

5 The..... installing cameras to photograph speeding motorists.

6 At the moment beef.....cheap because sales of beef are low.

7 The country's.....growing rapidly because of immigration.

# Two Nouns Together

## A Introduction

Look at these phrases.

*a bread knife* = a knife for cutting bread

*a bus driver* = someone who drives a bus

*the street lights* = the lights in the street

In English we often use one noun before another like this.

*a cookery book* = a book about cookery

*my birthday party* = a party **on** my birthday

*a paper bag* = a bag made of paper

The two nouns are often written as separate words, but we sometimes use a hyphen (-), or we write them as a single word.

*a tea break*   *at the tea-table*   *a large teapot*

There are no exact rules about whether we join the words or not. If you are unsure, it is usually safest to write two separate words.

## B A souvenir shop, etc

Look at these examples.

*a souvenir shop* = a shop selling souvenirs

*an animal hospital* = a hospital for animals

*through the letter-box* = a box for letters

The first noun is usually singular. There are some exceptions, e.g. *a sports dub*, *a goods train*, *a clothes-brush*, *a sales conference*.

## C A teacup and a cup of tea

Look at these pictures.



*a teacup*

**A teacup** is a cup for holding tea.



*a cup of tea*

**A cup of tea** is a cup full of tea (see Unit 11)

Here are some more examples.

*I picked up a cigarette packet.*

*I'll wash the milk bottle.*

*Gary opened a packet of cigarettes.*

*There's a bottle of milk in the fridge.*

## D An ing-form + a noun

We can use an ing-form with a noun.

*a sleeping-bag* - a bag for sleeping in   *a waiting-room* - a room for waiting in a

*washing-machine* = a machine for washing clothes

## E Longer phrases

We can use more than two nouns.

*a glass coffee-table*   *at Sydney Opera House*   *the bedroom carpet*   *the*

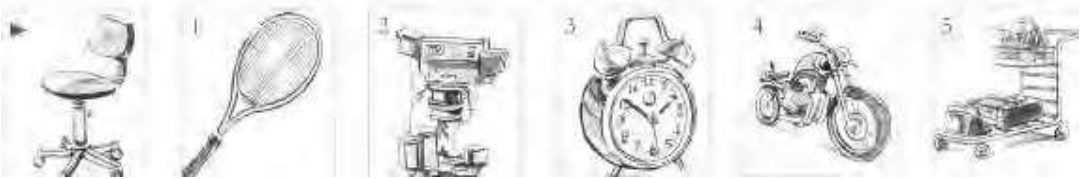
*winter bus timetable*   *our Assistant Computer Technology Manager*

# Exercises

## i Two nouns together (A)

Say what these things are. For each picture use two of these nouns:

*alarm, camera, chair, clock, cycle, luggage, motor, office, racket, television, tennis, trolley*



- ▶ *an office chair* 3.....  
 1.....4.....  
 2.....5.....

## 2 Two nouns together (A-D)

Can you say it a better way? Use two nouns together.

- ▶ (I read an interesting article in a newspaper yesterday.)  
 / *read an interesting newspaper article yesterday.*

- 1 (Have you got any shirts made of cotton?)
- 2 (What shall I do with this bottle that had lemonade in it?;
- 3 (Have you got a bag to carry shopping in?)
- 4 (Is there a shop that sells shoes near here?)
- 5 (I'd like a table in the corner, please.)
- 6 (I'll need some boots to climb in.)
- 7 (Do you operate computers?)

## 3 Two nouns together (A-E)

Look at the definitions and write the words.

- ? a station from which trains leave *a train station*  
 ? a bottle once containing medicine and made of glass *a glass medicine bottle*  
 1 a wall made of stone  
 2 a centre where information is given to tourists  
 3 a towel you use after having a bath  
 4 clothes for working in  
 5 a block of offices in the centre of a city  
 6 a graph showing sales  
 7 a card that gives you credit  
 8 a race for horses  
 9 the Director of Marketing  
 10 a tour by bicycle at the end of the week

# 83 A/an and the (1)

## A Introduction

Read this true story about an American tourist in Britain.

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

**A/an** goes only with a singular noun. With a plural or an uncountable noun we use **some**.  
*He left a case, (singular) He left some cases, (plural) He left some luggage, (uncountable)*

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

*He needed the case, (singular)  
He needed the cases, (plural)  
He needed the luggage, (uncountable)*

## B Use

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

*A man booked into a hotel in Cheltenham.*

These phrases are new information. We do not know which man or which hotel. But when the same thing is mentioned again, the noun has **the**.

*The man didn't return to the hotel.*

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

A/AN

*Would you like to see a show?*

(I don't say which show.)

*The cyclist was hit by a car.*

(I don't say which car.)

*In the office a phone was ringing.*

(The office has lots of phones.)

*Has Melanie got a garden?*

(We do not know if there is one.)

*The train stopped at a station.*

(We don't know which station.)

*We took a taxi.*

*We could hear a noise.*

*I wrote the number on an envelope.*

THE

*Would you like to see the show?*

(= the show we already mentioned)

*Whose is the car outside?*

('Outside' explains which car I mean.)

*I was in bed when the phone rang.*

(= the phone in my house)

*She was at home in the garden.*

(We know she has one.)

*Turn left here for the station.*

(= the station in this town)

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

*We could hear the noise of a party.*

*I wrote it on the back of an envelope.*

## C A man/he and the man/someone

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

*A man/Someone booked into a hotel.*

*He left a case/something behind.*

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

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

*The case/It contained clothes.*



# Exercises

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

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

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

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

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

- We didn't have much time for lunch. David made something for us. (omelette)  
*David made an omelette for us.*
- 1 They ran the race before they held the long jump. Matthew won it easily, (race)
  - 2 The driver turned left. Suddenly someone ran into the road, (child)
  - 3 Vicky was lying on the sofa. She was watching something on television, (film)
  - 4 I had to take a train and then a bus. It was half an hour late, (bus)
  - 5 A shoplifter tried to steal some clothes. The camera videoed her, (thief)

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

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

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

## A/an and the (2)

### A Introduction

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

*A **tourist** arrived in Cheltenham to look around **the town**.*

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

### B The sun, etc

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

***The sun** was going down. **The government** is unpopular.*

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

Normally there is only one sun or one government in the context. We mean the government of our country and the sun in our solar system.

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

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

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

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

*A **police officer** came to the hotel. NOT ~~A police~~ came to the hotel. **The police** came to the hotel. (= one or more police officers)*

### C A nice day, etc

A phrase which describes something has a/an.

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

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

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

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

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

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

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

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

### D A or an?

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

*a* or *the* + consonant sound

*a cup                      the cup*

*a poster                  the poster*

*a shop                    etc*

*a boiled egg*

*a record*

*an* or *the* + vowel sound

*an aspirin                the aspirin*

*an egg                    the egg*

*an Indian                etc*

*an old photo*

*an umbrella*

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

*a one-way street*

*a uniform*

*a holiday*

*a U-turn*

*an open door*

*an uncle*

*an hour*

*an MP*

# Exercises

## The sun, etc (A-B)

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

There was *a* programme on television about dangers to *the* environment.

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

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

Complete the

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

## 3 A or an? (D)

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

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

# A/an, One and Some

## A A/an and some

Look at this example.

*Trevor has found **some money** in his old trousers.*

*There's **a note** and **some coins**.*

We use **a/an** with a singular noun and **some** with a plural or an uncountable noun (see D).

**A** + singular noun:                **a note**

**Some** + plural noun:            **some coins**

**Some** + uncountable noun: **some money**

## B A/an and one

**A/an** and **one** both refer to one thing. Using **one** puts more emphasis on the number.

*Henry gave the taxi driver **a note**, (not a coin) Henry gave the taxi driver **one note**, (not two)*

We use **one** (not **a/an**) when we mean one of a larger number.

***One question/One of the questions in the exam** was more difficult than the others. The team wasn't at full strength. **One player/One of the players** was injured.*

## C A dog = all dogs

We often use a plural noun on its own to express a general meaning (see Unit 86).

***Dogs** make wonderful pets.    **Oranges** contain vitamin C.*

Here **dogs** means all dogs, dogs in general.

These sentences with **a/an** express the same general meaning.

***A dog** makes a wonderful pet.    **An orange** contains vitamin C.*

***A butcher** is someone who sells meat.    **A video recorder** costs about £300.*

**A dog** here is less usual than the structure with **dogs**, but we often use **a/an** when explaining the meaning of a word, e.g. **a butcher**.

