

# Introduction to MyGrammarLab

Welcome to **MyGrammarLab** – a three-level grammar series that teaches and practises grammar through a unique blend of book, online and mobile resources. We recommend that you read this introduction along with the guide on the inside front cover to find out how to get the most out of your course.

## What level is MyGrammarLab?

The **MyGrammarLab** series takes learners from elementary to advanced grammar, each level benchmarked against the Common European Framework and providing grammar practice for Cambridge ESOL exams:

	Level description	CEFR level	Grammar practice for exams
<b>Elementary</b>	elementary to pre-intermediate	A1/A2	KET
<b>Intermediate</b>	pre-intermediate to upper intermediate	B1/B2	PET FCE
<b>Advanced</b>	upper intermediate to advanced	C1/C2	CAE IELTS

## What is unique about MyGrammarLab?

**MyGrammarLab** offers every learner of English the opportunity to study grammar in the way that best suits their needs – and provides as much practice as necessary to ensure that each grammar point is learnt and can be used in the context of real communication.

At each level, learners have access to a variety of materials:

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### **book**

- **clear and simple explanations** based on the Longman Dictionaries Defining Vocabulary of just 2000 words to ensure full understanding of the grammar
- **natural examples** to illustrate the grammar points, based on the Longman Corpus Network
- a topic-based approach that presents **grammar in context**
- a **variety of exercise types** – from drills to contextualised and personalised practice
- a **review section** at the end of each module to revise the key grammar points
- an **exit test** at the end of each module to check that the grammar has been fully understood
- information on the **pronunciation** of grammar items
- information on **common errors** and how to avoid making them
- a **grammar check section** for quickly checking specific grammar points
- a **glossary** of grammar terms used in the explanations

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### **online**

- a **grammar teacher** who explains key grammar points through short video presentations
- a full **diagnostic test** to identify the grammar points that need to be learnt
- **more practice** for every unit of the book
- regular **progress tests** to check that the grammar has been understood
- **catch-up exercises** for learners who fail the progress tests – to ensure that every learner has the opportunity to master the grammar
- a full **exit test** at the end of each module
- automatic marking and feedback
- **pronunciation practice** of grammar items
- the option to **listen and check** the answers for practice exercises from the book
- additional **grammar practice for exams**

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### **mobile**

- downloadable exercises for **practice anywhere, any time**
- the ability to **create exercises** from a bank of practice questions
- automatic marking and **feedback** for wrong answers

## What is a MyLab?

A MyLab is a Learning Management System – an online platform that enables learners and teachers to manage the learning process via a number of online tools such as automatic marking, the recording of grades in a gradebook and the ability to customise a course.

## How can I get the most out of MyGrammarLab?

### To the Student:

If you are using MyGrammarLab in class, your teacher will tell you which units to study and which exercises to do.

If you are using MyGrammarLab for self study, you can work through the book from Module 1 to Module 20. Or you can choose a grammar point that you want to study and go to a specific unit. Here is a good way to study a complete module:



The modules in the book start with a text such as an advert, an email or a magazine article. The text introduces the grammar for the module. The grammar is **highlighted** in the text, and then there is a short exercise. The exercise shows you the units you need to study in order to learn more about the main grammar points.



**Go online for a full diagnostic test**

Look for this instruction at the bottom of the first page of each module. Take the diagnostic test then click on the feedback button to see which unit to go to for more information and practice.



The grammar information is on the left in the book. The practice exercises are on the right. It is therefore easy to check and read the grammar while you are doing the exercises.



For more information about the grammar, go online to watch the grammar videos in each unit and listen to your grammar teacher.



If you would like more grammar and listening practice, you can listen to the correct answers for some of the practice exercises in the book. Look for this symbol: 1.10 **Listen and check**. If you have the book with answer key, you can check all the answers at the back of the book.



**Go online for more practice**

Look for this instruction at the end of the practice exercises in the book. All the online exercises are different to the exercises in the book. They are marked automatically. Your grades are recorded in your own gradebook.



Look for this symbol on the grammar information pages in the book: . This means that there is some information on a pronunciation point. Go online to hear the information and practise the pronunciation.



**Go online for a progress test**

Look for this instruction at the end of the practice exercises in the book. The online progress tests show you if you have understood the grammar points in the units that you have studied. If your grade is low, do the catch-up exercises online. If your grade is good, you probably don't need to do these.



For practice away from your computer, download the catch-up exercises questions to your mobile phone. You can create your own practice tests. Go to [www.mygrammarlab.com](http://www.mygrammarlab.com) to download.



At the end of each module there is a two-page review section. The review exercises bring together all the grammar points in the module.



**Go online for more review exercises**

Look for this instruction at the end of the review exercises in the book.



At the end of each module, there is also a test. The test shows you how much you know and if you need more practice.



**Go online for a full exit test**

Look for this instruction at the end of the exit test in the book.

## To the Teacher:

If you are using MyGrammarLab with a class of students, you can either work through the book from the first to the last module, or you can select the areas that you would like your students to focus on.

You can work through a module as outlined on the previous page – but as a teacher, you are able to assign tests and view all the scores from your class in one gradebook. This will enable you to see at a glance which areas are difficult for your students – and will let you know which of your students are falling behind.



For pronunciation and listening practice in class, audio CDs are available. The disk and track number for each pronunciation explanation are given in the book. Look for these symbols:

Pronunciation ► 1.02 1.10 Listen and check.



All tests (diagnostic, progress and exit) are hidden from students. Assign these when you want your class to take the test. Marking is automatic – as is the reporting of grades into the class gradebook.



Some practice exercises – such as written tasks - require teacher marking. These are hidden from your students so you should only assign these if you want them to submit their answers to you for marking. The grades are reported automatically into the gradebook.

## Key to symbols

	This highlights a grammar point that learners find particularly difficult and often gives common errors that students make.
<b>NATURAL ENGLISH</b>	Sometimes a sentence may be grammatically correct, but it does not sound natural. These notes will help you to produce natural English.
<b>GRAMMAR IN USE</b>	This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue.
Pronunciation ► 1.02	This indicates where you will find pronunciation practice on the audio CDs and in the MyLab.
2.10 Listen and check.	This indicates that there is a recorded answer online. You can check your answer by listening to the recording, or, if you are using the edition with answer key, by looking in the key at the back of the book.
short form	Some words in the explanations are shown in green. This indicates that they are included in the glossary on p. ix. Look in the glossary to find out what these words mean.

