

ESL ENGLISH

ENGLISH GRAMMAR



GRAMMAR & VOCABULARY FOR
INTERMEDIATE STUDENTS

BY JACQUELINE MELVIN

GRAMMAR & VOCABULARY

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Introduction

This book is aimed at intermediate/early upper intermediate English language students with its main focus on vocabulary building-an invaluable tool for students who are studying for a forthcoming exam.

Correct sentence structure is also dealt with in the book. Learn how to form longer sentences properly. Too many learners are writing in distorted English due to a direct translation from their own language. Begin to become familiar with sentence patterns to improve writing and speaking skills.

There are plenty of grammar exercises as well for those of you who like to freshen up on grammar points.

Continuous revision is always a good idea at any level of English. It is all too easy to forget if you do not practise. Practice makes perfect.

About the author

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PARTS OF SPEECH

It is extremely beneficial to begin to familiarize yourself with the English parts of speech. Having knowledge on basic grammatical terminology is a key tool to sentence construction. Once you understand the function of each part of speech and how they work together in sentences, then you are on your way to recognising English sentence patterns. Soon you will understand what sounds right and what doesn't. These grammatical parts each play a role in sentences, clauses and phrases. Some parts of speech have more than one function, according to context, which you will learn as you progress in your studies.

Remember! Good grammar begins with good organisation of words into sentences.

In English there are nine parts of speech.

1. Articles

Indefinite articles *A* and *An*. We use *A* before *nouns* or *adjectives + nouns*, which begin with a consonant or a consonant sound. The indefinite articles are used when referring to anything indefinite (*one of a kind*).

Example

A man-one of many-(consonant)

A university (a vowel with a consonant sound)

The indefinite article *An*, is used before *nouns* or *adjectives + nouns* which begin with a vowel (a,e,i,o,u) or a vowel sound.

Example

An apple

An honour (vowel sound-there is a silent 'h' in the word 'honour')

The definite article '*the*' is used before *nouns* or *adjectives + nouns* to specify something definite.

Example

I saw *a* girl with blonde hair. (One of a kind)

I saw the girl with *the* blonde hair who lives next door to me. (We specify *which* girl-not one of many/of a kind but a specific one and we specified the colour of hair)

2. Nouns

Nouns are the names we give to places, people and things.

Nouns are divided into common nouns and proper nouns.

Example

Boy, girl, fruit, flower etc. are all common nouns.

We also have common nouns which are abstract-that is, they cannot be seen or felt. They are concepts or ideas.

Examples

Time, distance, speed, space, success, knowledge, love, hate are abstract nouns.

Proper nouns are the names we give to people, places, titles etc.

Examples

John, Mary, New York, Italy, the Queen, the President etc. Proper nouns must begin with a capital letter.

3. Pronouns

Pronouns take the place of nouns.

John is from England. *He* is English. '*He*' is a pronoun-a *subject* pronoun which substitutes the proper noun *John*.

I, you, he, she, it, we, you (plural) they-are all pronouns. They substitute the noun and in most cases come *before* the verb.

Me, you, him, her, it, us, you, them are object pronouns. They come *after* the verb.

Examples

John told *Mary*. *He* told *her*. 'He' substitutes the subject pronoun *John*, and 'her' substitutes the object pronoun *Mary*.

The girl is playing *the piano*. *She* is playing *it*.

My mother made *pancakes*. *She* is eating *them*.

4. Adjectives

Adjectives are describing words. They describe the noun. They usually always come *before* the noun in English except when used with the verb 'be'.

Example

A *pretty* girl-the adjective 'pretty' describes the noun 'girl'.

An example of an adjective when used with the verb 'be'.

The girl is *pretty*.

In English the adjective *never* varies according to number or gender.

My mother makes *tasty* pancakes. The adjective *tasty* describes the noun pancakes.

What kind of pancakes does she make? She makes *tasty* pancakes.

The pancakes are *big*. They are also *sweet*.

Mother makes *big, sweet, tasty* pancakes. What kind of pancakes does mother make?

Big, sweet, tasty ones.

We can add many adjectives before a noun. The order of the adjectives is important. We cannot say for example, mother makes *tasty, sweet, big* pancakes. This is the wrong order of the *adjectives*.

The order of adjectives

- 1) Opinion or fact
- 2) Size

- 3) Shape
- 4) Condition
- 5) Age
- 6) Colour
- 7) Nationality
- 8) Material

Example

A ⁽⁸⁾ woollen jumper.

A ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

A ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

An ⁽⁵⁾ old, ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

A ⁽⁴⁾ scruffy, ⁽⁵⁾ old, ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

A ⁽³⁾ shapeless, ⁽⁴⁾ scruffy, ⁽⁵⁾ old, ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

A ⁽²⁾ large, ⁽³⁾ shapeless, ⁽⁴⁾ scruffy, ⁽⁵⁾ old, ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

A ⁽¹⁾ beautiful, ⁽²⁾ large, ⁽³⁾ shapeless, ⁽⁴⁾ scruffy, ⁽⁵⁾ old, ⁽⁶⁾ red, ⁽⁷⁾ Scottish ⁽⁸⁾ woollen jumper.

Use commas to separate the adjectives except for the one closest to the noun.

When *not* to use commas

We do not use commas for adjectives which modify another adjective.

Example

A *first class* ticket. (*First*-used as an adjective-modifies-class and *not* ticket)

Note:

Although the word '*first*' has the function of a noun, adjective or adverb, its

function, determined by context, is what determines its part of speech.

In the example of the jumper, the adjective ‘*Scottish*’ describes *not only* the jumper but also the wool it is made from, therefore the comma is absent.

5. Verbs

A verb is a *doing* word. Verbs are used to indicate actions or states. Verbs are the most important grammatical parts of speech. No sentence can exist without a verb. The shortest complete sentence in the English language is “Go”.

Examples of verbs-present tense

I *am* Mary. (A state of being)

I *live* in Liverpool. (A state/a fact)

I *have* a sister. (A state/a fact)

I *play* tennis every week. (An action)

6. Adverbs

Adverbs are used to describe verbs, other adverbs or adjectives. There are different categories of adverbs which tell us *how, why, where, when, how often, how many times, to what extent/degree etc., that* something is done. Adverbs are a tricky part of the English language. There are so many different kinds of adverbs, adverbial phrases and clauses and many adverbs can be mistaken for prepositions. Adverbs cover a large range of uses although their primary characteristic is to modify verbs thus the name ad + verb = add to verb.

Adverbs of time answer the question *when*?

Yesterday I stayed at home.

I stayed at home *yesterday*.

I’m playing tennis *tomorrow*.

Adverb clauses and phrases of time normally come at the beginning or the end of the clause. Do not put an adverb of time between the subject and the

verb.

I ~~last Sunday~~ saw you.

Last Sunday I saw you. I saw you *last Sunday*.

I'll phone you *soon*. (Adverb)

I'll phone you *within the next hour*. (Adverbial phrase)

The plane landed *ten minutes ago*. (*Ten minutes ago* is the adverbial phrase which tells us when the plane landed).

I've done it *again*. (*Again* is an adverb of time which tells us that something has been done before)

I get up *early* and I go to bed *late*. (*Late* and *early* are both *adverbs* and *adjectives*)

Adverbs of manner answer the question *how*?

Many of these adverbs end in 'ly'. They derive from adjectives.

Example

He's a *dangerous* driver. (Adjective *dangerous* + noun 'driver')

He drives *dangerously*. (Adverb *dangerously* tells us how he drives). In what manner does he drive? How does he drive? *Dangerously*.

She stood up *suddenly*. How did she stand up? *Suddenly*

Adverbs of manner usually come after the verb but *sometimes* they can come before it.

She *suddenly* stood up.

She teased the boy *playfully*. She *playfully* teased the boy.

The adverb *playfully* derives from the adjective *playful*.

The children laughed (how?) *happily*.

The adverb *happily* derives from the adjective *happy*.

The boy ran away *very quickly*.

The boy *very quickly* ran away.

Sometimes we can put the *adverb of manner* at the beginning of the clause or sentence to add emphasis.

Very quickly the boy ran away.

Suddenly she stood up.

Note:

Very is an adverb which can be used to modify another adverb. The boy ran *quickly*. The adverb *quickly* modifies the verb *ran* and the adverb *very* modifies the adverb *quickly*. The boy ran *very* quickly. *Very* in this example, modifies how quickly the boy ran. *Very* can also modify adjectives. The house is big. The house is *very* big.

Note:

Very can never be used before extreme adjectives.

Example

It's *very* hot in here (*hot* is a normal adjective)

It's *very boiling* in here (*boiling* is the extreme adjective of hot)

Adverbs of place answer the question *where*?

John is *here*. (*Here*-is the adverb which shows the location of John. Where is John? He is *here*).

Where is dad? He's *outside*. (*Outside*-is the adverb which shows the location of dad). Where is dad? *Outside*.

They've been *there for a year*. (In this example we have an adverb of place (*there*) + an adverbial time clause (*for a year*)).

I can't find my bag *anywhere*. (*Anywhere*-is the adverb of place)

The man came *in*. (*In* is the adverb of place)

Note:

Some adverbs are prepositions. To understand the difference between a preposition or an adverb, think about whether you need an object or not. If the sentence requires an object, then it is a preposition. If it doesn't, it is an adverb. Do not confuse particles in phrasal verbs for prepositions and adverbs. These particles *look like* prepositions and adverbs but they are not. Particles are part of the verb in phrasal verbs and they give it (the verb) a completely different meaning. Phrasal verbs are excluded from the parts of speech. They are idiomatic expressions with their own unique meanings.

Example

Look *up*! There's a plane flying in the sky. *Up* is an adverb of place. There is no need for an object.

Look *up* Jill's home number in the telephone directory. (Look up/phrasal verb) It does not have the literal meaning. The particle '*up*', which is identical to the adverb and preposition '*up*', is connected to the verb 'look'. It gives it (the verb) a new idiomatic meaning. In this example it means, 'to search among a list'.

Adverbs of number and quantity answer the questions *how much/how many/how many times?*

So far I've eaten ice cream *three times this week*. (*Three times* answers the question *how many times?* *This week* is an adverb of time. It answers the question *when?*)

I ate ice cream *twice last week*. (*Twice* answers the question *how many times?* *Last week* is an adverb of time which answers the question *when?*)

I've been to London *several times*. (*Several times* is an adverb of number-it indicates an indefinite number of times-more than *a few* but less than *many*)

Adverbs of purpose answer the question *why?*

Since you are always late we are going to fire you. (*Since* introduces *why* they are going to fire the person -it means '*given the fact that*')

We are going to fire him *because* he is always late. (*Because* gives us the reason)

He called a taxi *so that* he would not be late for work. (*So that* tells us why he

called a taxi)

He called a taxi in order to show his boss he didn't want to be fired. (*In order to* gives us the reason why he called a taxi).

Adverbs of probability

Maybe and *perhaps* come at the beginning of a sentence.

Maybe he will be at home.

Perhaps he will phone you.

Mark will *probably* be late.

He *certainly* won't phone me.

I'm *definitely* going on a diet as from tomorrow.

Adverbs of degree/intensifiers

Intensifiers derive from adverbs of degree. They serve to enhance and add emotion although when used grammatically they no longer have the main characteristic that adverbs have, that is, to modify the verb. Their function is to add emotional emphasis. There are some adverbs of degree that are not intensifiers such as *slightly* and *moderately*. The most basic of all intensifiers is *very*.

It must be noted that there are other adverbs which are not intensifiers which do not modify adverbs. That is why the area of adverbs is complex.

Examples of intensifiers

She's *extremely* intelligent. (A high degree of intelligence-adverb + adjective)

She speaks English *extremely well*. (The adverb *well* modifies *how* she speaks English and the adverb *extremely* modifies the adverb *well*.)

You are *absolutely* right. (High degree)

She will *undoubtedly* be late. (High degree)

I am *deeply* sorry for my behaviour. (High degree)

Note:

Well is one of the irregular adverbs which stems from the adjective *good*. *Goodly* does not exist in English.

Quite is not an intensifier as it can carry out the main function of an adverb, that is to modify the verb, although, as you will see, it takes a different position in a sentence when used to modify the verb.

The meaning of *quite* = to a certain degree-more or less medium degree of intensity.

I *quite* like this house. (*Quite* modifies the verb) Its position is before the main verb.

You are *quite* right. (*Quite* modifies the adjective)

I've eaten *quite a lot*. (*Quite* modifies the adverb of quantity *a lot*)

He spoke to me *quite* angrily. (*Quite* modifies the adverb)

She is *so* kind. The adverb '*so*' modifies the adjective '*kind*'. It indicates a high degree of kindness.

Note:

The word '*so*' has many functions in English according to context. It can be an adverb, a conjunction, an adjective, a pronoun or an interjection.

There are also the adverbs of frequency which show how frequently we do something.

100% always, 90% usually, 80% generally/normally, 70% often/frequently, 50% sometimes, 30% occasionally, 5% seldom/rarely/hardly ever, 0% never

Adverbs of frequency are normally used with the present simple tense. Their position in a sentence is before the *main verb* and after the verb *be*.

Examples

I *usually* have a shower before I go to bed. (Before the *main verb*)

I am *always* late for work. (After the verb *be*)

7. Prepositions

Prepositions show the relationship between nouns and pronouns and other words. Mainly used before nouns and pronouns to connect them to other words and to show the relation between those words.

Example

He is *at* the cinema. *At* links the pronoun *he* with the place *cinema*. It tells us where he is.

She went *to* the cinema. *To* links the pronoun *she* with cinema. *To* is a preposition of movement so we understand there was motion involved between the subject and the object (the place). We use the preposition *to* with motion verbs. There is no motion with the verb '*be*'. That is why we need to use *At* and not *To*.

The chair is *in front of* the window. *In front of* is a preposition of place. It tells us the location of the chair, the relationship between the *chair* and the *window*.

The plant is *on top of* the fridge. Again, the preposition *on top of* connects the subject '*the plant*' with the object *the fridge*. It answers the question 'where is the plant?'

8. Conjunctions

Conjunctions are linking words. They link sentences, clauses and phrases.

I like football *and* tennis.

I like football *but* I don't like rugby. (*But* is a linking word which shows a contrast)

I like football *although* I don't have time to play very often.

I am good at football *so* I usually always score goals for our team.

In the above example we use *so* as a conjunction. It has the same meaning as *therefore*.

We bought some bread *while* we were out. (During the time we were out)

I made a few phone calls *while* I was waiting.

9. Interjections

Interjections usually consist of only one word. They are exclamations which denote surprise or disappointment or other sudden emotions. They are followed by the exclamation mark (!) in written English.

Alas! He didn't win the prize he thought he would have won. (*Alas* expresses a degree of disappointment).

“*Wow!* Did you really get the job?”

“*Ouch!* That hurt”

“*Gosh!* Did that really happen? I can't believe it”

“*Brr!* It's really cold in here.

“*Oops!* That's another glass I've broken.

“*Aw!* Isn't that puppy cute?”

Directions, instructions and commands

Directions, instructions and commands **have no subject**. We understand that the subject is who we are speaking to or whoever is doing the reading. This is language that is used every day. Here are some examples

Stop!

Don't move.

Put your hands up.

Give me the gun.

Sit down.

Stand up.

Put your clothes in the wardrobe.

Don't use all the hot water.

Break the eggs and put them in a bowl

Switch on the oven.

Add flour and sugar.

Turn left when you get to the traffic lights.

Pass me the salt please.

Eat your dinner before it gets cold.

Remember to bring in the washing before you go out.

Don't walk on the grass.

Open the window. It's hot in here.

Wash your hands before you eat.

Clean your teeth after you eat.

Take the dog to the park.

Send me a message when you get home.

Call a taxi please.

Phone the doctor. I don't feel well.

Call an ambulance, quick!

SENTENCE PATTERNS

CORRECT WORD ORDER

To make a basic subject/verb/object sentence longer, we ask questions which answer the information we would like to add. English sentences follow a pattern and it is important to start to recognize this pattern for better writing and speaking abilities. That's why learners of English should read as much as possible. Here is an example of a long sentence broken down to help you understand how to construct it. The reconstruction has been done one step at a time for ease of understanding.

I walk slowly to St James's Park in London every day at 10 am with my best friend Sandra.

What do I do? I walk

How do I walk? Slowly

I walk slowly

To where do I walk slowly? To the park

I walk slowly to the park.

When do I walk slowly to the park? Every day

I walk slowly to the park every day.

At what time do I walk slowly to the park every day? At 10 am.

I walk slowly to the park every day at 10 am.

With whom do I walk slowly to the park every day at 10am? With my friend Sandra

I walk slowly to the park every day at 10 am with my friend Sandra.

Which park do I walk slowly to the park every day at 10 am with my friend Sandra? St James's Park.

I walk slowly to St. James's park every day at 10 am with my friend Sandra.

Where is the park? In London

I walk slowly to St James's park in London every day at 10 am with my friend Sandra.

Which friend is Sandra? My best friend

I walk slowly to St James's Park in London every day at 10 am with my best friend Sandra.

We can change the order of the adverbial time clauses

Every day at 10 am I walk slowly to St James's Park in London with my best friend Sandra.

At 10 am every day I walk slowly to St James's Park in London with my best friend Sandra.

We can add even more information to the sentence

At 10 am every day I walk slowly to St James's Park in London with my best friend Sandra who lives next door to me.

At 10 am every day I walk slowly to St James's Park in London with my best friend Sandra, who lives next door to me, and we have a chat about the forthcoming day.

Now look at how the following short sentence can be made longer by adding extra information.

John lives in a house.

John lives in a large house.

John lives in a large, white house.

John lives in a large, white house in Manchester.

John lives in a large, white house in Manchester with his mother, father, brother and sister.

John lives in a large, white house in Manchester with his mother Mary, his

father Bill, his brother Tom, and his sister Sue.

My friend John lives in a large, white house in Manchester with his mother Mary, his father Bill, his brother Tom, and his sister Sue.

My really good friend John lives in a large, white house in Manchester with his mother Mary, his father Bill, his brother Tom, and his sister Sue.

My really good friend John, who is twenty eight years old, lives in a large, white house in Manchester with his mother Mary, his father Bill, his brother Tom, and his sister Sue.

My really good friend John, who is twenty eight years old, lives in a large, white house in Manchester with his mother Mary, his father Bill, his younger brother Tom, and his older sister Sue.

My really good friend John, who is twenty eight years old, lives in a large white house in Manchester with his mother Mary, who is a housewife, his father Bill, who is a mechanic, his younger brother Tom, who is a university student, and his older sister Sue, who is a hairdresser.

A word of advice

Do not make your sentences longer than the last sentence (above) or your readers could become confused. Remember that extra information should be included between commas. There is a section in the book which is dedicated to “defining relative clauses” and “non defining relative clauses” which explains when to put information between commas. Some examples of **DRC’s** (Defining Relative Clauses) and **NDRC’s** (Non Defining Relative Clauses) can be found in the following exercise.

WHO’S OR WHOSE

Look at how we can expand on the following sentence

Mark lives next door to me. “**Who** are we talking about?” **Look for the subject.**

Answer: **Mark.**

What other information do we have?

Answer: He lives next door to me. The information answers the question, “where does he live?”

Who is Mark?

Mark is the boy whose sister is in your class at school.

“Whose” means that the object, in this case (sister) belongs to the subject (Mark, the boy). “Whose” shows the connection. There is always a noun after “whose”. Common errors are confusing “who’s” with “whose” since they both have the same pronunciation /hu:z/. “Who’s” is the contracted form of “who is” and “who has”. “Whose” denotes “possession”. The verb “to belong” = possession. “This car belongs to John = It is John’s car”.

Mark, whose sister is in your class at school, lives next door to me. Now we give more information to define “which” Mark we are talking about. Maybe we know that the listener knows more than one boy by the name of “Mark”.

Note: As well as being the possessive form of “who”, “whose” is also the possessive form of “which”. We can use “whose” for inanimate objects although some grammarians argue about this. The use of “whose” for things which are inanimate was quite often used in English literature. Its usage is more frequent in formal styles. Journalists often use it to keep the flow of a sentence smooth.

An example of “whose” when used with inanimate objects.

The ship, whose captain was my uncle, sank after it hit an iceberg.

Put “who’s” or “whose” in the gaps below.

(1) I know a girl _____ mother is a famous actress.

(2) Person A: Jane came to visit me this morning for a coffee and a chat.

Person B: “_____ Jane?”

Person A: “She’s the girl _____ father Tom was at school with your father.”

(3) _____ going to help me clean the garden today?

- (4) “_____ shoes are these?” “They’re not mine. They’re my sister’s. (They belong to my sister).
- (5) That woman _____ wearing the red jacket is my boyfriend’s mother.
- (6) _____ been eating the biscuits? There’s only one left.
- (7) _____ drunk all the milk? Come on! _____ the guilty one?
- (8) The old tree, _____ trunk measures fifty five feet in circumference, is over two thousand years old.
- (9) The bakery opposite my house, _____ name has been changed several times over the years, makes the best bread in the city.
- (10) Carol, _____ my best friend, is going to book the tickets for Ibiza.

[Go to answers](#)

WHO OR WHOEVER

- (1) _____ wants to play tennis with me tomorrow?
- (2) _____ it was who painted these walls bright red must be crazy.
- (3) _____ said “winning” isn’t everything, was probably a loser.
- (4) _____ drove that car into a tree cannot possibly still be alive.
- (5) _____ ate my doughnuts?
- (6) _____ finds my dog will be given a reward of £1000.
- (7) A prize will be given to _____ wins the swimming gala.
- (8) I hope _____ it was _____ robbed my aunt, will be found and thrown in prison.
- (9) “Can I bring two of my friends to the party?” “Yes you can. You can bring _____ you want.”
- (10) If you could meet a famous person, _____ would you like to meet?

[Go to answers](#)

WORD FORMATION ONE

The following exercises are to test your lexical knowledge. This knowledge is extremely important when sitting exams such as **PET**, **FCE**, **CAE** and **CPE**.

Change the base word in **orange** into its correct part of speech. Sometimes you will need to use a prefix or a suffix and in some cases, both.

Tips before you begin. Decide which part of speech you need by reading the surrounding words. Ask yourself? Do I need an adjective or a noun etc? Do I need an opposite adjective, adverb, noun, verb etc? If you need an opposite then a suffix or prefix is usually necessary.

Example

(0) The new telephone company offers _____ telephone calls and access to internet at a super low cost. **LIMIT**

Answer

The new telephone company offers **UNLIMITED** telephone calls and access to internet at a super low cost.

(1) I don't trust John. He is very _____. **.HONEST**

(2) Martha's death came as a shock to everyone. It was very _____. Nobody expected her to die so young. **TIME**

(3) When I first started learning English four years ago, my only _____ was to be able to communicate with people during my travels. Now I realise just how important it is for my new job. **OBJECT**

(4) Cindy has named her new baby "Chuckles" which is a very _____ name indeed. **USUAL**

(5) We had a great night out last night. It was really _____. **ENJOY**

(6) It was _____ easy to create a user profile. For a computer illiterate like myself, I imagined it would be quite complicated. **SURPRISE**

(7) There is a video available for those of you who are _____ with

windows 10. This easy to follow step by step guide will have you up and running in no time. **FAMILIAR**

(8) The view was _____ as we _____ from the Cruise ship onto the tropical island. **CREDIBLE/EMBARK**

(9) I had to punish my son for his bad _____. It is becoming _____. **BEHAVE/ACCEPT**

(10) My elderly neighbour was very _____ to me for cutting her hedge. She very _____ baked me a delicious chocolate cake. I thanked her for her _____. **THANK/KIND x 2**

[Click for answers](#)

WORD FORMATION TWO

(1) My sixteen year old son is _____. I'm not going on holiday and leaving him at home alone. Goodness knows what he will get up to. Last time I left him, he threw a huge party. **COMPLETE/RESPONSIBLE**

(2) It was a _____ surprise to see my old school friend after so many years. We had a coffee together and caught up on all our news. We are never going to lose touch again. **PLEASE**

(3) I love writing. I write for _____ not for profit. **PLEASE**

(4) I will need to ask the doctor for some sleeping tablets. I've been having too many _____ nights lately. **SLEEP**

(5) Throw that fish in the bin. It's been in the fridge for over a week. It's _____. I don't want to die from food poisoning. **EDIBLE**

(6) My new jacket is not _____. I will have to get it cleaned at the dry cleaners. **WASH**

(7) Mary is very happy because her job _____ was accepted. **APPLY**

(8) In the UK there has been a huge _____ in the number of people setting up cannabis farms in their own homes. A special police _____ team has been seeking out the farms, destroying them and arresting the culprits. These people are looking for 'fast cash'. **GROW/OPERATE**

(9) Many _____ detectives are _____ more and more culprits each day. **COVER x 2**

(10) It's becoming _____ difficult nowadays to put money aside. The cost of living is higher than what it has ever been. **INCREASE**

[Click for answers](#)

WORD FORMATION THREE

(1) _____ charges to our website must be paid _____.

SUBSCRIBE/YEAR

(2) We got new lights fitted to our bathroom. They go off _____ whenever anyone leaves the room. This is to combat our son leaving the lights on and wasting electricity. **AUTOMATIC**

(3) Mobile phones are now _____ to everyone. When I think back to when they first came out, only the rich had the money to buy one. **AFFORD**

(4) Nowadays, having English language skills is a _____ in many companies. **REQUIRE**

(5) These new shoes are very _____. I should have got a bigger size. My feet are killing me. **COMFORT**

(6) We were given a great _____ by the owner of the hotel when we were on holiday in Italy last year. _____ to say, we're going back again next year. **RECEIVE/NEED**

(7) There is no _____ on my mobile phone. I will have to go out into the garden to make the phone call to Bobby. **RECEIVE**

(8) I prefer to leave home an hour early each morning to get a seat on the bus and avoid the rush hour traffic. If not I end up on an _____ bus and stuck in a traffic jam for over an hour. **CROWD**

(9) We were _____ to attend the meeting that morning due to being laden down with work. **ABLE**

(10) We received a huge amount of phone calls on the help line. We were _____ with calls from the morning until the night. **DATE**

[Click for answers](#)

WORD FORMATION FOUR

(1) The police arrested the wrong man. It was a case of _____ identity.

MISTAKE

(2) Sorry for our feud. There was a terrible _____ between us. Next time we'll talk face to face instead of by text message. **UNDERSTAND**

(3) Don't worry! It's _____ that you can't come to my party if you are laid up in bed with flu. **UNDERSTAND**

(4) There is a popular English proverb which says that "_____ breeds contempt" What does it mean? Well! When you first meet a person, they usually only see the best side of you and vice versa. At first it is a superficial relationship. Once they get to know you they may start to dislike many small things about you and could possibly begin to even hate you and vice versa.

FAMILIAR

(5) I have so much _____ when I'm out in the park with my new puppy. He is ever so _____. **ENJOY/PLAY**

(6) You will _____ recognize me. I'll be wearing a bright pink jacket.