## D Some

**Some** with a plural noun means 'a number of', and **some** with an uncountable noun means 'an amount of'.

*Claire took **some photos**.    We went out with **some friends**.*

*Henry bought **some flowers**.    I had **some chips** with my steak.*

*Can you lend me **some money**? Andrew is doing **some work**.*

*Let's play **some music**.    There's **some milk** in the fridge.*

*Claire took some photos* means that she took a number of photos, although we may not know the exact number.

We do not use **some** when we are describing something or saying what kind of thing it is.

*Vicky has **blue eyes**.    Is this **salt** or **sugar**?*

*These are **marvellous photos**.    Those people are **tourists**.*

Compare these sentences.

*I had **some chips** with my steak, (a number of chips)*

*I had **chips** with my steak, (chips, not potatoes or rice)*

# Exercises

## i A/an and some (A)

Paul has painted some pictures for a competition. Say what is in the pictures. Use *a* or *some* with these words: *birds, cat, fish, flowers, fruit, luggage, people*

- ? *some people*  
 ? *a fish*  
 1 .....  
 2 .....  
 3 .....  
 4 .....  
 5 .....



## 2 A/an and one (B)

Put in *a/an* or *one*.

- Have you only got *one* bedroom? I thought you had two.  
 1 Melanie wanted something to drink. She was looking for ..... cafe.  
 2 It was Sunday ..... shop was open, but all the others were closed.  
 3 ..... of these photos is of you. Would you like it?  
 4 Shall I take ..... photo of you two together?

## 3 Adog = all dogs (C)

Match each word with the right explanation and write sentences with *a/an*.

- |               |                    |                                   |
|---------------|--------------------|-----------------------------------|
| <u>carrot</u> | line of people     | ► <i>A carrot is a vegetable.</i> |
| violin        | book of maps       | 1 .....                           |
| queue         | vegetable          | 2 .....                           |
| atlas         | tool for digging   | 3 .....                           |
| spade         | musical instrument | 4 .....                           |

## 4 Some (D)

What would you say in these situations? Use a noun and decide if you need *some* or not.

- ? You and your friend would like a game of cards, but neither of you has a pack.  
 We need *some cards*.  
 ? You are describing Rachel to someone. Rachel's hair is dark.  
 Rachel has *dark hair*.  
 1 You are eating nuts. Offer them to your friend.  
 Would you like ..... ?  
 2 You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.  
 Is there ..... in this jug?  
 3 You've come home from a shopping trip with a few clothes. Tell your friend.  
 I've bought .....  
 4 You are eating some bread that Melanie baked. It's lovely.  
 Melanie, this is.....  
 5 The two women who live next door to you are both studying at the university.  
 Tell your visitor. The women next door are.....

# Cars or The Cars?

## A Introduction



We can use a plural noun (e.g. **cars, parties**) or an uncountable noun (e.g. **ice hockey, music**) without **the**. *I love parties* means that I love all parties, parties in general.

## B General and specific meanings

### GENERAL

A plural noun or an uncountable noun on its own has a general meaning.

***Cars** are expensive to buy.*

***Elephants** are intelligent animals.*

*I don't understand **computers**.*

(= all computers, computers in general)

*You always need **money**.*

***Glass** is made from sand.*

*I'm quite fond of **curry**.*

*Natasha is studying **music**.*

(= all music, music in general)

### SPECIFIC

**The** + plural noun or uncountable noun has a specific meaning.

***The cars** had both broken down.*

*We saw **the elephants** at the zoo.*

***The computers** crashed at work today.*

(— the specific computers at my workplace)

*Laura put **the money** in her purse.*

*David swept up **the broken glass**.*

***The curry** was delicious, thank you.*

***The music** was too loud. (= the music at a specific time, at a party for example)*

A phrase or clause after the noun often shows that it is specific.

*Look at **the oil on your sweater**. **The apples you gave me** were nice. But the nouns in these sentences have a general meaning.*

*I hate **people who never say hello**. **Life in the old days** was hard.*

*Life in the old days* is still a general idea, not a specific life.

A phrase with **of** usually takes **the**. Compare these two structures.

*a book on **Irish history**    a book on **the history of Ireland***

### Special uses of the

We use **the** + singular noun to make general statements about animals and about inventions and discoveries.

***The tiger** can swim. **The fly** is a common insect.*

*Who invented **the camera**? **The electron** is a part of every atom.*

Here **the tiger** means all tigers, tigers in general. We use this structure mainly in written English. In speech, *Tigers can swim* is more usual.

We also use **the** with musical instruments. (But for American English see page 379.)

*Natasha can play **the piano, the violin and the clarinet**. We*

*do not use **the** with sports.*

*Shall we play **tennis**? NOT ~~Shall we play the tennis?~~ Note that we *listen to the radio* but normally *watch television*.*

# Exercises

## 1 He likes golf (A)

Look at the pictures and say what people like. Use these objects: *art, chemistry, chips, dogs, golf*



► *He likes golf.*

- 1.....3.....  
 2.....4.....

## 2 General and specific meanings (B)

Complete the conversations. Put in the nouns and decide if you need *the*.

- Tom: Did you see *the football* (football) on television last night?  
 Melanie: No, I hate *football* (football). I was watching *the news* (news) on the other channel.
- 1 Rachel: Did your family have a dog when you were younger?  
 Vicky: No, thank goodness. I'm afraid of ..... (dogs). I didn't like ..... (dogs) that were running around in the park yesterday. I was afraid they were going to attack me.
- 2 Melanie: You shouldn't drive so much, Mark. You know that..... (cars) cause ..... (pollution), don't you?  
 Mark: Yes, but..... (cars) these days are cleaner than they used to be. Isn't it..... (aeroplanes) that are mainly responsible for..... (pollution) of the atmosphere?
- 3 Melanie: I've put some bread out in the garden for..... (birds).  
 Tom: You like..... (birds), don't you?  
 Melanie: Yes, I do. I love ..... (wildlife), in fact. I'd much rather live in the country if I could.
- 4 Laura: You're always reading books about..... (history), aren't you?  
 Harriet: It was always my favourite subject. Do you know anything about ..... (history) of this area?  
 Laura: No, but if you like looking round ..... (museums) and ..... (old buildings), we could find out about it together.

## 3 Special uses of the (C)

Put in the correct noun and decide if you need *the*.

Use these nouns: *atom, football, guitar, radio, telescope, television*

- I was listening to a phone-in on *the radio*.
- 1 Rutherford split..... n 1911.  
 2 Tom and his friends played.....in the park.  
 3 Mike is quite musical. He can play.....  
 4 The children spend a lot of time watching.....  
 5 Galileo developed..... for use in astronomy.

# Prison, School, Bed, etc

## A Prison or the prison?

Compare these situations.



*This man is **in prison**. He went to **prison** two years ago.*

We do not use **the** when we are talking about being **in prison** as a prisoner.



*The young woman is **in the prison**. She has gone to **the prison** to visit her father. We use **the** when we mean the prison as a specific building. The young woman is **in the prison** as a visitor.*

Here are some examples with other buildings.

***School** is over at half past three. (= school activities) Vicky is at **college**. (She is a student there.) David is in **hospital**. (He is a patient.) Melanie is going to **church**. (She is going to a service.)*

***The school** is a mile from here.  
(= the school building)  
The meeting was at **the college**.*

*Melanie waited in **the hospital** for news.*

*We wanted to look round **the church**, but it was locked.*

We can also use **jail** and **university** in this way. But we do not leave out **the** before other nouns for buildings, e.g. **the cinema, the factory, the house, the library, the office, the pub, the shop, the station**.

## B Bed, home, etc

Here are some phrases with other nouns.

**bed:** *in bed, go to bed (to rest or sleep)*  
**home:** *at home, go home, come home, leave home*  
**sea:** *at sea (= sailing)  
go to sea (as a sailor)*  
**town:** *in town, go into town, leave town*  
**work:** *at work, go to work, leave work*

*But sit on **the bed**, make **the bed**  
But in **the house**, to **the house**, in **the home**  
But on **the sea**, by **the sea**, at/to **the seaside**,  
on/to **the coast**  
But **the town centre**, **the city**, **the village**  
But **the office**, **the factory***



# Exercises

## 1 Prison or the prison? (A)

Put in the words in brackets. Decide if you need *the*.

- ▶ The four members of the gang were sent to *prison* (prison). Their wives drove together to *the prison* (prison) every week to visit their husbands.
- 1 Not many people go to .....(church) regularly nowadays. I saw some tourists walking to .....(church) last week, but they only wanted to take photos of it.
- 2 A group of people came out of .....(cinema), crossed the road and went into ..... (pub).
- 3 When my father was ill and had to go to .....(hospital), my sister went with him in the ambulance. She's a doctor, and she works at .....(hospital).
- 4 Mark has always known what he wanted to do in life. After leaving ..... (school), he took a course in business studies at ..... (college).