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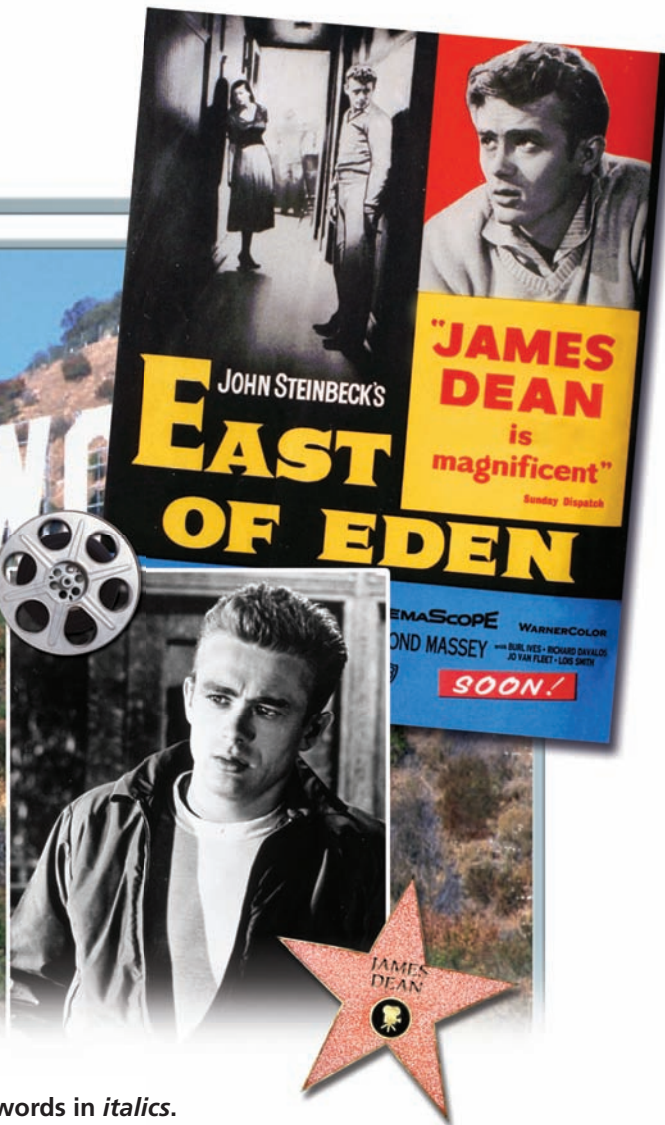
## Before you start

- 1 Read about James Dean. Look at the **highlighted** grammar examples.

STARS WHO DIED YOUNG:  
**James Dean**

James Dean died in a terrible car accident in 1955. He **was** only twenty-four when he died but he was already a big Hollywood star. Dean **loved** sports cars and he **used to drive** very fast – he **didn't like** slow cars!

On 30 September 1955, Dean left Los Angeles in his Porsche sports car. He stopped at Salinas and then **continued** towards Palm Springs. He **was driving** west on US Highway 466 when another car crashed into him at a junction. He **wasn't wearing** a seat belt and when the crash happened, he **died** immediately.



- 2 Now read the sentences. Choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 My grandfather *was* / *were* a student in the 1950s.
- 2 He *loves* / *loved* his years at university. He studied physics.
- 3 But he *didn't like* / *liked* physics so he changed to chemistry.
- 4 He finished university and then he *lived* / *living* in London.
- 5 He *was working* / *worked* in London when he met his wife.
- 6 He *wasn't* / *didn't* earning much money when he married my grandmother.
- 7 When my father was born, they *moved* / *were moving* to the country.
- 8 I *used* / *use* to visit him every summer when I was young.

- Unit 44
- Unit 45
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- 3 Check your answers below. Then go to the unit for more information and practice.

1 was 2 loved 3 like 4 lived 5 was working 6 wasn't 7 moved 8 used



# 44 Past simple of *be*

Deborah Kerr and Ingrid Bergman **were** film stars in the 1950s, but they **weren't** American. Deborah Kerr was British and Ingrid Bergman was Swedish.



## 1 Form

We make the past tense of the verb *be* with *was* and *were*:

POSITIVE		
I/He/She/It	was	French.
We/You/They	were	

There are no short forms of *was* and *were* in positive sentences.

NEGATIVE		SHORT FORM	
I/He/She/It	was not	(wasn't)	there.
We/You/They	were not	(weren't)	

**NATURAL ENGLISH** We use the short forms *wasn't* and *weren't* when we are speaking to someone and in informal writing.

QUESTIONS	SHORT ANSWERS
Was I/he/she/it there?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> ( <b>was not</b> ).
Were we/you/they there?	Yes, we/you/they <b>were</b> . No, we/you/they <b>weren't</b> ( <b>were not</b> ).
Where <b>were</b> you? How much <b>was</b> it? What <b>was</b> the name of the film?	

 Pronunciation ► 1.16, 1.17

## 2 Use

We use the past simple tense of *be* to talk about people and situations in the past. We often use dates and times with *was* and *were*:

*Deborah Kerr and Ingrid Bergman were film stars in the 1950s.*

*Was he in the beginners' class last year?*

*It wasn't very cold in December.*

Compare *was/were* with *is/are*:

*The weather was hot yesterday but it's cooler today.*

*1920s films were in black and white but now most films are in colour.*

Present simple of *be* ► Unit 35 To talk about actions in the past ► Unit 47

## Practice

### 1 GRAMMAR IN USE Choose the correct words in *italics* in the text.

#### Leslie Howard

Leslie Howard (0) *is* / was a famous film star in the 1930s in Hollywood. But he (1) *wasn't* / *didn't* American – he (2) *were* / *was* British. In those days there (3) *not be* / *weren't* a lot of British actors in Hollywood, most of the film stars (4) *was* / *were* American. Leslie Howard (5) *be* / *was* a very good actor and his films (6) *was* / *were* very successful, but he (7) *wasn't* / *weren't* happy in Hollywood and he went back to England. His most famous film (8) *did* / *was* 'Gone With The Wind' in 1939.



### 2 Write questions and short answers. 3.04 Listen and check.

0 Thomas Edison / a famous inventor ? (✓)

*Was Thomas Edison a famous inventor? Yes, he was.*

1 Christopher Columbus / Spanish ? (✗)

2 Grace Kelly / a famous scientist ? (✗)

3 Gustave Eiffel / French engineer ? (✓)

4 Michelangelo and Raphael / film directors ? (✗)

5 the Wright brothers / American ? (✓)

6 John F Kennedy and Winston Churchill / actors (✗)

### 3 GRAMMAR IN USE Complete the conversations with *was*, *were*, *wasn't* or *weren't* and the word(s) in brackets (). 3.05 Listen and check.