EASY

(7) Nowadays many people are _____ total strangers on social networks. I personally find this phenomenon to be extremely _____. You never know who is on the other side of the screen. **FRIEND/RISK**

(8) The company have about 3000 _____ on their payroll. **EMPLOY**

(9) _____ has fallen in Britain. This year more people are in _____ than ever before. **EMPLOY x 2**

(10) Rome is located in the _____ region of Italy. **CENTRE**

[Click for answers](#)

WORD FORMATION FIVE

- (1) On average what page _____ should my new blog be? **LONG**
- (2) And what _____ should it be? **BROAD**
- (3) I need a holiday. I don't seem to have any _____ in me these days. **STRONG**
- (4) He's got no patience. He's a very _____ man. Even waiting for his computer to load makes him lose his temper. **PATIENT**
- (5) My daughter left home when she was eighteen because she wanted to be completely. **DEPENDANT**
- (6) Mother to son: That's three mobile phones you have lost. I'm not buying you another one. You'll have to stop being so _____. **CARE**
- (7) Be _____ you don't have an accident when you go out on your motorbike. Ride slowly and safely. **CARE**
- (8) I'm seeing a _____ therapist about my _____ impediment. I cannot pronounce words with 'th'. **SPEAK x2**
- (9) _____ English is one of the main requirements for the job. **SPEAK**
- (10) I can't find my glasses anywhere. They were here a minute ago. I've _____ them yet again. I'm always doing that. **LAY**

[Click for answers](#)

WORD FORMATION SIX

(1) There are two types of verbs in English: regular and _____.

REGULAR

(2) The doctor has prescribed me iron tablets. I have to take them for a month. My immune system has _____ **WEAK**

(3) It's a _____ day today. Do you fancy going for a run in the car? Maybe we could go to the lake. **LOVE**

(4) My grandson shows no respect to anyone. He's the most _____ teenager I have ever come across. **RESPECT**

(5) These new shoes cause great _____ to my feet. Every time I come home at night my feet are aching and I have to soak them in a basin of warm salty water. **COMFORT**

(6) Person A: I'll give you a lift to the airport.

Person B: Thanks a lot but I don't want to cause you any _____. It'll take you ages to get back home again.

Person A: That's not a problem. It's no _____ to me. I love driving. It has a _____ effect on me. It helps calm my nerves. **CONVENIENT**
x2/RELAX

(7) Please _____ the letter I sent you. I wrote it when I was tired. I'm terribly sorry but I didn't mean to say the things I said. **REGARD**

(8) For your _____ we are now accepting _____ online. **CONVENIENT/BOOK**

(9) If you think you lack the _____ and the _____ to speak English, then an English language course could be _____ to you. **ABLE/CONFIDENT/BENEFIT**

(10) Young people nowadays are complaining about not getting jobs because they are _____. "How are we supposed to gain experience if nobody will allow us to become _____." And they are right! _____ should change

their attitudes. EXPERIENCE x 2/EMPLOY

[Click for answers](#)

WORD FORMATION SEVEN

(1) I'm sorry but I _____ took your phone to work instead of my own. Both our phones are identical. I'll be more careful the next time. **MISTAKE**

(2) Money and good looks are not all it takes to have a _____ relationship. A deep _____ between a couple is vital to keep the relationship thriving. Good looks don't last and more often than not, neither does money. When they go, there's nothing left in the relationship. **LOVE/UNDERSTAND**

(3) The property _____ is thinking of building houses in some _____ countries such as Africa. **DEVELOP x 2**

(4) Burglars broke into a rural country mansion and made off with several items of _____ antique furniture. Police are on the lookout for them and their owner has been searching websites such as eBay in the hope of finding his antiques. Most burglars nowadays sell stolen goods on the web. **PRICE**

(5) Are you one of the many people who live in the past? It's _____ to be sad by _____ dwelling on times gone by. Make a decision to live in the "now". Stop living your life looking in rear view mirrors. **COMPLETE/USE/END**

(6) I met Jane yesterday. She was _____. She'd lost so much weight since the last time I saw her and she'd had her hair cut short and dyed blonde. **RECOGNISE**

(7) I looked at Jane in _____. I couldn't believe how much she had changed. **AMAZE**

(8) It was _____ to see how weight loss and a different hairstyle can change a person so _____. **AMAZE/DRASTIC**

(9) It really was such a _____ change. **DRASTIC**

(10) It was quite an _____ day. Afterwards Jane and I met some other friends we hadn't seen since our school days. It was _____ to see them all again after such a long time. **EVENT/WONDER**

[Click for answers](#)

WORD FORMATION EIGHT

(1) Some of the world's oldest wine _____ regions are in Italy.

PRODUCE

(2) There is an enormous _____ of grapes which makes wine in each region so unique. **VARY**

(3) _____ the most famous of Italy's wine-making regions is Tuscany.

DOUBT

(4) Italy has an _____ potential to make the _____ wines in the world.

ORDINARY/FINE

(5) Marche and Abruzzo are two _____ regions in Italy. Marche is _____ for the _____ of white Verdicchio grapes and Abruzzo for red Montepulciano. **NEIGHBOUR/FAME/PRODUCE**

(6) Italy is not just _____ for its wines but also for its cheese _____.

KNOW/PRODUCE

(7) Parmesan cheese is well known throughout the world as the king of cheeses. Its Italian name 'parmigiana' takes its name from two regions; **Parma** and Reggio Emilia (**Reggiano** region). The name is _____ protected. **LEGAL**

(8) Mozzarella di buffalo di Campana is the best and most expensive of all mozzarella cheeses. It is light and fluffy and should be eaten the day after _____. This cheese is produced in _____ Italy and is _____ by specific laws. **PRODUCE/ SOUTH/SAFE**

(9) Fresh ricotta cheese is a key ingredient in Italian cuisine. Its light fluffy texture makes it suitable for many recipes either savoury or sweet. It has been a _____ cheese in Italy for many centuries. **TRADITION**

(10) Parma ham (prosciutto crudo) from the Parma region of Italy is the _____ brand of all Italian hams. This deliciously delicate, sweet and savoury ham is eaten a lot in the summer months _____ with melon. It is also well known for its _____ values.

LEAD/ACCOMPANY/NUTRITION

[Click for answers](#)

WORD FORMATION NINE

Scotland

Welcome to Scotland, a magnificent country that extends 441 km (274 miles) from north to south, and from east to west it varies from 38.8 km to 248 km. The overall coastline including the islands is 10,000 km! (69% of the total UK coastline) It is bounded by the Atlantic Ocean on the west and on the east by the North Sea. It is made up of 789 islands and a quarter of those remain (1) (nobody lives on them). Its (2) is estimated to be 5,373,000.

Its (3) mountain is Ben Nevis with a (4) of 4406 feet. Its (5) river is the River Tay which stretches 193 km (120 miles).

Although the weather in Scotland can be quite cold, rainy and rather (6) during the winter months, and more often than not even in summer, this is definitely a country to visit. Travelling up north by train is a must for those who wish to admire its (7) landscapes and (8) scenery.

As well as its magnificently (9) countryside, Scotland's three main cities, Glasgow, Edinburgh and Aberdeen have so much to offer in terms of shopping, and most (10), the nightlife which no English city can rival.

Glasgow is the (11) of the three. With its hectic nightlife, full of (12) pubs and trendy wine bars, those of you who love to socialise will never suffer from (13) in this exciting city. It is also an (14) city with jobs aplenty.

Edinburgh, Scotland's capital city has a lot to offer. If you are visiting this wonderful city then you really must see the National Museum of Scotland, which has been (15) refurbished, and take a trip through the history of the world-and what's more, it's free. You don't have to pay! (16) times are 10am-5pm (17) Entry to the Scottish National Gallery of Art is also free. Here you can admire some of the greatest . (18) of Art. And while you are in Edinburgh, you really mustn't miss the (19) to see the (20) beautiful, majestic Castle.

(1) HABIT

- (2) POPULATE
- (3) HIGH
- (4) HIGH
- (5) LONG
- (6) PLEASANT
- (7) SPOIL
- (8) BREATH
- (9) GLORY
- (10) IMPORTANT
- (11) LARGE
- (12) TRADITION
- (13) BORE
- (14) INDUSTRY
- (15) RECENT
- (16) OPEN
- (17) DAY
- (18) COLLECT
- (19) OPPORTUNE
- (20) STUN

[Click for answers](#)

WORD FORMATION TEN

Venice

Need a break from it all? Why not travel to (1) Venice where you can enjoy the beauty of the (2) St. Mark's Square to the (3) Rialto Bridge, the (4) of the four bridges that cross the Grand Canal. (5) of the bridge started in 1588 and reached (6) three years later. It was designed by Anthony Da Ponte, whose name, (7), translates as Anthony of the Bridge. It's the most (8) tourist (9) in Venice. And while you are there you can visit the (10) little church of San Giacomo, on the San Polo side of the bridge, which is said to be Venice's (11)

One of the most (12) features of the church is its huge clock which is said to never have been accurate since the day it first went up.

Rows of elegant wine bars run alongside little San Giacomo which was once the site of the (13) centre of the Republic of Venice in years gone by.

Don't miss the fresh fish and fruit and vegetable market either. Get there early as merchants (14) at dawn and the locals are there early to ensure they get the best (15)

For those of you who love to follow fashion. There are many outlets for top (16) clothes which can be found just west of Saint Mark's Square.

Your visit to Venice will be (17) unless you take a ride down the waters on a gondola. But be careful! They won't be singing "O sole mio" but "O solo dollars". Gondola rides are quite (18)Expect to pay about \$85 for a forty-minute ride. For those of you who have less money to spend, do not despair! You can take a trip down the canal on the public "vaporetta" at a cost of only 0, 50 cents.

(1) FASCINATE

(2) IMPRESS

(3) STUN

(4) OLD

(5) CONSTRUCT

(6) COMPLETE

(7) IRON

(8) VISIT

(9) ATTRACT

(10) NEAR

(11) OLD

(12) DISTINCT

(13) FINANCE

(14) LOAD

(15) COLLECT

(16) DESIGN

(17) COMPLETE

(18) EXPENSE

[Click for answers](#)

VOCABULARY QUIZ TIME

IN THE KITCHEN

(0) Where's the sugar? It is in the sugar b _ _ _ . (noun)

Answer: Bowl

(1) How many t _ _ _ _ _ _ _ _ _ _ of sugar do you take in your tea? (noun)

(2) You eat soup with this. A s _ _ _ s _ _ _ _

(3) You use this to stir the sugar in your tea or coffee. A t _ _ _ _ _ _ _ _

(4) You use this with a fork to eat your lunch or your dinner. K _ _ _ _ _

(5) The irregular plural of the answer to (4). K _ _ _ _ _

(6) The food you eat is on this. It is usually round and made of china. A p _ _ _ _ _

(7) You drink your tea or coffee out of this. A c _ _ _

(8) You use this to cook food. It is round and deep. A p _ _ _

(9) You use this to fry food. A f _ _ _ _ _ p _ _ _

(10) The machine you use for cooking is called a c _ _ _ _ _ .

(11) You keep fresh food, such as milk and meat, in this. A f _ _ _ _ _

(12) You keep groceries, such as sugar and tea in these. K _ _ _ _ _ _ _ c _ _ _ _ _

(13) You keep cutlery in this. The c _ _ _ _ _ _ _ d _ _ _ _ _

(14) You wash the dishes by hand in this. The s _ _ _ _

(15) There are usually two of these on the answer to number fourteen (14). Hot water comes out of one of them and cold water comes out of the other. T _ _ _ _

(16) You use this to dry the things you wash in the answer to number fourteen (14). D _ _ _ t _ _ _ _ _

(17) It is something you put over your hand to remove things from the oven when it is very hot. This is used so you do not burn your hands. An o _ _ _ g _ _ _ _ _

(18) You normally drink water or milk from this. It has the same name as the material it is made from. A g _ _ _ _ _

(19) You fill this with water to use to wash the floors. A b _ _ _ _ _

(20) You use this to sweep the floors. A b _ _ _ _ _

(21) You sit on this to eat a meal. A c _ _ _ _ _

(22) You sit at this to eat a meal. A t _ _ _ _ _

(23) You cover the answer to number twenty two (22) with this before you eat. A t _ _ _ _ c _ _ _ _ _

(24) When guests come to your house for a cup of tea, you use this to pour the tea from. A t _ _ _ _ _

(25) When guests come to your house for a cup of tea, you use this to pour the milk from a j _ _ .

(26) It is larger than a cup and is used a lot to drink tea and coffee from; especially in Britain and America. A m _ _

(27) You use this to wash the kitchen table and other surfaces in the house. A c _ _ _ _ _

(28) A liquid you use to wash the dishes. W _ _ _ _ _ u_ l _ _ _ _ _

(29) These are used in the kitchen to weigh flour and suchlike. For example: if you want to make a cake and you need 300 grams of flour, to be sure you are using the correct amount, you weigh the flour. K _ _ _ _ _ s _ _ _ _ _

(30) You use this to cut bread. A b _ _ _ _ k _ _ _ _ _

(31) You store bread in this to keep it fresh for longer. A b _ _ _ _ b _ _ .

(32) You use this to grate cheese. A g _ _ _ _ _

(33) You use this to open tins. A t _ _ o _ _ _ _ _

(34) You use this to pull the cork out of bottles of wine. A c _ _ _ _ _

(35) They are square in shape and made of ceramic. Many kitchens (and bathrooms) have them on the walls. T _ _ _ _

(36) You wear this in the kitchen to keep your clothes clean when you are cooking. An a _ _ _ _

(37) You throw your rubbish in this. A b _ _

(38) An electrical appliance that makes toast . A t _ _ _ _ _

(39) A spoon which is made of wood and used to stir food that is cooking. It is also used to stir the mixture when making a cake. A w _ _ _ _ _ s _ _ _ _

(40) You use this to roll pastry. It is made of wood. A r _ _ _ _ _ p _ _

[Click for answers](#)

VERBS QUIZ TIME

IN THE KITCHEN

(1) Where's the lighter so I can t _ _ n o _ _ the gas. I am going to cook a nice tomato sauce.

(2) Can you t _ _ n o _ _ f the gas please? I think the sauce should be ready by now.

(3) Can you s _ _ t the table for five people? A couple of friends are coming for dinner.

(4) Can you o _ _ _ the kitchen cabinet and g _ _ t me o _ _ t the sugar and flour?

(5) I bought enough meat to last for a couple of weeks. I'm going to f _ _ _ _ e some of it so it won't go off. (To go off = not be fresh anymore-become inedible)

(6) Would you like me to m _ _ e you a cup of tea?

(7) How many teaspoonfuls of sugar do you t _ _ e? Two and a half.

(8) Can you d _ _ _ n the pasta or it will become too *soggy to eat? It should be cooked by now. Okay. Where's the drainer?

*Soggy = soft and horrible to eat. Biscuits can become soggy if the packet is left open for too long.

(9) Can you g _ _ _ e the parmesan cheese? There's a whole block of it in the fridge.

(10) She took the teapot and p _ _ _ _ d the tea into the cup.

(11) Bake the lasagne in the o _ _ _ for about forty minutes. That should be enough time to cook it properly. Put it on a high gas.

(12) Can you g _ _ me a knife so I can s _ _ _ _ d the butter and jam onto the bread.

(13) Where are the knives? They're in the c _ _ _ _ _ y d _ _ _ _ r.

(14) Can you w _ _ _ the dishes while I s _ _ _ p the floor?

(15) After dinner you c _ _ _ r the table. This is the opposite of what you do in number (3) three.

(16) These glasses are full of soap suds. You haven't r _ _ _ _ d them properly.

(17) Can you t _ _ _ _ this eggshell in the bin please?

[Click for answers](#)

VOCABULARY QUIZ TIME

SHOPPING-FOOD AND HOUSEHOLD PRODUCTS

- (1) Jam and marmalade are sold in this. It is made of glass. A j _ _ .
- (2) When you buy biscuits you ask for a p _ _ _ _ _ of biscuits.
- (3) You want to buy soap. Can I have a b _ _ of soap?
- (4) Plummed tomatoes and processed peas are sold in t _ _ _ .
- (5) Milk is sold in a c _ _ _ _ _ .
- (6) It is not a bottle. It is made of a metallic substance. You buy beer and coke in this. You ask the shop assistant for a c _ _ of coke.
- (7) You buy wine in this. A b _ _ _ _ _ .
- (8) If you want to buy a whole block of chocolate, you ask for a b _ _ of chocolate. This is the same as number (3) three.
- (9) You buy sugar in this. A b _ _ of sugar please.
- (10) You want to buy six eggs. You ask for a b _ _ of eggs or half a d _ _ _ _ eggs please.
- (11) Toothpaste-to clean your teeth-comes in this. A t _ _ _ of toothpaste please?
- (12) When you are in the fish and chip shop, you ask for a b _ _ of chips please.
- (13) You want to buy crisps. You ask for a p _ _ _ _ _ of crisps.
- (14) You are in the florist's (flower shop). You want to buy flowers. You ask for a b _ _ _ _ of flowers please?
- (15) You want to buy some butter. You ask for a b _ _ _ _ of butter.
- (16) You would like to buy about four or five bananas so you ask for a b _ _

__ of bananas.

(17) You want to buy breakfast cereal. You ask the shop assistant for a b __
of cereal.

[Click for answers](#)

VOCABULARY AND VERB QUIZ TIME

THE BATHROOM

(1) You fill this up with water and get in it and relax while you wash yourself.

B _ _ _ .

(2) This is another device you use to get washed. You stand below it and turn it on. It is a quicker way of washing yourself than what you use in number (1) one. It can also save water. S _ _ _ _ _ .

(3) This is what you sit on to expel the food you eat and the liquids you drink. T _ _ _ _ _ p _ _

(4) A small rug you use to stand on when you come out of number (1) one, and number (2) two. B _ _ _ m _ _

(5) What you use to dry yourself when you get out of number (1) or number (2) two. It is similar to a type of coat. B _ _ _ _ _ _ _ .

(6) This is similar to number (5) five, but it is rectangular in shape. You use it to dry your face or your hands or to dry your hair. T _ _ _ _ .

(7) A device you use to dry your hair. You plug it into the socket on the wall and it functions by way of electrical energy. It is not advisable to use it in the bathroom because of the steamy ambient. ("Steam" is evaporated water. "Steamy" is the adjective from this noun). H _ _ _ _ _ _ _ .

(8) What you put on your head in the shower so your hair does not get wet. S _ _ _ _ _ c _ _ .

(9) You use this to comb your hair. A c _ _ _ _

(10) You use this to brush your hair. A h _ _ _ _ b _ _ _ _ _

(11) Men use this to shave. A r _ _ _ _ _ b _ _ _ _ _

(12) This is something which hangs on the bathroom wall. You use it to look

at yourself/to check your appearance. M _ _ _ _ _

(13) This is a machine that is often in the bathroom but sometimes it is in the kitchen. You use this machine to wash your clothes. W _ _ _ _ _ m _ _ _ _ _
_ _

(14) This is used to leave your clothes in overnight if they are very dirty. It is made of plastic. B _ _ _ _ _

(15) Where you wash your hands and face. W _ _ _ _ h _ _ _ _ b _ _ _ _ _

(16) You use this liquid in number (1) one to make a lot of bubbles. B _ _ _ _ _
_ b _ _ _ _

[Click for answers](#)

VOCABULARY QUIZ TIME

THE LIVING ROOM

- (1) The family sit on this to watch TV. S _ _ _ _
- (2) They are square and soft and are usually to be found on number (1) one. C _ _ _ _ _ _ _ _
- (3) A large comfortable chair with arm rests. A _ _ _ _ _ _ _ _
- (4) A small table usually positioned in front of number (1) one. A c _ _ _ _ _ _
t _ _ _ _ _
- (5) These hang on the wall. P _ _ _ _ _ _ _ _ .
- (6) These hang from the windows. C _ _ _ _ _ _ _ _ .
- (7) This hangs from the ceiling. L _ _ _ _ _ .
- (8) Electrical items which give light to the room. They sit on top of furniture. L _ _ _ _ _ .
- (9) Many British homes have this floor covering on the floor. It goes from wall to wall and is normally made of wool. It needs to be vacuumed daily to keep it free from dust. A c _ _ _ _ _ _ .
- (10) Smaller than number (9) nine. A r _ _ _ .
- (11) This item of furniture usually rests against the wall. It has many shelves which hold books. A b _ _ _ _ _ _ _ _ .
- (12) People have these on top of the furniture just for decoration. O _ _ _ _ _ _
_ _ _ _ .
- (13) These are also on top of items of furniture. They hold photographs and have frames around them. P _ _ _ _ _ f _ _ _ _ _ _ .
- (14) Some homes have these on the windows instead of number (6) six. Some people's windows have both. B _ _ _ _ _ _ .

(15) All the rooms of the house have these. You need to open them to enter the room. D _ _ _ _ _

[Click for answers](#)

VERBS QUIZ TIME

THE LIVING ROOM

Fill the gaps with the correct verb.

- (1) You s _ _ on the sofa to watch TV.
- (2) You r _ _ t your head on these.
- (3) You s _ _ in this large comfortable chair.
- (4) You p _ t newspapers or cups of coffee on this.
- (5) These h _ _ g from the wall.
- (6) These are made from material and h _ _ g from the windows.
- (7) What you s _ _ _ _ h on when you e _ _ _ r a dark room.
- (8) You w _ _ k on this floor covering.
- (9) You k _ _ p your books in this.
- (10) People b _ _ you these small objects as presents. You p _ t them on top of your furniture.
- (11) You o _ _ _ and cl _ _ _ these when you en _ _ _ and ex _ _ a room.

[Click for answers](#)

VOCABULARY QUIZ TIME

THE BEDROOM

- (1) What you sleep in.
- (2) What you rest your head on when you sleep.
- (3) These are usually white. There are two of them on number (1) one. They are normally made from cotton or linen.
- (4) These are made from wool and cover number (1) one and number (3) three. They keep you warm on cold nights.
- (5) The top cover which goes over number (1) one and (3) three.
- (6) These are items of furniture which sit next to number (1) one. Normally there is a small lamp on top of them.
- (7) A large item of furniture used to keep your clothes in.
- (8) What you use to hang your clothes in number (7) seven.
- (9) What you use to keep small items of clothing in, such as socks and underwear.
- (10) Some people have these on the floor on either side of number (1) one.

[Click for answers](#)

VERBS QUIZ TIME

THE BEDROOM

- (1) You s _ _ _ _ in a bed.
- (2) You m _ _ _ the bed after you get up in the morning.
- (3) When you m _ _ _ the bed you need to s _ _ _ _ _ the sheets and the blankets over it.
- (4) When you get out of bed, you s _ _ _ d on this.
- (5) You o _ _ n these in the morning to let light into the room and you c _ _ _ e them at night.
- (6) You h _ _ _ your clothes in the wardrobe.
- (7) You f _ _ _ your clothes before you put them into the drawers.
- (8) You s _ _ _ _ _ this off before you go to sleep.

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VOCABULARY QUIZ TIME

CLOTHES /JEWELLERY/ACCESSORIES

- (1) You wear these on your feet. They are often made of cotton or wool. S _ _ _ _
- (2) You wear these over number (1) one. S _ _ _ _
- (3) You also wear these over number (1) one but they cover your legs and not just your feet. B _ _ _ _
- (4) You wear these in the house. When you get home you take off number (1) and put on s _ _ _ _ _ _ .
- (5) You wear this under your clothes. U _ _ _ _ _ _ _
- (6) These are worn over your legs. They start from your waist or hips and cover the whole of your legs down to the bottom of your ankles. T _ _ _ _ _ _ _
- (7) A shorter version of number (6) six. These are usually worn in the summer months. S _ _ _ _ _
- (8) This is worn over your body. It has short sleeves and is normally made of cotton. It looks like the letter "T". A t-s _ _ _ _
- (9) You wear this on your body and arms to keep you warm in winter. Often it is made of wool. A j _ _ _ _ _
- (10) This is similar to number (9) nine, only it has buttons up the front. A c _ _ _ _ _ _
- (11) This is worn around the top part of number (6) six. It is often made of leather. Cheaper versions are made of plastic. It has a buckle. A b _ _ _
- (12) Girls and women wear this when they are not wearing number (6) six. This can be long or short or mid length. A s _ _ _ _ _
- (13) Similar to number (12) twelve, but it also covers the upper body. Girls

and women wear these especially when they want to look very smart. When a woman gets married, she usually wears a white one. D _ _ _ _

(14) This is worn on the head. A h _ _

(15) Similar to number (14) fourteen but with a skip at the front. A c _ _

(16) This is similar to number (14) fourteen but it covers the neck and the chin. It looks like a woolly helmet. Bank robbers often wear them. A b _ _ _
_ _ _ _ _

(17) You wear this around your neck when it is cold. It is normally made of wool. A s _ _ _ _

(18) The irregular plural of number (17) seventeen. S _ _ _ _ _

(19) These are worn on the hands in cold weather. G _ _ _ _ _

(20) Similar to number (19) nineteen but without fingers on them. They cover the thumb and the whole hand. M _ _ _ _ _

(21) This is worn over your clothes to go out. It comes down to your waist. A j _ _ _ _ _

(22) This is longer than number (21) twenty one. It is usually worn when it is cold outside. A c _ _ _

(23) These are worn to bed by everyone. They are very comfortable. P _ _ _
_ _ _

(24) This is worn to bed but only by girls and women. A n _ _ _ _ _

(25) This is worn to go running or to casually relax in when you have free time. A t _ _ _ _ _

(26) These are worn on your feet when you are wearing number (25) twenty five. T _ _ _ _ _

(27) This is worn by women over the shoulder. A b _ _

(28) This is worn on the wrist to tell you the time. A w _ _ _ _

(29) These are worn in the earlobes for decoration. E _ _ _ _ _

(30) You wear these on your fingers. They are often made of gold. R _ _ _ _

(31) These are worn over your eyes when you have eyesight problems. G _ _
_ _ _ _ .

(32) Similar to number (31) thirty one; these are darker and are used to protect your eyes from the sun. S _ _ _ _ _ _ _ _

(33) This is a decorative item of jewellery that some women wear around the neck. A n _ _ _ _ _ _ _

(34) Similar to number (33) thirty three but worn around the wrist. A b _ _ _
_ _ _ _

(35) You wear these on your feet during the summer months. Your toes can be seen when you are wearing these. S _ _ _ _ _ _

(36) Women wear these on their legs when they are wearing numbers (12) and (13). T _ _ _ _ _ . You don't usually wear number (1) one with these.

(37) Some girls wear these around their head to keep their hair back from their faces and also to look prettier. H _ _ _ _ _ _ _ _

(38) This is similar to number (22) twenty two, only it doesn't have sleeves. A c _ _ _ _ .

(39) Men wear this to the office on the top part of their bodies. They are not very easy to iron. It rhymes with the answer to number (12) twelve. A s _ _ _
_

(40) Men wear this round the collar of number (39) thirty nine. A t _ _

(41) Elegant clothes with two pieces that match. Either trousers and a jacket or a skirt and a jacket.

[Click for answers](#)

VOCABULARY QUIZ TIME

CARS

- (1) You open this to get into the car and close it when you get out of the car.
- (2) What the driver sits on when in the car.
- (3) A belt you put over your body for safety when driving. The driver and the passengers are obliged to do so by law.
- (4) The large window at the front of the car.
- (5) The metal and rubber devices on number (4) which are used to clean it.
- (6) This is round in shape and the driver moves it with his hands to point the car in the right direction when driving.
- (7) A compartment in the car, in front of the passenger seat, where documents and various objects are kept.
- (8) There are four of these on a car and normally there is a spare one in case of emergency.
- (9) These are made of rubber and go round number (8) eight.
- (10) A part of the car, at the back, where you put your suitcases when you go on holiday.
- (11) A pipe at the back of the car which emits fumes.
- (12) The top part of the car.
- (13) What you put on the top part of your car to transport large items which don't fit into number (10) ten.
- (14) A pedal on the car that you use to stop the car.
- (15) A pedal on the car that you use to give the car more power to move faster or to remove power to slow the car down.