## 2 Prison, school, etc (A-B)

Complete this paragraph from a magazine article about Melissa Livingstone. Put in the words with or without *the*.

Today Melissa Livingstone is a popular actress and star of the TV soap opera 'Round the Corner'. But as a child she was very unhappy. She didn't do well at (>) *school* (school), and she never went to (1) .....(college). Her greatest pleasure was going to(2) ..... (cinema). Her family lived in an unattractive town and their home was next to(3) ..... (station). Melissa's father, Tom, was a sailor, and he spent months at(4) .....(sea). He was hardly ever at (5) .....(home) and when he was, he didn't do very much. Sometimes he spent all day in (6) ..... (bed). Melissa's mother, Susan, had to get up at five o'clock every day to go to (7) ..... (work). When Tom lost his job he stole a gold cup from (8) .....(church) Susan used to go to. He had to go to(9) ..... (prison) for a year. Melissa's mother was horrified at the shame he had brought on the family.

## 3 Prison, school, etc (A-B)

Complete the sentences. Use *in*, *at* or *to* and these words:

*bed, church, college, factory, home, hospital, library, prison, shop, town, work*

Decide if you need *the*.

- ? We'll eat out tonight. I'll meet you *in town* later.
- ? This sweater was cheap. I bought it *at the shop* by the railway station.
- 1 The weather was awful. We stayed ..... all weekend.
- 2 Melanie had an early night last night. She was ..... at ten.
- 3 Emma's friend has just had a baby. Emma is going ..... to visit her.
- 4 Vicky's parents are religious. They go ..... every Sunday.
- 5 Laura doesn't like her job. She just goes ..... to earn some money.
- 6 I've read these books. I'm taking them back .....
- 7 The man who did the robbery is no longer ..... He was let out last month.
- 8 Jessica is a student. She's .....
- 9 It's very quiet ..... when they've turned all the machines off.

# On Friday, for lunch, etc

## Introduction

Henry: *Don't forget we're meeting on **Friday for lunch**.*

Sarah: *Of course I haven't forgotten.*

*But remind me where we're eating.*

Henry: *The Riverside Restaurant. You've been there before.*

*Claire was with us. It was **the Friday** before she went to Australia. We had **a good lunch**.*



Phrases of time are usually without **a/an** or **the**.

*We're meeting on **Friday for lunch**.*

But we use **a/an** or **the** if there is a phrase or clause after **Friday, lunch**, etc.

*It was **the Friday** before she went to Australia.*

We normally use **a/an** or **the** if there is an adjective.

*We had **a good lunch**.*

## B Years, seasons and months

*I was born in **1974**.*

*We play cricket in **summer/in the summer**.*

***Winter** always depresses me.*

*I start the course in **September**.*

*That was **the year** I was born. It was **the winter** of 1995 when things started to go wrong for the company.*

## C Special times

*We go away at **Christmas**.*

***Easter** is early this year.*

*I'll be home for **Thanksgiving**.*

*We had **a wonderful Christmas**.*

*I started work here **the Easter** before last.*

## D Days of the week

*Yes, **Thursday** will be convenient.*

*I'll see you on **Tuesday evening**.*

*The storm was on **the Thursday** of that week.*

*We went surfing at **the weekend**.*

## E Parts of the day and night

*I can't sleep at **night**.*

*I prefer to travel by **day/by night**.*

*I must get to bed before **midnight**.*

*We were on the beach at **sunset**. I*

*hope to get there before **dark**.*

*It's warmer in/during **the day**. Someone got up in/during **the night**. We're meeting in **the morning**. They arrived at the hotel in **the evening**. It was **a beautiful sunset**. I couldn't see in **the dark**.*

## F Meals

*I'll see you at **breakfast**.*

*We have **supper** at about eight.*

*I'm going out after **lunch**.*

*We had **a quick breakfast**.*

***The supper** David cooked was excellent.*

***The meal** was very nice.*

*We'll need **an evening meal**.*

# Exercises

## 1 On Friday, etc (B-E)

Complete the conversations. Put in the words and use *a/an* or *the* if you need to.

► Rachel: Is it the pop festival on *Friday* (Friday)? Vicky: I think it's *the Friday* (Friday) after that.

1 Henry: Will you be in America for .....(Thanksgiving)?

Claire: Oh no. That's in ..... (November), isn't it?

2 Nick: Are you doing anything at ..... (weekend)?

Tom: Well, I'm going to the match on .....(Saturday), of course.

3 Ilona: Does it snow here at .....(Christmas)?

Emma: Not often. We haven't had ..... (white Christmas) for years.

4 Nick: How long have you lived here?

Harriet: We came here in .....(summer)

of ..... (1997).

5 Laura: I'd like to look round the castle in .....(afternoon).

Trevor: Well, it's just a ruin. The building dates from .....(year) 900.

6 Mark: I like driving at ..... (night) when the roads are quiet.

Trevor: Oh, I don't like driving in .....(dark). I'd much rather travel during ..... (day).

## 2 A/an or the with meals (F)

Laura is talking about the food she and Trevor had on holiday.

Put in the words and use *a/an* or *the* if you need to.

(►) *The meals* (meals) we had weren't very good. We had (1) ..... (breakfast) in the hotel, and that wasn't too bad. We usually went out for (2) .....(lunch) because (3) .....(lunch) they served in the hotel was always the same. And (4) .....(dinner) we had at the hotel on our first evening was pretty awful, so we tried a few restaurants. On our last evening we had (5) ..... (marvellous meal) in a Chinese restaurant. I wish we'd discovered the place a bit sooner.

## 3 On Friday, for lunch, etc (A-F)

Put in the words. Decide if you need to use *the*.

Claire: Hello, Henry. Come in.

Henry: Oh, sorry. You're having (►) *lunch* (lunch).

Claire: No, this is (1) .....(breakfast). I had a late night.

It was long after (2) ..... (midnight) when I got in.

Henry: Someone told me you're going away after (3) .....(Christmas).

Claire: Yes, I'm going to the Seychelles on (4) .....(Wednesday).

Henry: What a life you lead, Claire. What time do you leave for the airport?

Claire: Oh, in (5) ..... (morning) some time. About ten.

It's cheaper to fly at (6) .....(night), but I decided it would be easier during (7) ..... (day).

Henry: I can drive you to the airport. I'm usually free on (8) ..... (Wednesday) mornings. I'd like to see you off.

Claire: That's sweet of you Henry, but I can take a taxi.

Henry: I'll just check in my diary that it isn't (9) .....(Wednesday) of our next board meeting. No, it's OK. I can do it. And when will you be back?

Claire: At the beginning of (10) .....(February). The second, I think.

# Quite a, such a, what a, etc

## A Introduction

After **quite**, **such** and **what** we can use a phrase with **a/an**, e.g. *a game*. There is often an adjective as well, e.g. *such a good team*.

## B Very, quite, rather, etc

**A/an** goes before **very**, **fairly**, **really**, etc.

*It's a very old house. It's a fairly long walk.*

*I made a really stupid mistake.*

But **a/an** usually goes after **quite**.

*It's quite an old house. There was quite a crowd.*

**A/an** can go either before or after **rather**.

*It's a rather old house, OR It's rather an old house.*

We can also use **very**, **quite**, **rather**, etc + adjective + plural or uncountable noun.

*They're very old houses. This is quite nice coffee.*



## C So and such a

SO

The structure is **be + so + adjective**.

*The test was so easy. NOT ~~It was a so easy test.~~ The hill was so steep. It's so inconvenient without a car.*

*The weather is so nice.  
Tom's jokes are so awful.*

Note these sentences with **long**, **far**, **many/much** and **a lot of**.

*It's so long since I saw you.  
Why are we so far from the beach?  
There were so many people.  
You waste so much time.*

We can use this structure with **so ... (that)** or **such ... (that)**.

*Emma was so angry with Matthew  
(that) she threw a plate at him.  
I was so unlucky you wouldn't believe it.*

SUCH A/AN

The structure is **such + a/an (+ adjective) + noun**.

*It was such an easy test. NOT ~~it was a such easy test.~~ It was such a steep hill. It's such a nuisance without a car.*

We can also use **such + an adjective + a plural or uncountable noun**.