1 A Where (0) ..... *were you* ..... last night? (you)

B (1) ..... at that new Chinese restaurant in Dover Street. (I)

A (2) ..... good? (it)

B No, (3) ..... terrible. (the food)

2 A (4) ..... a doctor? (your grandfather)

B No, (5) ..... He was a dentist. (he)

A (6) ..... successful? (he)

B Yes, (7) ..... very rich. (he)

3 A (8) ..... at home yesterday morning? (you)

B No, (9) ..... at home – we were at the supermarket. (we)

A (10) ..... with you? (the children)

B No, (11) ..... with our neighbours. (they)

# 45 Past simple (1)

Daniel Craig made his first James Bond film in 2006.



## 1 Form

We add *-ed* to most verbs to make the past simple:

*watch* → *watched*, *finish* → *finished*

Study these spellings:

*die* → *died*, *live* → *lived*, *like* → *liked*

*stop* → *stopped*, *plan* → *planned*, *travel* → *travelled*

*carry* → *carried*, *study* → *studied*

I/You	finished yesterday.
He/She/It	
We/You/They	

Spelling rules for regular verbs ► page 316



The pronunciation of the *-ed* ending depends on the sound that comes before it.



Pronunciation ► 1.18

Some verbs are irregular. They do not form the past simple with *-ed*:

*buy* → *bought*, *do* → *did*, *have (got)* → *had (got)*,

*go* → *went*, *hit* → *hit*, *leave* → *left*,

*make* → *made*, *put* → *put*, *say* → *said*, *take* → *took*,

*see* → *saw*, *tell* → *told*, *win* → *won*

Irregular verbs ► page 314

## 2 Use

We use the past simple to talk about

- a single finished action in the past:

*I went to the dentist yesterday.*

*I passed my exam last week.*

- a repeated action in the past:

*I called your mobile five times yesterday.*

We often use time expressions (e.g. *yesterday*, *in 2002*, *last year*) to say when something happened:

<i>Daniel Craig made his first Bond film</i>	<i>in 2006.</i>
<i>I started work</i>	<i>last month.</i>
<i>It rained all day</i>	<i>yesterday.</i>
<i>My English course started</i>	<i>two months ago.</i> (two months before now)

We can also use *when* + past simple:

*My father played football when he was young.*

*When she left college, Isabel had no money.*

## Practice Use the spelling rules to help you complete these exercises. ► page 316

### 1 In each group, one past form is made in a different way from the others.

Find the ones that are different.

0 talked asked made passed

3 died smiled phoned cried

1 walked played went visited

4 watched told took had

2 stopped robbed planned listened

5 carried worried studied enjoyed

### 2 Write the past form of the verbs in the box below.

+ -ed	repeat the consonant and add -ed	+ -d	(-y) + -ied	irregular verbs
<i>happened</i>	<i>robbed</i>	<i>phoned</i>	<i>hurried</i>	<i>told</i>

happen hurry  
phone rob tell  
carry enjoy go  
live make plan  
smile stop  
study watch

### 3 GRAMMAR IN USE Choose past forms from Exercise 2 to complete the text.

▶▶ 3.06 Listen and check.

#### DANIEL CRAIG – the new James Bond

Daniel Craig was born in Chester, England in 1968. When he was young, he

(0) ..... *lived* ..... in the Wirral, near Liverpool. At school he (1) ..... sport

and he was in several teams. When he was a child, he (2) ..... *Star Trek* on

television and he says it is his ambition to appear in a *Star Trek* film. He (3) .....

to London when he was sixteen and joined the National Youth Theatre. He then

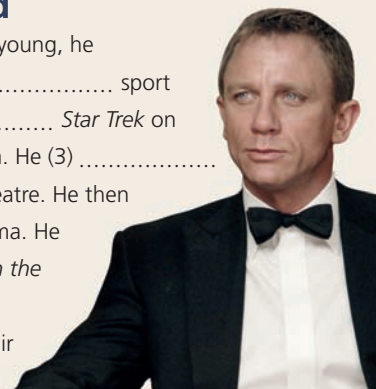
(4) ..... acting at the Guildhall School of Music and Drama. He

(5) ..... his first film for the BBC in 1996 – *Our Friends in the*

*North*. In 2006 he got the part of James Bond. Many people were

surprised when this (6) ....., because Craig has blond hair

and all the other actors who have played Bond have dark hair.



### 4 Complete these sentences. Put the verbs in brackets () in the past tense.

Then put the underlined words in the correct position. ▶▶ 3.07 Listen and check.

0 Jane (start) a new job month. last .. *Jane started a new job last month.* ..

1 I (play) football all the time I was young. when ..

2 Europeans (see) potatoes for the first time about five hundred years. ago ..

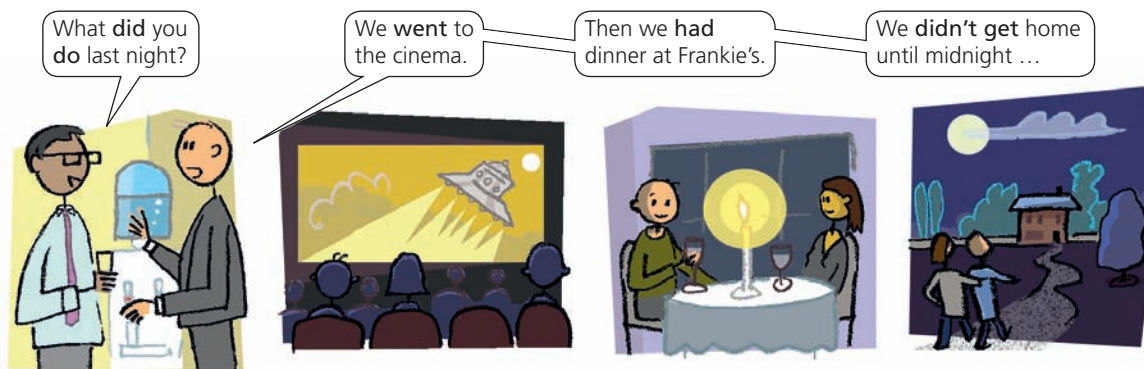
3 Somebody (rob) our local bank Wednesday. on ..