(16) This is also used to stop the car. But unlike number (14) fourteen, you use your hand to operate it.

(17) The part of the car that has all the functions to enable the car to operate.

(18) This is a covering you need to open to gain access to number (17) seventeen.

(19) This can be found inside number (17) seventeen, and it needs to be recharged from time to time.

(20) What we call the key which starts number (17) seventeen.

(21) What you need to change when you want the car to go faster.

(22) The name of the device you use to make the change in number (21) twenty one.

(23) The control panel of car that shows the speed dial and fuel gauge.

(24) A type of life saving balloon which inflates upon impact.

(25) The part of the car where the fuel is stored.

(26) The large lights at the front of the car which are used to light up the road ahead in low light conditions.

(27) The amber coloured lights on the car that show other drivers an intended change of direction.

(28) The set of rules that drivers must abide by.

(29) The name given to the plate with the car registration number.

(30) What you need to pass before you can drive.

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ANSWERS-WHO'S OR WHOSE

Put “who's” or “whose” in the gaps below.

(1) I know a girl **WHOSE** mother is a famous actress.

(2) Person A: Jane came to visit me this morning for a coffee and a chat.

Person B: “**WHO'S (WHO IS)** Jane?”

Person A: “She's the girl **WHOSE** father, Tom, was at school with your father.”

(3) **WHO'S (WHO IS)** going to help me clean the garden today?

(4) “**WHOSE** shoes are these?” “They're not mine. They're my sister's. (They belong to my sister).”

(5) That woman **WHO'S (WHO IS)** wearing the red jacket is my boyfriend's mother. **DRC (THERE ARE NO COMMAS BECAUSE THE INFORMATION (THE WOMAN WHO IS WEARING THE RED JACKET) IS RELEVANT. IT DEFINES WHICH WOMAN.**

(6) **WHO'S (WHO HAS)** been eating the biscuits? There's only one left.

(7) **WHO'S (WHO HAS)** drunk all the milk? Come on! **WHO'S (WHO IS)** the guilty one?

(8) The old tree, **WHOSE** trunk measures fifty five feet in circumference, is over two thousand years old. **NDRC (EXTRA INFORMATION IS INCLUDED BETWEEN THE BRACKETS, WHICH IF REMOVED, DOES NOT AFFECT THE MAIN INFORMATION)**

(9) The bakery opposite my house, **WHOSE** name has been changed several times over the years, makes the best bread in the city. **NDRC**

(10) Carol, **WHO'S (WHO IS)** my best friend, is going to book the tickets for Ibiza. **NDRC**

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ANSWERS-WHO OR WHOEVER

Whoever = the person who ... (at the moment the person is unknown)

Whoever meets the deadline for the project will get a bonus from the company = *The person who* meets the deadline ...

- (1) **WHO** wants to play tennis with me tomorrow?
- (2) **WHOEVER** it was who painted these walls bright red must be crazy.
- (3) **WHOEVER** said “winning” isn’t everything, was probably a loser.
- (4) **WHOEVER** drove that car into a tree cannot possibly still be alive.
- (5) **WHO** ate my doughnuts?
- (6) **WHOEVER** finds my dog will be given a reward of £1000.
- (7) A prize will be given to **WHOEVER** wins the swimming gala.
- (8) I hope **WHOEVER** it was **WHO** robbed my aunt, will be found and thrown in prison.
- (9) “Can I bring two of my friends to the party?” “Yes you can. You can bring **WHOEVER** you want.”
- (10) If you could meet a famous person, **WHO** would you like to meet?

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ANSWERS-WORD FORMATION ONE

- (1) I don't trust John. He is very **DISHONEST**
- (2) Martha's death came as a shock to everyone. It was very **UNTIMELY**. Nobody expected her to die so young.
- (3) When I first started learning English four years ago, my only **OBJECTIVE** was to be able to communicate with people during my travels. Now I realise just how important it is for my new job.
- (4) Cindy has named her new baby "Chuckles" which is a very **UNUSUAL** name indeed.
- (5) We had a great night out last night. It was really **ENJOYABLE**.
- (6) It was **SURPRISINGLY** easy to create a user profile. For a computer illiterate like myself, I imagined it would be quite complicated.
- (7) There is a video available for those of you who are **UNFAMILIAR** with windows 10. This easy to follow step by step guide will have you up and running in no time.
- (8) The view was **INCREDIBLE** as we **DISEMBARKED** from the Cruise ship onto the tropical island.
- (9) I had to punish my son for his bad **BEHAVIOUR**. It is becoming **UNACCEPTABLE**.
- (10) My elderly neighbour was very **THANKFUL** to me for cutting her hedge. She very **KINDLY** baked me a delicious chocolate cake. I thanked her for her **KINDNESS**.

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ANSWERS-WORD FORMATION TWO

(1) My sixteen year old son is **COMPLETELY IRRESPONSIBLE**. I'm not going on holiday and leaving him at home alone. Goodness knows what he will get up to. Last time I left him, he threw a huge party.

(2) It was a **PLEASANT** surprise to see my old school friend after so many years. We had a coffee together and caught up on all our news. We are never going to lose touch again.

(3) I love writing. I write for **PLEASURE** not for profit.

(4) I will need to ask the doctor for some sleeping tablets. I've been having too many **SLEEPLESS** nights lately.

(5) Throw that fish in the bin. It's been in the fridge for over a week. It's **INEDIBLE**. I don't want to die from food poisoning.

(6) My new jacket is not **WASHABLE**. I will have to get it cleaned at the dry cleaners.

(7) Mary is very happy because her job **APPLICATION** was accepted.

(8) In the UK there has been a huge **INCREASE** in the number of people setting up cannabis farms in their own homes. A special police **OPERATIONAL** team has been seeking out the farms, destroying them and arresting the culprits. These people are looking for 'fast cash'.

(9) Many **UNDERCOVER** detectives are **UNCOVERING** more and more culprits each day.

(10) It's becoming **INCREASINGLY** difficult nowadays to put money aside. The cost of living is higher than what it has ever been.

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ANSWERS-WORD FORMATION THREE

- (1) **SUBSCRIPTION** charges to our website must be paid **YEARLY**.
- (2) We got new lights fitted to our bathroom. They **AUTOMATICALLY** go off whenever anyone leaves the room. This is to combat our son leaving the lights on and wasting electricity.
- (3) Mobile phones are now **AFFORDABLE** to everyone. When I think back to when they first came out, only the rich had the money to buy one.
- (4) Nowadays, having English language skills is a **REQUIREMENT** in many companies.
- (5) These new shoes are very **UNCOMFORTABLE**. I should have got a bigger size. My feet are killing me.
- (6) We were given a great **RECEPTION** by the owner of the hotel when we were on holiday in Italy last year. **NEEDLESS** to say, we're going back again next year.
- (7) There is no **RECEPTION** on my mobile phone. I will have to go out into the garden to make the phone call to Bobby.
- (8) I prefer to leave home an hour early each morning to get a seat on the bus and avoid the rush hour traffic. If not I end up on an **OVERCROWDED** bus and stuck in a traffic jam for over an hour.
- (9) We were **UNABLE** to attend the meeting that morning due to being laden down with work.
- (10) We received a huge amount of phone calls on the help line. We were **INUNDATED** with calls from the morning until the night.

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ANSWERS-WORD FORMATION FOUR

- (1) The police arrested the wrong man. It was a case of **MISTAKEN** identity.
- (2) Sorry for our feud. There was a terrible **MISUNDERSTANDING** between us. Next time we'll talk face to face instead of by text message.
- (3) Don't worry! It's **UNDERSTANDABLE** that you can't come to my party if you are laid up in bed with flu.
- (4) There's a popular English proverb which says that "**FAMILIARITY** breeds contempt". What does it mean? Well! When you first meet a person, they usually only see the best side of you and vice versa. At first it is a superficial relationship. Once they get to know you they may start to dislike many small things about you and could possibly begin to even hate you and vice versa.
- (5) I have so much **ENJOYMENT** when I'm out in the park with my new puppy. He is ever so **PLAYFUL**.
- (6) You will **EASILY** recognize me. I'll be wearing a bright pink jacket.
- (7) Nowadays many people are **BEFRIENDING** total strangers on social networks. I personally find this phenomenon to be extremely **RISKY**. You never know who is on the other side of the screen.
- (8) The company have about 3000 **EMPLOYEES** on their payroll.
- (9) **UNEMPLOYMENT** has fallen in Britain. This year more people are in **EMPLOYMENT** than ever before.
- (10) Rome is located in the **CENTRAL** region of Italy.

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ANSWERS-WORD FORMATION FIVE

- (1) On average what page **LENGTH** should my new blog be?
- (2) And what **BREADTH** should it be?
- (3) I need a holiday. I don't seem to have any **STRENGTH** in me these days.
- (4) He's got no patience. He's a very **IMPATIENT** man. Even waiting for his computer to load makes him lose his temper.
- (5) My daughter left home when she was eighteen because she wanted to be completely **INDEPENDANT**.
- (6) Mother to son: That's three mobile phones you have lost. I'm not buying you another one. You'll have to stop being so **CARELESS**.
- (7) Be **CAREFUL** you don't have an accident when you go out on your motorbike. Ride slowly and safely.
- (8) I'm seeing a **SPEECH** therapist about my **SPEECH** impediment. I cannot pronounce words with 'th'.
- (9) **SPOKEN** English is one of the main requirements for the job.
- (10) I can't find my glasses anywhere. They were here a minute ago. I've **MISLAID** them yet again. I'm always doing that.

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ANSWERS-WORD FORMATION SIX

- (1) There are two types of verbs in English: regular and **IRREGULAR**.
- (2) The doctor has prescribed me iron tablets. I have to take them for a month. My immune system has **WEAKENED**.
- (3) It's a **LOVELY** day today. Do you fancy going for a run in the car? Maybe we could go to the lake.
- (4) My grandson shows no respect to anyone. He's the most **DISRESPECTFUL** teenager I have ever come across.
- (5) These new shoes cause great **DISCOMFORT** to my feet. Every time I come home at night my feet are aching and I have to soak them in a basin of warm salty water.
- (6) Person A: I'll give you a lift to the airport.
- Person B: Thanks a lot but I don't want to cause you any **INCONVENIENCE**. It'll take you ages to get back home again.
- Person A: That's not a problem. It's no **INCONVENIENCE** to me. I love driving. It has a **RELAXING** effect on me. It helps calm my nerves.
- (7) Please **DISREGARD** the letter I sent you. I wrote it when I was tired. I'm terribly sorry but I didn't mean to say the things I said.
- (8) For your **CONVENIENCE** we are now accepting **BOOKINGS** online.
- (9) If you think you lack the **ABILITY** and the **CONFIDENCE** to speak English, then an English language course could be **BENEFICIAL** to you.
- (10) Young people nowadays are complaining about not getting jobs because they are **INEXPERIENCED**. "How are we supposed to gain experience if nobody will allow us to become **EXPERIENCED**." And they are right! **EMPLOYERS** should change their attitudes.

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ANSWERS-WORD FORMATION SEVEN

- (1) I'm sorry but I **MISTAKENLY** took your phone to work instead of my own. Both our phones are identical. I'll be more careful the next time.
- (2) Money and good looks are not all it takes to have a **LOVING** relationship. A deep **UNDERSTANDING** between a couple is vital to keep the relationship thriving. Good looks don't last and more often than not, neither does money. When they go, there's nothing left in the relationship.
- (3) The property **DEVELOPER** is thinking of building houses in some **UNDERDEVELOPED** countries such as Africa.
- (4) Burglars broke into a rural country mansion and made off with several items of **PRICELESS** antique furniture. Police are on the lookout for them and their owner has been searching websites such as eBay in the hope of finding his antiques. Most burglars nowadays sell stolen goods on the web.
- (5) Are you one of the many people who live in the past? It's **COMPLETELY USELESS** to be sad by **ENDLESSLY** dwelling on times gone by. Make a decision to live in the "now". Stop living your life looking in rear view mirrors.
- (6) I met Jane yesterday. She was **UNRECOGNISABLE**. She'd lost so much weight since the last time I saw her and she'd had her hair cut short and dyed blonde.
- (7) I looked at Jane in **AMAZEMENT** .I couldn't believe how much she had changed.
- (8) It was **AMAZING** to see how weight loss and a different hairstyle can change a person so **DRASTICALLY**.
- (9) It really was such a **DRASTIC** change.
- (10) It was quite an **EVENTFUL** day. Afterwards Jane and I met some other friends we hadn't seen since our school days. It was **WONDERFUL** to see them all again after such a long time.

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ANSWERS-WORD FORMATION EIGHT

- (1) Some of the world's oldest wine **PRODUCING** regions are in Italy.
- (2) There is an enormous **VARIETY** of grapes which makes wine in each region so unique.
- (3) **UNDOUBTEDLY** the most famous of Italy's wine-making regions is Tuscany.
- (4) Italy has an **EXTRAORDINARY** potential to make the **FINEST** wines in the world.
- (5) Marche and Abruzzo are two **NEIGHBOURING** regions in Italy. Marche is **FAMOUS** for the **PRODUCTION** of white Verdicchio grapes and Abruzzo for red Montepulciano.
- (6) Italy is not just **RENOWNED** for its wines but also for its cheese **PRODUCTION**.
- (7) Parmesan cheese is well known throughout the world as the king of cheeses. Its Italian name 'parmigiana' takes its name from two regions; **Parma** and Reggio Emilia (Reggiano region). The name is **LEGALLY** protected.
- (8) Mozzarella di buffalo di Campana is the best and most expensive of all mozzarella cheeses. It is light and fluffy and should be eaten the day after **PRODUCTION**. This cheese is produced in **SOUTHERN** Italy and is **SAFEGUARDED** by specific laws.
- (9) Fresh ricotta cheese is a key ingredient in Italian cuisine. Its light fluffy texture makes it suitable for many recipes either savoury or sweet. It has been a **TRADITIONAL** cheese in Italy for many centuries.
- (10) Parma ham (prosciutto crudo) from the Parma region of Italy is the **LEADING** brand of all Italian hams. This deliciously delicate, sweet and savoury ham is eaten a lot in the summer months **ACCOMPANIED** with melon. It is also well known for its **NUTRITIONAL** values.

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ANSWERS-WORD FORMATION NINE

SCOTLAND

Welcome to Scotland, a magnificent country that extends 441 km (274 miles) from north to south, and from east to west it varies from 38.8 km to 248 km. The overall coastline including the islands is 10,000 km! (69% of the total UK coastline) It is bounded by the Atlantic Ocean on the west and on the east by the North Sea. It is made up of 789 islands and a quarter of those remain (1) **uninhabited** (nobody lives on them). Its (2) **population** is estimated to be 5,373,000.

Its (3) **highest** mountain is Ben Nevis with a (4) **height** of 4406 feet. Its (5) **longest** river is The River Tay which stretches 193 km (120 miles).

Although the weather in Scotland can be quite cold, rainy and rather (6) **unpleasant** during the winter months, and more often than not even in summer, this is definitely a country to visit. Travelling up north by train is a must for those who wish to admire its (7) **unspoilt** landscapes and (8) **breathtaking** scenery.

As well as its magnificently (9) **glorious** countryside, Scotland's three main cities, Glasgow, Edinburgh and Aberdeen have so much to offer in terms of shopping, and most (10) **importantly**, the nightlife-which no English city can rival.

Of the three, Glasgow is the (11) **largest**. With its hectic nightlife, full of (12) **traditional** pubs and trendy wine bars, those of you who love to socialise will never suffer from (13) **boredom** in this exciting city. It is also an (14) **industrialised** city with jobs aplenty.

Edinburgh, Scotland's capital city has a lot to offer. If you are visiting this wonderful city then you really must see the National Museum of Scotland, which has been (15) **recently** refurbished, and take a trip through the history of the world-and what's more, it's free. You don't have to pay! (16) **Opening** times are 10am-5pm (17) **daily**. Entry to the Scottish National Gallery of Art is also free. Here you can admire some of the greatest (18) **collections** of Art.

And while you are in Edinburgh, you really mustn't miss the (19) opportunity to see the (20) stunningly beautiful, majestic Castle.

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ANSWERS-WORD FORMATION TEN

VENICE

Need a break from it all? Why not travel to (1) **fascinating** Venice where you can enjoy the beauty of the (2) **impressive** St. Mark's Square to the (3) **stunning** Rialto Bridge, the (4) **oldest** of the four bridges that cross the Grand Canal. (5) **Construction** of the bridge started in 1588 and reached (6) **completion** three years later. It was designed by Anthony Da Ponte, whose name, (7) **ironically**, translates as Anthony of the Bridge. It's the most (8) **visited** tourist (9) **attraction** in Venice. And while you are there you can visit the (10) **nearby** little church of San Giacomo, on the San Polo side of the bridge, which is said to be Venice's (11) **oldest**.

One of the most (12) **distinctive** features of the church is its huge clock which is said to have never been accurate since the day it first went up.

Rows of elegant wine bars run alongside little San Giacomo which was once the site of the (13) **financial** centre of the Republic of Venice in years gone by.

Don't miss the fresh fish and fruit and vegetable market either. Get there early as merchants (14) **unload** at dawn and the locals are there early to ensure they get the best (15) **selection**.

For those of you who love to follow fashion. There are many outlets for top (16) **designer** clothes which can be found just west of Saint Mark's Square.

Your visit to Venice will be (17) **incomplete** unless you take a ride down the waters on a gondola. But be careful! They won't be singing "O sole mio" but "O solo dollars". Gondola rides are quite (18) **expensive**. Expect to pay about \$85 for a forty-minute ride. For those of you who have less money to spend, do not despair! You can take a trip down the canal on the public "vaporetta" at a cost of only 0, 50 cents.

Phrasal verbs and idiomatic language

The following definitions define the phrasal verbs as used in the context from

the examples in the **word formation** exercises. Many phrasal verbs have more than one meaning.

WORD FORMATION ONE

To be up and running-to be ready for use

To have a night out-to go out with friends with the aim to enjoy oneself

WORD FORMATION TWO

To throw a party-to have a party; this expression gives some emphasis as it implies that a lot of people are invited

To catch up on-to update on news

To lose touch-to not be in contact with someone anymore

To set up-begin a business activity

To seek out-do what is necessary to initiate a search for something or someone

To put aside-to save for later use

WORD FORMATION THREE

To come out-to become available on the market for purchase

To go back-return to a place where you were previously

To be laden down with work-to have so much work to do that it'll take you a long time to finish it all or you possibly have no idea whatsoever how you are going to finish it all.

To be inundated with work-similar to 'be laden down with'.

WORD FORMATION FOUR

To be laid up-to be obstructed or by illness or by something else

WORD FORMATION FIVE

To lose one's temper-to become angry all of a sudden

To be careless-to not pay enough attention to what you do

To mislay something-to not be able to find something because you put it down somewhere and you don't remember where; this is not the same as losing something as you know it is somewhere but you can't remember exactly where.

WORD FORMATION SIX

To go for a run in the car-to drive somewhere just for pleasure, often with no particular place in mind

To give someone a lift-to accompany someone to a place by car or any other vehicle, usually done as a favour to the person

To soak something-leave in water for a while to clean well. You can soak your clothes overnight in a basin to remove the dirt from them.

WORD FORMATION SEVEN

Good looks-beauty (only used for people and not for things)

Example -he gets his *good looks* from his father. He is very good looking - *good looking* is the adjective.

Break into-enter premises by force with the intention of stealing

Make off with-quickly escape with something; more often than not with stolen goods

To be on the lookout-to be extremely attentive in order not to miss someone

To dwell on something-to constantly think about something until it makes you feel bad and at times ill.

To look in a rear view mirror-to continuously look back to the past; cars have rear view mirrors that you look in to see what's behind you.

[Go back to exercise](#)

HOW TO INCREASE YOUR VOCABULARY

There is no quick way to learning a language. It takes time and effort and a great deal of commitment from the learner. The teacher can be a guide, course books can be a guide but what the learner does is of utmost importance. Teachers cannot learn vocabulary for you. You have to find your own way. A good way of doing this is to always seek out the *root* word and then write all the words which derive from it. Draw a chart similar to the one below and add to it. Write sentences and use a highlighter pen to highlight the new vocabulary. Read as much as possible and write the new words onto your chart. New verbs should be taken note of along with their past simple tenses and past participles and divided into regular and irregular verbs.

NOUN	NOUN (PERSON)	VERB	ADJECTIVE	ADVERB
COMFORT	(NO PERSON)	TO COMFORT	COMFORTABLE	COMFORTABLY
BENEFIT	BENEFICIARY	TO BENEFIT	BENEFICIAL	BENEFICIALLY
EMPLOYMENT/EMPLOYABILITY	EMPLOYER/EMPLOYEE	TO EMPLOY	EMPLOYABLE	(NO ADVERB)
DECISION	(NO PERSON)	TO DECIDE	DECISIVE	DECISIVELY
IMAGE/IMAGERY	(NO PERSON)	TO IMAGINE	IMAGINARY/IMAGINATIVE	IMAGINARILY
JUSTIFICATION	JUSTIFIER	TO JUSTIFY	JUSTIFIABLE	JUSTIFIABLY/JUSTLY
LEGALITY	(NO PERSON)	LEGALISE	LEGAL	LEGALLY
SIGNIFICANCE	(NO PERSON)	SIGNIFY	SIGNIFICANT	SIGNIFICANTLY
STRENGTH	(NO PERSON)	TO STRENGTHEN	STRONG	STRONGLY
PAYMENT	PAYEE	TO PAY	PAYABLE	PAYABLY
PROFIT	PROFITER	TO PROFIT	PROFITABLE	PROFITABLY
SCIENCE	SCIENTIST	(NO VERB)	SCIENTIFIC	SCIENTIFICALLY

Many words also have *prefixes* and *suffixes* which alter their meaning. The *prefix* is added to the beginning of the word and the *suffix* is added to the end.

The word ‘*comfort*’ can change its root to take on several other meanings.

For example

Comfort-*discomfort* -here we have added the prefix ‘*dis*’.

Comfort-*comfortable*-here we have added the suffix ‘*able*’ which changes the noun to an adjective.

Comfortable-*uncomfortable* -here we have added the prefix ‘*un*’ which gives the adjective ‘*comfortable*’, the opposite meaning. Here we now have both a *prefix* and a *suffix*.

Comfort-comfortably-here we added the suffix 'ably' which transforms the root word 'comfort' into the adverb.

The same applies to the adjective uncomfortable. We can change the suffix 'able' to the suffix 'ably' and we now have the adverb uncomfortably .

This is an excellent way to increase your vocabulary. Many people need help with the pronunciation of new words. Nowadays this is not a problem. There are many online dictionaries where you can click on the sound horn above the word and hear how it is pronounced and most importantly where the stress falls. All it takes is some effort and perseverance from the learner.

Another good way to remember vocabulary is to write the names of objects on 'post its' and stick them onto things. If you cannot remember the word 'wardrobe' for example, stick a 'post it' with the word onto your wardrobe and leave it there for a week. Every time you open your wardrobe to take your clothes out, you will see the word and soon your memory will automatically retain it.



Post it-sticker

GAP FILL EXERCISE

HOARDING

At this level of your English language studies you should be able to understand new words by the context they are in. The presumed unknown vocabulary is in *orange*. You will find their definitions at the end of the text. Some words have been removed from the text. Fill the gaps with one word only then check your answers at the end.

Are you a *hoarder*? Is your house of *clutter*? Do you *cringe* when you open a wardrobe or cupboard in your own home?

Hoarders hate the idea throwing anything out. They keep everything from sweet wrappers empty food containers. In short, they have difficulty parting with anything. Feelings of great anxiety and sadness sweep over them when faced with the prospect of having to *give up* their useless possessions. Their homes are *crammed* with junk.

A typical hoarder panics the thought of throwing out. "It might come in useful one day", is a common utterance from the mouth of the hoarder. And that day never comes. As they surround themselves with heaps of dust-gathering newspapers, quite often date back to a couple of decades or so ago, they refuse to believe they have a problem. Family members try *coax them into* parting with their mountains of belongings. Their wardrobes are so full they are *bursting at the seams*. Try a cupboard in a hoarder's home and you will see what I mean. Everything will come *tumbling out*. *From time to time* they *toy with the idea* of freeing themselves from some the clutter but at the very last moment that coat they haven't worn the past twenty years, gets taken back out of the bin bag and *hung back* among the rest of the clutter in the wardrobe.

Another excuse the hoarder is that the old pair of trousers that haven't been worn the seventies could someday come back into fashion. If that were the case, the hoarder would look ridiculous in the trousers he in his youth.

Is hoarding some kind of psychological disorder?

One of the hoarders I spoke to told me he thinks his hoarding is subconsciously a sign of having a fear poverty. If he *hangs on to* everything, then he won't need buy the hoarded item again in the future *should the need arise*.

Take my father for instance. He's the world's number one hoarder. That old *tattered* and *battered* suitcase he refuses *to part with* has been in the same place with the same contents for as far back I can remember; crammed with bills he has paid over the years-many of which date back to sixties. From time to time the suitcase gets taken out from below the bed and he proceeds to spend a whole day reading through the contents and informing us all, *for the umpteenth time*, how much his first electricity bill was. He then compares it with his latest bill. His wardrobe is full, to breaking point, of the clothes he wore in his teens. He just won't part with of them. He'll never wear them

Could it just be a case of not wanting to let go of the past?

Some hoarders would like to just abandon their homes and start afresh in an empty house. To the hoarder, this seems an easier option than *getting rid of* their "treasured" belongings.

Someone once said: "Unclutter your life and you'll unclutter your mind."

Vocabulary and verbs

Hoarder (noun)-a person who keeps everything and never throws anything out. This kind of person thinks he/she may need the item one day in the future but usually never does.

To hoard (the verb-regular) hoarded/hoarded-to jealously

Clutter (noun)-piles of things all over the place which cause untidiness.

To clutter (the verb-regular) cluttered/cluttered-untidiness caused by too many things

To unclutter (the opposite of clutter)

Cluttered (the adjective)-a cluttered room-full of things which cause a mess

Uncluttered (the opposite adjective of ‘cluttered’)

Note that it is also possible to use the prefix ‘*de*’ (*de*clutter) which has the same meaning. Both forms are used depending on which part of the world you come from.

To cringe (the verb-regular) cringed/cringed-a discomforted thought which causes short bursts of head shaking and contorted facial expressions, caused by a sudden feeling of shame and embarrassment

To give up (phrasal verb-irregular) gave up/given up-renounce

To cram (the verb-regular) crammed/crammed-to put too many things into little space to the point that there is no room for anything else. If you cram all your things into a suitcase, then you have difficulty in closing it. If you have a four-seater car, and six people get into it, then the car is crammed with people.

Crammed (the adjective)

To coax (someone) into (doing something)-to gently keep persuading someone to do something with the hope that he/she will eventually relent.

To tumble out (verb + preposition)-to suddenly and uncontrollably fall out in rapid succession-for things or people. For example-the bus was so full that when it stopped, all the passengers came tumbling out. One almost on top of the other came out rapidly.

To come tumbling out-this means that everything falls out in rapid succession in an uncontrolled way-when you open a door to a cupboard or wardrobe or anything else, usually because it is so full of things.

To be bursting at the seams-to suddenly break open due to lack of space. If your clothes are too small, they could burst at the seams. Clothes have seams where they have been stitched together. When used for clothes, this expression has its literal meaning. We use it idiomatically when we do not speak about clothes. If you eat too much and you feel very full then you often say, “I can’t eat anymore as I am bursting at the seams”. If a car is so full of people that nobody else can get in, then we say, “the car is bursting at the seams”. The hoarder’s house is so full (crammed) that it is “bursting at the seams”.