*We're having such nice weather.  
Tom tells such awful jokes.*

*It's such a long time since I saw you.  
It's such a long way to the beach.  
There were such a lot of people.  
You waste such a lot of time.*

*Vicky got such a nice welcome (that) she almost cried.  
I had such bad luck you wouldn't believe it.*

## D What a

In an exclamation we can use **what a/an** with a singular noun and **what** with a plural or uncountable noun **I**

+ singular noun: **What a goal!** **What a good idea!**

+ plural noun: **What lovely flowers!** **What nice shoes you've got on!**

+ uncountable noun: **What rubbish!** **What fun we had!**

# Exercises

## Very, quite, rather, so, etc (B-C)

What do you say in these situations?

- ? You're telling someone about the show you saw. It was quite good.  
You should go and see it. It's *quite a good show*.
- ? You are describing Harriet to someone who doesn't know her. She is fairly tall.  
Well, Harriet is *a fairly tall woman*.
- 1 You're talking about the Savoy Hotel, which is very grand.  
Yes, I know the Savoy. It's .....
- 2 You are talking about your journey. It was quite tiring.  
I travelled a long way. It was .....
- 3 You are telling someone about Claire's flat. It's really big.  
I've been to Claire's place. It's .....
- 4 You are telling a friend about your meal with Tom. It was quite nice.  
We went to that new restaurant. We had.....

## 2 So and such (C)

Complete the conversation. Put in *so* or *such*.

Sarah: Sorry I'm ( ► ) *so* late. We had ( ► ) *such* a lot to do at work.

Mark: You shouldn't do (1) ..... much.

Sarah: The boss gets in (2) ..... a panic about things. She makes (3) ..... a big fuss.

Mark: Well, you shouldn't be (4) ..... willing to work (5) ..... long hours. No wonder you're (6) ..... tired. You'll make yourself ill, you know.

## 3 So... that and such ... that (C)

Match the sentences and combine them using *so* or *such*.

- ? Sarah was late home. All the tickets sold out.
- ? Mike hadn't cooked for a long time. He wouldn't speak to anyone.
- 1 The piano was heavy. He'd almost forgotten how to.
- 2 Tom was annoyed about United losing. It kept all the neighbours awake.
- 3 The band was a big attraction. Mark had already gone to bed.
- 4 Vicky had a lot of work to do. Mike and Harriet couldn't move it.
- 5 The party made a lot of noise. She was sure she'd never finish it.
- ? *Sarah was so late home that Mark had already gone to bed.*
- ? *Mike hadn't cooked for such a long time that he'd almost forgotten how to.*

1. ....
2. ....
3. ....
4. ....
5. ....

## 4 What (D)

Put in *what* or *what a*.

► Come into the sitting-room. ~ Thank you. Oh, *what a* nice room!

1 Vicky believes in ghosts. ~ Oh, ..... nonsense she talks!

2 Let's go for a midnight swim. ~ .....suggestion!

3 I think about you all the time, Emma. ~ ..... lies you tell me, Matthew.

# Place Names and The

## A Introduction

Man: *Could you tell me where **the Classic Cinema** is, please?* Rachel:  
*Yes, it's in **Brook Street**. Go along here and take the second left.*

Whether a name has **the** depends on the kind of place it is - for example, a street (***Brook Street***) or a cinema (***the Classic Cinema***), a lake (***Lake Victoria***) or a sea (***the North Sea***).

Most place names do not have **the**.  
*Europe California Melbourne*  
*Brook Street Lake Victoria*

Some place names have **the** - for example, a name with the word **cinema** or **sea**.  
*the Classic Cinema the North Sea*

Whether we use **the** can also depend on the structure of the name.

We do not use **the** with a possessive (\*s).

*at Matilda's Restaurant*

We often use **the** in structures with of, with an adjective and with plural names.

With of: *the Avenue of the Americas*

With an adjective: *the White House*

With a plural: *the Bahamas*

## B Continents, countries, islands, states and counties

Most are without **the**.  
*travelling through Africa a*  
*holiday in Portugal on*  
*Jersey to Rhode Island*  
*from Florida in Sussex*

Words like **republic** and **kingdom** have **the**.

*the Irish Republic*

*the United Kingdom (the UK)*

Plural names also have **the**.

*the Netherlands the USA*

*the Canary Islands*

## C Regions

Regions ending with the name of a continent or country are without **the**.

*Central Asia South Wales*

*Western Australia*

Most other regions have **the**.

*the West the Middle East*

*the Riviera the Midlands*

Phrases with of have **the**.

*the South of France*

## D Hills and mountains

Most are without **the**.

*She climbed (Mount) Everest.*  
*down North Hill*

Hill ranges and mountain ranges have **the**.

*skiing in the Alps over the Rockies*

## E Lakes, oceans, seas, rivers and canals

Only lakes are without **the**.

*near Lake Michigan*  
*beside Coniston Water*

Seas, oceans, rivers and canals have **the**.

*the Mediterranean (Sea) across the*  
*Atlantic (Ocean) the (River) Thames*  
*the Suez Canal*

## F Cities, towns, suburbs and villages

Most are without **the**.

*Harehills is a suburb of Leeds.*

*Houston is west of New Orleans.*

*We live in North London.*

Exceptions are *The Hague* and *The Bronx*.

Note also *the West End (of London)*.

## G Roads, streets, squares and parks

Most are without **the**.

*along Morden Road*

*in Church Street on*

*Fifth Avenue near*

*Berkeley Square*

*through Central Park*

There are a few exceptions.

*the High Street The Avenue*

*The Strand The Mall* Main roads

and numbered roads have **the**.

**the Bath road** (= the road to Bath)

*the A5 the M6 (motorway)*

## Bridges

Most are without **the**.

*over Tower Bridge*

*on Brooklyn Bridge*

But there are many exceptions. *across the*

*Golden Gate Bridge the Severn Bridge*

(= the bridge over the River Severn)

## Stations and airports; important buildings

We do not use **the** with most stations and airports; with religious, educational and official buildings or with palaces and houses.

*to Waterloo (Station)*

*at Orly (Airport)*

*near St Mary's Church*

*Merton College Norwich Museum*

*Lambeth Palace Ashdown House*

Exceptions are names with of or with a noun (*science*) or adjective (*open*).

*at the University of York*

*in the Palace of Westminster*

*the Science Museum*

*the Open University*

*past the White House*

## Theatres, cinemas, hotels, galleries and centres

A possessive form ('s) is without **the**.

*St Martin's (Theatre)*

*at Durrant's (Hotel)* In the US, names with

**center** are without **the**.

*near Lincoln Center*

But usually theatres, cinemas, etc have **the**.

*at the Globe (Theatre) the Plaza*

*(Cinema) outside the Dorchester*

*(Hotel) in the Tate (Gallery) the Brunei*

*shopping centre*

## K Shops and restaurants

Most shops and restaurants are without **the**.

*shopping at Bloomingdale's at Matilda's*

*Restaurant*

Names with a noun (*body, studio*) often have **the**.

*at the Body Shop The Studio Cafe*

# Exercises

## 1 Place names and the (B-F)

How much do you know about geography? Put in these names: *Andes, Brussels, Irish Republic, Italy, Lake Michigan, River Nile, North, Pennsylvania, Tasmania, United Kingdom, West Indies* Decide if you need *the*.

? Harrisburg is the capital of *Pennsylvania*.

? Dublin is in *the Irish Republic*.

1 Chicago lies on the shore of .....

2 Sicily is a part of .....

3 .....are a mountain range in South America.

4 ..... is England, Scotland, Wales and Northern Ireland.

5 .....is an island to the south of Australia.

6 Jamaica is an island in .....

7 ..... flows through Egypt.

8 ..... is the capital of Belgium.

9 Manchester is in ..... of England.

## 2 Roads, buildings, etc (E-J)

Complete these sentences from a guide to London. Put in the words and decide if you need *the*.

? The train to Paris leaves from *Waterloo Station* (Waterloo Station).

? *The National Theatre* (National Theatre) is south of the river.

1 You can take a trip by boat along ..... (Thames).

2 The Serpentine is a lake in ..... (Hyde Park).

3 You can get to ..... (Heathrow Airport) by underground.

4 Nelson's Column is in ..... (Trafalgar Square).

5 Walk a little way along ..... (Westminster Bridge).

6 From there you get a view of ..... (Houses of Parliament).

7 The Queen lives at ..... (Buckingham Palace).

8 Earl's Court is in ..... (West London).

9 ..... (M1 motorway) goes north from London.

10 ..... (Ritz) is a very elegant hotel.

## 3 Roads, buildings, etc (F-K)

Complete the conversation. Put in the words and decide if you need *the*.