4 My father (have) an American motorbike he was young. when ..

5 April I (win) a bicycle in a magazine competition. in ..

6 Six months my brother (stop) smoking. ago ..

# 46 Past simple (2)



## 1 Form

NEGATIVE	Yes / No QUESTIONS	SHORT ANSWERS
I/He/She/It/We/You/They <b>did not (didn't) arrive.</b>	<b>Did</b> I/he/she/it/we/you/they <b>arrive?</b>	Yes, I/he/she/it/we/you/they <b>did.</b> No, I/he/she/it/we/you/they <b>didn't.</b>

WH- QUESTIONS				
What	<b>did</b>	you	<b>do</b>	on Saturday?
Where	<b>did</b>	you	<b>go</b>	for dinner?
How much	<b>did</b>	the meal	<b>cost?</b>	

- ! **x** What you **did** on Saturday?  
**✓** What **did** you **do** on Saturday?

## 2 Use

We use the past simple

- when one thing happens after another in the past:  
*We **arrived** at the airport at eleven o'clock and **took** a taxi to the hotel.  
 Then we **went** to the café and **had** a drink, but we **didn't eat** anything.*
- to talk about a situation that finished in the past:  
*I **lived** with my grandparents last summer.  
**Did** men **have** long hair in the 1960s?  
 MP3 players **didn't exist** when I was a child.*

Linking words for describing events in the past ► Unit 95.1

## 3 Words we use with the past simple

- We use *then* to say that one action happened after another one:  
*'I finished school in 2006. **Then** I went to university.'  
 'And what did you do **then**?' (after university)*
- We use *from ... to* to say when a past situation started and finished:  
*James Dean lived **from** 1931 **to** 1955.  
 I waited for you **from** eight o'clock **to** half past nine!*
- We use *for + ten minutes, two hours, a week, etc.* to say how long a past situation lasted:  
*Daniela stayed with her cousins **for** two weeks last summer.*

More about:

*from* ► Unit 21.3 *for* ► Unit 22.2



## Practice

### 1 Use the words below to write questions and short answers.

- 0 die / President Kennedy / 1963 ? (✓) *Did President Kennedy die in 1963? Yes, he did.* .....
- 1 fly / Neil Armstrong / to Mars ? (X)  
.....
- 2 win / Tony Curtis / an Oscar ? (X)  
.....
- 3 invent / Alexander Graham Bell / the telephone ? (✓)  
.....
- 4 paint / Michelangelo / the *Mona Lisa* ? (X)  
.....
- 5 write / Ian Fleming / the James Bond books ? (✓)  
.....
- 6 exist / computers / in the 1990s ? (✓)  
.....

### 2 GRAMMAR IN USE There are five more mistakes in the conversation. Find and correct them.

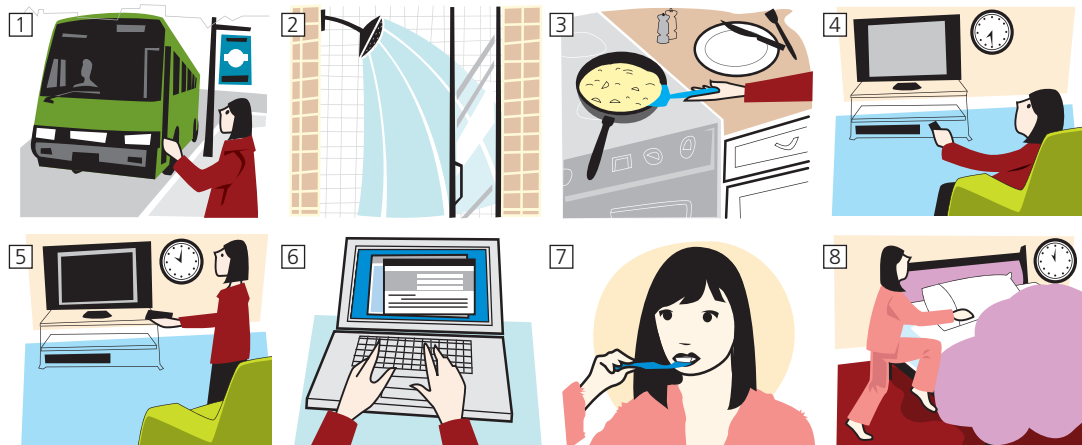
#### 3.08 Listen and check.

- TOM Did you <sup>go</sup>went to the cinema yesterday? TOM What do you mean?
- SILVIA Yes, we do. SILVIA Well. There was a queue when we got to the cinema, so we don't wait.
- TOM What did you saw? TOM So, what did you done?
- SILVIA We didn't saw anything. SILVIA We went to Video City and rented a DVD.

### 3 GRAMMAR IN USE Look at the pictures. Then describe what Janice did yesterday evening. Use the words and phrases in the box with the verbs in the past simple.

#### 3.09 Listen and check.

brush her teeth go home on the bus go to bed at have a shower  
make a snack send some emails watch television from and then then



*Janice went home on the bus at six o'clock. She* .....

.....

.....

.....



# 47 Past continuous



## 1 Form

### POSITIVE

I/He/She/It *was working*.

We/You/They *were working*.

### NEGATIVE

I/He/She/It *was not (wasn't) working*.

We/You/They *were not (weren't) working*.

### QUESTIONS

*Was I/he/she/it working?*

### SHORT ANSWERS

Yes, I/he/she/it *was*.

No, we/you/they *weren't*.

*Were we/you/they working?*

Yes, we/you/they *were*.

No, we/you/they *weren't*.

We form the **past continuous** with *was/were* + the *-ing* form of the verb.

Spelling rules for *-ing* forms ► page 316

## 2 Use

We use the past continuous

- to describe an action at or around a time in the past:

*At seven o'clock Marek **was making** the dinner and Isabella **was putting** the children to bed.  
I **was watching** TV at nine o'clock.*



The action started before nine o'clock and can continue after it.

- for temporary situations in the past:

*Sally **was living** in Paris when she had her first baby.*



- to describe a scene in the past, especially when you are telling a story:

*When we arrived at the beach, the sun **was shining**.*

*They **were cleaning** the swimming pool when we got to the hotel.*

- to describe something you did until an event interrupted you and stopped you:

*I **was watching** TV when the phone **rang**.*



*James Dean **was driving** a Porsche when he **died**.*

*Gerald **was playing** football when he **hurt** his arm.*

**!** We don't usually use verbs, such as *like, see, hear, think, agree* in the past continuous.

Verbs that don't use the continuous form ► Unit 41.2

## Practice Use the spelling rules to help you complete these exercises. ► page 316

### 1 GRAMMAR IN USE Complete the text. Use past continuous forms of the verbs in brackets () and short forms. ▶▶ 3.10 Listen and check.