From time to time-occasionally

To toy with the idea-to casually consider the idea but usually not fully convinced about it.

Hang back-hang something in a place where it was previously

Hang on to-the opposite of “not let go”. Possessively keep something.

Should the need arise-if it becomes necessary

Tattered-(adjective)-visibly old, worn (consumed) and scruffy/ruined-in a bad state

Battered-(adjective)-worn and torn-not in a fit state

To part with-(phrasal verb)-to let go of-not keep anymore

For the umpteenth time-when you say or do something so many times, without a result, that you lose count-usually causing great annoyance

To get rid of-(phrasal verb)-free yourself from something or something

GAP FILL EXERCISE-ANSWERS

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Their wardrobes are so full they are *bursting at the seams*. Try opening a cupboard in a hoarder's home and you will see what I mean. Everything will come *tumbling out*. *From time to time* they *toy with the idea* of freeing themselves from some of the clutter but at the very last moment that coat they haven't worn for the past twenty years, gets taken back out of the bin bag and *hung back* among the rest of the clutter in the wardrobe.

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ANSWERS-VOCABULARY QUIZ TIME

THE KITCHEN

- (1) Teaspoonfuls
- (2) A soup spoon
- (3) A teaspoon
- (4) A knife
- (5) Knives
- (6) A plate
- (7) A cup
- (8) A pot
- (9) A frying pan
- (10) Cooker
- (11) Fridge
- (12) Kitchen cabinets
- (13) Cutlery drawer
- (14) Sink
- (15) Taps
- (16) Dish towel/tea towel
- (17) Oven glove
- (18) A glass
- (19) A bucket
- (20) A broom/brush

- (21) A chair
- (22) A table
- (23) A table cloth
- (24) A teapot
- (25) A milk jug
- (26) A mug
- (27) A cloth
- (28) Washing up liquid
- (29) Kitchen scales
- (30) A bread knife
- (31) A bread bin
- (32) A grater
- (33) A tin opener
- (34) A corkscrew
- (35) Tiles
- (36) An apron
- (37) A bin
- (38) A toaster
- (39) A wooden spoon (wooden = made of wood)
- (40) A rolling pin

[Go back to exercise](#)

ANSWERS-VERBS QUIZ TIME

THE KITCHEN

(1) Turn on-this is a two word verb known as a phrasal verb. It is useful to remember it as we can use it in many situations.

What you can 'turn on'

Turn on the gas/turn the gas on (start the flow of gas)

Turn on the light/turn the light on (start the flow of electricity)

Turn on the tap/turn the tap on (start the flow of water)

Turn on the TV/turn the TV on

The above verb is regular. Turn/turned/turned

(2) Turn off-this is the opposite of "turn on".

What you can 'turn off'

Turn off the gas (when you finish cooking) turn the gas off (stop the flow of gas)

Turn the light off/turn off the light (stop the flow of energy)

Turn the tap off/turn off the tap (stop the flow of water)

Turn off the TV/turn the TV off

(3) Set-you set the table and you can also "lay" the table. First you put on the tablecloth and then arrange the dishes, cutlery, glasses and napkins.

"Set" is an irregular verb-set/set/set

"Lay" is also irregular-lay/laid/laid

(4) Open the cabinet and get me out. (Get me out = a phrasal verb)

"Open" is regular-open/opened/opened

"Get" is irregular-get/got/got

- (5) Freeze-this is an irregular verb-freeze/froze/frozen
- (6) Make-this is an irregular verb-make/made/made
- (7) Take-this is irregular-take/took/taken
- (8) Drain the pasta-regular verb-drain/drain/drain
- (9) Grate-regular verb-grate/grate/grate
- (10) Pour-you pour a liquid from one object into another. “Pour” is a regular verb. Pour/poured/poured
- (11) Oven-this is a noun. An oven is the part of the cooker you use to bake cakes, bread, cook lasagne and roast chicken and potatoes.
- (12) Get/spread
- “Get”-as previously seen-is irregular. “Spread” is an irregular verb. Spread/spread/spread. You spread butter onto bread. You can also spread news by telling everyone about it. You can spread the blankets over the bed. Some people spread lies, that is, tell these lies to many people.
- (13) Cutlery drawer-one of the drawers in the kitchen where you keep the cutlery. “Cutlery” is the collective noun for knives, forks and spoons.
- (14) Wash and sweep. “Wash” is regular-wash/washed/washed. “Sweep” is irregular. Sweep/swept/swept. You can also use the verb “brush” instead of “sweep”. In some parts of Britain “sweep the floor” is used while in other parts it is common to hear “brush the floor”.
- (15) Clear the table. You clear the table by removing the dishes, cutlery, glasses and tablecloth after you finish eating. It is the opposite of “set” or “lay” the table, which you do before you begin to eat. “Clear” is a regular verb. Clear/cleared/cleared.
- (16) Rinse-this means to remove soap or dirt with water. It is a regular verb. Rinse/rinsed/rinsed. After you shampoo your hair, you rinse the shampoo off with water, that is, you remove it with water.
- (17) Throw-irregular verb-throw/threw/throw

[Go back to exercise](#)

ANSWERS-VOCABULARY QUIZ TIME

SHOPPING/FOOD AND HOUSEHOLD PRODUCTS

- (1) A jar of jam/marmalade
- (2) A packet of biscuits
- (3) A bar of soap
- (4) Tins/a tin of tomatoes/peas/beans etc.
- (5) Cartons/a carton of milk
- (6) A can of coke.
- (7) A bottle/a bottle of wine/water
- (8) A bar of chocolate/a bar of soap
- (9) A bag of sugar
- (10) A box of eggs/half a dozen eggs = 6 eggs/a dozen eggs = 12 eggs.
- (11) A tube of toothpaste
- (12) A bag of chips
- (13) A packet of crisps
- (14) A bunch of flowers
- (15) A block of butter
- (16) A bunch of bananas.
- (17) A box of cereal/a packet of cereal

[Go back to exercise](#)

ANSWERS-VOCABULARY & VERB QUIZ TIME

THE BATHROOM

- (1) Bath
- (2) Shower
- (3) The toilet-you sit on the toilet pan
- (4) A bath mat
- (5) A bathrobe
- (6) A towel
- (7) A hairdryer
- (8) A shower cap
- (9) A comb-the noun has the same name as the verb. The verb is regular. Comb/combed/combed. “Comb” rhymes with “home”. You do not pronounce the silent “b”.
- (10) A hairbrush. The verb “brush” is regular. Brush/brushed/brushed.
- (11) A razor blade
- (12) A mirror
- (13) A washing machine
- (14) A basin
- (15) A wash hand basin

[Go back to exercise](#)

ANSWERS-VOCABULARY QUIZ TIME

THE LIVING ROOM

- (1) The sofa/couch/settee-this has three different names.
- (2) Cushions
- (3) Armchair
- (4) Coffee table
- (5) Pictures or paintings
- (6) Curtains
- (7) The light
- (8) Lamps
- (9) Carpet
- (10) Rug
- (11) Bookcase
- (12) Ornaments
- (13) Photo frames
- (14) Blinds
- (15) Doors

[Go back to exercise](#)

ANSWERS-VERBS QUIZ TIME

THE LIVING ROOM

- (1) Sit-irregular verb-sit/sat/sat
- (2) Rest-regular verb-rest/rested/rested
- (3) The same as number (1) one
- (4) Put-irregular verb-put/put/put
- (5) Hang-irregular verb-hang/hung/hung
- (6) The same as number (5) five
- (7) Switch-this is a regular verb-switch/switched/switched
- (8) Walk-regular verb-walk/walked/walked
- (9) Keep-irregular verb-keep/kept/kept
- (10) Buy and put-both are irregular verbs. See number (4) four for “put”.
Buy/bought/bought
- (11) Open/close/enter/exit-all are regular verbs. Open/opened/opened-
close/closed/closed-enter/entered/entered-exit/exited/exited

[Go back to answers](#)

ANSWERS-VOCABULARY QUIZ TIME

THE BEDROOM

- (1) A bed
- (2) A pillow
- (3) Sheets
- (4) Blankets
- (5) Eiderdown
- (6) Bedside cabinet or Bedside table-both are possible depending on which region or country you come from. They are interchangeable.
- (7) Wardrobe
- (8) Coat hanger
- (9) Chest of drawers
- (10) Bedroom rugs

[Go back to exercise](#)

ANSWERS-VERBS QUIZ TIME

THE BEDROOM

- (1) Sleep-irregular verb-sleep/slept/slept
- (2) Make-irregular verb-make/made/made
- (3) Make and spread-irregular verb-spread/spread/spread
- (4) Stand-irregular verb-stand/stood/stood
- (5) Open and close-irregular verbs-open/opened/opened-close/closed/closed
- (6) Hang-irregular verb-hang/hung/hung
- (7) Fold-regular verb-fold/folded/folded
- (8) Switch-regular verb-switch/switched/switched

[Go back to exercise](#)

ANSWERS-VOCABULARY QUIZ TIME

CLOTHES/JEWELLERY AND ACCESSORIES

- (1) You wear these on your feet. They are often made of cotton or wool. Socks
- (2) You wear these over number (1) one. Shoes
- (3) You also wear these over number (1) one but they cover your legs and not just your feet. Boots
- (4) You wear these in the house. When you get home you take off number (1) and put on slippers.
- (5) You wear this under your clothes. Underwear
- (6) These are worn over your legs. They start from your waist or hips and cover the whole of your legs down to the bottom of your ankles. Trousers
- (7) A shorter version of number (6) six. These are usually worn in the summer months. Shorts
- (8) This is worn over your body. It has short sleeves and is normally made of cotton. It looks like the letter "T". A t-shirt
- (9) You wear this on your body and arms to keep you warm in winter. Often it is made of wool. A jumper
- (10) This is similar to number (9) nine, only it has buttons up the front. A cardigan
- (11) This is worn around the top part of number (6) six. It is often made of leather. Cheaper versions are made of plastic. It has a buckle. A belt
- (12) Girls and women wear this when they are not wearing number (6) six. This can be long or short or mid length. A skirt
- (13) Similar to number (12) twelve, but it also covers the upper body. Girls and women wear these especially when they want to look very smart. When a

woman gets married, she usually wears a white one. [Dress](#)

(14) This is worn on the head. [A hat](#)

(15) Similar to number (14) fourteen but with a skip at the front. [A cap](#)

(16) This is similar to number (14) fourteen but it covers the neck and the chin. It looks like a woolly helmet. Bank robbers often wear them. [A balaclava](#)

(17) You wear this around your neck when it is cold. It is normally made of wool.

[A scarf](#)

(18) The irregular plural of number (17) seventeen. [Scarves](#)

(19) These are worn on the hands in cold weather. [Gloves](#)

(20) Similar to number (19) nineteen but without fingers on them. They cover the thumb and the whole hand. [Mittens](#)

(21) This is worn over your clothes to go out. It comes down to your waist. [A jacket](#)

(22) This is longer than number (21) twenty one. It is usually worn when it is cold outside. [A coat](#)

(23) These are worn to bed by everyone. They are very comfortable. [Pyjamas](#)

(24) This is worn to bed but only by girls and women. [A night dress](#)

(25) This is worn to go running or to casually relax in when you have free time.

[A tracksuit](#)

(26) These are worn on your feet when you are wearing number (25) twenty five. [Trainers](#)

(27) This is worn by women over the shoulder. [A bag](#)

(28) This is worn on the wrist to tell you the time. [A watch](#)

(29) These are worn in the earlobes for decoration. [Earrings](#)

(30) You wear these on your fingers. They are often made of gold. [Ring](#)

(31) These are worn over your eyes when you have eyesight problems. [Glasses](#)

(32) Similar to number (31) thirty one; these are darker and are used to protect your eyes from the sun. [Sunglasses](#)

(33) This is a decorative item of jewellery that some women wear around the neck.

[A necklace](#)

(34) Similar to number (33) thirty three but worn around the wrist. [A bracelet](#)

(35) You wear these on your feet during the summer months. Your toes can be seen when you are wearing these. [Sandals](#)

(36) Women wear these on their legs when they are wearing numbers (12) and (13). [Tights](#) You don't usually wear number (1) one with these.

(37) Some girls wear these around their head to keep their hair back from their faces and also to look prettier. [Hair band](#)

(38) This is similar to number (22) twenty two, only it doesn't have sleeves. [A cloak](#)

(39) Men wear this to the office on the top part of their bodies. They are not very easy to iron. It rhymes with the answer to number (12) twelve. [A shirt](#)

(40) Men wear this round the collar of number (39) thirty nine. [A tie](#)

(41) Elegant clothes with two pieces that match. Either trousers and a jacket or a skirt and a jacket. [Suit](#)

[Go back to exercise](#)

ANSWERS-VOCABULARY QUIZ TIME

CARS

- (1) Driver's seat
- (2) Car door
- (3) Seatbelt
- (4) Windscreen
- (5) Windscreen wipers
- (6) Steering wheel
- (7) Glove compartment
- (8) Wheels
- (9) Tyres
- (10) The boot
- (11) Exhaust pipe
- (12) Roof
- (13) Luggage rack/roof rack
- (14) The brake
- (15) Accelerator
- (16) Handbrake
- (17) The engine
- (18) The bonnet
- (19) The battery
- (20) The ignition key

- (21) The gears
- (22) The gearstick
- (23) The dashboard
- (24) The airbag
- (25) The tank
- (26) The headlights
- (27) Indicators
- (28) The Highway Code
- (29) The number plate
- (30) Driving test

[Go back to exercise](#)

GRAMMAR FOCUS-PROPER NOUNS & ADJECTIVES

Proper nouns are the names of people (Mark), nationalities (English), countries (England), cities (London), towns (Brighton), places (The Spaghetti House Restaurant) and titles such as ‘the President of the United States’. Names of things, such as, a pen, a desk, a house, a girl, a boy etc, are common nouns.

We always use a capital letter with proper nouns.

We also have *proper adjectives* which derive from *proper nouns*. The following exercise looks at nationalities which are proper adjectives. Complete the gaps with the correct one. There is an example sentence to get you started.

Example

(0) Pasta from Italy

Answer

Italian pasta

Be careful to add the indefinite articles “a” and “an” when necessary.

- (1) Whiskey from Scotland _____
- (2) A camera from Japan _____
- (3) A car from Germany _____
- (4) A pop group from Sweden _____
- (5) A poet from England _____
- (6) Shoes from Italy _____
- (7) Food from China _____
- (8) Yoghurt from Greece _____
- (9) Tea from India _____

- (10) A boy from Spain _____
- (11) A girl from Ireland _____
- (12) Garlic from France _____
- (13) Vodka from Russia _____
- (14) Salmon from Norway _____
- (15) Dentists from Hungary _____
- (16) Oranges from Sicily _____
- (17) Coconuts from Indonesia _____
- (18) Pineapples from South America _____
- (19) Tulips from Amsterdam _____
- (20) Oil from Saudi Arabia _____

ANSWERS

- (1) Whiskey from Scotland. *Scottish whiskey.*
- (2) A camera from Japan. *A Japanese camera.*
- (3) A car from Germany. *A German car.*
- (4) A pop group from Sweden. *A Swedish pop group.*
- (5) A poet from England. *An English poet.*
- (6) Shoes from Italy. *Italian shoes.*
- (7) Food from China. *Chinese food.*
- (8) Yoghurt from Greece. *Greek yoghurt.*
- (9) Tea from India. *Indian tea.*
- (10) A boy from Spain. *A Spanish boy.*

- (11) A girl from Ireland. *An Irish girl.*
- (12) Garlic from France. *French garlic.*
- (13) Vodka from Russia. *Russian vodka.*
- (14) Salmon from Norway. *Norwegian salmon.*
- (15) Dentists from Hungary. *Hungarian dentists.*
- (16) Oranges from Sicily. *Sicilian oranges.*
- (17) Coconuts from Indonesia. *Indonesian coconuts.*
- (18) Pineapples from South America. *South American pineapples.*
- (19) Tulips from Amsterdam. *Dutch tulips.*
- (20) Oil from Saudi Arabia. *Saudi Arabian oil.*

MAKING CONCISE SENTENCES

English is a concise language. Information should be concise and to the point. The fewer words you use the better. We use adjectives and also adjective forms for description. Some nouns take on an adjective form. We normally use, at the most, about four or five adjectives or adjective forms otherwise the sentence becomes too long. The example given in the section of the book '*parts of speech*' with eight adjectives used together is solely to illustrate the order of the adjectives.

Look at the sentences below and make them become one.

The first one is an example and it has been done for you.

(1)

The car is black.

It has two doors.

It travels at high speed.

It is expensive.

Answer: An expensive, high speed, two door, black car.

Note:

As you can see the noun *door* becomes an adjective form. We remove the 's' because adjectives are never plural.

(2)

The car has a front engine.

It has two seats.

It is a luxury car.

It is a limited production car.

It is a super car.

Note:

Front-engine is a compound noun.

(3)

The boy is 21 years old.

He is tall.

He is well built.

He has got blue eyes.

He is intelligent.

(4)

My personal computer is new.

It has a touch-screen.

It has a 15.6" display.

It has a memory of 12GB.

(5)

I bought a table.

It is a dining table.

It is from France.

It is round.

It is antique.

(6)

I also bought a sofa.

It is made of leather.

It is handmade.

It is from Italy.

It is a luxury sofa

(7)

I borrowed my friend's book.

It is a history book.

It is old.

It is also tattered.

It is brown.

(8)

Tonight we are having wine with our dinner.

It is Italian wine.

It is white.

It is sparkling.

It is DOC wine.

(9)

We are also having cheese with the wine.

The cheese is creamy.

It is soft.

It is from Italy.

It is fresh.

It is white.

(10)

I'm looking for a new house in London.

I want a townhouse.

I'd like it to be a Victorian house.

I want it to have ten rooms in it.

I want it to be very spacious.

I want it to be centrally located.

ANSWERS

(2) A front-engine, 2-seater luxury, limited production supercar.

Note:

Front-engine is a compound noun.

(3) A twenty one year old, tall, well built, blue eyed, intelligent boy.

Note that once again we remove the 's' from the plural form of the noun 'eye(s) and add 'd'.

When the nouns that are referred to parts of the body become adjective forms we add 'd' when the noun ends with an 'e' or 'ed' when it ends with a consonant-similarly to what we do when forming regular past tense verbs.

Other examples are:

A brown haired boy = a boy with brown hair.

A red nosed man = a man with a red nose.

A long legged woman = a woman with long legs.

A short haired girl = a girl with short hair.

A fat bellied man = a man with a fat belly.

A fat bottomed girl = a girl with a fat bottom.

These adjective forms for describing people are used mainly in written English.

(4) My new, 15.6" touch-screen, 12GB, personal computer.

(5) A round, antique, French, dining table.

- (6) A luxury, handmade, Italian, leather sofa.
- (7) An old tattered, brown, history book.
- (8) Tonight we are having sparkling, white, Italian, DOC wine with our dinner.
- (9) We are having soft, white, fresh, Italian, cream cheese.
- (10) A very spacious, centrally-located, ten-room, Victorian townhouse.

GERUNDS

When the subject of a sentence is a verb we use the present participle (the gerund form of the verb)

Example

Eating too many carbohydrates can make you fat.

In the above example “*eating too many carbohydrates*” is a subject phrase, “make” is the verb. Remember that English sentences always begin with a subject and a verb or a subject phrase plus a verb.

Change the verbs in brackets (the subject) into the gerund

- (1) _____ is bad for your health. (Smoke)
- (2) _____ on the roads can lead to accidents. (Speed)
- (3) _____ and _____ can cause accidents. (Drink/drive)
- (4) _____ in the fog is not a good idea. (Drive)
- (5) _____ nothing all day can lead to depression. (Do)
- (6) _____ fruit and vegetables is good for your health. (Eat)
- (7) _____ up early every day gives you more time to work and do leisurely activities. (Get)
- (8) _____ too much TV is bad for your eyes and your mind. (Watch)
- (9) _____ in a warm bath in the evening is very *relaxing. (Soak)
- (10) _____ eight glasses of water per day is good for your complexion. (Drink)

ANSWERS

- (1) *Smoking* is bad for your health.

- (2) *Speeding* on the roads can lead to accidents.
- (3) *Drinking* and *driving* can cause accidents.
- (4) *Driving* in the fog is not a good idea.
- (5) *Doing* nothing all day can lead to depression.
- (6) *Eating* fruit and vegetables is good for your health.
- (7) *Getting* up early every day gives you more time to work and do leisurely activities.
- (8) *Watching* too much TV is bad for your eyes and mind.
- (9) *Soaking* in a warm bath in the evening is very relaxing.
- (10) *Drinking* eight glasses of water per day is good for your complexion.

GRAMMAR FOCUS

ED AND ING ADJECTIVES

Many adjectives take the gerund form making them look like the present continuous tense, due to the fact that they are preceded by the verb “be” just as the present continuous is. This is because most adjectives are used together with the verb “be”. Those same adjectives also take the “ed” ending making them look like past tenses or past participles of the verb.

Example

(0) This film is boring. I am bored with this film.

What is the difference between “ed” and “ing” adjectives?

The “ed” adjectives are used to show something you feel.

I am bored = I feel bored.

The “ing” adjectives are used to describe the cause of the boredom. (“boredom” is the noun).

Put the correct form of the adjectives in brackets, in the gaps below.

(1) I was so _____ to see Jane after twenty years. (pleased/pleasing)

(2) Are you _____ in science fiction? (interested/interesting)

(3) That horror film I watched last night was absolutely _____. (terrified/terrifying)

(4) This weather is so _____ (depressed/depressing). I hope the sun comes out soon.

(5) She was so _____ (depressed/depressing) after her husband left her.

(6) I was very _____ (annoyed/annoying) with my son for crashing my new car.

(7) It is very _____ (annoyed/annoying) to watch you changing TV

channels every two seconds.

(8) He is _____ (frightened/frightening) of spiders.

(9) It was a _____ (frightened/frightening) experience to be stuck in the lift yesterday. I suffer from claustrophobia.

(10) My new job is very _____ (satisfied/satisfying).

(11) I am very _____ (satisfied/satisfying) with my new job.

(12) The children were _____ (excited/exciting) when they went on the rollercoaster.

ANSWERS

(1) I was so *pleased* to see Jane after twenty years.

(2) Are you *interested* in science fiction?

(3) That horror film I watched last night was absolutely *terrifying*.

(4) This weather is so *depressing*. I hope the sun comes out soon.

(5) She was so *depressed* after her husband left her.

(6) I was very *annoyed* with my son for crashing my new car.

(7) It is very *annoying* to watch you changing TV channels every two seconds.

(8) He is *frightened* of spiders.

(9) It was a *frightening* experience to be stuck in the lift yesterday. I suffer from claustrophobia.

(10) My new job is very *satisfying*.

(11) I am very *satisfied* with my new job.

(12) The children were *excited* when they went on the rollercoaster.

GRAMMAR FOCUS

VERBS AND ADJECTIVES THAT LOOK THE SAME

The 'ed' and 'ing' adjectives can be confusing. This is because the 'ed' adjectives are the same as the past tense and the past participle of some regular verbs. The 'ing' adjectives can mislead you into thinking they are the gerunds of the verb, since the gerund is the same. The following exercise has the aim of distinguishing one from the other.

If the underlined word is an adjective, write **A**. If it is the past tense of the verb, write **P**. If it is the gerund, write **G**.

- (1) He is very boring. He talks about himself nonstop.
- (2) He is boring me with his stupid talk.
- (3) My son is very annoying. He always forgets to turn the lights off.
- (4) Stop flicking channels. You are annoying me.
- (5) He surprised me by buying me an expensive ring. I thought he was a mean man but I was wrong.
- (6) Stop talking about your problems all the time. You are depressing me.
- (7) He really shocked his parents by disappearing and not contacting them ever again.
- (8) You are annoying the dog by blowing on its face. Stop it please.
- (9) It is depressing being at home all day.
- (10) She is irritating me with her stupid behaviour.

ANSWERS

- (1) He is very boring. He talks about himself non stop. **A**

- (2) He is boring me with his stupid talk. **G**
- (3) My son is very annoying. He always forgets to turn the lights off. **A**
- (4) Stop flicking channels. You are annoying me. **G**
- (5) He surprised me by buying me an expensive ring. I thought he was a mean man but I was wrong. **P**
- (6) Stop talking about your problems all the time. You are depressing me. **G**
- (7) He really shocked his parents by disappearing and not contacting them ever again. **P**
- (8) You are annoying the dog by blowing on its face. Stop it please! **P**
- (9) It is depressing being at home all day. **A**
- (10) She is irritating me with her stupid behaviour. **G**

Author's notes

Notice how the verb is recognisable as it takes the direct object.

He is boring. Adjective (No direct object)

He is boring *me*. Verb (**Direct object** after the verb 'boring' in its gerund form)

GRAMMAR FOCUS-SO OR SUCH

Use 'be' + so + adjective' (intensifies the adjective to a high degree)

It's *so beautiful* outside today. The sun is shining. (*Beautiful* to a high degree)

Use 'be' + such + adjective + noun

It's *such a beautiful* day outside. The sun is shining. (Intensifies the adjective and the noun to a high degree)

Now do the following exercise. Put 'so' or 'such a' into the gaps

(0) She's _____ a good person. She helps everyone in need.

She's *such a* good person. She helps everyone in need.

(1) It's better to stay indoors today. It's _____ hot today.

(2) I'm _____ tired I could sleep all day.

(3) John is _____ coward. When he saw that spider in the bath yesterday, he ran out the door.

(4) It's _____ dark in this room. I can't see. Can you turn on the light please?

(5) I am _____ grateful for your help.

(6) Sally is _____ grateful person.

(7) My new job is _____ stressful. I really hate it.

(8) It's _____ stressful job. She wants to leave it.

(9) We had _____ great time in Italy that we've booked to go back next year.

(10) Our holiday in Italy was _____ good.

ANSWERS

- (1) It's better to stay indoors today. It's *such a* hot today.
- (2) I'm so tired I could sleep all day.
- (3) John is *such a* coward. When he saw that spider in the bath yesterday, he ran out the door.
- (4) It's so dark in this room. I can't see. Can you turn on the light please?
- (5) I am so grateful for your help.
- (6) Sally is *such a* grateful person.
- (7) My new job is so stressful. I really hate it.
- (8) It's *such a* stressful job. She wants to leave it.
- (9) We had *such a* great time in Italy that we've booked to go back next year.
- (10) Our holiday in Italy was so good.

'So' but not 'such', can also be used in front of 'much', 'many', 'few' to add emphasis.

Example: There was *so much* traffic today. I was an hour late for work.

'So' can be used with an adverb

Example: You speak *so quickly* that I can hardly understand a word you're saying. (So + adverb)

Compare: (She's *such a* quick speaker/she speaks *so* quickly)

So many + countable noun

There were *so many people* on the bus today that nobody could get on or off.
(A very large number of people)

If we use '*too many people*', we need to use two sentences.

There were *too many* people on the bus today. Nobody could get on or off.

So much + uncountable noun

He's got *so much money* after winning the lottery.

So much + infinitive of verb

We can also use 'so much' + the infinitive of a verb

Example: There is *so much to do* in this house with a family of five.