Sarah: We've just been to (>) *the States* (States) -to (1) ..... (New York).

Claire: Oh, really? I was there at Christmas. Were you on holiday?

Sarah: Yes, and we really needed a break. It was wonderful. We saw

(2) ..... (Statue of Liberty), and we walked in

(3) ..... (Central Park). We did all the sights. We spent a da] m

(4) ..... (Metropolitan Museum of Art).

And we walked along (5) ..... (Broadway) and around

(6) ..... (Macy's) department store.

Claire: Where did you stay?

Sarah: In a small hotel near (7) ..... (Washington Square), not far from

(8) ..... (New York University).

Claire: Last time I was there I stayed at (9) ..... (Paramount). It's a nice hotel I

close to (10) ..... (Broadway).



#### 4 Roads, buildings, etc (I-J)

A woman is asking Trevor the way. Put in the words and decide if you need *the*.

Woman: Excuse me, can you tell me the way to (►) *Millthorpe Station* (Millthorpe Station)?

Trevor: Yes, go along here and turn *left* by (1) (Little Theatre) *opposite* a building called (2)..... (Kingston House).

The road is (3) .....(Wood Lane).

Go along there, straight across (4)..... (High Street),

past (5).....(Royal Hotel), and you'll see the station in front of you.

Woman: Thank you very much.

#### 5 Roads, buildings, etc (G-K)

Look at the addresses and write the sentences.

##### Useful addresses for visitors to Seaport

Seaport Bus Station, Queen's Road	King Edward College, College Road
Grand Theatre, George Street	St John's Church, South Street
Odeon Cinema, The Avenue	Webster's department store, High Street
Clarendon Art Gallery, Newton Lane	Bristol Hotel, Westville Way

► Seaport Bus Station *is in Queen's Road*.

- 1 The Grand Theatre.....
- 2 .....
- 3 .....
4. ....
5. ....
- 6 .....
- 7 .....

#### 6 Place names and the (B-K)

Write the headlines of the articles in this month's edition of 'Holiday', a travel magazine.

? walk / along / Princes Street      *A walk along Princes Street*

? holiday / in / Bahamas      *A holiday in the Bahamas*

1 day / at / Blenheim Palace

2 train journey / in / North Wales

3 tour / of / White House

4 beach / on / Riviera

5 shopping trip / to / Harrods

6 small town / in / France

7 trip / across / Severn Bridge

8 walk / around / Lake Windermere

9 visit / to / Tower Bridge

10 journey / across / Rockies

11 look / around / National Gallery

12 boat trip / along / Oxford Canal

# This, That, These and Those

## A Introduction



We use **this** and **these** for things near the speaker (*this printout here*). **This** goes with a singular or uncountable noun, e.g. **this report**. **These** goes with a plural noun, e.g. **these results**.

We use **that** and **those** for things further away (*that table there*). **That** goes with a singular or uncountable noun, e.g. **that furniture**. **Those** goes with a plural noun, e.g. **those curtains**.

We can leave out the noun if the meaning is clear. *I'm just having a look at **this**. **That's** nice, isn't it? Last month's figures were bad, but **these** are worse.*

## B Places and people

When we are in a place or a situation, we use **this** (not **that**) to refer to it.  
*There's a wonderful view from **this** office, just come to the window. **This** party isn't much fun, is it? Shall we go home?*

We can use **this** to introduce people and **that** to identify people.

*Jake, **this** is my friend Rita. **That's** Andrew over there.* On the phone we can use **this** to say who we are and **this** or **that** to ask who the other person is.  
*Hello? **This** is Laura speaking. Who's **this/that**, please?*

## C Time

**This/these** can mean 'near in time' and **that/those** 'further away in time'. *I'm working as a tourist guide **this** summer. I'm pretty busy **these** days. Do you remember **that** summer we all went to Spain? **Those** were the days. I can't see you on the third of July. I'm on holiday **that** week.*

To refer back to something that has just happened or was just mentioned, we normally use **that**.  
*What was **that** noise? ~ I didn't hear anything. Jessica is on a diet. **That's** why she doesn't want to eat out with us. I've lost my key. ~ Well, **that's** a silly thing to do.*

To refer forward to something that is just going to happen or something that we are going to say, we use **This**.  
***This** next programme should be quite interesting. I don't like to say **this**, but I'm not happy with the service here.*

# Exercises

## 1 This, that, these and those (A)

Write each of the words (*this, that, these, those*) in the correct place.

	Near	Further away
Singular	<i>this</i>	
Plural		

## 2 This, that, these and those (A)

Complete the sentences. Use *this, that, these* and *those*, and these nouns:  
*car, dog, flowers, parcel, trees*



► *That car* has crashed.

- |                        |                            |
|------------------------|----------------------------|
| 1 Would you like ..... | 3 The house is behind..... |
| 2 I must post .....    | 4 Whose is .....           |

## This, that, these and those (A-C)

Complete the conversations. Use *this, that, these* and *those*.

- Mark: Are we going out *this* evening?  
Sarah: I can't really. I'll be working late at the office.
- 1 David: I hear you've got a new flat.  
Rita: ..... 's right. I've just moved in.
- 2 Mike: What's the matter?  
Harriet: It's ..... boots. They don't fit properly. They're hurting my feet.
- 3 Jessica: It's so boring here.  
Rachel: I know. Nothing ever happens in ..... place.
- 4 Emma: What's happened? You look terrible.  
Vicky: You won't believe....., but I've just seen a ghost.
- 5 Laura: What kind of planes are..... ?  
Trevor: I don't know. They're too far away to see properly.
- 6 Matthew: The match is three weeks from today.  
Daniel: Sorry, I won't be able to play for the team. I'll be away all .....week.
- 7 Mark: Zedco. Can I help you?  
Alan: Hello..... is Alan. Can I speak to Fiona, please?
- 8 Daniel: I've had .....bump on my head ever since someone threw a chair at me.  
Natasha: Someone threw a chair at you?.....wasn't a very nice thing to do.
- 9 Mark: .....seats aren't very comfortable, are they?  
Sarah: No, I don't think I'll want to sit here very long.

# My, Your, etc and Mine, Yours, etc

## A Introduction

Mark: *Why have you brought **your** work home? We're going out.*

Sarah: */// *do it later. Let's go now. Shall we take **my** car?**

Mark: *Well, I'd rather not take **mine**. I think there's something wrong with it.*

**My, mine, your**, etc express possession and similar meanings. **My car** means the car belonging to me; **your work** means the work you are doing. **My** comes before a noun, e.g. **my car**. We use **mine** on its own.

	MY, YOUR, ETC	MINE, YOURS, ETC
First person singular:	<i>It's <b>my</b> car.</i>	<i>It's <b>mine</b>.</i>
Second person singular:	<i>Here's <b>your</b> coat.</i>	<i>Here's <b>yours</b>.</i>
Third person singular:	<i>That's <b>his</b> room.</i>	<i>That's <b>his</b>.</i>
	<i>It's <b>her</b> money.</i>	<i>It's <b>hers</b>.</i>
	<i>The dog's got <b>its</b> food.</i>	
First person plural:	<i>That's <b>our</b> table.</i>	<i>That's <b>ours</b>.</i>
Second person plural:	<i>Are these <b>your</b> tickets?</i>	<i>Are these <b>yours</b>?</i>
Third person plural:	<i>It's <b>their</b> camera.</i>	<i>It's <b>theirs</b>.</i>

## B Its and it's

We use **its** before a noun to express the idea of belonging.

*The street is around here somewhere, but I've forgotten **its** name.*

**It's** is a short form of **it is** or **it has**.

*I think **it's** time to go. (= it is) **It's** got a lot colder today, hasn't it? (= it has)*

## C My, your with parts of the body and clothes

We normally use **my, your**, etc with parts of the body and with someone's clothes.

*Emma shook **her** head sadly, NOT ~~Emma shook the head sadly.~~*

*Someone came up behind me and grabbed **my** arm.*

*You must take off **your** shoes before you enter a mosque. But we usually use **the** in the following structure with a prepositional phrase.*

	VERB	PERSON	PREPOSITIONAL PHRASE
<i>Someone</i>	<i>grabbed</i>	<i>me</i>	<i>by <b>the</b> arm.</i>
<i>The stone</i>	<i>hit</i>	<i>Mike</i>	<i>on <b>the</b> head.</i>

## D Own

We use **own** after **my, your**, etc to say that something belongs to us and to no one else.

*Rachel has got **her own** calculator. She doesn't borrow mine, NOT ~~an own calculator~~ I don't share any more. I've got a flat of **my own**. NOT of ~~mine own~~*

## E A friend of mine

Look at these examples.