A few years ago we (0) ..... *were living* ..... (live) in France at the time of the Cannes film festival. My wife (00) .... *wasn't working* ..... (not work) that weekend so we decided to drive to Cannes to see some of the new films. The sun (1) ..... (shine) when we arrived and the town looked beautiful. It was very busy – lots of people (2) ..... (walk) in the streets. But it wasn't very hot that day so people (3) ..... (not sunbathe) on the beach. We got to our hotel and went to the restaurant. We had a big surprise – Juliette Binoche (4) ..... (sit) at the back of the restaurant! But she (5) ..... (not have) lunch, she (6) ..... (talk) to some other famous film stars. It was so exciting!

### 2 Complete the questions and short answers below. Use information from Exercise 1. ▶▶ 3.11 Listen and check.

- 0 ..... *Was* ..... the sun .... *shining* ..... when they arrived? – Yes, it was.  
 1 ..... lots of people ..... in the streets? – Yes, they were.  
 2 ..... people ..... on the beach? – No, they weren't.  
 3 Who ..... at the back of the restaurant? – Juliette Binoche  
 4 ..... she ..... lunch? – No, she wasn't.

### 3 GRAMMAR IN USE Last night there was a robbery at the Denmore Hotel. The police want to know what everybody was doing at five past eight. Look at the photos from the hotel cameras. Read all the questions before you answer them.



Mr Denby



Steve Burton



Mr and Mrs Grant



Maria



Alfredo and Alex



Marco

- 0 Was Mr Denby carrying some suitcases? *No, he wasn't. He was swimming in the pool.*  
 1 Was Steve Burton eating in the restaurant? .....  
 2 Were Mr and Mrs Grant paying the bill? .....  
 3 Was Maria swimming in the pool? .....  
 4 Were Alfredo and Alex using the Internet? .....  
 5 Was Marco cooking in the kitchen? .....

# 48 Past simple or past continuous?



At the end of the film the bridge collapsed while the truck was crossing it.

## 1 Use

PAST SIMPLE	PAST CONTINUOUS
<p>to describe one or more finished actions in the past:  <i>We <b>arrived</b> at the hotel at three o'clock and went to our room.</i></p> <p><i>I <b>called</b> you about four times yesterday afternoon.</i></p>	<p>to describe an unfinished action at and around a time in the past:  <i>When we arrived at the hotel, the maid <b>was cleaning</b> our room. (The cleaning was not finished when we arrived.)</i>  <i>I couldn't answer the phone because I <b>was speaking</b> to some clients.</i></p>
<p>when one action happened after another:  <i>When Isabel <b>came</b>, we <b>watched</b> a DVD.            (= Isabel came and then we watched a DVD.)</i></p> <p>6.00 ←————→ 8.00            ↓  <i>Isabel came</i>             ————→ we watched a DVD</p>	<p>to describe something you were doing at the time when another thing happened:  <i>When Isabel <b>came</b>, we <b>were watching</b> a DVD.            (= We were watching a DVD at the time Isabel came.)</i></p> <p>6.00 ←————→ 8.00             ————→ we were watching a DVD            ↓  <i>Isabel came</i></p>

## 2 when and while

We can use either *when* or *while* before the past continuous:

*The bridge collapsed **when/while** the truck **was crossing** it.*

*The post came **when/while** I **was having** my breakfast.*



We don't use *while* before the past simple, but we can use *when*:

✗ *While the post came I was having my breakfast.*

✓ *When the post came, I was having my breakfast.*

## Practice

### 1 Choose the correct words in *italics>. 3.12 Listen and check.*

- 0 After I brushed my teeth I *went* / *was going* to bed.
- 1 I *went* / *was going* to the dentist five times last year.
- 2 My computer *broke down* / *was breaking down* yesterday.
- 3 Hilary fell on the ice last winter and *broke* / *was breaking* her arm.
- 4 We were relaxing in the garden *when* / *while* we suddenly heard a loud noise.
- 5 Karl didn't hear the doorbell because he *listened* / *was listening* to his iPod.
- 6 After I left university, I worked in a bank and then I *moved* / *was moving* to an insurance company.
- 7 My cousin couldn't visit us in August because she *did* / *was doing* a summer course.
- 8 I was having a shower *when* / *while* the phone rang.

### 2 Match the sentences 1 and 2 with A and B.

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>0 1 When my father arrived, we looked at his photos.</li> <li>2 When my father arrived, we were looking at his photos.</li> </ol> |  | <ol style="list-style-type: none"> <li>A We started looking at the photos before my father arrived.</li> <li>B My father brought the photos with him.</li> </ol> |
| <ol style="list-style-type: none"> <li>1 1 My aunt worked for Mr O'Reilly.</li> <li>2 My aunt was working for Mr O'Reilly when she heard the news.</li> </ol>            |  | <ol style="list-style-type: none"> <li>A She was his assistant.</li> <li>B She was speaking to a client on the phone.</li> </ol>                                 |
| <ol style="list-style-type: none"> <li>2 1 I was having a party when she told me the news.</li> <li>2 When she told me the news I had a party.</li> </ol>                |  | <ol style="list-style-type: none"> <li>A I had a party after she told me the news.</li> <li>B The party started before she told me the news.</li> </ol>          |
| <ol style="list-style-type: none"> <li>3 1 Paul travelled a lot in his last job.</li> <li>2 Paul was travelling when the accident happened.</li> </ol>                   |  | <ol style="list-style-type: none"> <li>A He was on a plane to Rio.</li> <li>B He was an international salesman.</li> </ol>                                       |

### 3 GRAMMAR IN USE Complete the text. Use the correct form of the verbs in brackets ().

#### 3.13 Listen and check.

## The sinking of the TITANIC

ON THE NIGHT of 14 April 1912 the cruise ship *Titanic* (0) ..... *was* ..... (be) in the middle of its first journey between England and New York. It (1) ..... (travel) across the north Atlantic, south of Greenland. As usual, a sailor (2) ..... (watch) the sea in front of the ship; he (3) ..... (look) for icebergs. But it was dark and there was no moon, so he couldn't see anything. Suddenly, at exactly 11.40, the ship (4) ..... (hit) a huge iceberg. The ship quickly began to sink. At the time of the accident many of the passengers (5) ..... (sleep). The sailors



(6) ..... (tell) everybody to leave the ship, but there (7) ..... (not be) enough boats for all the people. In the end more than 1,500 people (8) ..... (die).