GRAMMAR FOCUS-ECHO QUESTIONS-EXPRESSING INTEREST AND SURPRISE

We use auxiliary verbs with echo questions to express interest in what other people are saying to us. It is a good way of interacting with people. It shows you are interested in what they are saying. Your voice needs to rise up at the end of an echo question to make it effective. In questions which begin with an auxiliary verb, the voice goes up at the end-not just with echo questions. By using the correct intonation you will begin to sound more 'English'. Also, if you keep a flat tone of voice, then you could sound bored by what the speaker is saying and this can have negative effects when interacting with others.

(0) My name's Jennifer? Is it? ("it" refers to "my name")

Use the same auxiliary verb used in the statement made by the speaker. Invert the auxiliary verb with the pronoun. My name IS Jennifer? IS it? This means "Is your name really Jennifer? Wow!"

(1) I'm from London. **ARE** you? This means: (Are you *really* from London? How amazing!)

(2) John's 21 today. _____ ?

(3) These books are mine. _____ ?

(4) I love going to the cinema. _____ ?

(5) Jane lives next door to me. _____ ?

(6) I wasn't at work yesterday. _____ ?

(7) I went to New York last Easter. _____ ?

(8) I didn't see Martha today. _____ ?

(9) I'm reading a great book. _____ ?

(10) I can speak four languages. _____ ?

(11) I must go. _____ ?

(12) I haven't got any money. _____ ?

(13) I've been to many European capitals in my life. _____ ?

ANSWERS

- (2) John's 21 today. *Is she?*
- (3) These books are mine. *Are they?*
- (4) I love going to the cinema. *Do you?*
- (5) Jane lives next door to me. *Does she?*
- (6) I wasn't at work yesterday. *Weren't you?*
- (7) I went to New York last Easter. *Did you?*
- (8) I didn't see Martha today. *Didn't you?*
- (9) I'm reading a great book. *Are you?*
- (10) I can speak four languages. *Can you?*
- (11) I must go. *Must you?*
- (12) I haven't got any money. *Haven't you?*
- (13) I've been to many European capitals in my life. *Have you?*

Note from the author

It takes a long time to master these question tags but don't worry. If you don't remember them you can show interest and/or surprise by saying-really?

GRAMMAR FOCUS-QUESTION TAGS

Question tags are used in English to check information. We want confirmation from the person we are speaking to. We use auxiliary verbs for question tags. If we use the present simple tense, then we need the auxiliary verb 'do' or 'does' or the auxiliary verb 'be' in its present tense if the information you are checking does not have a main verb. We use negative question tags in positive statements and positive question tags in negative statements. In the previous exercise, 'expressing interest', two people are speaking. The speaker and the listener who expresses interest in what the speaker says. In this exercise, there is only one person speaking.

Example

Positive with negative question tags

Person A: You *live* in Manchester, *don't you*? (This means 'isn't that true? Please confirm this fact)

Person B: Yes I do/no I don't.

Negative with positive question tag

You *don't* live in Manchester, *do you*?

Auxiliary 'be'

Person A: It's hot today, *isn't it*?

Person B: Yes *it is*/no *it isn't*

It *isn't* hot today, *is it*?

The auxiliary verb for the past tense is 'did'

He *went* to England last week, *didn't he*?

He *didn't go* to England last week, *did he*?

Auxiliary 'be' in the past tense

You *were* at home last night, *weren't you*?

You *weren't* at home last night, *were you*?

When the subject is ‘this’ or ‘that’ then we use ‘it’

Example

That *'s* my pen, *isn't it*?

This *isn't* your pen, *is it*?

When the subject is ‘these’ or ‘those’ we use ‘they’.

Example

These aren't your books, *are they*?

Those books are mine, *aren't they*?

When we use modal auxiliary verbs, such as ‘can’, ‘could’, ‘must’, ‘will’, ‘would’, ‘should’, ‘may’, ‘might’ etc, then the question tag should be used with the same modal auxiliary.

Example

“He *couldn't* come to the party, *could he*?” “No he *couldn't*. He was working.”

“He *could* speak English after only twenty lessons, *couldn't he*?” “Yes he could. He has a real gift for languages.”

GRAMMAR FOCUS-QUESTION TAGS-EXERCISE

Put the correct question tag in the spaces below

- (1) John was in London this weekend ?
- (2) Mary's from Ireland ?
- (3) We're late ?
- (4) You can't drive ?
- (5) He's never been to Britain ?
- (6) You were in my brother's class at school ?
- (7) She can speak three languages ?
- (8) The Berlin wall was knocked down in 1989 ?
- (9) They're going to Spain next summer ?
- (10) She'll be late ?
- (11) You wouldn't like to work in the city ?
- (12) She'd never been to Casablanca until she was invited to a wedding there last month ?
- (13) He wishes he could speak English ?
- (14) She couldn't speak until she was three years old, ?
- (15) They haven't lived in Manchester for long, ?

ANSWERS

- (1) John *was* in London this weekend, *wasn't he*?
- (2) Mary's from Ireland, *isn't she*?
- (3) We're late, *aren't we*?
- (4) You *can't* drive, *can you*?
- (5) He's never been to Britain, *has he*?
- (6) You *were* in my brother's class at school, *weren't you*?
- (7) She *can* speak three languages, *can't she*?
- (8) The Berlin wall *was knocked* down in 1989, *wasn't it*?
- (9) They're *going* to Spain next summer, *aren't they*?
- (10) She'll *be* late, *won't she*?
- (11) You *wouldn't like* to work in the city, *would you*?
- (12) She'd *never been* to Casablanca until she was invited to a wedding there last month, *had she*?
- (13) He wishes he could *speak* English, *doesn't he*?
- (14) She *couldn't speak* until she was three years old, *could she*?
- (15) They *haven't lived* in Manchester for long, *have they*?

AGREEING AND DISAGREEING

We also use auxiliary verbs when agreeing and disagreeing with people

When we agree in the positive we use 'so + auxiliary verb + subject

When we agree in the negative we use neither + auxiliary verb + subject

Auxiliary verb 'be'

I am English. *So am I* (agreeing in the affirmative) = I am English *too/as well*.

I'm not English. *Neither am I* (agreeing in the negative) = I am not English either.

I'm tired. (John too) *So is he* = John is tired too/as well.

I'm not tired. (John is not) *Neither is he or neither is John* = Not only are you not tired but also John isn't tired. (John isn't tired either)

She's from Brazil. (We too) *So are we*. (She's from Brazil and we are from Brazil too)

Past tense of auxiliary verb 'be'

I was in London last week. So was I/so was he/so was she/so were we/so were you (plural)/so were they.

I wasn't in London last week. Neither was I/neither was he, etc.

Present simple (Auxiliary verb 'do/does')

I have a car. *So do I/so do you/so does he/so does she/so do they/so do you (plural)/so do we*

I don't have a car. Neither do I.

I've got a car. So have I.

I haven't got a car. Neither have I.

Past simple

I saw Mary yesterday. So did I/so did you/so did he/so did she/so did they/so

did you (plural)/so did we.

I didn't see Mary yesterday. Neither did I.

Future simple

I'll be late home tonight. So will I.

I won't be late home tonight. Neither will I.

Present continuous (Auxiliary verb 'be')

I am writing a book. So am I.

I'm not writing a book. Neither am I.

Past continuous (Auxiliary verb 'be')

I was sleeping when John arrived. So was I.

I wasn't sleeping when John arrived. Neither was I.

Present perfect (Auxiliary verb 'have')

I've been to many countries in my life. So have I/so has he/so has she/so have we/so have you (plural)/so have they.

I haven't been to many countries in my life. Neither have I.

Present perfect with 'for' and 'since' (Auxiliary verb 'have')

I've been in this room for two hours. So have I.

I haven't been in this room since 2 o'clock. Neither have I.

Present perfect continuous (Auxiliary verb 'have')

I have been going out a lot lately. So have I.

I haven't been going out a lot lately. Neither have I.

Present perfect continuous with 'for' and 'since' (Auxiliary verb 'have')

I have been ironing these clothes for over an hour. So have I.

I haven't been ironing these clothes since you arrived. Neither have I.

Past perfect (Past tense of auxiliary verb 'have'-'had')

I had always dreamed of living in the city until I came to London. So had I.

I had never seen John with such short hair until yesterday. Neither had I.

Modal auxiliary 'can'

I can swim. So can I.

I can't swim. Neither can I.

Modal auxiliary 'could'

I could speak English when I was ten years old. So could I.

I couldn't speak English when I was ten years old. Neither could I.

I might be late. So might I.

I might not be late. Neither might I.

Where there is no agreement

I am English. I'm not (no agreement, use the auxiliary verb in the negative if the speaker makes a positive statement)

I'm not English. I am (no agreement, use the auxiliary verb in the affirmative if speaker makes a negative statement)

I live in Edinburgh. I don't.

I don't live in Edinburgh. I do.

I went to the city centre at the weekend. I didn't.

I didn't go to the city centre at the weekend. I did.

I have been to New York. I haven't.

I haven't been to New York. I have.

I'm going to go. I'm not.

I'm not going to go. I am.

I will go. I won't.

I won't go. I will.

I can go. I can't.

I can't go. I can.

I could go. I couldn't.

I had never thought about going until yesterday. I had.

Negatives

It is important to note that the negative of 'have to' implies 'no necessity', there is no need to do something while the negative of 'must' (mustn't) implies strong obligation.

THE FUTURE

TO BE GOING TO + INFINITIVE

To be going to + infinitive of the verb (without the 'to') is used to express a future intention that was decided before the moment of speaking. The speaker already knows before speaking that he/she wants to do this.

Look at the chart below to see how it is formed.

Author's note

The 'to' is part of 'going to' and not part of the infinitive.

I am going to + go and not I am going + ~~to go~~

'*Be going to*' puts the verb (in the example case, 'go') into the future. It is *not* the present continuous although it bears a resemblance to it. The present continuous does not have the infinitive of the verb attached to it.

TO BE GOING TO

EXERCISE

Answer the following questions

Example

(0) Are you going to watch TV this evening? (Have a shower/wash my hair)

Answer

No I'm not. I'm going to have a shower and wash my hair.

(1) Is Mary going to collect the children from school tomorrow?
(Michael/collect/them)

(2) Are mum and dad going to go to the supermarket on Saturday? (Go/on Friday)

(3) Are you going to finish reading that book tonight? (Finish it/tomorrow night)

(4) Are our neighbours going to come to our party on Saturday evening? (Go on holiday/Saturday morning)

(5) Is Janet going to come to the concert with us on Thursday? (Stay at home/ because she has the flu)

(6) Are you going to wear your new dress to the party? (Wear/my new/trousers and blouse)

(7) Is he going to get up early tomorrow? (Get up/late)

(8) Are they going to write to us? (Go/phone/us)

(9) Is Andrew going to get the train to London? (Get/the coach)

(10) Are Mandy and Simon going to get married? (Get/engaged)

(11) Is he going to pay for the damage he caused to your car? (Buy/me/a new car)

(12) Is your sister going to apply for the job? (Go/university)

(13) There's a burglar in the house. Are you going to call the police? (Chase/them/away)

(14) Are you going to have meat for lunch? (Have/fish)

(15) Is your brother going to sell his car? (Sell/motorbike)

(16) Are your parents going to buy you that house? (My husband/buy/me/it)

(17) Are they going to work on Saturday? (Sleep/all/morning)

(18) Is your husband going to paint the living room at the weekend?
(Paint/the/kitchen) He painted the living room last week.

(19) Is Sally going to bake a cake today? (Buy/one)

(20) Are you going to buy milk when you go out? (Buy/bread) I bought the
milk this morning.

ANSWERS

(1) Is Mary going to collect the children from school tomorrow?

No she isn't. Michael is going to collect them.

(2) Are mum and dad going to go to the supermarket on Saturday?

No they aren't. They are going to go on Friday.

(3) Are you going to finish reading that book tonight?

No I'm not. I'm going to finish reading it tomorrow night.

(4) Are our neighbours going to come to our party on Saturday evening?

No they aren't. They are going to go on holiday on Saturday.

(5) Is Janet going to come to the concert with us on Thursday?

No she isn't. She is going to stay at home because she has the flu.

(6) Are you going to wear your new dress to the party?

No I'm not. I'm going to wear my new trousers and blouse.

(7) Is he going to get up early tomorrow?

No he isn't. He's going to get up late.

(8) Are they going to write to us?

No they aren't. They're going to phone us.

(9) Is Andrew going to get the train to London?

No he isn't. He's going to get the coach.

(10) Are Mandy and Simon going to get married?

No they aren't. They're going to get engaged.

(11) Is he going to pay for the damage he caused to your car? No he isn't. He's going to buy me a new car.

(12) Is your sister going to apply for the job? No she isn't. She's going to go to university.

(13) There's a burglar in the house. Are you going to call the police? No I'm not. I'm going to chase them away.

(14) Are you going to have meat for lunch? No I'm not. I'm going to have fish.

(15) Is your brother going to sell his car? No he isn't. He's going to sell his motorbike.

(16) Are your parents going to buy you that house? No they aren't. My husband's going to buy me it.

(17) Are they going to work on Saturday? No I'm not. I'm going to sleep all morning.

(18) Is your husband going to paint the living room at the weekend? No he isn't. He's going to paint the kitchen. He painted the living room last week.

(19) Is Sally going to bake a cake today? No she isn't. She's going to buy one.

(20) Are you going to buy milk when you go out? No I'm not. I'm going to buy bread. I bought the milk this morning.

GRAMMAR FOCUS

OTHER USES OF GOING TO

We also use '*be going to + infinitive*' when something is certain to happen. Based on present evidence, it is inevitable.

Situation one

John has lost control of his car. *He's going to crash!* This is certain to happen.

Situation two

There's a banana skin on the floor. *Mary is going to fall.*

Situation three

There's a huge traffic jam. *I'm going to be late for work.* (It's a certainty)

Situation four

You are at a football match. It's ten minutes before the end of the game. Your team has not scored a goal yet. The other team has scored three goals. The score is now three-nil (3 -0). You say: "*they're going to lose*". There is present evidence.

We also use '*to be going to + infinitive*' for future predictions. We also use '*will + infinitive*' for future predictions but '*to be going to + infinitive*' **carries more weight.**

At the fortune teller's (the person you pay to predict your future)

She says: *You're going to win a lot of money/you will win a lot of money.* I can see in my crystal ball that *you are going to meet a very nice man and you are going to get married very soon/will meet a very nice man and you will get married soon.*

Situation five

The weather doesn't look too good. The sky is grey and the clouds are black.

Mother to daughter: “Take your umbrella with you. *It’s going to rain.*”

So both ‘*will + infinitive*’ and ‘*be going to + infinitive*’ are used for predictions.

GRAMMAR FOCUS

USES OF WILL

We use the auxiliary verb ‘*will*’ + *the infinitive* of the verb in the following circumstances.

(1) A prediction

Example

She *’ll be* late. She always is.

(2) A future fact

Example

The Prime Minister *will give* his speech at the end of the month.

(3) A promise

Example

I *’ll* definitely *let* you know by tomorrow.

(4) A refusal (in the negative)

Example

My daughter *won’t eat*. I don’t know what to do. She thinks she’s fat but she isn’t. (‘*won’t*’ = the contracted form of ‘*will not*’, used in the spoken language and informal written language. For formal written English, use ‘*will not*’-that is, the full form).

(5) Spontaneous decision (something decided at the moment of speaking)

Example

My computer doesn’t work. I wanted to send some emails to my friends. I *’ll phone* them instead.

(6) First conditional clauses

Example

Dentist to patient: “You’ll lose your teeth if you don’t start looking after them properly.”

(7) Offers

Examples

Girl to friend: “There’s no credit left on my phone and I need to make an urgent phone call.” Friend to girl: “I’ll lend you mine.”

In the pub/boyfriend to girlfriend: “Put your money away. I’ll pay for the drinks.”

(8) We use ‘will’ with verbs which show improbability.

Example

I think I *will stay* at home this evening.

I hope he *will come* to my party.

I’m certain *she’ll phone* me today.

He’s sure I *won’t get* the job. I have no qualifications.

WILL OR GOING TO

The following exercise is based on 'will' for spontaneous decisions, versus 'going to' for future intentions. The other uses of 'will' are not included in this exercise.

Example

(0) Husband to wife: "There's no milk left!" "Oh really! I (buy) some when I go out."

Answer

I'll buy some when I go out. (There was no plan to buy the milk so this is a spontaneous decision made at the moment of speaking).

(1) I (go) to the concert on Friday night. I booked my tickets on line last week.

(2) "There's somebody at the door." "I (answer) it." "Thanks!"

(3) There's nothing good on TV. I think I (read) a book.

(4) Next Saturday I (go) to Nick's party. He invited me last week.

(5) Person A: "Have you got a handkerchief?"

Person B: "I don't know. I (look) and see. Ah, I've got a whole packet if you want."

(6) Person A: "There's something wrong with the door. It doesn't shut properly."

Person B: "I know. My brother (fix) it this afternoon. He's a joiner."

(7) Person A: "There's no bread left."

Person B "I know. I (get) some at the supermarket later on."

(8) Person A: "Oh gosh. I missed the bus, now I (be) late for work."

Person B: "Don't worry. I (give) you a lift."

(9) Person A: "Are you free tonight to come with us for a pizza."

Person B: "Sorry I'm not. I (visit) my grandmother in hospital."

(10) Person A: "What (do) when you leave university? Have you decided yet?"

Person B: "Yes I have. I (be) a lawyer."

ANSWERS

(1) I'm *going to* *go to a concert on Friday night. I booked my tickets on line last week.

*often in English we drop (omit) the second 'go' from going to go. So 'I'm going to a concert is also correct. This is the present continuous for a future arrangement but in some cases the difference between 'be going to + infinitive' and the present continuous with a future meaning, are very subtle, especially with verbs such as 'come' and 'go'. (For the present continuous for future arrangements see the next page)

(2) "There's somebody at the door." "I'll *answer* it." "Thanks!"

(3) There's nothing good on TV. I think I'll *read* a book.

(4) Next Saturday I'm *going to go*/I'm *going* to Nick's party. He invited me last week.

(5) Person A: "Have you got a handkerchief?"

Person B: "I don't know. I'll *look* and see. Ah, I've got a whole packet if you want."

(6) Person A: "There's something wrong with the door. It doesn't shut properly."

Person B: "I know. My brother's *going to fix* it this afternoon. He's a joiner."

(7) Person A: "There's no bread left."

Person B "I know. I'm *going to get* some at the supermarket later on."

(8) Person A: "Oh gosh. I missed the bus, now I'll *be* late for work."

Person B: "Don't worry. I'll *give* you a lift."

(9) Person A: "Are you free tonight to come with us for a pizza?"

Person B: "Sorry I'm not. I'm *going to visit* my grandmother in hospital."

(10) Person A: "What *are you going to do* when you leave university? Have

you decided yet?”

Person B: “Yes I have. I’m *going to be* a lawyer.”

PRESENT CONTINUOUS-FUTURE

The *present continuous* is used with an adverb of time for future human arrangements-it is a future that is certain to happen due to prior organization. There are a limited number of verbs that can be used with this tense.

Here are some examples on when to use this tense and when not to use it.

Example

I'm leaving London tomorrow. *I'm flying* to Paris to begin a new life.

(This is a human arrangement. The speaker has made arrangements with the airline company-this is certain to happen)

When *not* to use the present continuous for the future

We use the *present continuous* for arrangements made for the near future. For the *distant future* it is better to use '*be going to*' + *infinitive*.

Example

What *not* to say

~~*I'm leaving London in 2020.*~~ (It is unlikely that the speaker has made any definite arrangements as 2020 is the distant future)

What to say

I'm going to leave London in 2020. (This is more of an intention than something already arranged-that is why '*be going to*' + *infinitive* is the better choice).

What *not* to say

~~*I'm reading a book tomorrow.*~~ (This is not a human arrangement-no one else is involved and nothing has been arranged. It is the intention of the speaker to read a book tomorrow)

What to say

I'm going to read a book tomorrow.

THE FUTURE-CONSOLIDATION

Put one of the following future tenses into the gaps below.

Will+infinitive/be going to+infinitive/present continuous for future arrangements

Use the verb in brackets

- (1) I on holiday at Easter. I won some money. (Go)
- (2) My brother a lawyer when he finishes his studies. (Be)
- (3) Where next summer? (Go)
- (4) I booked my summer holiday a few weeks ago. I.....to Majorca for ten days in July. (Go)
- (5) I think I to a concert next Saturday. I still haven't decided. (Go)
- (6) Oh, look at those clouds! It(Rain)
- (7) Hethe pub after dinner. Do you want to go with him? (Go)
- (8) It's raining outside. I can't hang the washing out now. I it on the clothes horse instead. (Hang)
- (9) "Where's Jenny?" "She late. She always is."(Be)
- (10) That bag looks heavy. I it for you. (Carry)

ANSWERS

(1) I'm *going* on holiday at Easter. I won some money.

(2) My brother *is going to be* a lawyer when he finishes his studies.

In number 2, we use *to be going to + infinitive* for a future intention.

(3) Where *are you going* next summer?

(4) I booked my summer holiday a few weeks ago. I *am going to* Majorca for ten days in July.

(5) I think I *will go* to a concert next Saturday. I still haven't decided.

In number 5 we use *will + infinitive* with verbs which are not definite, such as 'think' and 'hope'.

(6) Oh, look at those clouds! It's *going to rain*. (We can clearly see by the evidence)

(7) He's *going to* the pub after dinner. Do you want to go with him?

(8) It's raining outside. I can't hang the washing out now. I'll *hang* it on the clothes horse instead.

In number 8 we use *will + infinitive* for a spontaneous decision/decided at the moment of speaking.

(9) "Where's Jenny?" "She'll *be* late. She always is." In number 9 we use *will + infinitive* for a future prediction.

(10) That bag looks heavy. I'll *carry* it for you. In number 10 we use *will + infinitive* to offer help.

For more advanced future forms, [click here](#)

GRAMMAR FOCUS

PRESENT PERFECT

The term ‘*perfect*’ in grammar refers to a completed action any time ‘*before now*’. There is never any reference to time.

We use the present perfect to indicate something which happened before now-general information-with no reference to *when*. The time is unimportant. If, for the speaker, the time is more important than the concept, then we need to use the past simple:



Example

I’ve *been* to Paris. (Present perfect-no importance placed on time/unspecified time)

I *went* to Paris last summer. (Past simple-specified time)

We use the auxiliary verb “*have*” + the “*past participle*” of the verb. In normal everyday conversations, we abbreviate auxiliary verbs in the spoken language. “*Have*” is also a verb. When it is used as a verb, it cannot be abbreviated.

Example

Present simple

I *have* a dog. (In this example “*have*” cannot be abbreviated as it is the main verb)

I've been to London (it can be abbreviated because the main verb is "been", the past participle of "be". "Have" has the function of the helping verb in the present perfect simple tense.

THE PRESENT PERFECT

UNSPECIFIED TIME BEFORE NOW

Put the following sentences into the present perfect tense.

Example

(0) I/see/that film before. Can we watch something else?

Answer

I *have seen* that film before. Can we watch something else? Contracted-I've *seen* that film before. (see/saw/seen)

(1) Sharon/drink/all the orange juice. There's none left.

(2) Oh dear! I/lose/my glasses. Where can they possibly be? I had them a moment ago.

(3) "Would you like something to eat?" "No thanks. I/eat. I ate in the café about half an hour ago.

(4) I/read/that book twice and I must say it is really fantastic.

(5) I/not do/ my homework. I'm going to do it after dinner.

(6) They/not be/to Italy before. This will be their first time.

(7) I/overeat. Let's forget about dessert. I feel so full.

(8) Your taxi/arrive. It's outside.

(9) I/tell you time and time again to tidy your room, said the mother to her daughter. How many times do I have to tell you before you understand?

(10) I/be to many restaurants in my life and I/never taste such good food as the food in this one.

ANSWERS

- (1) Sharon *has drunk* all the orange juice. There's none left. Contracted:- She's *drunk* all the orange juice.
- (2) Oh dear! I *have lost* my glasses. Where can they possibly be? I had them a moment ago. Contracted:-I've *lost* my glasses.
- (3) "Would you like something to eat?" "No thanks. I *have eaten*. I ate in the café about half an hour ago. Contracted:-I've *eaten*.
- (4) I *have read* that book twice and I must say it is really fantastic. Contracted:-I've *read*.
- (5) I *have not done* my homework. I'm going to do it after dinner. Contracted:-I *haven't done* my homework.
- (6) They *have not been* to Italy before. This will be their first time. Contracted:-They *haven't been* to Italy before.
- (7) I *have overeaten*. Let's forget about dessert. I feel so full. Contracted:-I've *overeaten*.
- (8) Your taxi *has arrived*. It's outside. Contracted:-Your taxi's *arrived*.
- (9) I *have told* you time and time again to tidy your room, said the mother to her daughter. How many times do I have to tell you before you understand? Contracted:-I've *told* you ...
- (10) I *have been* to many restaurants in my life and I *have never tasted* such good food as the food in this one. Contracted:-I've *never tasted*.

PRESENT PERFECT TENSE/FOR & SINCE

We often use *for* and *since* with the present perfect tense.

We use *for* to talk about a *period* of time that connects the past to the present- 5 minutes, 2 hours, 2 years.

We use *since* to talk about a *point* in past time that connects the past to the present-9 o'clock, yesterday, last week, March, Monday.

We can also use the present perfect (from past to present time) with the following expressions , without the need to use for or since,-all day, all night, all week, all month, all year, all my life and long.

Use *for* with a period of time

For 15 minutes, *for* three days, *for* two weeks, *for* a month, *for* 10 years, *for* a long time, *for* ages

Use *since* with a point in the past time

Since 6.15 pm, *since* yesterday, *since* Sunday, *since* January, *since* 2009, *since* I left school

Here are some examples

Sally has been here *for* 2 weeks = She came here 2 weeks ago and she is still here now.

I have been in the office *since* 9 o'clock = I came here at 9 o' clock and I am still here now.

Martha hasn't phoned *for* over a week. = She phoned over a week ago and from that moment until now we have not received a phone call from her.

John hasn't called *since* February. = the last time John called was in February and until this moment there have been no more phone calls from him.

I haven't slept *all week*. = from the beginning of the week until now.

I have worked *all morning*. = I started to work at the beginning of the morning until now.

For can be used with all tenses. *Since* is usually used with perfect tenses only.

The present perfect, when used with “*for*” and “*since*”, links the past to the present.



A. In 2007 I became a teacher. (Past tense)

B. In 2017 I am still a teacher. (Present tense)

C. I have been a teacher for ten years/I have been a teacher since 2007.

A + B = C

PRESENT PERFECT PAST TO PRESENT EXERCISE ONE

Now do the following exercise. Number one is an example.

1. a) I bought a computer last year. b) I still have the computer. (Use the past participle of the verb in the (b) phrase)

Answer: I've had my computer for a year. I've had my computer since last year.

We use “for” to speak about duration. We use “since” to indicate the exact point in time.

2. a) I moved to London two years ago. b) I live in London now.

I _____ in London for _____.

I _____ in London since _____.

3. a) I began to work in this office in 2012. b) I still work in this office.

I _____ in this office for _____.

I _____ in this office since _____.

4. a) I met my best friend in 1999 b) I know her now.

I _____ my best friend for _____.

I _____ her since _____.

5. a) I married my husband in 2003. b) We are still married now.

We _____ married for _____.

We _____ married since _____.

ANSWERS

2. a) I moved to London two years ago. b) I live in London now.

I've lived in London for two years. *I've lived* in London since 2015.

3. a) I began to work in this office in 2012. b) I still work in this office.

I've worked in this office for five years. *I've worked* in this office since 2012.

4. a) I met my best friend in 1999 b) I know her now.