*Tom is **a friend of mine**. (= one of my friends) NOT a ~~friend of me~~*

*Rachel came to the party with **a cousin of hers**. (= one of her cousins)*

*I borrowed **some magazines of yours**. (= some of your magazines)*

Note also 's in this example: *Rita is a friend of Melanie's.*

# Exercises

## 1 My, your, etc and mine, yours, etc (A)

Complete the conversation. Put in the missing words.

Laura: Did you and (►) *your* friends have a nice holiday?

Emma: Yes, it was wonderful. We had the best holiday of (1)... .. lives.

It didn't start very well, though. Daniel forgot to bring (2)... .. passport.

Laura: Oh, dear. So what happened?

Emma: Well, luckily he doesn't live far from the airport. He rang (3)... .. parents, and they brought the passport over in (4)... .. car, just in time.

Laura: You remembered (5) ....., I hope.

Emma: Yes, I had (6) ....., even though I'm usually the one who forgets things.

Actually Rachel thought for a minute that she'd lost (7)

Luckily it was in (8)... .. suitcase. Anyway, in the end we had a marvellous time.

## 2 Its and it's (B)

Put in the correct form.

? Unfortunately, the town has lost *its* only cinema.

? The meeting won't last long. I'll see you when *it's* over.

1 You should return the book to ..... owner immediately.

2 We'd like to go out for a walk, but .....raining.

3 I'm not buying this tablecloth because..... got a hole in it.

4 The board has decided that Zedco needs to improve... ..image.

## 3 Parts of the body and clothes (C)

Put in *my*, *your*, etc or *the*.

? I was doing keep-fit exercises when I fell down and hurt *my* leg.

? Matthew served, and the ball hit Daniel on *the* knee.

1 A wasp stung me on... .. neck. It really hurt.

2 The mother put both.....arms around the child.

3 Aunt Joan kissed Emma on..... cheek.

4 The fans were all shouting at the top of.....voices.

5 Don't just stand there with .....hands in ..... pockets.

## My own, a friend of mine, etc (D-E)

Correct the sentences which have a mistake.

► We're lucky. ~~We've got an own garden.~~

*We've got our own garden.*

1 I met some nice people. ~~Harriet introduced me to a friend of herself.~~

2 My friends swim every day. ~~They've got their only pool.~~

3 I enjoy rock-climbing. ~~It's a favourite hobby to me.~~

4 I hope Matthew will be here, ~~I've got some CDs from his.~~

5 I don't want to share. ~~I'd like my very room~~

# The Possessive Form and Of

## A Form

We use the possessive of a noun in phrases like *the boy's name* and *Vicky's room*.

We form the possessive like this.

Singular noun:                    's   *boy* -> *boy's*     *Vicky* -> *Vicky's*  
Plural noun ending in s:        '    *boys* -> *boys'*    *tourists* ~> *tourists'*  
Plural noun not ending in s: 's   *men* -> *men's*    *children* -> *children's*

We can use the possessive form with another noun or on its own.

*I've met **Rachel's family**, but I haven't met **Vicky's**. (Vicky's - Vicky's family)*

## B The boy's name or the name of the boy?

Compare these structures.

THE POSSESSIVE FORM

*the **boy's** name*  
*the **boys'** names*  
*the **men's** names*

PHRASE WITH OF

*the name **of the boy***  
*the names **of the boys***  
*the names **of the men***

Sometimes we can use either the possessive (*the boy's name*) or a phrase with of (*the name of the boy*), but often only one is possible. We normally use the possessive with people and animals.

***my friend's** house   **Claire's** idea   **Daniel's** brother   **our neighbour's** garden   **the dog's** owner  
**the policemen's** uniforms   **the women's** changing room   **the Parkers'** car*

We normally use of with things, and not the possessive form. *the*

*side **of the house*** NOT *the ~~house's~~ side*   *the result **of the match***

NOT *the ~~match's~~ result*   *the day **of the meeting*** NOT *the ~~meeting's~~ day*

But we use of with people when there is a long phrase.

*the house **of one of our teachers at college***   *the address **of those people we met in Spain***

NOT *those people who we met in Spain's address*

We can use both structures for places and organizations. ***London's** museums* OR *the museums **of London***   ***the earth's** atmosphere* OR *the atmosphere **of the earth***   ***the company's** future* OR *the future **of the company***   ***the government's** intentions* OR *the intentions **of the government***

## C The possessive of time

We can use the possessive to say 'when' or 'how long'.

***last week's** concert   **today's** TV programmes   **yesterday's** news  
**about a month's** work   **a moment's** silence   **ten minutes'** walk*

Note also:

***in two months'** time* (two months from now)   *a **week's** wages* (wages for a week)

# Exercises

## The possessive form (A)

Write descriptions of the things in the photos. Use *boy*, *girl* and *children* and these words:  
*bike, cat, dog, skateboards, tent, trophies*



- ▶ *the children's dog* 3 .....
- 1..... 4 .....
- 2..... 5 .....

## 2 The possessive form (A)

Laura is showing Melanie her photos. Put in the possessive form of the nouns.

- Laura: This was taken in (▶) *my friend's* (my friend) garden.  
 It was (1) ..... (the twins) birthday party.  
 This is Kerry, (2) .....(Luke) girlfriend.  
 And that's (3) ..... (Jason) sister Emily.
- Melanie: And who are these two?  
 Laura: That's (4) .....(Debbie) mother.  
 She's talking to Monica Davis, (5).....(her children) teacher.  
 And that's (6)..... (the Lanskys) dog  
 sitting on (7)..... (Olivia) foot.

## 3 The boy's name or the name of the boy? (B)

Ed Buckman writes detective stories. Here are the titles of some of his stories.  
 Write the titles using either *of* or a possessive form (with *s* or *'s*).

- ? the mistake / the policeman      *The Policeman's Mistake*  
 ? the bottom / the bottle            *The Bottom of the Bottle*  
 1 the gun / Mr Hillman  
 2 the smell / blood  
 3 the car / the terrorist  
 4 the middle / the night  
 5 the death / someone important  
 6 the money / the gangsters

## 4 The possessive of time (C)

Rewrite the underlined phrases using a possessive form.

- ? The prices this year are even lower.      *This year's prices*  
 ? From here it's a drive of two hours.      *a two hours' drive*  
 1 I read about it in the paper yesterday  
 2 I just want a rest for five minutes.  
 3 It's the special offer for this month.  
 4 I'll see you in a week.

# Some and Any

## A Basic use

**Some** and **any** go before a plural or uncountable noun (see Unit 85A).

*There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.*

We can also use **some** and **any** without a noun.

*Trevor wanted **some** milk, but he couldn't find **any**.*

We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

### POSITIVE

*There's **some** milk in the fridge.*

*I need **some** stamps. ~ There are **some** in the drawer.*

*I met **some** interesting people last night.*

*We'll have **some** fun at Disneyland.*

### NEGATIVE

*I haven't **any** milk. (= I have no milk.)*

*I haven't got **any** stamps. Have you got **any**?*

*I never meet **any** interesting people nowadays.*

*We won't have **any** fun without you.*

We can also use **any** in a sentence with if.

*If you have **any** problems, you can discuss them with your group leaders. I can answer **any** questions. (= If there are any questions,...)*

In questions we can use either **some** or **any**, but **any** is more common.

We don't know whether the answer will be yes or no.

*Have we got **any** butter? Will there be **any** food for the guests? Did you buy **any** clothes?*

We normally use **some** in offers and requests to make them sound more positive.

*Would you like **some** coffee? Could you post **some** letters for me?*

**We** can use **some** in questions when we think the answer might be yes.

*Did you buy **some** clothes? (Perhaps I know that you went out to buy some.)*

## B Someone, anything, etc

We choose between **someone** and **anyone**, **something** and **anything**, and **somewhere** and **anywhere** in the same way as between **some** and **any**.

***Someone** has spilt water everywhere.*

*Would you like **something** to eat?*

*Let's go out **somewhere**.*

*Did **anyone** see what happened?*

*We haven't got **anything** to eat.*

*Is there **anywhere** we can go?*

## C Another use of any

We can use **any** in a positive sentence to mean 'it doesn't matter which'.

*I'm free all day. Call **any** time you like.*

***Any** student will be able to tell you where the college library is.*

*You can buy these maps at **any** petrol station. They all have them.*

We say *any petrol station* because all petrol stations have the maps. It doesn't matter which one you go to. They are all equally good.

Look at these examples with **anyone**, **anything** and **anywhere**.