# 49 *used to*

Hollywood actor Russell Crowe **used to work** in a restaurant in Sydney.



## 1 Form

	POSITIVE	NEGATIVE	
I/He/She/It/We/You/They	<i>used to work</i>	<i>did not (didn't) use to work</i>	<i>in a shop.</i>

QUESTIONS	SHORT ANSWERS
<i>Did I/he/she/it/we/you/they use to work here?</i>	Yes, (he) <i>did</i> . No, (we) <i>didn't</i> .

- !** There is no present form of *used to*:
- ✗ *I use to go to work by bus.*
  - ✓ *I usually go to work by bus.*

## 2 Use

We use *used to*

- for actions that happened regularly in the past but do not happen now:  
*People used to write a lot of letters.* (but now they send emails)
- to say how often we did things in the past (with *always, once a week, every year, etc.*):  
*I always used to swim before breakfast.*  
*We used to go to the beach every summer.*
- for past situations that are different now:  
*Russell Crowe used to be a waiter.* (but now he is an actor)  
*My parents didn't use to live in the city.* (but now they live in the city)  
*When I was a child I used to have a pet rabbit.*  
*Where did you use to go on holiday when you were young?*

We pronounce the *s* in *used to* as /s/ not /z/. We do not pronounce the final *d*: /ju:stə/.



Pronunciation > 1.19

## 3 Past simple or *used to*?

**!** We use the past simple, *NOT used to*

- for single actions in the past:  
✗ *I used to have a driving lesson last week.*  
✓ *I had a driving lesson last week.* (a single action = past simple)
- for repeated actions in the past with a number:  
✗ *I used to have a driving lesson twice last week.*  
✓ *I had a driving lesson twice last week.* (a repeated action = past simple)
- to talk about a period of time with *for*:  
✗ *He used to be in the army for two years.*  
✓ *He was in the army for two years.*

## Practice

### 1 Read the information. Then complete the answers below.

- 0 How are films different?  
*Films used to be in black and white but now they are in colour.*

	IN THE PAST	NOW
0 films	in black and white	in colour
1 cameras	big and heavy	small and light
2 phones	attached to wires	mobile
3 transport	ride horses	drive cars
4 work	work on farms	work in factories and offices
5 children	finish school at 12	finish school at 16
6 location	live in the country	live in towns
7 entertainment	go to the cinema	watch TV and DVDs

- 1 What about cameras? Cameras .....
- 2 What about phones? Phones .....
- 3 How is transport different? People .....
- 4 Do people work in the same places as in the past?  
 No, most people .....
- 5 What about schools? Children .....
- 6 Do people live in the same places as in the past?  
 No, most people .....
- 7 What about entertainment? People .....

### 2 Find the mistakes in the sentences and correct them. 3.14 Now listen and check.

- 0 <sup>Did</sup> ~~Were~~ people use to smoke inside cinemas in the 1950s?
- 1 Films didn't used to have sound but now they do.
- 2 Did use to be cameras very expensive?
- 3 Harrison Ford used to being a carpenter before he became a film star.
- 4 Glenda Jackson use to be a film actress but now she is a politician.
- 5 Did Bruce Willis used to have a lot of hair?
- 6 It wasn't use to be expensive to go to the cinema but now it is.

### 3 **GRAMMAR IN USE** Choose the correct words in *italics* in the text. 3.15 Listen and check.

#### The politician who used to be a film star

Arnold Schwarzenegger's life is very different today. He (0) *use / used* to be an actor but now he is a politician. These days he lives in California but he (1) *didn't live / didn't use to live* there, he used to (2) *live / living* in Austria. He (3) *had / use to have* an Austrian passport for many years but he (4) *got / used to get* an



American passport in 1983 when he (5) *became / used to become* a US citizen.

When he was young he (6) *wasn't use to be / didn't use to be* interested in politics – his main interest was exercise and he (7) *used to spend / used spend* hours in the gym every day, building his muscles. He was very successful and he (8) *won / used to win* the Mr Universe competition five times. ■



# Review MODULE 6

Use the irregular verb list to help you complete these exercises. ► page 314

- 1 UNITS 44, 45 AND 46** Complete the text with past simple forms of the verbs in brackets () and no short forms.

## Alfred Hitchcock

ALFRED HITCHCOCK (0) ..... *was* ..... (be) one of the most famous and successful film directors of the 20th century. He was born in London in 1899 and he (1) ..... (die) in Los Angeles in 1990. Hitchcock (2) ..... (begin) his career at Gainsborough Studios in London in 1920. In those days films (3) ..... (not have) sound and Hitchcock (4) ..... (not be) a director; he (5) ..... (be) a designer. But Hitchcock (6) ..... (do) a good job and they (7) ..... (ask) him to direct a film in 1925.

Hitchcock (8) ..... (make) his first film in Germany. He (9) ..... (use) a lot of interesting ideas from German cinema in this film. After that he (10) ..... (direct) many films in England. But at the end of the 1930s he



(11) ..... (move) to Hollywood to make his first American film.

That film was called *Rebecca* and it (12) ..... (win) the best film Oscar in 1940. After that success he (13) ..... (direct) many more movies in Hollywood, including *Psycho*, *Rear Window* and *The Birds*, but he (14) ..... (not win) any more Oscars.

Hitchcock (15) ..... (become) fa-

- 2 UNITS 47, 48 AND 49** Choose the correct words in *italics* in the conversation.

**3.16** Listen and check.

ALAN Hi, Sadie. What's wrong with your arm?

SADIE Oh, I (0) *burnt* / *was burning* it while I (1) *cooked* / *was cooking* yesterday.

ALAN Does it hurt?

SADIE Not really. I (2) *bought* / *was buying* some special cream at the chemist's. That helps.

ALAN Mike usually does the cooking in your house, doesn't he?

SADIE Well, he (3) *used to do* / *was doing* it, but these days he's too busy.

ALAN His new job?

SADIE Yes. He (4) *wasn't* / *didn't* use to work full-time, but now he has to work until seven every evening.

ALAN So do you have to do everything in the house?

SADIE Yes. He (5) *started* / *was starting* the new job about two weeks ago, so now I'm really tired!

ALAN I'm sorry to hear that. But (6) *had you* / *did you have* time to go to the music festival on Sunday?

SADIE Yes, I (7) *go* / *did*. But when we (8) *got* / *were getting* there, it (9) *used to rain* / *was raining*.

ALAN So what did you (10) *do* / *done* ?

SADIE It (11) *was* / *were* OK. They (12) *had* / *used to have* a big tent and all the bands played in there.