I've known my best friend for eighteen years. *I've known* her since 1999.

5. a) I married my husband in 2003. b) We are still married now.

We've been married for fourteen years. *We've been* married since 2003.

PRESENT PERFECT PAST TO PRESENT EXERCISE TWO

Change the verbs in the following exercise into the present perfect (have + past participle) and decide if you need to use *for* or *since*

- (1) He/work/here/over a year.
- (2) My mother/be/a housewife/she got married.
- (3) Sarah/have/her new bicycle/last year.
- (4) My brother/not be/in London/very long.
- (5) I/not have/a holiday/2006.
- (6) I/not eat/last night.
- (7) She/not speak/to her mother/they argued last month.
- (8) You/be/here/long?
- (9) My mother and father/be/on holiday/the beginning of the month.
- (10) I/not see/Molly/a few months.

ANSWERS

- (1) He *has worked here for over a year.*
- (2) My mother *has been a housewife since she got married.*
- (3) Sarah *has had her new bicycle since last year.*
- (4) My brother *hasn't been in London for very long.*
- (5) I *haven't had a holiday since 2006.*
- (6) I *haven't eaten since last night.*
- (7) She *hasn't spoken to her mother since they argued last month.*
- (8) *Have you been here long?*
- (9) My mother and father *have been on holiday since the beginning of the month.*
- (10) I *haven't seen Molly for a few months.*

GRAMMAR FOCUS

PRESENT PERFECT CONTINUOUS FOR & SINCE

How to form the present perfect continuous

To form the present perfect continuous, use the subject + auxiliary verb “have” + “been” + gerund of the main verb.

Subject -” I

Auxiliary verb- have

Past participle of the verb ‘be’-been

Gerund of the verb-run ->running

How to use the present perfect continuous

Use the present perfect continuous with “for” and “since” to indicate actions in progress until now which could possibly extend into the future.

The difference between the present perfect simple with for and since and the present perfect continuous with ‘for’ and ‘since’ is that we use the continuous only with action verbs. The present perfect simple is used with state verbs which cannot be made progressive.

Some examples of state verbs which cannot be made progressive are as follows

Know/like/be

I know John (A state) I ~~am knowing John~~/I ~~was knowing John~~/I ~~have been knowing John~~

I met John last year-I know John now = I have known John since last year.

I like John-I ~~am liking John~~/I ~~was liking John~~/I ~~have been liking John~~

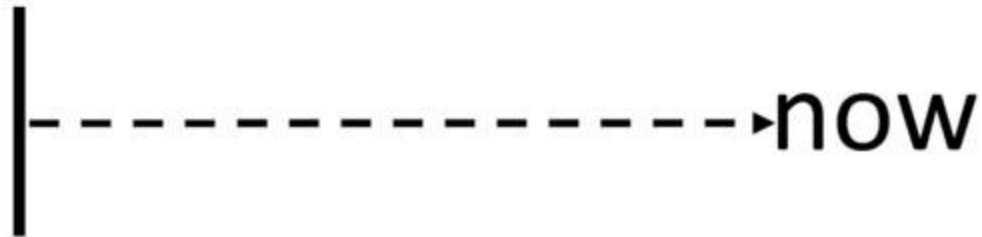
I liked John last year and I still like him now = I have liked John since last year.

I am happy-I ~~am being happy~~/I ~~was being happy~~/I ~~have been being happy~~

I started to be happy last year-life began to be good/I am happy now = I *have been* happy since last year.

The verb 'to write' is one of many action verbs which can be made progressive.

Past



I have been writing
for two hours.

A. I started to write two hours ago. (Past tense)

B. I am writing now. (Present continuous)

A + B = C

C. I have been writing for two hours.

A. Mr Black fell asleep a few hours ago. (Past tense)

B. He is sleeping now. (Present continuous)

A + B = C

C. He has been sleeping for a few hours.

This is quite a complex tense for non native speakers. This is because it does not exist in any other language. Read the examples carefully to understand how it is used then do the exercise that follows.

(1) I am watching TV. I started to watch it 20 minutes ago and I am still

watching it now. (I *have been watching* TV *for* 20 minutes).

(2) He's having a shower. He started five minutes ago and he is still having a shower now. (He *has been having* a shower *for* five minutes)

(3) They are waiting for the bus. They arrived at the bus stop an hour ago. They are still waiting now. (They *have been waiting* for the bus *for* an hour)

(4) She is writing a book. She started writing it two months ago and she is still writing it now. (She *has been writing* a book *for* two months).

Now do the exercise on the next page. Use the above examples to help you.

THE PRESENT PERFECT CONTINUOUS EXERCISE

PAST TO PRESENT

Now you

- (1) He is having breakfast. He started ten minutes ago and he is still having* breakfast now. He
- (2) The boys are playing football. They started playing at 10.30 and they are still playing. It is now 11.10. They
- (3) My mother is in the kitchen. She is cooking. She started cooking at 12 0'clock and she is still cooking. It is now 1.15.
- (4) The dog is digging in the garden. He started digging a few minutes ago. He is still digging. He has
- (5) The photographer is taking photographs of the wedding guests. He started an hour ago and he is still taking photos. He
- (6) He is in the pub. He is drinking whiskey. He started drinking 20 minutes ago. He
- (7) The girl is doing her homework now. She started at 4pm. It is now 5. 30. She
- (8) The twins are playing in the garden. It is 11 am. They started playing at 10.30. They
- (9) The builders are building a block of flats opposite my house. They started three months ago. They
- (10) My parents are watching a film on TV. They started to watch the film at 8.30. It is now 9.15. They

ANSWERS

(1) He is having breakfast. He started ten minutes ago and he is still having* breakfast now. He *has been having breakfast for ten minutes.*

(2) The boys are playing football. They started playing at 10.30 and they are still playing. It is now 11.10. They *have been playing football for 40 minutes, or, they have been playing football since 10.30.*

(3) My mother is in the kitchen. She is cooking. She started cooking at 12 0'clock and she is still cooking. It is now 1.15. *She's been cooking since 12 o'clock, or, she's been cooking for an hour and a quarter.*

(4) The dog is digging in the garden. He started digging a few minutes ago. He is still digging. He *has been digging in the garden for a few minutes.*

(5) The photographer is taking photographs of the wedding guests. He started an hour ago and he is still taking photos. He *has been taking photographs of the wedding guests for an hour.*

(6) He is in the pub. He is drinking whiskey. He started drinking 20 minutes ago. He *has been drinking whiskey for 20 minutes.*

(7) The girl is doing her homework now. She started at 4pm. It is now 5. 30. She *has been doing her homework for an hour and a half, or, she has been doing her homework since 4pm.*

(8) The twins are playing in the garden. It is 11am. They started playing at 10.30. They *have been playing in the garden for an hour and a half, or, they have been playing in the garden since 11am.*

(9) The builders are building a block of flats opposite my house. They started three months ago. They *have been building the block of flats opposite my house for three months.*

(10) My parents are watching a film on TV. They started to watch the film at 8.30. It is now 9.15. They *have been watching a film on TV for three quarters of an hour/forty five minutes, or, since 8.30.*

*Have = a state verb so it cannot be made continuous. Only when 'have' is

used as a verb collocation can it take the continuous form. This is because it no longer means 'have' as in possession.

Example

I have a dog. ('Have' as a verb meaning possession-no continuous form)

I have a shower every day. ('Have' as a verb collocation-here it does not mean possession)

I have a shower every day. I've *been having* two showers a day since the weather started to get really hot.

I have breakfast very early every morning. ('Have' as a verb collocation-here it does not mean possession)

This week I am on holiday so I *have been having* breakfast very late.

GRAMMAR FOCUS

PRESENT PERFECT CONTINUOUS WITHOUT FOR AND SINCE

We use the present perfect continuous to indicate an action which was in progress until very recently. When we use this tense, we normally have present evidence of what was in progress until 'before now'- not long ago. Here are some examples.

Dialogue One

“What *have you been doing*? Your face is covered in oil!” “*I’ve been repairing* my car.” (In progress until recently)

Dialogue Two

Person A: “*Have you been swimming*?”

Person B: “Yes, how do you know?”

Person A: “Your hair is wet and I can smell chlorine.”

Person B: “*I’ve been swimming*. I swam ten lengths of the pool.

Dialogue Three

Person A: “Your eyes are red. *What have you been doing*?”

Person B: “*I’ve been playing computer games*.”

Dialogue Four

Person A: Mother to son: “*Have you been playing* in the mud again? Your clothes are filthy!”

EXERCISE PRESENT PERFECT CONTINUOUS-AN ACTION IN PROGRESS UNTIL RECENTLY

Write a question for each of the following situations

Example: the situation

0. You enter your neighbour's house and you smell paint.

You ask: You/paint the house?

Answer: 0. *Have you been painting* the house? (The present evidence of something you believe to be in progress until recently is the smell of paint)

Situation one

1. You arrive home and there's a lovely smell of freshly baked cakes.

You ask your wife: You/bake?

Situation two

2. It's Sunday morning. Your wife looks out the window. The ground is wet.

She says to you: It/rain.

Situation three

3. You go into the kitchen. There are crumbs all over the kitchen table.

You ask your son: You/eat biscuits?

Situation four

4. You phone your sister. She answers the phone with a tired voice.

You ask: You/sleep?

Situation five

5. You meet one of your neighbours, Mr White, in the street. Mr White is wearing running shoes and a tracksuit. He has sweat dripping from his forehead and he is out of breath.

You ask Mr White: You/run?

ANSWERS

Situation one

1. You arrive home and there's a lovely smell of freshly baked cakes.

You ask your wife: *Have you been baking?* (The smell of baking is the present evidence of something that was in progress but recently finished)

Situation two

2. It's Sunday morning. Your wife looks out the window. The ground is wet.

She says to you: *It has been raining?* (The wet ground suggests that the rain was in progress until recently).

Situation three

3. You go into the kitchen. There are crumbs all over the kitchen table.

You ask your son: *Have you been eating the biscuits?* (The crumbs indicate that until recently someone was eating the biscuits)

Situation four

4. You phone your sister. She answers the phone with a tired voice.

You ask: *Have you been sleeping?* (The tired voice suggests that she was sleeping until not long ago)

Situation five

5. You meet one of your neighbours, Mr White, in the street. Mr White is wearing running shoes and a tracksuit. He has sweat dripping from his forehead and he is out of breath.

You ask Mr White: *Have you been running?* (The fact that Mr White is wearing running shoes and a tracksuit and has sweat dripping from his forehead and also he is out of breath, point to the fact that he was running until moments ago)

There are some verbs which can be either in the present perfect simple tense

or the present perfect continuous but with a variation in meaning

Some verbs can be in the present perfect simple or continuous but the meaning is different. Look at the following examples.

(1) Someone *has drunk* the water. (A completed action before now; there is present evidence-there is no water left)

(2) Someone *has been drinking* the water. (There is some water left-we have present evidence of this fact-maybe the bottle of water is on the table instead of in the fridge and some water missing)

(1) Someone *has eaten* my cheese. (There is no cheese left-a completed action before now)

(2) Someone *has been eating* my cheese. (My cheese is still there but there is less than what there was before)

PAST CONTINUOUS

In the same way we use the **present continuous** for an action in progress until now, we use the past past continuous to indicate an action that was in progress at a specific moment in the past. The verb “**be**” shifts into the past as we recount the action at a later time.

The form-affirmative

To be (in the past) + gerund

Example with the verb ‘to paint’

I, he, she, it was painting

You, we, they were painting.

The form-negative

I, he, she, it was not painting-> contracted, I, he, she, it wasn't painting.

You, we, they were not painting-> contracted, you, we, they weren't painting.

The form-question/interrogative

Was I, he, she , it painting?

Were, you, we, they painting?

Scenario one

Me: At the moment I **am painting** (present continuous). My wife **arrives**. **Later** I recount the episode. The **present continuous** in progress **now** moves to the **past continuous** in progress ***then**. The **present simple** moves to the **past simple**. ***Then** is the opposite of **now**.

***Then** = the opposite of **now**.

I **am painting** (now). She **arrives** during the moment the painting is in progress. I recount at a later date and say:

Yesterday I was painting when she **arrived**.

I was painting (in progress)

when you **arrived**.



We also use the past continuous to say what was in progress between two given times.

Scenario two

I started to paint at 2 pm and stopped at 4 pm.

Between 2 pm and 4pm *I was painting*.

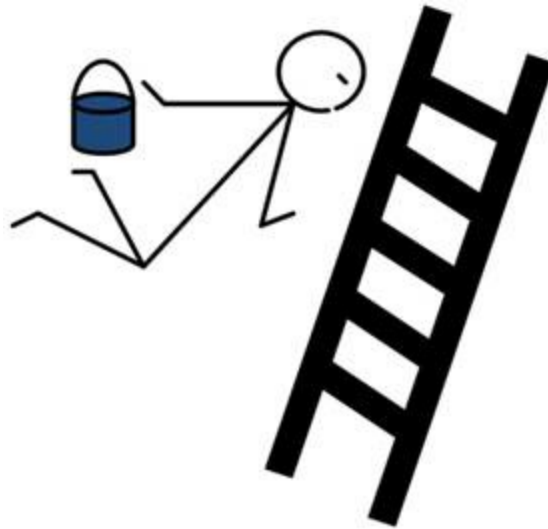
PAST SIMPLE OR PAST CONTINUOUS EXERCISE

Put the verbs in brackets into the past simple or the past continuous. The first one is an example.

0. He _____ (paint) the house when he _____ (fall) off the ladder.

Answer: He **was painting** the house when he **fell** off the ladder.

The painting **was in progress** when he fell.



He was painting when he fell off the ladder

2. While she _____ (cook) the children _____ (watch) a cartoon on TV.

3. Between 8pm and 10pm last night, we _____ (watch) a film on TV.

4. When my wife _____ (hang) out the washing this afternoon, it _____ (start) to rain.

5. I _____ (work) when I _____ (receive) a phone call from my wife.

ANSWERS

2. While she *was cooking* the children *were watching* a cartoon on TV.
3. Between 8pm and 10pm last night, we *were watching* a film on TV.
4. When my wife *was hanging* out the washing this afternoon, it *started* to rain.
5. I *was working* when I *received* a phone call from my wife.

PAST PERFECT

Look at the three examples below.

When I arrived in the office

- (a) my colleague was sending an email
- (b) my colleague sent an email
- (c) my colleague had sent an email

Which one ...

- (1) was in progress when I arrived?
- (2) happened prior to my arrival?
- (3) happened at the time I arrived or immediately after my arrival?

ANSWERS

- (1) A
- (2) C
- (3) B

The above examples illustrate the usage of three of the narrative tenses.

When I *arrived* in the office, my colleague was sending an email. (Past continuous-in progress when I arrived)

When I *arrived* in the office, my colleague *sent* an email. (Two past tenses or more, actions which happen at the same time *or* consecutively)

- (1) I arrived *and at the same time* my colleague sent an email or
- (1) I arrived (2) My colleague sent an email.

When I *arrived* in the office, my colleague had sent an email. (Past perfect-at

a time prior to my arrival-the email was sent prior to my arrival)

The focus of the exercise which follows on the next page is to clearly illustrate the difference between the past simple and the past perfect.

PAST PERFECT VERSUS PAST SIMPLE

Put the verbs in brackets into the past simple or the past perfect

- (1) I never (see) the statue of Liberty until last week when I (be) on holiday in the states.
- (2) We already (be) to Majorca three times when we (decide) to choose another holiday destination.
- (3) The flight just (take) when the engine (catch) fire.
- (4) When the boss (arrive) in the office he (see) that his secretary (finish) all the work so he (tell) her she could go home.
- (5) The last time I (speak) to Eddie he (fire)* from his job. I (meet) him at the unemployment benefits office. *passive tense required
- (6) I (leave) the house, (get) into my car and (drive) away.
- (7) I (arrive) home, (cook), (watch) TV and (go) to bed.
- (8) By the time I got to the airport, the plane (take) off.
- (9) We just (enter) the house when the phone (start) ringing.
- (10) When the police (arrive), the criminals (escape). There was no trace of them.
- (11) I (want) to take my girlfriend to the cinema to see the latest number one movie but she already (see) it.
- (12) I (go) out to buy some milk but when I (get) to the supermarket they just (sell) the last one.

ANSWERS

- (1) I had never seen the statue of Liberty until last week when I was on holiday in the states. (Prior to that moment when I was on holiday last week)
- (2) We had already been to Majorca three times when we *decided* to choose another holiday destination.
- (3) The flight had just taken off when the engine *caught* fire.
- (4) When the boss arrived in the office, he *saw* that his secretary had finished all the work so he *told* her she could go home.
- (5) The last time I spoke to Eddie he'd been fired* from his job. I met him at the unemployment benefits office. *(Past perfect passive)
- (6) I left the house, got into my car and drove away. (Three consecutive actions)
- (7) I arrived home, cooked, watched TV and went to bed. (Four consecutive actions)
- (8) By the time I got to the airport, the plane had taken off. (A completed action prior to the moment I arrived)
- (9) We had just entered the house when the phone started ringing. (Start + gerund or start + infinitive-both forms are possible with the verb 'start').
- (10) When the police arrived, the criminals had escaped. There was no trace of them. (They escaped prior to the arrival of the police)
- (11) I wanted to take my girlfriend to the cinema to see the latest number one movie but she had already seen it. (She saw the film prior to the moment I wanted to take her)
- (12) I went out to buy some milk but when I got to the supermarket they had just sold the last carton. (They sold the last carton in a moment prior to my arrival)

PAST PERFECT

JUST/YET/ALREADY/NEVER

Rewrite the second sentence so it has the same meaning as the first ones. You should include the word in bold. Use the past perfect.

(1) I arrived late. The guests left before I arrived.

ALREADY

When I arrived _____ left.

(2) It rained all day. I bought an umbrella and a few seconds later the rain stopped.

JUST

I _____ when the rain stopped.

(3) Mother washed the floor. A few moments later the cat walked across it leaving muddy paw prints in the process.

JUST

Mother _____ when the cat walked across it leaving muddy paw prints in the process.

(4) The bank robbers escaped seconds before the police got to the scene of the crime.

ALREADY

When the police _____ escaped.

(5) The firemen put out the fire. We arrived moments later.

ALREADY

When we _____ the fire.

(6) I answered the door. There was nobody there. The postman left a before I

opened the door.

ALREADY

By the time I _____ gone.

(7) Sammy called not long after I finished dinner.

JUST

I _____ dinner when Sammy called.

(8) Not until he went to England did Mario speak English.

NEVER

Mario _____ English until he went to England.

(9) It was only when she went to China that she tasted Chinese food for the first time.

NEVER

She _____ Chinese food until she went to China.

(10) When I married my husband, I was his third wife.

ALREADY

My husband _____ three times when he married me.

ANSWERS

(1) When I arrived *the guests had already* left.

(2) I *had just* bought an umbrella* when the rain stopped. (Just* is an indicator of something which happened moments before)

(3) Mother *had just washed the floor* when the cat walked across it leaving muddy paw prints in the process.

(4) When the police arrived, the bank robbers *had already escaped*.

- (5) When we *arrived the firemen had already put out* the fire.
- (6) By the time I *answered the door the postman had already* gone.
- (7) I *had just finished* dinner when Sammy called.
- (8) Mario *had never spoken* English until he went to England.
- (9) She *had never tasted* Chinese food until she went to China.
- (10) My husband *had already been married* twice when he married me. (Past perfect passive hence the use of two past participles)

PAST SIMPLE/PAST PERFECT/PAST PERFECT CONTINUOUS

Put the past simple, past perfect or past perfect progressive in the gaps that follow. An example has been done for you.

Example

(0) When she _____ (open) the fridge, she _____ (see) that someone _____ (eat) all the cheese. There was none left.

Answer

When she *opened* the fridge, she saw that someone *had eaten* all the cheese. There was none left.

(1) He _____ (be) fired because he _____ (steal) money from the till for over a month.

(2) When I _____ (woke) up this morning it _____ (rain). Luckily it _____ already (stop) as I _____ (leave) my umbrella in the office the night before.

(3) They _____ (be) very angry when I _____ (arrive) late because they _____ (wait) for me for over an hour.

(4) When I _____ (get) in the taxi I _____ (find) that someone _____ (be) sick all over the floor. It _____ (be) disgusting.

(5) When my aunt _____ (be) admitted to hospital, she _____ (feel) well for months.

(6) I _____ (call) the police because a stalker _____ (stalk) me for weeks.

(7) He _____ (be) bored because _____ (do) the same job for years.

(8) When the window cleaner _____ (retire) last year, _____ (clean) all the windows in our neighbourhood for over twenty years.

(9) When I _____ (got) home last night I _____ (see) that someone _____ (eat) the biscuits. There _____ (be) crumbs all

over the table and the kitchen floor.

(10) We _____ (wait) in the queue for nearly an hour when the ticket man _____ (tell) us there _____ (be) no tickets left.

ANSWERS

(1) He *was* fired because he *had been stealing* money from the till for over a month.

(2) When I *woke up* this morning it *had been raining*. Luckily it *had* already *stopped* as I *had left* my umbrella in the office the night before.

(3) They *were* very angry when I *arrived* late because they *had been waiting* for me for over an hour.

(4) When I *got* in the taxi I *found* that someone *had been* sick all over the floor. It *was* disgusting.

(5) When my aunt *was* admitted to hospital, she *hadn't been feeling* well for months.

(6) I *called* the police because a stalker *had been stalking* me for weeks.

(7) He *was* bored because *he'd been doing* the same job for years.

(8) When the window cleaner *retired* last year, he *'d been cleaning* all the windows in our neighbourhood for over twenty years.

(9) When I *got* home last night I *saw* that someone *had been eating* the biscuits. There *were* crumbs all over the table and the kitchen floor.

(10) We *had been waiting* in the queue for nearly an hour when the ticket man told us there *were* no tickets left.

GRAMMAR FOCUS

PAST PERFECT FOR PAST WISHES AND REGRETS

WISHES

It may seem strange to learners of English when they encounter 'wish'. For present wishes, we use the past tense of the verb, although the verb 'wish' remains in the present. When we express a past wish, we use the past perfect tense.

Present wish: I *live* in the country and I would prefer to live in the city.

I wish I *lived* in the city. I wish I *didn't live* in the country.

Past wish: I *ate* too much last night and now I feel sick.

I wish I *hadn't eaten* so much last night. I wish I *had eaten* less.

Now do the exercises which follow. Use the verbs in bold which are in their infinitive form. They need to be changed to the past participle. Make one negative sentence and one positive. Use the examples to guide you.

PAST PERFECT FOR PAST WISHES AND REGRETS

Examples

(0) I didn't go to the party last night and my friend told me it was fantastic. Now I regret not going.

GO

I wish I had gone to the party last night.

STAY

I wish I hadn't stayed at home.

(00) It's Monday morning and I hate Monday mornings. I want it to be Saturday.

BE

I wish it were/was Saturday.

I wish it wasn't/weren't Monday.

We normally use 'were/weren't' in all persons for hypothetical tenses, although 'was' is not wrong. 'Were/weren't' are more elegant.

(1) It was pouring with rain yesterday and I forgot to take my umbrella. I got soaked to the skin. Now I have the flu and have to stay in bed.

TAKE

I wish _____ my umbrella with me yesterday.

FORGET

I wish I _____ to take my umbrella with me yesterday.

(2) My brother completely forgot to lock his car last night. Needless to say it was stolen.

REMEMBER

He wishes he _____ to lock his car.

FORGET

He wishes he _____ to lock his car.

(3) I bought an expensive pair of shoes on impulse. I never wear them. They were a complete waste of money. Now I regret buying them.

BUY

I wish I _____ those shoes.

WASTE

I wish I _____ my money on those shoes.

(4) I had an argument with my boss and he sacked me. Now I am unemployed.

ARGUE

I wish I _____ with my boss.

KEEP

I wish I _____ my mouth shut.

(5) My mother left the washing outside and it started to rain. Now she has to wash everything all over again.

LEAVE

She wishes she _____ the washing outside.

TAKE

She wishes she _____ the washing in before going to work this morning.

(6) I forgot to set the alarm clock. This morning I overslept and was late for an important appointment.

SET

I wish I _____ the alarm clock before going to bed last night.

FORGET

I wish I _____ to set the alarm clock last night.

(7) I went for a job interview. They wanted someone who spoke English well. My English is not so good because I didn't study much or do my homework when I was at school.

PAY

I wish I _____ more attention at school.

BE

I wish I _____ so distracted at the English lessons when I was at school.

(8) My husband's a gambler and a boozier. I regret marrying him.

MARRY

I wish I _____ married him

STAY

I wish I _____ single.

(9) It's the month of August and we are in Rome on holiday. It's too hot to do anything. August was a bad month to choose.

COME

I wish we _____ in August.

BOOK

I wish we _____ our holiday to Rome for the month of September instead of August.

(10) Someone stole my new camera on the underground. I didn't close my bag properly.

CLOSE

I wish I _____ my bag properly.

GET

I wish I _____ the underground during the rush hour.

ANSWERS

(1) I wish I *had taken* my umbrella with me yesterday.

I wish I *hadn't forgotten* to take my umbrella with me yesterday.

(2) He wishes he *had remembered* to lock his car.

He wishes he *hadn't forgotten* to lock his car.

(3) I wish I *hadn't bought* those shoes.

I wish I *hadn't wasted* my money on those shoes.

(4) I wish I *had kept* my mouth shut.

(5) She wishes she *hadn't left* the washing outside.

She wishes she *had taken* the washing in before going to work this morning.

(6) I wish I *had set* the alarm clock before going to bed last night.

I wish I *hadn't forgotten* to set the alarm clock last night.

(7) I wish I *had paid* more attention at school.

I wish I *hadn't been* so distracted at the English lessons when I was at school.

(8) I wish I *hadn't married* him.

I wish I *had stayed* single.

(9) I wish we *hadn't come* in August.

I wish we *had booked* our holiday to Rome for the month of September instead of August.

(10) I wish I *had closed* my bag properly.

I wish I *hadn't got* the underground during the rush hour.

MORE USES OF THE PAST PERFECT

If only is used similarly to *wish* but is more emphatic. The regret/desire is deeper.

We express present deep desires in the past tense, and past deep desires with the past perfect.

Present: I *want* to be able to play the piano but I *can't*.

If only I *could* play the piano-a present desire/wish.

Past: My husband *cheated* on me and I left him.

If only he *hadn't cheated* on me. We would still be together.

If only he *had been* faithful to me.

Use the above 'past' examples as a guide to the following examples. Make two sentences, one negative and one in the affirmative using the past participles of the infinitives of the verbs in bold.

(1) My father forgot to play the lottery last week and his numbers came up. He deeply regrets not playing.

PLAY

If only he _____ the lottery last week. We would be millionaires now.

FORGET

If only he _____ to play the lottery last week. We would be able to relax for the rest of our lives.

(2) My son dropped out of university and now he is in a dead end job.

DROP

If only he _____ out of university. He would be a doctor now.

CONTINUE

If only he _____ with his studies. He wouldn't be in a dead end job now.

(3) I didn't get to see my grandmother when I was in England two months ago. I didn't have time to visit her. She died last month. I deeply regret not finding the time to visit her.

VISIT

If only I _____ my grandmother when I was in England.

FIND

If only I _____ the time to visit my grandmother.

(4) I didn't appreciate my girlfriend and she left me for someone else. It's too late now to try to get her back.

APPRECIATE

If only I _____ her. We would still be together.

LEAVE

If only she _____ me. I feel so lonely without her.