*It's a very simple puzzle. **Anyone** could solve it. (= It doesn't matter who.)*

*What shall we have for lunch? ~ Oh, **anything**. I don't mind. Where do we have to sit? ~ We can sit **anywhere**. It doesn't matter.*



# Exercises

## i Basic use (A)

Look at the pictures and say what people have or haven't got. Use *some* or *any*.

Use these words: *cats, money, petrol, poison, sandwiches*



? They've got some sandwiches.

? She hasn't got any money.

1 .....

2 .....

3 .....

## 2 Basic use (A)

Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find (->)any love' by Arlene Black. Now, I've had (▶)some letters asking for something by Express. One listener says she hasn't heard (1).....Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2).....more time left. We've had (3)..... great songs tonight, and I'll be here next week to play (4)..... more. Now here's (5)..... music from Express - 'I never have (6).....luck'.

## 3 Some, any, someone, anyone, etc (A-B)

Complete the conversations. Put in *some, any, anyone, someone, something or anything*.

▶ Trevor: We haven't got *any* bread.

Laura: You'd better go to the shop, then. We need *some* tomatoes, too.

1 Claire: Would you like..... cheese and biscuits?

Sarah: Oh, no thank you. That was delicious, but I couldn't eat..... else.

2 Harriet: There's ..... at the door.

Mike: Are we expecting ..... visitors?

3 Melanie: Has..... offered to help you with the tea?

Rita: No, but I'd be very grateful for... ..help you can give.

4 Vicky: I was looking for..... , and now I can't remember what it was.

Rachel: You said you were looking for..... matches.

## 4 Another use of any (C)

Put in *any + noun, anyone or anything*.

? The seats aren't reserved. You can have *any seat* you like.

? I don't mind what we do today. We can do *anything* you want.

1 If it's your party, you can invite ..... you like.

2 All the buses go into the town centre. Take ..... that comes along here.

3 This carpet is available in lots of colours. You can have.....you like.

4 My father has the television on all the time. He'll watch.....

5 It doesn't matter which day you phone. Ring..... you like.

# A lot of, Lots of, Many, Much, (a) Few and (a) Little

## A Introduction

**A lot of, lots of, many** and **much** mean a large quantity.

*Ron Mason owns a chain of supermarkets. He's made a **lot** of money. **A***

**few** and **a little** mean a small quantity.

*I'd better hurry. My bus goes in a **few** minutes.*

**Many** and **a few** go before plural nouns.

*many places    many problems*

*a few people    a few buildings*

**Much** and **a little** go before uncountable nouns

***much** money    **much** trouble*

*a **little** sunshine    a **little** food*

**A lot of** and **lots of** go before both plural and uncountable nouns.

*a **lot** of tourists    **lots** of games*

*a **lot** of sugar    **lots** of fun*

We use these words without a noun if it is clear what we mean.

*I take photos, but not as **many** as I used to. At one time I took a **lot**.*

Note that we say **a lot** without of.

## B A lot of, many and much

As a general rule, we use **a lot of** and **lots of** in positive statements and **many** and **much** in negatives and questions.

Positive: *We get a **lot** of storms here.    We get a **lot** of rain here.*

Negative: *We don't get **many** storms here.    We don't get **much** rain here.*

Questions: *Do you get **many** storms here?    Do you get **much** rain here?*

*How **many** eggs do we need?    How **much** salt do we put in?*

We use **many** or **much** (not **a lot of**) after **too**, **so** and **as**.

*There are **too** many cars.    I've got **so much** work.    I haven't got as **much** money as you.*

In formal English, we can sometimes use **many** and **much** in a positive statement.

*Many students have financial problems.    There is **much** enthusiasm for the idea.*

But this is less usual in conversation, where we normally use **a lot of** or **lots of**.

In informal English, you may hear **a lot of** in a negative or a question.

*I don't have **many** friends/a **lot** of friends.    Do you eat **much** fruit/a **lot** of fruit?*

## C Few and little with and without a

With **a** the meaning is positive.

*A **few** customers have come into the shop. It has been fairly busy.*

*Vicky has made a **little** progress and so is feeling quite pleased.*

*A **few** customers ~ some customers, a small number of customers*

*A **little** progress = some progress, a small amount of progress*

Without **a** the meaning is negative.

***Few** customers have come into the shop. It has been quiet.*

*Vicky has made **little** progress and so is not feeling very pleased.*

***few** customers - not many customers*

***Little** progress = not much progress*

**Few** and **little** (without **a**) can be rather formal. In informal speech we can use these structures.

***Not** many customers have come in.    Vicky hasn't made **much** progress. **Only a few** customers have come in.    Vicky has made **only a little** progress.*

# Exercises

## 1 A lot of, lots of, many, much, a few and a little (A)

Write the sentences correctly.

► Mark was only spending one night away. ~~He quickly put a little things into a bag.~~ *He quickly put a few things into a bag.*

- 1 Rachel is learning to drive. ~~She hasn't had much lessons yet.~~
- 2 I'm making soup for twenty people. ~~I'll have to make a lot of.~~
- 3 I feel really tired. ~~I haven't got many energy.~~
- 4 The mixture looks rather dry. ~~Maybe you should add a few water.~~
- 5 We're having a big party. ~~We've invited a lots of friends.~~

## 2 A lot of, many and much (A-B)

Complete the conversation. Put in *a lot of*, *many* or *much*. More than one answer may be correct.

Matthew: There are (►) *a lot of* athletes taking part in the International Games in London.

There's been (1) ..... coverage in the papers.

Daniel: Our runners haven't won (2) ..... medals, have they?

Matthew: No, not as (3) ..... as last time. But there's plenty of time.

There are still (4) ..... events to come. I'd like to go and see some of the track events, but I haven't got (5) ..... time at the moment.

Daniel: No, not with exams coming up. Matthew: I'm

hoping to go at the weekend if I can get a ticket.

Apparently there aren't (6) ..... seats left.

Daniel: I've heard the cheapest tickets are £25. I think that's too (7)

## 3 A few, few, a little and little (C)

Put in *a few*, *few*, *a little* or *little*.

? I don't think I can lift this box on my own. I need *a little* help.

? *Few* tourists visited Northern Ireland in the 1980s because of the terrorism there.

1 The postman doesn't often come here. We receive ..... letters.

2 The snow was quite deep. There seemed ..... hope of completing our journey.

3 Trevor isn't finding it easy to fix the shelves. He's having ..... trouble.

4 Sarah is exhausted. She's having ..... days' holiday next week.

5 David quite likes golf, but unfortunately he has ..... ability.

6 I can speak ..... words of Swedish, but I'm not very fluent.

## 4 Many, few, much and little (B-C)

Complete this paragraph from a travel book. Put in *many*, *few*, *much* or *little*.

The main town on the island is very small and does not have (►) *many* important buildings. The islanders do not have (1) ..... money, and they have (2) ..... contact with the outside world. There is not (3) ..... chance of the place attracting large numbers of tourists. The roads are not very good. There are lots of bicycles but not (4) ..... cars. And there are hardly any of the modern facilities which visitors expect. There are (5) ..... shops, and there is (6) ..... entertainment.

# All, Half, Most, Some, No and None

## A All, most and some

We can use **all**, **most** and **some** before a plural or an uncountable noun.

*All plants need water. All matter is made up of atoms.*

*Most people would like more money. Some food makes me ill.*

*All plants* means 'all plants in general/in the world'. *Most people* means 'most people in this country/in the world'. *Some food* means 'some food but not all food'. Here **some** is pronounced /sA.m/.

## B All of, half of, most of and some of

Laura: *Why do you keep **all of these clothes**? You never wear **most of them**. You've had **some of your jackets** for ten years. Why don't you throw **them all** out? This one is completely out of fashion.* Trevor: *Well, I thought if I waited long enough, it might come back into fashion.*

*All of these clothes* has a specific meaning. Laura is talking about Trevor's clothes, not about clothes in general.

We can use **all (of)**, **half (of)**, **most of** and **some of**. *Have **all (of) the plants** died? ~ No, not **all of them**. **Most of the people** who live around here are students. I've spent **most of my money** already. **Half (of) the audience** left before the end of the film. **Some of that food** from the party was all right, but I threw **some of it** away.*

We can leave out **of** after **all** or **half**, but not before a pronoun.

*all of these clothes on all the clothes BUT all of them NOT ~~all them~~*

*half of our group OR half our group BUT half of us NOT ~~half us~~* We can

also use **all** in mid position (see Unit 113B) or after a pronoun.