### 3 UNIT 49 Complete the second sentence so it means the same as the first.

Use one, two or three words and short forms.

- 0 Jake lived in the Far East when he was young.  
 Jake ..... *used to live* ..... in the Far East.
- 1 Long flights used to be expensive.  
 Long flights ..... to be cheap.
- 2 I had short hair when I was young.  
 I ..... to have long hair.
- 3 Was Sweden a republic in the 19th century?  
 Did Sweden ..... a republic?
- 4 Most people didn't have cars before 1900.  
 Before 1900, most people ..... to have cars.

### 4 ALL UNITS There are four more mistakes in the text. Find and correct them.

When I was a child, there were only a few TV channels and the programmes <sup>were</sup> ~~was~~ in black and white. So I use to love going to the cinema. The colour pictures were very exciting. We were used to eat sweets and drink lemonade while we are watching the films. But my parents stopped taking us to the cinema when I was twelve because they used to buy a colour TV.

### 5 ALL UNITS Complete the text with the correct words or phrases, A, B or C below.

#### CINEMA

##### – Early history

The first movies were made in the United States, France and Britain in the late 19th century. In the early days films (0) ..... very new and you used to look at strange machines to see them. But in 1905 the first cinema (1) ..... in Pittsburgh, USA. This was possible because Thomas Edison and the Lumière brothers (2) ..... film projectors – that make films appear on screens.

##### – Silent movies

The early films (3) ..... sound. Cinema owners (4) ..... silence while the film (5) ..... so they employed musicians to play the piano during the film. Some large cinemas even (6) ..... bands. To help people understand what was happening, directors (7) ..... words on the screen called 'intertitles'. The most popular films (8) ..... comedies and there were many famous stars.

- 0 A was B did **C** were  
 1 A opened B was opening C used to open  
 2 A used to invent B invented C did already invent  
 3 A didn't have B hadn't C didn't had  
 4 A not wanted B didn't wanted C didn't want  
 5 A was playing B did play C were played  
 6 A were having B had C having  
 7 A did put B used to put C use to put  
 8 A were B were being C was

# Test MODULE 6

## Past tenses

Choose the correct answer, A, B or C.

- 1 George Washington ..... the first president of the USA. ➤ Unit 44  
A was B were C be
- 2 ..... your grandparents Polish? ➤ Unit 44  
A Was B Did C Were
- 3 The children ..... at school yesterday. ➤ Unit 44  
A wasn't B weren't C didn't be
- 4 My watch ..... working yesterday; it needs a new battery. ➤ Unit 45  
A stoped B stop C stopped
- 5 I ..... my little sister to the zoo last Saturday. ➤ Unit 45  
A take B took C taked
- 6 My sister started her first job ..... ➤ Unit 45  
A has two months B two months ago C ago two months
- 7 The letter isn't here because the post ..... this morning. ➤ Unit 46  
A didn't arrived B didn't arrives C didn't arrive
- 8 ..... to Rebecca's party last night? ➤ Unit 46  
A Did you go B Went you C Did you went
- 9 Those shops are new; they ..... here ten years ago. ➤ Unit 46  
A did not be B weren't C wasn't
- 10 We ..... dinner at eight o'clock last night. ➤ Unit 47  
A were eating B was eating C did eating
- 11 I ..... living there in October. ➤ Unit 47  
A weren't B didn't C wasn't
- 12 When we got there, it was cold but it ..... ➤ Unit 47  
A wasn't raining B not rain C rained
- 13 The children were having breakfast when the postman ..... ➤ Unit 48  
A did arrive B was arriving C arrived
- 14 Jeremy ..... his car to the garage six times last year. ➤ Unit 48  
A took B taking C was taking
- 15 We ran to the station and ..... the first train we saw. ➤ Unit 48  
A were getting on B got on C was getting on
- 16 I got a text message while I ..... for the bus. ➤ Unit 48  
A was waiting B waited C were waiting
- 17 When I was a child I ..... stay up late. ➤ Unit 49  
A didn't used to B used to not C didn't use to
- 18 ..... go to the same school as my sister? ➤ Unit 49  
A Did you use to B Did you used to C Did use you
- 19 My best friend ..... to a fantastic concert last Saturday. ➤ Unit 49  
A was going B used to go C went
- 20 My aunt ..... in an international bank for fifteen years. ➤ Unit 49  
A use to work B worked C used to work

# Grammar check

This section will help you with your work on the practice exercises; it will help you with revision for exams, too.

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# APPENDIX 1

## QUICK CHECK 1 MODULE 2 Pronouns

	SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS	REFLEXIVE PRONOUNS
singular	<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
	<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
	<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
	<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
	<i>it</i>	<i>it</i>	<i>its</i>		<i>itself</i>
plural	<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
	<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>
	<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>
<b>UNIT</b>	11	11	13	13	15

## QUICK CHECK 2 MODULES 5, 6, 7 AND 8 Verb tenses

TENSE	USE	EXAMPLE	UNIT
present simple	facts/permanent situations	<i>Water boils at 100°C.</i>	37.2
	thoughts/feelings	<i>I think New York is exciting.</i>	37.2
	regular activities and habits	<i>David goes to work by bus. We usually start at eight o'clock.</i>	38.2
	with verbs that do not use the continuous	<i>I don't agree with you.</i>	41.2
present continuous	actions happening now	<i>The taxi's waiting outside.</i>	39.1
	temporary situations	<i>My computer isn't working.</i>	39.2
past simple	finished actions in the past	<i>I went to the dentist yesterday.</i>	45.2
	repeated actions in the past	<i>She phoned her parents every day.</i>	45.2
	a series of past actions	<i>We arrived at the airport and then took a taxi to the hotel.</i>	46.2
	past situations	<i>Did men have long hair in the 1960s?</i>	46.2
past continuous	an action at and around a time in the past	<i>I was watching TV at nine o'clock yesterday.</i>	47.2
	temporary situations in the past	<i>She was living in Paris when she had her first baby.</i>	47.2
	a scene in the past	<i>The sun was shining when we arrived.</i>	47.2
	an action you did until something interrupted you	<i>I was watching TV when the phone rang.</i>	47.2