(5) I went for a job interview for a highly paid job. Unfortunately I didn't pass the interview and they gave the job to someone else.

PASS

If only I _____ the interview. I would be able to buy a new house.

GIVE

If only they _____ the job to someone else.

(6) I arrived late for the job interview. That's probably one of the reasons they didn't hire me.

ARRIVE

If only I _____ late for the interview.

GET

If only I _____ there on time.

(7) There was such a big traffic jam yesterday. I left the house too late.

BE

If only there _____ such a big traffic jam yesterday.

LEAVE

If only I _____ the house earlier.

(8) I wore jeans to the interview. That was not a good idea.

WEAR

If only I _____ smarter clothes to the interview.

DRESS

If only I _____ more elegantly.

(9) I didn't even have time to brush my hair before going for the interview. That's another reason why they probably didn't hire me.

BRUSH

If only I _____ my hair before leaving the house.

TIE

If only I _____ my hair back in a ponytail.

(10) I fell asleep on the beach last week. I forgot to apply suntan oil. I woke up burnt.

APPLY

If only I _____ suntan oil last week. I wouldn't be burnt.

FALL

If only I _____ asleep on the beach last week. Look at the mess of my skin!

ANSWERS

(1) If only he *had played* the lottery last week. We would be millionaires now.

If only he *hadn't forgotten* to play the lottery last week. We would be able to relax for the rest of our lives.

(2) If only he *hadn't dropped* out of university. He would be a doctor now.

If only he *had continued* with his studies. He wouldn't be in a dead end job now.

(3) If only I *had visited* my grandmother when I was in England.

If only I *had found* the time to visit my grandmother.

(4) If only I *had appreciated* her. We would still be together.

If only she *hadn't left* me. I feel so lonely without her.

(5) If only I *had passed* the interview. I would be able to buy a new house.

If only they *had given* the job to someone else.

(6) If only I *hadn't arrived* late for the interview.

If only I *had got* there on time.

(7) If only there *hadn't been* such a big traffic jam yesterday.

If only I *had left* the house earlier.

(8) If only I *had worn* smarter clothes to the interview.

If only I *had dressed* more elegantly.

(9) If only I *had brushed* my hair before leaving the house.

If only I *hadn't tied* my hair back in a ponytail.

(10) If only I *had applied* suntan oil last week. I wouldn't be burnt.

If only I *hadn't fallen* asleep on the beach last week. Look at the mess of my

skin!

GRAMMAR FOCUS

THE FUTURE PERFECT SIMPLE

We use the *future perfect simple* to indicate an action or event which will be completed before a certain point in the future.

Let's compare the *future simple* with the *future perfect simple*.

Future simple

I *will finish* the book on Friday. (A fact or a spontaneous decision)

This means that I will begin to read the book on Friday.

Future perfect simple

I *will have finished* the book by Friday. (Indicates completion of the reading)-
future perfect simple

I *will cook* when she arrives. (I will begin to cook in that moment)-Future
simple

I *will have cooked* when she arrives. (The cooking will be completed before
she arrives, even one minute before)

This tense is a combination of the *present perfect simple* + *future simple* for a
future fact

Present perfect simple: I *have cooked* (completed action in a moment before
now)

Future perfect simple: I *will have cooked* (completed action at a specific
future time)

We also use the *future perfect simple* for a present prediction that we believe
is already completed at the moment of speaking.

Example

Dad said not to phone him until after lunch because he wanted to eat in

peace. Let's phone him now. *He'll have eaten*. It's 2 o'clock and he normally finishes his lunch by 1.40pm.

GRAMMAR FOCUS

THE FUTURE CONTINUOUS

We form the future continuous as follows

Affirmative

Subject + will + be + gerund.

Question

Will + subject + be + gerund

Negative

Subject + will not (contracted to 'won't) + gerund.

Note

It is important to use this tense with 'action/motion' verbs.

It is used as follows

- (1) To refer to an action that *will be* in progress at a certain point in the future
- (2) An action that we *predict* to be in progress at a certain point in the future
- (3) An action we believe to be in progress now, in the present moment
- (4) We also use it for politeness

Examples

- (1) My plane to London takes off at 2pm tomorrow. It takes two hours to get to London. Don't phone me at 3pm because *I'll be flying* across the French Alps at that time.
- (2) *It'll be raining* when we get to London so take an umbrella.
- (3) *Mandy will be eating* so I'll phone her later.

(4) There are some guests in your house. It is the afternoon. You don't know what time they are leaving. To be polite you ask: “**Will you be staying for dinner?*”

*This polite form is a substitute for ‘going to + infinitive’ (Future intentions)

Example

Are you going to stay for dinner?

becomes

Will you be staying for dinner?

It can also substitute the present continuous for a future arrangement

I'm coming to Italy next week.

I'll be coming to Italy next week.

Note from the author

A good way to remember how to use the future continuous is to think of the present continuous for an action in progress now and the past continuous for an action in progress at a moment in the past *or* between two specific times in the past.

Example

It is raining now. It was raining at this time yesterday.

It will be raining at this time tomorrow. (A future prediction we predict to be in progress at this time tomorrow)

It is three o'clock. *Father is working* at the moment. *He was working* yesterday at this same time. *He will be working* tomorrow at 3 o'clock. (A future fact that will be in progress tomorrow at 3)

GRAMMAR FOCUS

THE FUTURE PERFECT CONTINUOUS

How to form the future perfect continuous

Affirmative

Subject + will have been + gerund

Negative

Subject + will not have been + gerund

Note

Don't forget to use the contracted form of 'will not' (won't) in spoken English or informal written English. The full form, 'will not', is used in formal written English.

Question

Invert auxiliary verb 'will' with the subject

Will + subject + have been + gerund

Example

Will she have been waiting long by the time we get there?

Note

It is important to use this tense with 'action/motion' verbs.

The future perfect continuous is used very often with the expression 'by the time'.

It is used as follows

(1) To express an action in progress which started in the past, is in progress in the present moment and will progress into the future and reach completion at a specific future point. We foresee a future completed action.

Examples

Situation one

(1) I started waiting for Mike half an hour ago. I am still waiting now. He's late. He phoned to say he will be here in half an hour.

By the time Mike arrives *I'll have been waiting* for him for an hour and a half. (*The action of 'waiting' started in the past, continues in the present and will extend into the future and end when Mike arrives-in half an hour from now the waiting will be completed*)

Situation two

(2) My father started working at the age of 16. Next year he retires at the age of 65.

By the time my father retires, *he'll have been working* for 49 years.

Situation three

(3) My journey started two days ago. I am still travelling today.

I have been travelling for two days. (Present perfect continuous)

My journey will end tomorrow. By the time tomorrow comes, *I will have been travelling for three days*.

As you can see from the above example, the future continuous is a combination of the present perfect continuous-an action in progress from the past until the present + a future fact-the journey will finish tomorrow. Add the two together and you get 'the future perfect continuous'.

Situation four

Look at the example below to see the combination, present perfect continuous + future simple = future perfect continuous

(4) Mother to son: "Switch off that TV. *You've been watching* it for three hours. (Present perfect continuous)

Son to mother: "I'll switch it off (future simple) in half an hour when this film ends."

Mother to son: “By the time you switch it off, you’ll have been watching it for three and a half hours.” (The action of watching will be completed in half an hour)

FUTURE CONSOLIDATION

Put the verbs in the following exercise into the correct tense, future simple (will + infinitive), future perfect simple (will + have + past participle), future continuous (will + be + gerund) or the future perfect continuous (will have been + gerund).

Note

There is no 'real' future tenses in English. There are several ways to express future aspect-that is, how the speaker sees the situation at the time of speaking.

- (1) It's hard to believe that by September, I _____ (know) Jane for over 20 years. We met way back in September 1996.
- (2) The company started making leather goods in 1997. By 2017 it _____ (made) over a million items.
- (3) I'm not sure if I can meet you tomorrow but I _____ (phone) you later to let you know.
- (4) Don't phone me before 9am tomorrow morning because I _____ (sleep). It's my day off and I want a lie in.
- (5) Jean has been writing books for over ten years. So far she has written 29 titles. She's writing another one now. It will be ready for publication on Friday. By Friday, she _____ (write) 30 books.
- (6) Jean got up early this morning to start writing. She began at 7am. She is going to stop for lunch at 1pm. By the time she stops for lunch, she _____ (write) for 6 hours.
- (7) This time tomorrow I _____ (travel) to Japan.
- (8) Tomorrow I _____ (give) you back the book you lent me. I'm at the last chapter. It's 100 per cent sure that I _____ (finish) it by tomorrow.
- (9) Sorry I can't pick you up at the airport tomorrow. Your flight arrives at 11 am and I start work at 9. I don't stop until 6pm so I _____ (work) when you land at the airport. Don't worry though! I've just asked my sister

and she says she _____ (pick) you up.

(10) I've been putting money aside for my holiday next year. By the time the summer arrives I _____ (save) enough to pay for a two week holiday in Barbados.

ANSWERS

- (1) It's hard to believe that by September, *I will have known* Jane for over 20 years. We met way back in September 1996. *(Future perfect simple-a completed action at a certain point in the future-‘know’ is a state verb and cannot be used in the continuous)*
- (2) The company started making leather goods in 1997. By 2017 *it will have made* over a million items. *(Future perfect simple-a completed action at a certain point in the future)*
- (3) I'm not sure if I can meet you tomorrow but *I'll phone* you later to let you know. *(Future simple-a promise/fact or spontaneous decision)*
- (4) Don't phone me before 9am tomorrow morning because *I will be sleeping*. It's my day off and I want a lie in. *(Future continuous-an action in progress at a certain point in the future)*
- (5) Jean has been writing books for over ten years. So far she has written 29 titles. She's writing another one now. It will be ready for publication on Friday. By Friday, *She'll have written* 30 books. *(Future perfect simple-a completed action at a certain point in the future)*
- (6) Jean got up early this morning to start writing. She began at 7am. She is going to stop for lunch at 1pm. By the time she stops for lunch, *she'll have been writing* for 6 hours. *(Future perfect continuous-expresses an action in progress which started in the past, is in progress in the present moment and will extend into the future and reach completion at a specific future point)*
- (7) This time tomorrow *I'll be travelling* to Japan. *(Future continuous-an action in progress at a certain point in the future-often used with the expressions ‘this time tomorrow’ or ‘this time next week’ or ‘this time on Saturday’ etc.)*
- (8) Tomorrow *I'll give* you back the book you lent me. *(Future simple-a fact/a promise/a spontaneous decision-it all depends on aspect)* I'm at the last chapter. It's 100 per cent sure that *I'll have finished it* by tomorrow. *(Future perfect simple-a completed action at a certain point in the future)*

(9) Sorry I can't pick you up at the airport tomorrow. Your flight arrives at 11 am and I start work at 9. I don't stop until 6pm so *I'll be working* (*Future continuous-an action in progress at a certain point in the future*) when you land at the airport. Don't worry though! I've just asked my sister and she says *she'll pick you up*. (*Future simple-spontaneous decision*)

(10) I've been putting money aside for my holiday next year. By the time the summer arrives *I will have saved* enough to pay for a two week holiday in Barbados. (*Future perfect simple-a completed action at a certain point in the future*)

GRAMMAR FOCUS

THE PRESENT SIMPLE PASSIVE

The passive is always formed by using the verb 'be' + the past participle of the verb used in the active.

Present simple active versus passive

The Italians make good ice cream-**Active: Subject + Verb + Object**

We use the passive when the focus of our attention moves to the **object** rather than the **subject** because the **object** is conveying the main information. We often use the passive also to avoid mentioning the subject. This is to protect the identity of the subject, especially in written contracts and in business contexts.

Ice cream is made by the Italians.

As you can see, in the *present simple active*, we used the verb '*make*'. In the passive, the verb '*be*' takes the same tense as the verb in the active + the past participle of that same verb.

Fiat makes good cars

Good cars are made by Fiat.

People all over the world speak English.

English is spoken all over the world.

PRESENT SIMPLE

ACTIVE TO PASSIVE

(1) People eat ice cream mostly in the summer months.

Ice cream

(2) Cadbury's makes excellent chocolate.

Excellent chocolate

(3) Scotland produces coal, zinc, iron and oil shale.

Coal, zinc, iron and oil shale

(4) The Germans drink a lot of beer.

A lot of beer

(5) Many people watch the News on TV.

The news on TV

(6) We speak English here. (Notice on shop window)

English

(7) The hotel staff clean the rooms daily.

The rooms

(8) You make marmalade from oranges.

Marmalade

(9) That little shop round the corner sells organic food.

Organic food

(10) We serve lunch between 12 and 2.30pm.

Lunch

ANSWERS

- (1) Ice cream *is eaten* mostly in the summer months. (There is no need to write 'people' in the passive as it is clearly understood).
- (2) Excellent chocolate *is made by* Cadbury's.
- (3) Coal, zinc, iron and oil shale *are produced* in Scotland.
- (4) A lot of beer *is drunk by the Germans*.
- (5) The news on TV *is watched by many*. (There is no need to include 'people' in the passive form as this is already understood)
- (6) English *is spoken* here.
- (7) The rooms *are cleaned* daily. (There is no need to add 'the hotel staff' because we understand this)
- (8) Marmalade *is made* from oranges.
- (9) Organic food *is sold* by that little shop round the corner.
- (10) Lunch *is served* between 12 and 2.30 pm.

GRAMMAR FOCUS

PAST SIMPLE PASSIVE

Let's now take a look at the past simple active and passive

My mother *made* that lovely cake.

That lovely cake *was made by* my mother.

In the first sentence, that is the active, the focus of attention is on '*my mother*'.

In the second sentence, that is, the passive, the focus of attention shifts to '*that lovely cake*'.

In the above *active* sentence, we used the past tense of the verb '*make*', so in the passive form, use the past tense of the verb '*be*' + the past participle of '*make*',
,

PAST SIMPLE ACTIVE TO PASSIVE

Now change the following past simple active sentences into past simple passives.

(1) Police arrested a man last night.

A man

(2) The boy from upstairs broke the window.

The window

(3) Picasso painted the Mona Lisa.

The Mona Lisa

(4) Bill Gates founded Microsoft.

Microsoft

(5) John Lennon wrote and sang "Imagine".

Imagine

(6) John Logie Baird transmitted the first television signal.

The first television signal

(7) Scottish physicist, James Clerk Maxwell predicted the existence of radio waves.

The existence of radio waves

(8) Christopher Columbus discovered America.

America

(9) Albert Einstein developed the theory of relativity.

The theory of relativity

(10) No single person invented the alphabet.

The alphabet

ANSWERS

- (1) A man *was arrested* last night. (There is no need to state 'police' in the passive because it is already clear)
- (2) The window *was broken* by the boy upstairs.
- (3) The Mona Lisa *was painted* by Picasso.
- (4) Microsoft *was founded* by Bill Gates.
- (5) Imagine *was written* and *sung* by John Lennon.
- (6) The first television signal *was transmitted* by John Logie Baird.
- (7) The existence of radio waves *was predicted* by Scottish physicist, James Clerk Maxwell.
- (8) America *was discovered* by Christopher Columbus.
- (9) The theory of relativity *was developed* by Einstein.
- (10) The alphabet *was not invented* by a single person.

GRAMMAR FOCUS

PRESENT CONTINUOUS PASSIVE

The present continuous passive is formed with the verb 'be' + gerund 'being' + the past participle of the verb used in the present continuous active.

Example

The painters are painting my house. (Use past participle of the verb 'paint')
'Painting' is in the gerund form so 'be' must also be in the same form.

My house is being painted (by the painters)

We do not need to add 'by the painters', as this is already understood.

PRESENT CONTINUOUS ACTIVE TO PASSIVE

Now change the following active sentences into the passive.

(1) The mechanic is repairing my car.

My car

(2) The dry cleaner is dry cleaning my coat.

My coat

(3) The photographer is developing my photographs.

My photographs

(4) The doctor is measuring my husband's blood pressure at the moment.

My husband's blood pressure

(5) Someone is watching you.

You

(6) They are selling their house.

Their house

(7) The gardener is cleaning the garden.

The garden

(8) Mother is cooking dinner.

Dinner

(9) The plumber is fixing the tap.

The tap

(10) The tailor is mending my trousers.

My trousers

ANSWERS

- (1) My car *is being repaired*. (There is no need to include 'by the mechanic' as this is understood)
- (2) My coat *is being dry-cleaned*. (Also here there is no need to include 'by the drycleaner' as this is clear)
- (3) My photographs *are being developed*. (We know that a photographer develops photos so this information is not needed in the passive)
- (4) My husband's blood pressure *is being measured*. (Also here we understand that it is a medical professional who is measuring the blood pressure so there is no need to add this information in the passive).
- (5) You *are being watched*.
- (6) Their house *is being sold*.
- (7) The garden *is being cleaned*.
- (8) Dinner *is being cooked*.
- (9) The tap *is being fixed*. (Once again there is no need to include by the plumber as it is understood)
- (10) My trousers *are being mended*.

Author's notes

The passive should be avoided when it is not necessary otherwise it sounds ridiculous.

Example

John is having lunch-lunch ~~is being had~~ by John.

GRAMMAR FOCUS

PERFECT PASSIVES

Present perfect simple passive

Call the police! My wallet *has been stolen*.

Structure

Have/has been + past participle of the verb.

Let's compare it with the active

Active: Someone *has stolen* my wallet

Passive: My wallet *has been stolen*.

The choice as to whether to use the passive or active all depends on where the focus of attention is placed.

In the above sentence, it is better to use the passive. This is because the focus is more on *the wallet* than the subject who stole it. In many cases we use the passive when we do not know who the subject is or if the subject is of little or no importance.

It is also more formal to use the passive and it takes the onus off the subject-where there is one.

Remember that in a business context, very often in contracts, the passive is used to avoid stating a subject.

Let's compare the following two sentences. The first one is passive and the second is active. When using the passive, the onus is taken off the subject .

It has been reported that there are many absences among members of staff particularly on Mondays. (The subject is not mentioned)

The manager has reported that there are many absences among members of staff particularly on Mondays. (The subject-the manager, is mentioned and it could cause bad blood among the staff to know who reported this-therefore

the passive is the best choice in many cases in the business world).

Do the following exercise and decide which is more appropriate for each one.
The active or the passive.

PASSIVE EXERCISE

1

(a) They *have built* a new motorway close to my house.

(b) A new motorway *has been built* close to my house.

(a) is the better option. The focus is on the motorway and not the subject, who we do not know. It is understood that '*they*' refers to the labourers from the building site.

Past perfect simple passive

When I reached my hotel room, I discovered that my wallet *had been stolen*.

Structure

Had been + past participle of the verb

Let's compare it with the active

Active: When I reached my hotel room, I discovered that someone *had stolen* my wallet.

Passive: My wallet *had been stolen*.

Future perfect simple passive

By the time the credit card company block my credit cards, all my money *will have been withdrawn* from my bank account.

Active: The thief who stole my wallet *will have withdrawn* all my money from my bank account by the time the credit card company block my credit cards.

Structure

Will have been + past participle of the verb

Note

The present perfect continuous passive, past perfect continuous passive and

future perfect continuous passive forms ***do not exist*** in English.

DEFINING & NON DEFINING RELATIVE CLAUSES

My brother lives in London.

My brother who lives in London is an architect. **DRC**-We define *which* brother. The speaker wants the listener to know about a specific brother. This sentence tells us that the speaker has more than one brother and he/she is defining *which brother*-‘the one who lives in London. There are no commas in the above clause because the information is essential. In the example below, there are commas because the speaker is not defining a specific brother, she is giving extra information that when omitted does not affect the meaning she wishes to convey.

My brother, who lives in London, is an architect. **NDRC**-The speaker more than likely only has one brother. **NDRC’s** are always between two commas.

My brother, ~~who lives in London~~, is an architect. (Remove this extra information and the sentence still conveys the main information, ‘my brother is an architect)

Are the following sentences ‘**DRC’S**’ or ‘**NDRC’s**’?

- (1) The restaurant in the High street, which opened last week, serves extremely good food.
- (2) The restaurant in the high street which opened last week serves extremely good food.
- (3) The woman who lives next door is married to a film star.
- (4) The bank where you have your account has been robbed.
- (5) The boy who works in the newsagent’s is my sister’s boyfriend.

Decide whether the sentences 6-2, need commas or not. Are they defining or non defining? One of them can be both defining and non defining.

- (6) People who live in small towns have a stress free life.
- (7) The surgeon who operated on my mother is a senior consultant in the Royal Infirmary.

- (8) The policeman who arrested your cousin has resigned.
- (9) The post office where I collect my pension has closed down.
- (10) My brother who is 18 studies a lot.
- (11) Michael's father who works in a bank can speak five languages.
- (12) The candidates who had no knowledge of the English language were excluded from the job interview.

Possessive forms

When the object belongs to the subject, we use 'whose'. In this case the subject is (That man) and the object is (dog). The dog (the object) belongs to the man (the subject)

The man *whose* dog bit you lives near me. DRC-remove *the defining clause* and the sentence makes no sense. (The man lives near me-we have no idea what man the speaker is talking about without the essential information 'whose dog bit you')

The referee, whose name is Bob, ordered the player off the field. NDRC-If we remove the non defining relative clause 'whose name is Bob' the sentence make sense and the essential information is conveyed. 'whose name is Bob' is extra irrelevant information

Note from the author

In simple relative clauses, where we use 'who' (for people), which and that (for things) and 'where' for places, 'which and that' can very often be interchangeable.

Examples

Who's John? He's the boy *who* lives next door to my grandmother.

He's the boy *that* lives next door to my grandmother.

The relative pronoun, '*who*' is more grammatically correct when we speak about people. 'That' is not wrong, but 'who' is the better choice.

However, in non defining relative clauses, '*that*' cannot be used.

Example

My brother, ~~that~~ lives in Paris, is a lawyer. My brother, who lives in Paris, is a lawyer.

ANSWERS

(1) The restaurant in the High Street, which opened last week, serves extremely good food. **NDRC**

Remove the relative clause and the sentence makes sense. Here we understand that there is only one new restaurant.

(2) The restaurant in the High Street which opened last week serves extremely good food. **DRC**

Here the speaker has omitted the commas or the pauses when the phrase is uttered, so the intended message is that there is more than one new restaurant in the High Street. The speaker adds 'which opened last week' so the listener understands which restaurant he means.

(3) The woman who lives next door is married to a film star. **DRC**

If we remove the relevant information 'who lives next door' then we have no idea which woman is married to a film star.

(4) The bank where you have your account has been robbed. **DRC**

If we remove 'where you have your account' then we have no idea which bank has been robbed.

(5) The boy who works in the newsagent's is my sister's boyfriend. **DRC**

The same applies here. Remove the relative clause and we have no idea which boy the speaker is talking about.

Decide whether the sentences 6-12, need commas or not. Are they defining or non defining?

(6) People who live in small towns have a stress free life. **DRC**

Remove the relative clause 'who live in small towns' and we do not know 'which people' have a stress free life.

(7) The surgeon who operated on my mother is a senior consultant in the Royal Infirmary. **DRC**

Remove the essential information, 'who operated on my mother' and we have

no idea which surgeon the speaker is talking about.

(8) The policeman who arrested your cousin has resigned. **DRC**

Remove the information 'who arrested your cousin' and we have no idea which policeman the speaker is talking about.

(9) The post office where I collect my pension has closed down. **DRC**

Remove 'where I collect my pension' and we do not know which post office the speaker means.

(10) My brother, who is 18, studies a lot. **NDRC**

Remove 'who is 18' and the sentence still makes sense. This is just extra information not relevant to the message the speaker wishes to convey.

(11) Michael's father, who works in a bank, can speak five languages. **NDRC**

The important information is that Michael's father can speak five languages. Remove 'who works in a bank' and the relevant message is still conveyed.

(12) The candidates who had no knowledge of the English language were excluded from the job interview. (This can be both defining and non defining)

Example

The candidates, who had no knowledge of the English language, were excluded from the job interview. (**NDRC**)

All of the candidates were excluded. None of them had any knowledge of English. The main information is 'the candidates were excluded from the job interview.' The rest is extra.

The candidates who had no knowledge of the English language were excluded from the job interview. (**DRC**)

This defines which candidates. Only those who had no knowledge of the English language were excluded. The others weren't.

GRAMMAR FOCUS

USED TO/BE USED TO/GET USED TO

We looked at 'used to + infinitive'

Many students of English get confused when using 'used to', 'be used to' and 'get used to'.

'Used to' is used for past facts and habits. It is the past tense of the present simple

Example

I have long hair. (Present simple-present fact)

I used to have long hair. (Past fact)

I play tennis every Monday evening. (Present simple-present habit)

I used to play badminton. (Past habit/fact)

To be used to + gerund

To get used to + gerund

Example

I am used to getting up early now, although I must admit it took me a few weeks. I used to get up at 8 when I was at school. Now I have to get up at 6.

Now I am accustomed to this.

I'm used to getting up early. (Present) Now I am accustomed to this

I'm not used to getting up early. I am not accustomed to this.

'Get used to' is often used with 'can't'

Example:

I can't get used to getting up so early. (Now) It is difficult to become

accustomed to this

REFLEXIVE

USED TO/BE USED TO/GET USED TO

Put 'used to', 'be used to' or 'get used to' in the gaps which follow.

(1) After years of living in the country, I'm finding it hard to _____
(live)

in the city.

(2) I was _____ (sleep) until late when I lived in the country but now with the noise of the traffic I wake up early.

(3) I can't _____ (live) in a flat. I was _____ (live) in a large house with a garden.

(4) I also can't _____ (drive) in the city. They all drive like crazy and I am sure one of these days someone is going to crash into me.

(5) I was _____ (eat) fresh home grown food when I lived in the country. That's something I really miss.

(6) One good thing about the city is that I have a good job. I didn't _____ (have) a job when I was in the country. Now at least I am earning some money.

(7) I also miss my family. I was _____ (eat) my mother's delicious meals every day. Now I'm having to _____ (try) to cook my own meals.

(8) I was also _____ (have) all my animals around me. I _____ (love) their presence. Now I feel quite lonely without them. I miss my dog Rufus more than anything. We _____ (go) on long walks together along the country lanes.

(9) I'm sharing a flat with other girls and I'm finding it difficult _____ (live) with complete strangers.

(10) I also find it difficult _____ (wash) my clothes. My mother

_____ (do) that.

ANSWERS

(1) After years of living in the country, I'm finding it hard to get used to living

in the city.

(2) I used to sleep until late when I lived in the country but now with the noise of the traffic I wake up early.

(3) I can't get used to living in a flat. I was used to living in a large house with a garden.

(4) I also can't get used to driving in the city. They all drive like crazy and I am sure one of these days someone is going to crash into me.

(5) I was used to eating fresh home grown food when I lived in the country. That's something I really miss.

(6) One good thing about the city is that I have a good job. I didn't use to have a job when I was in the country. Now at least I am earning some money.

(7) I also miss my family. I was used to eating my mother's delicious meals every day. Now I'm having to get used trying to cook my own meals.

(8) I was also used to having all my animals around me. I used to love their presence. Now I feel quite lonely without them. I miss my dog Rufus more than anything. We used to go on long walks together along the country lanes.

(9) I'm sharing a flat with other girls and I'm finding it difficult to get used to living with complete strangers.

(10) I also find it difficult to get used to washing my clothes. My mother used to do that.

ADVERBS

Change the adjective into its adverbial form. These adverbs all end in 'ly'.

Example:

(0) Jane speaks fluent French. She speaks French _____.

Jane speaks fluent French. She speaks French fluently.