*These cups **are all** dirty. I'll have to clean **them all**.*

*The guests **have all gone** now. I think **they all** enjoyed themselves.*

We can use **most** and **some** on their own.

*The band sang a few songs. **Most** were old ones, but **some** were new.*

## C All meaning 'everything' or 'the only thing'

We can use **all** with a clause to mean 'everything' or 'the only thing'.

*Tell me **all** you know. **All** I did was ask a simple question.* Here *you know* and *I did* are clauses. We do not normally use **all** without the clause.

*Tell me **everything**, NOT ~~Tell me all~~*

## D No and none

We use **no** with a noun.

*We've rung all the hotels, and there are **no rooms** available. I'm afraid I've got **no money**. (= I haven't got **any** money.)*

We use **none** with **of** or on its own.

***None of my friends** will be at the party. Look at these clothes. **None of them** are in fashion now. I wanted some cake, but there was **none** left, NOT ~~There was no left~~*

# Exercises

## 1 All, most, half, some and none (B, D)

Read this advertisement for some new flats and then complete the sentences.  
Put in *all of them, most of them, half of them, some of them* and *none of them*.

Hartley House is an old manor house which has been converted into thirty one-bedroom and two-bedroom flats. All the flats have a fitted kitchen, bathroom and large living-room. Ten of them have a separate dining-room. Twenty-five of the flats have a view of the sea, and fifteen have a private balcony. All thirty flats are still for sale. Ring us now for more details.

► The flats are modern. *All of them* have a fitted kitchen.

1.....have two bedrooms.

2 From.....you can see the sea.

3.....have a private balcony.

4.....have a large living-room.

5 There's also a dining-room in .....

6.....has been sold yet.

## 2 All, most, some and none (B, D)

There was a quiz evening yesterday. Six friends took part, and they all answered twenty questions. Did they get all, most, some or none of them right?

? Natasha answered all twenty correctly. *She got all of them right.*

? Daniel's score was fifteen. *He got most of them right.*

1 Jessica had only eight correct answers.

2 Matthew got them all right except three.

3 Andrew gave twenty correct answers.

4 But poor Vicky didn't get a single one right

## 3 All, most, no and none (A-D)

Complete the conversations. Use the word in brackets with *all, all the, most, most of the, no* or *none of the*.

► Andrew: I wonder where they make this milk.

Jessica: It isn't made in a factory, Andrew. *All milk* (milk) comes from animals.

► Rita: What do you usually do on a Sunday?

Mike: Not much. We spend *most of the time* (time) reading the papers.

1 Claire: In general, people aren't interested in politics, are they?

Mark: I think ..... (people) are bored by the subject.

2 Vicky: These new flats are supposed to be for students.

Rachel: That's ridiculous ..... (student) in the world could possibly afford such a high rent.

3 Tom: Who's paying for the new ice-rink to be built?

Nick: Well, ..... (money) will come from the government, but the city has to pay a quarter of the cost.

4 Melanie: We should ban cars ..... (cars) pollute the air, don't they?

David: Well, except electric ones, I suppose.

5 Vicky: What kind of fruit should you eat to stay healthy?

Natasha: I don't think it matters ..... (fruit) is good for you, isn't it?

6 Tom: I knew there had been a power cut because it was so dark everywhere.

Harriet: Yes, ..... (lights) in our street went out.

# Every, Each, Whole, Both, Either and Neither

## A Every and each

We use **every** and **each** before a singular noun to talk about a whole group.

*The police questioned **every person/each person** in the building.*

***Every room/Each room** has a number.* In many contexts either word is possible, but there is a difference in meaning.

EVERY

***Every person** means 'all the people', 'everyone'.*

***Every guest** watched as the President came in.*

*I go for a walk **every day**.*

**Every** means three or more, usually a large number.

*There were cars parked along **every street** in town. (= all the streets)*

EACH

***Each person** means all the people seen as individuals, one by one.*

***Each guest** (in turn) shook hands with him.*

***Each day** seemed to pass very slowly.*

**Each** is more usual with smaller groups and can mean only two.

*There were cars parked along **each side** of the street. (= both sides)*

We can use **each** (but not **every**) on its own or with of.

*There are six flats. **Each** has its own entrance, NOT **Every** has...*

***Each of the six flats** has its own entrance, NOT **Every of the ...***

We can also say ***Each one/Every one** has its own entrance.*

We can also use **each** in mid position (see Unit 113B) or after a pronoun.

***We've each got** our own desk. They gave **us each** a desk.*

Compare **every** and **all** before **day, morning, week**, etc. *I*

*travel **every day**. (= Monday, Tuesday, Wednesday,...) I*

*was travelling **all day**. (= from morning till evening)*

## B Whole

We use **whole** before a singular noun. It means 'all' or 'complete'.

*The baby cried **the whole time**. (= all the time) I've spent **my***

***whole life** waiting for this moment. (= all my life) We'll need **a***

***whole loaf** to make sandwiches for everyone.*

## C Both, either and neither

We use **both, either** and **neither** for two things.

*I've got two bicycles. **Both** of them are quite old. I've given up cycling, so I don't ride **either** of them any more. **Neither** of them is in very good condition, I'm afraid.*

**Both** means 'the one and the other'. We can use it in the following structures.

*We had two letters this morning, and **both letters/both the letters/both of the letters/both of them** are bills* We can also use **both** in mid position (see Unit 113B) or after a pronoun.

*The letters **are both bills**. I've opened **them both**.*

**Either** means 'the one or the other', and **neither** means 'not the one or the other'.

*I haven't met **either twin/either of the twins/either of them**.*

***Neither shoe fits/Neither of the shoes fit(s)/Neither of them fit(s).***

We can use **both, either** and **neither** on their own.

*The store has two lifts, and **both** are out of order/**neither** is working.*

# Exercises

## 1 Every and each (A)

Complete the dialogue. Put in *every* or *each*. Sometimes both are possible.

Laura: It's a lot bigger than your last house, isn't it? Did you say there are four people living here?

Natasha: Yes, and we (▶) each have our own bedroom.

Laura: Does (1)..... person pay a quarter of the rent?

Natasha: That's right. On the first of (2)..... month.

Laura: It must be fantastic for parties.

Natasha: Yes, it is. We don't have one (3)..... week, but almost!

Laura: Isn't that rather expensive?

Natasha: Not if (4)..... guest brings something to eat or drink! Anyway, there'll be no more parties until our exams are over. We're spending (5)..... moment revising.

## 2 Every, all and whole (A-B)

Put in *every*, *all* or *the whole* and the word in brackets. Sometimes more than one answer is possible.

▶ Melanie is a religious person. She goes to church *every Sunday* (Sunday).

1 The weather has been awful today. It's been raining..... (day).

2 I just can't sleep. I spent..... (night) lying awake.

3 Sarah gets the train at half past seven..... (morning).

4 It's eleven o'clock. Are you going to lie in bed ..... (morning)?

5 Last Saturday Trevor spent ..... (day) putting up some shelves.

6 Why are you in such a hurry..... (time) I see you?

## 3 Both, either and neither (C)

There are two pubs in Brickfield, The White Horse and The Ship. Look at the information and then write the sentences. Use *both of them*, *one of them* or *neither of them*.

### THE WHITE HORSE

MEALS BAR SNACKS FAMILY ROOM

### THE SHIP

MEALS SEPARATE RESTAURANT  
BAR SNACKS NON-SMOKING AREA

▶ (serve meals) *Both of them serve meals.*

1 (have a separate restaurant) ...

2 (serve bar snacks) ...

3 (have a family room)

4 (allow pub games)

5 (have live music)

6 (have a non-smoking area)...

## 4 Every, each, whole, both, either and neither (A-C)

Complete the conversation. Put in *every*, *each*, *whole*, *both*, *either* or *neither*.

Assistant: These plain sofas come in two different styles.

Sarah: I think (▶) both styles are rather old-fashioned. (1)..... of them is really what I want. I don't like (2)..... of them, I'm afraid.

Assistant: What about a patterned fabric? There are some lovely colours here.

Sarah: I feel more and more unsure with (3)..... new fabric I look at.

Mark: We haven't got time to look at (4)..... fabric in the shop. We've been in here a (5)..... hour already, you know.

## REFERENCES

The contents of this textbook have been reproduced from original sources for educational purposes only and all the cited references are documented below. Copyright permission is already printed on most of the included exercise handouts. The topics covered in this course have been selected carefully so that they address the varying needs of ESL students.

1. Essential English Grammar - Raymond Murphy.
2. Intermediate English Grammar - Raymond Murphy.
3. Advanced English Grammar - Martin Hewings.