(1) Paul is a crazy driver. He drives _____.

(2) She's a graceful dancer. She dances _____.

(3) My brother is a fantastic football player. He plays football _____.

(4) She's a good cook. She cooks _____.

(5) My cousin is a very cheerful person. He does everything _____.

(6) He's a lazy boy. He does his homework _____.

(7) Jenny's children are obedient. Everything she tells them to do, they do _____.

(8) He always speaks the truth. He speaks _____.

(9) The elderly man is a very slow walker. Every morning he walks _____ round the village.

(10) We each had an equal share of the cake. Mother divided the cake _____.

ANSWERS

(1) crazily (2) gracefully (3) fantastically (4) well

(5) cheerfully

(6) lazily (7) obediently (8) truthfully (9) slowly

(10) equally

AVOIDING REPETITION

Repetition is when we repeat the same thing twice. We avoid repetition by using the auxiliary verb or modal auxiliary verb to substitute the verb, and at times the whole sentence. Complete the sentences with an auxiliary verb or a modal auxiliary verb. Make the verb form negative where necessary.

Example

(0) “Take care on the motorway.” “Yes _____.”

Answer

“Take care on the motorway.” “Yes we will.”

We will = we will (take care) on the motorway—there is no need to repeat the whole sentence.

(1) Janet said she might be late. If she _____, I’ll have to go without her. I can’t risk missing the plane.

(2) “Did you speak to John about the contract?” “No I _____ but I’ll speak to him about it when he phones me this afternoon.”

(3) I think I’ll go to bed early tonight.” “You _____. You haven’t had an early night for weeks.”

(4) Dad’s at work at the moment. If he _____ he could give us a lift to the airport.

(5) I thought I had taken the meat out of the freezer this morning but I _____. I don’t know what to cook now.

(6) My husband remembered our wedding anniversary this year. I really didn’t think he _____.

(7) “You should have studied more and then you wouldn’t have failed your exams.” “Yes I know I _____.”

(8) “Have you asked John if he wants to come to the party on Friday night?” “Yes I _____ but he doesn’t _____.”

(9) “She ought to start looking for a job. Yes I know she _____. She’s been unemployed for over two months now.”

(10) Patricia won’t answer the phone. I know she _____. She doesn’t want to talk to anyone.”

(11) “Mum can’t remember if she turned off the gas.” “I know she _____. She phoned to ask me to check. I _____. She had remembered.”

(12) “My brother wants to buy a new car.” “I know he _____. He told me the other day.”

(13) “You never help me with the housework.” “I _____ but I just don’t have the time.”

(14) “Are you coming with us to the beach on Saturday?” “I _____: I don’t know yet. It all depends on whether or not I’ll be working on Saturday afternoon.”

(15) I don’t have enough money to buy a house but maybe one day I _____.

(16) “Make sure you install a good antivirus on your new computer before surfing the net.” “I already _____. I installed one last night.”

(17) He wanted to go to work this morning but I told him he _____ because he’s not well enough so he _____.

(18) I asked her not to tell anyone but she _____. I’ll never tell her anything again. She can’t keep a secret.

(19) Ron isn’t going to the music festival on Sunday but I _____.

(20) He won’t fix the door handle. I wish he _____.

ANSWERS

(1) Janet said she might be late. If she is, I'll have to go without her. I can't risk missing the plane. (If she is late)

(2) "Did you speak to John about the contract?" "No I didn't but I'll speak to him about it when he phones me this afternoon." (No I didn't speak to him)

(3) I think I'll go to bed early tonight." "You should. You haven't had an early night for weeks." (You should go to bed)

(4) Dad's at work at the moment. If he weren't he could give us a lift to the airport. (If he weren't at work)

(5) I thought I had taken the meat out of the freezer this morning but I hadn't. I don't know what to cook now. (I hadn't taken the meat out of the fridge)

(6) My husband remembered our wedding anniversary this year. I really didn't think he would. (I didn't think he would remember)

(7) "You should have studied more and then you wouldn't have failed your exams." "Yes I know I should have." (I know I should have studied more)

(8) "Have you asked John if he wants to come to the party on Friday night?" "Yes I have but he doesn't want to." (Yes I have asked him but he doesn't want to come)

(9) "She ought to start looking for a job. Yes I know she ought to. She's been unemployed for over two months now." (Yes I know she ought to start looking for a job/ought = an auxiliary verb)

(10) Patricia won't answer the phone. I know she won't. She doesn't want to talk to anyone." (I know she won't answer the phone)

(11) "Mum can't remember if she turned off the gas." "I know she can't. She phoned to ask me to check. I did and she had remembered." (I know she can't remember/I checked and she had remembered)

(12) "My brother wants to buy a new car." "I know he does. He told me the

other day.” (I know he wants to buy a new car)

(13) “You never help me with the housework.” “I *would* but I just don’t have the time.”(I would help you)

(14) “Are you coming with us to the beach on Saturday?” “I *might*. I don’t know yet. It all depends on whether or not I’ll be working on Saturday afternoon.” (I might come with you)

(15) I don’t have enough money to buy a house but maybe one day I *will*. (Maybe one day I will have enough money to buy a house)

(16) “Make sure you install a good antivirus on your new computer before surfing the net.” “I already *have*. I installed one last night.” (I already have installed a good antivirus)

(17) He wanted to go to work this morning but I told him he *shouldn’t* because he’s not well enough so he *didn’t*. (I told him he shouldn’t go to work/so he didn’t to work)

(18) I asked her not to tell anyone but she *did*. I’ll never tell her anything again. She can’t keep a secret. (She told someone)

(19) Ron isn’t going to the music festival on Sunday but I *am*. (I am going)

(20) He won’t fix the door handle. I wish he *would*. (I wish he would fix it)

VERBS WHICH CAUSE CONFUSION

In this exercise you will see the verbs which cause the most confusion among non native speakers of English. Often this is because in some languages both verbs translate the same.

(1) “Don’t forget to turn off the gas,” mum said. Mum **remembered/reminded** us to turn off the gas.

(2) I forgot to close the window before I left the house. I didn’t **remember/remind** to close the window.

(3) This house **remembers/reminds** me of the summer house where we used to spend our holidays at when we were children.

(4) We **missed/lost** the game last night. What a pity. We practised for weeks and we were sure we’d win.

(5) “We **missed/lost** the rugby match. When we switched on the TV, it had already finished.

(6) Prices have been **raised/risen** due to inflation. (**Rise** is intransitive. It does not require object)

(7) Prices have **raised/risen** due to inflation.

(8) We are **expecting/waiting** for a parcel from my brother in Australia, so we can’t leave the house. According to the tracking service, it should be here this morning.

(9) We are **expecting/waiting** a parcel from my brother in Australia. He said he sent it a couple of weeks ago.

(10) John **said/told** he would be late this morning because of the traffic.

(11) He **told/said** me to begin without him.

(12) He **laid/lay** the book on the table.

(13) She **lay/laid** on the sofa to watch TV. (Lie/lay/lain-intransitive)-
(Lay/laid/laid-transitive)

- (14) I **laid/lay** the table while my mother cooked.
- (15) They **finished/ended** their meal and left the table. end-reach completion
- (16) I **finished/ended** writing the book late last night.
- (17) My mother **finished/ended** the housework just before noon.
- (18) My work contract **ends/finishes** next month.
- (19) My computer won't **start/begin**.
- (20) The vandals **started/began** a fire which burnt the house down.

ANSWERS

(1) “Don’t forget to turn off the gas,” mum said. Mum **reminded** us to turn off the gas.

Remind someone to do something (cause to remember)

Remember = not to forget

(2) I forgot to close the window before I left the house. I didn’t **remember** to close the window. (I forgot)

(3) This house **reminds** me of the summer house where we used to spend our holidays at when we were children. (It causes me to remember)

(4) We **lost** the game last night. What a pity. We practised for weeks and we were sure we’d win. (We lost = we didn’t win)

(5) “We **missed** the rugby match. When we switched on the TV, it had already ended. (We arrived too late)

(6) Prices have been **raised** due to inflation.

“Raise” is a transitive regular verb. You need to use it with an object. You **raise something** but you cannot **rise something**. Raise means to “elevate/lift up”

He **raised** (what or who did he raise?)-**his children** to be well mannered = he brought his children up to be well-mannered.

Can you help me **raise** (what?) **this table** for a second? There’s something stuck under one of the legs. (Lift it up)

You raise a flag = you put the flag up. Notice how the phrasal verb version of “raise” always has the particle “up”, as “raise” indicates “an upward motion”.

You can also “raise” money for charity.

(7) Prices have **risen** due to inflation. (Rise/rose/risen-intransitive irregular verb-it doesn’t have an object). We use “rise” to indicate motion in an upward direction.

Example

He **rises** at 7 = he gets up at 7.

The sun **rises** in the east. It **doesn't rise** in the west.

Prices **rise** all the time.

(8) We are **waiting** for a parcel from my brother in Australia, so we can't leave the house. According to the tracking service, it should be here this morning. (Wait = physically not move/ we cannot use the verb "expect" + preposition "for")

(9) We are **expecting** a parcel from my brother in Australia. He said he sent it a couple of weeks ago. (Mentally and not physically)

(10) John **said he** would be late this morning because of the traffic. (Tell someone something but say something (to someone)-we use "tell" + **indirect object** + **direct object**, when the direct object is required.. John told **me he** would be late.

(11) He **told** me to begin without him.

(12) He **lay** the book on the table. (He placed the book on the table)

Lay/laid/laid (transitive irregular verb-this requires an object)

Lay someone or something on something or someone.

(13) She **lay** on the sofa to watch TV. Lie/lay/lain (intransitive irregular verb-no object)

When there is no object in verbs which are intransitive, it means that you cannot do something **to** someone or something. **You** can lie on the sofa but you cannot lie something or someone on the sofa.

(14) I **laid** the table while my mother cooked. To lay the table = to put the plates and cutlery and glasses on the table in preparation to eat.

Very often the verbs "**end**" and "**finish**" are synonymous but in some instances they are not.

Finish-something you are doing. Finish your dinner, it's time to go.

End-bring to finality. He ended his life by jumping off a bridge.

(15) They **finished** their meal and left the table. Complete something you are doing

(16) I **finished** writing the book late last night. (The same as number 15)

(17) My mother **finished** the housework just before noon. (As above)

(18) My work contract **ends** next month. (Reach completion)

Most of the time “start” and “begin” are interchangeable but there are some situations where certain grammatical structures require “start” and *not* “begin” or vice versa. “Begin” is preferred in more formal situations.

At a meeting: Let me just **begin** by saying

Prices have **started** to drop (suddenly)-there is a certain urgency denoting from the verb “start”.

Prices have **begun** to drop (gradually over a period)-we can see from this example that “**begin**” is less sudden.

(19) My computer won’t **start**. We use “**start**” for machinery.

Example

The printer isn’t working. It won’t **start**. My car won’t **start**. My washing machine won’t **start**.

“**Start**” also has a separate meaning as in *causation*. **Start** a fire = cause the fire to happen/**begin** a fire.

(20) The vandals **started** a fire which burnt the house down.

We can use both “**start**” and “**begin**” followed by the infinitive or gerund with no change in meaning but we need to be careful with the continuous tenses. We can only use the infinitive with those.

Begin to go/start to go

Begin going/start going

Continuous forms

I'm starting to understand.

I'm starting **understanding**.x

I'm beginning to understand.

I'm beginning **understanding**.x

ALL TENSES – QUESTIONS/NEGATIVES/AFFIRMATIVES

Make the following verbs and auxiliary verbs into the question, negative or affirmative.

(?) = Question – (-) = negative – (+) = affirmative

- (1) My name's Paul. (-)
- (2) It rains a lot in Britain. (?)
- (3) John's my brother. (?)
- (4) Peter doesn't like reading. (+)
- (5) We live in the country. (?)
- (6) My mother loves cooking. (-)
- (7) We never go to the cinema. (?)
- (8) It's very sunny today. (-)
- (9) It was very hot yesterday. (-)
- (10) I went to the beach last Sunday. (-)
- (11) I spent a lot of money on clothes last week. (?)
- (12) We were (-) in London last July. We spoke English every day. (-)
- (13) My grandmother was a seamstress in her youth (-)
- (14) I am writing an essay at the moment. (?)
- (15) I was playing the piano between 3 and 4 yesterday. (-)
- (16) I can swim very well. (-)
- (17) I can't speak French. (+)
- (18) I have eaten too much. (-)
- (19) I have been to Japan several times. (?)

- (20) I've worked as a teacher for many years. (-)
- (21) Jane will be late. (-)
- (22) I'll speak to you later. (-)
- (23) I could drive a car at the age of 17. (-)
- (24) I might come with you to the party. (-)
- (25) You should get up early in the morning. (-)
- (26) I would speak (-) to him if I had the chance.
- (27) He missed (-) the train because his watch had stopped.
- (28) She told (-) me she wouldn't be (+) late.
- (29) If I hadn't won (+) that money, I would be (-) in a real mess.
- (30) If he had told (-) me he was going to the party, I would have gone. (-)
- (31) My parents would have bought (-) the house if they had had (-) the money.
- (32) That must have been Mary ringing the doorbell. (-)
- (33) It couldn't have been (+) the postman at the door.
- (34) I wouldn't have known (+) if he hadn't told me. (+)
- (35) He was climbing (-) the ladder when he fell and hit his head.
- (36) He has been (-) living here for over a year.
- (37) I haven't been sleeping very well lately. (+)
- (38) He had been (-) waiting for an hour when the bus finally arrived.
- (39) She will have been (?) working for the company for forty years by the time she retires.
- (40) I'll have been (?) in this queue for two hours by the time they serve me.
- (41) She's not going to come on holiday with us. (+)

(42) I would have been (-) flying to London now if I hadn't missed (+) the flight.

(43) I used to love going for long walks. (-)

(44) We are used to having to work so hard. (-)

(45) She'd have been silly not to accept (+) the job.

ANSWERS

- (1) My name isn't Paul. (-)
- (2) Does it rain a lot in Britain (?)
- (3) Is John my brother (?)
- (4) Peter likes reading. (+)
- (5) Do we live in the country (?)
- (6) My mother doesn't love cooking. (-)
- (7) Do we ever go to the cinema (?)
- (8) It isn't very sunny today. (-)
- (9) It wasn't very hot yesterday. (-)
- (10) I didn't go to the beach last Sunday. (-)
- (11) Did I spend a lot of money on clothes last week (?)
- (12) We weren't in London last July. We didn't speak English every day. (-)
- (13) My grandmother wasn't a seamstress in her youth (-)
- (14) Am I writing an essay at the moment (?)
- (15) I wasn't playing the piano between 3 and 4 yesterday. (-)
- (16) I can't swim very well. (-)
- (17) I can speak French. (+)
- (18) I haven't eaten too much. (-)
- (19) Have I been to Japan several times (?)
- (20) I haven't worked as a teacher for many years. (-)
- (21) Jane won't be late. (-)
- (22) I won't speak to you later. (-)

- (23) I couldn't drive a car at the age of 17. (-)
- (24) I might not come with you to the party. (-)
- (25) You shouldn't get up early in the morning. (-)
- (26) I wouldn't speak (-) to him if I had the chance.
- (27) He didn't miss (-) the train because his watch had stopped.
- (28) She didn't tell (-) me she would be (+) late.
- (29) If I had won (+) that money, I wouldn't be (-) in a real mess.
- (30) If he hadn't told (-) me he was going to the party, I wouldn't have gone.
(-)
- (31) My parents wouldn't have bought (-) the house if they hadn't had (-) the money.
- (32) That can't have been Mary ringing the doorbell. (-)
- (33) It must have been (+) the postman at the door.
- (34) I would have known (+) if he had told me. (+)
- (35) He wasn't climbing (-) the ladder when he fell and hit his head.
- (36) He hasn't been (-) living here for over a year.
- (37) I have been sleeping very well lately. (+)
- (38) He hadn't been (-) waiting for an hour when the bus finally arrived.
- (39) Will she have been (?) working for the company for forty years by the time she retires?
- (40) Will I have been (?) in this queue for two hours by the time they serve me?
- (41) She's going to come on holiday with us. (+)
- (42) I wouldn't have been (-) flying to London now if I had missed (+) the flight.

(43) I didn't use to love going for long walks. (-)

(44) We aren't used to having to work so hard. (-)

(45) She'd have been silly to accept (+) the job.

KEY WORD TRANSFORMATION

REPORTING VERBS/DIRECT TO INDIRECT ONE

Test your on key word transformation-direct speech to indirect. For this exercise you must use the word in orange, along with other words. If the word is a verb, you will most likely have to change its tense.

(1) "Where's the station?" Jennifer asked Joe.

WAS

Jennifer asked Joe _____

(2) "Did you see that film on TV last night?" asked dad.

IF

Dad asked me _____.

(3) "Have you seen my pen?" Mary asked Martin.

HAVE

Mary asked Martin _____ pen.

(4) "Can I borrow your camera?" Jane asked her brother.

LEND

Jane asked her brother _____ his camera.

(5) "I'll help you with your homework," said John to Mike.

OFFER

John _____ Mike with his homework.

(6) "I'm so sorry I broke your vase;" said Peter to Sally.

FOR

Peter apologised to Sally _____ vase.

(7) “Don’t go out without locking the door,” said mum to me and my brother.

WARN

Mum _____ without locking the door.

(8) “I’m going to Paris next week,” said John to Jean.

TELL

John _____ next week.

(9) “We’re having a meeting at 1 o’clock,” said the manager to his team.

INFORM

The manager _____ having a meeting at 1 o’clock.

(10) “Don’t anyone be late,” said the manager to his team.

TELL

The manager _____ late.

ANSWERS

- (1) Jennifer asked Joe **WHERE THE STATION WAS**.
- (2) Dad asked me **IF I HAD SEEN THAT FILM ON TV THE NIGHT BEFORE**.
- (3) Mary asked Martin **IF HE HAD SEEN HER** pen.
- (4) Jane asked her brother **TO LEND HER** his camera.
- (5) John **OFFERED TO HELP** Mike with his homework.
- (6) Peter apologised to Sally **FOR BREAKING HER** vase.
- (7) Mum **WARNED US NOT TO GO OUT** without locking the door.
- (8) John **TOLD JEAN HE WAS GOING TO PARIS** next week.
- (9) The manager **INFORMED HIS TEAM THAT THEY WERE** having a meeting at 1 o'clock.
- (10) The manager **TOLD THEM NOT TO BE** late.

KEY WORD TRANSFORMATION

REPORTING VERBS/DIRECT TO INDIRECT TWO

Test your on key word transformation. For this exercise you must use the word in **orange**, along with not more than five other words. If the word is a verb, you may have to change its tense.

(1) “Don’t worry we’ll arrive on time,” said Johnny to his boss.

LATE

Johnny promised his boss _____

(2) “I didn’t crash your car,” said the boy to his mother.

DENY

The boy _____ his mother’s car.

(3) You should go on a diet. You’re overweight,” said the doctor to the man.

OUGHT

You _____ go on a diet,” said the doctor to the man.

(4) If I were you I’d do an English language course,” said the father to his son.

ADVISE

He _____ an English language course.

(5) Don’t forget to take the meat out of the freezer,” she told her daughter.

REMIND

She _____ to take the meat out of the freezer.

(6) Don’t deny it said the judge to the defendant. Admit the truth. You killed your wife.

ACCUSE

The judge _____ his wife.

(7) “This summer I’d rather go to Spain than Italy,” she said.

PREFER

She said she _____ to Spain than Italy this summer.

(8) “Why don’t we buy a new sofa?” said mother. This one is falling to bits.

SUGGEST

Mother _____ a new sofa.

(9) “Did you buy the newspaper today?” she asked me

IF

She asked me _____ the newspaper today.

(10) “Don’t feed the lions,” said the zoo keeper to the visitors.

WARN

The zoo keeper _____ feed the lions.

ANSWERS

- (1) Johnny promised his boss **THEY WOULDN'T BE LATE**.
- (2) The boy **DENIED CRASHING** his mother's car.
- (3) You **OUGHT TO** go on a diet," said the doctor to the man.
- (4) He **ADVISED HIS SON TO DO** an English language course.
- (5) She **REMINDED HER DAUGHTER** to take the meat out of the freezer.
- (6) The judge **ACCUSED THE MAN OF KILLING** his wife.
- (7) She said she **WOULD PREFER TO GO** to Spain than Italy this summer.
- (8) Mother **SUGGESTED BUYING** a new sofa.
- (9) She asked me **IF I HAD BOUGHT** the newspaper today.
- (10) The zoo keeper **WARNED THE VISITORS NOT TO** feed the lions.

CONDITIONALS

TYPE 0, 1, 2 AND 3

Complete the following gaps with the correct form of the verb in brackets

- (1) What _____ (do) if you won the lottery?
- (2) If I have time, I _____ (meet) you for a coffee.
- (3) If you _____ (see) Martha, tell her I will be late tonight.
- (4) I _____ (phone) you if I decide to go to the party.
- (6) If I _____ (be) you, I wouldn't accept the job. The salary is too low.
- (7) If you don't work, you _____ (earn).
- (8) My father _____ (give) me a lift whenever he has time.
- (9) The boy would do it if you _____ (help) him.
- (10) If you could live wherever you wanted, where _____ you (live)?
- (11) I would study harder if I _____ (be) you.
- (12) If I _____ (know) it was going to rain, I would have taken an umbrella
- (13) I _____ (not/gone) if I had known he was going to be there.
- (14) If you (leave) _____ now, you _____ (get) there on time.
- (15) If you _____ (not/leave) now, you _____ (not/get) there on time.

(16) I _____ (lend) you some money, If you
_____ (pay) me back tomorrow.

ANSWERS

- (1) What **WOULD YOU DO** if you won the lottery? (2nd Conditional)
- (2) If I have time, I **WILL MEET** you for a coffee. (1st Conditional)
- (3) If you **SEE** Martha, tell her I will be late tonight. (1st Conditional)
- (4) I **WILL PHONE** you if I decide to go to the party. (1st Conditional)
- (6) If I **WERE** you, I wouldn't accept the job. The salary is too low. (2nd Conditional)
- (7) If you don't work, you **DON'T EARN**. (0 Conditional)
- (8) My father **GIVES** me a lift whenever he has time. (0 Conditional)
- (9) The boy would do it if you **HELPED** him. (2nd Conditional)
- (10) If you could live wherever you wanted ,where **WOULD** you **LIVE**? (2nd Conditional)
- (11) I would study harder if I **WERE** you. (2nd Conditional)
- (12) If I **HAD KNOWN** it was going to rain, I would have taken an umbrella. (3rd Conditional)
- (13) I **WOULDN'T HAVE GONE** if I had known he was going to be there. (3rd Conditional)
- (14) If you **LEAVE** now you **WILL GET** there on time. (1st Conditional)
- (15) If you **DON'T LEAVE** now, you **WON'T GET** there on time. (1st Conditional)
- (16) I **WILL LEND** you some money, If you **PAY** me back tomorrow. (1st Conditional)

KEY WORD TRANSFORMATIONS

PHRASAL VERBS

Test your knowledge of phrasal verbs with key word transformation. For this exercise you must use the word in **orange**, along with not more than four other words. If the word is a verb, you may have to change its tense.

Example

Many girls entered the local beauty contest.

PART

Many girls _____ the local beauty contest.

Many girls **took part in** the local beauty contest.

(1) We've got no sugar left. Can you buy some when you go out?

RUN

We've _____ sugar. Can you buy some when you go out?

(2) I'm not going to tolerate my son's bad behaviour any longer.

PUT

I have no intention _____ my son's bad behaviour any longer.

(3) I can't wait for Christmas to come.

LOOK

I'm _____ Christmas.

(4) Can you collect my suit from the drycleaner's?

PICK

Can you _____ my suit from the drycleaner's?

(5) What time does the plane leave?

TAKE

What time does the plane _____

(6) Can you take care of my cat when I go on holiday?

LOOK

Can you _____ my cat when I go on holiday?

(7) I founded my company in 2013.

SET

I _____ my company in 2013.

(8) Whose idea was it to create the website?

CAME

Who _____ of creating the website?

(9) Has John decided yet if he wants to buy my car?

MIND

Has John _____ yet if he wants to buy my car?

(10) That huge wardrobe occupies too much space in my bedroom.

TAKE

That huge wardrobe _____ too much space in my bedroom.

(11) The burglars smashed the window to get into my house.

BREAK

The burglars _____ my house by smashing the window.

(12) Can you lift your clothes off the floor and put them in the wardrobe?

PICK

Can you _____ off the floor and put them in the wardrobe?

(13) My car stopped working on the way to work this morning.

BROKE

My car _____ on the way to work this morning.

(14) You meet a lot of strange people here.

COME

You _____ a lot of strange people here.

(15) We'll have to postpone the wedding. Jane has broken her leg.

PUT

We'll have to _____ Jane has broken her leg.

(16) He seems very shy until you get to know him.

ACROSS

He _____ very shy person until you get to know him.

(17) No amount of money will compensate for my loss.

MAKE

No amount of money will _____ for my loss.

(18) She has an excellent relationship with all her colleagues.

GET

She _____ well with all her colleagues.

(19) We were raised in a small town close to Kentucky.

BROUGHT

We were _____ in a small town close to Kentucky.

(20) She always tries to dominate the conversation.

TAKE

She always tries to _____ the conversation.

ANSWERS

(1) We've got no sugar left. Can you buy some when you go out?

We've **RUN OUT OF** sugar. Can you buy some when you go out?

(2) I'm not going to tolerate my son's bad behaviour any longer.

I have no intention **OF PUTTING UP WITH** my son's bad behaviour any longer.

(3) I can't wait for Christmas to come.

I'm **LOOKING FORWARD TO** Christmas.

(4) Can you collect my suit from the drycleaner's?

Can you **PICK UP** my suit from the drycleaner's?

(5) What time does the plane leave?

What time does the plane **TAKE OFF**?

(6) Can you take care of my cat when I go on holiday?

Can you **LOOK AFTER** my cat when I go on holiday?

(7) I founded my company in 2013.

I **SET UP** my company in 2013.

(8) Whose idea was it to create the website?

Who **CAME UP WITH THE IDEA** of creating the website?

(9) Has John decided yet if he wants to buy my car?

Has John **MADE UP HIS MIND** yet if he wants to buy my car?

(10) That huge wardrobe occupies too much space in my bedroom.

That huge wardrobe **TAKES UP** too much space in my bedroom.

(11) The burglars smashed the window to get into my house.

BREAK

The burglars **BROKE INTO** my house by smashing the window.

(12) Can you lift your clothes off the floor and put them in the wardrobe?

Can you **PICK YOUR CLOTHES UP** off the floor and put them in the wardrobe?

(13) My car stopped working on the way to work this morning.

My car **BROKE DOWN** on the way to work this morning.

(14) You meet a lot of strange people here.

You **COME ACROSS** a lot of strange people here.

(15) We'll have to postpone the wedding. Jane has broken her leg.

We'll have to **PUT THE WEDDING OFF**. Jane has broken her leg.

(16) He seems very shy until you get to know him.

He **COMES ACROSS AS A** very shy person until you get to know him.

(17) No amount of money will compensate for my loss.

No amount of money will **MAKE UP** for my loss.

(18) She has an excellent relationship with all her colleagues.

She **GETS ON** well with all her colleagues.

(19) We were raised in a small town close to Kentucky.

We were **BROUGHT UP** in a small town close to Kentucky.

(20) She always tries to dominate the conversation.

She always tries to **TAKE OVER** the conversation.

The End