TENSE	USE	EXAMPLE	UNIT
present perfect	actions and experiences in our lives until now	<i>My parents have visited Austria once.</i>	50.2
	with superlative adjectives	<i>This is the worst food I've ever had.</i>	50.3
	a recent action with present results	<i>I've broken my leg so I can't play football.</i>	51.2
	giving news	<i>The president has arrived in London.</i>	51.2
	with <i>just, already, yet</i>	<i>The train has just arrived.</i>	52.1
		<i>He's already got off.</i>	52.2
	with <i>for, since, etc.</i>	<i>I've known Sami for thirty years.</i>	53.1
with <i>this morning, this week, etc.</i>	<i>I've worked forty hours this week.</i>	53.2	
present perfect continuous	for actions/situations until now	<i>I've been training for six months. We've been waiting since three o'clock.</i>	55.2
	to explain a present situation	<i>I'm hot because I've been running.</i>	55.2
future with <i>going to</i>	future plans	<i>What are you going to do this evening?</i>	57.2
	things we expect to happen	<i>I'm in a traffic jam so I'm going to be late.</i>	57.2
future with <i>will</i>	certain future	<i>My mother will be fifty in May.</i>	58.2
	things we think will happen	<i>You should go to the gym – you'll enjoy it.</i>	58.2
	immediate decisions	<i>I'm tired. I think I'll go to bed.</i>	58.3
future with present continuous	future arrangements	<i>I'm giving a talk at the sales meeting on Wednesday.</i>	59.1
future with present simple	future events on timetables and programmes	<i>The train leaves London at 10.25 and arrives in Bristol at 11.50.</i>	59.2



## QUICK CHECK 3 MODULE 9 Modal verbs

VERB	USE	EXAMPLE	UNIT
<i>can/can't</i>	present ability	<i>I can speak Spanish well.</i>	61.2
	present possibility	<i>You can get cheap tickets on the Internet.</i>	61.2
	arrangement	<i>The doctor can see you tomorrow.</i>	61.2
	not allowed	<i>We can't wear jeans in the office.</i>	61.2
	permission	<i>Can we borrow the car this evening? I'm sorry, you can't. I need it.</i>	63.1
<i>can</i>	request	<i>Can you help me with these bags?</i>	63.2
<i>can't be</i>	almost certain	<i>That can't be Ed in the café – he's at school at the moment.</i>	68.2
<i>could/couldn't</i>	past ability	<i>Mozart could write beautiful music.</i>	62.1
	past possibility	<i>Children could play in the streets years ago.</i>	62.1
	permission	<i>Could I use your bathroom, please?</i>	63.1
	request	<i>Could you open the window, please?</i>	63.2
<i>have to/don't have to</i>	necessary/ not necessary	<i>I have to get up early tomorrow to catch the train.</i>	64.2
	necessary in the present	<i>You don't have to get a licence to ride a bicycle.</i>	64.3
<i>had to/didn't have to</i>	necessary/ not necessary	<i>They had to get visas when they went to South America.</i>	66.1
	necessary/ not necessary in the past	<i>We didn't have to show our passports.</i>	66.1
<i>may/may not</i>	permission	<i>You may start writing now.</i>	63.1
	not allowed	<i>Students may not take coats or bags with them into the exam.</i>	63.1
	not certain	<i>Mr Clement may be with a client. The order may not arrive next week.</i>	68.1
<i>might/might not</i>	not certain	<i>I might work in my uncle's shop during the holidays. The parcel might not arrive tomorrow.</i>	68.1
<i>must/must not</i>	instructions, signs and notices	<i>Passengers must wear seat belts. Visitors must not smoke in reception.</i>	65.1 65.2
	(really) <i>must</i>	recommending something	<i>You really must try this salad – it's delicious!</i>
<i>must be</i>	almost certain	<i>They must be out – there are no lights on in the house.</i>	68.2
<i>need to/don't need to</i>	necessary/ not necessary	<i>I need to earn some more money. We don't need to take our jackets – it's warm outside.</i>	64.2 64.3

VERB	USE	EXAMPLE	UNIT
<i>ought to/ ought not to</i>	advice	<i>You ought to find out how much it costs. You ought not to sit in the sun all day.</i>	67.1
<i>should/ should not</i>	advice	<i>You should see the doctor. You shouldn't eat a lot of sugar.</i>	67.1
<i>will/won't be able to</i>	future ability	<i>I won't be able to drive for weeks.</i>	62.2
	future possibility	<i>We'll be able to swim every day at the hotel.</i>	62.2
<i>will/won't have to</i>	necessary/ not necessary in the future	<i>I'll have to wait until tomorrow. We won't have to pay at the cinema tonight.</i>	66.2

## QUICK CHECK 4 MODULE 10 Conditionals

CONDITIONAL	USE	EXAMPLE	UNIT
present conditions	real situations that can happen at any time	<i>If you water the plants, they grow.</i>	69.2
	giving instructions or rules for a situation	<i>If it doesn't work, bring it back to the shop.</i>	69.2
first conditional (future conditions)	possible future situations	<i>If the tickets are expensive, we won't buy them.</i>	70.2
	certain future situations	<i>When I arrive at the airport, I'll phone you.</i>	70.2
	offers and warnings	<i>If you arrive late, we'll go without you.</i>	70.3
second conditional (unlikely/unreal conditions)	unlikely future conditions	<i>If we had a lot of money, we'd buy a big house.</i>	71.2
	unreal present conditions	<i>If David was here, he'd enjoy this film.</i>	71.2
	advice	<i>If I were you, I'd get there early.</i>	71.3

**QUICK CHECK 5** MODULE 13 **Verbs + -ing form and infinitive**

	VERBS	EXAMPLE	UNIT
verb + -ing form	<i>like dislike enjoy (not) mind love hate prefer suggest consider imagine recommend begin delay start stop finish avoid miss</i>	<i>After you finish eating, you can wash the dishes.</i>	83.1
verb + preposition + -ing form	<i>give up (= stop a habit or activity) talk about (= discuss) think of (= consider)</i>	<i>I'm thinking of training as a nurse.</i>	83.2
go + -ing form	<i>go swimming/skating/dancing, etc.</i>	<i>Let's go shopping on Saturday.</i>	83.3
verb + infinitive without to	<i>should can can't must let's</i>	<i>You should send her an email.</i>	84.1
verb + infinitive with to	<i>can/can't afford agree arrange ask choose decide deserve expect learn offer plan promise refuse seem want</i>	<i>I want to buy some new jeans.</i>	84.2
	<i>would like/love/hate/prefer, etc.</i>	<i>I'd love to come to your party.</i>	84.3
verb (+ object) + infinitive with to	<i>ask expect help need want</i>	<i>He asked me to call again later. He asked to see the manager.</i>	85.1
verb + object + infinitive with to	<i>advise allow cause force invite teach tell order warn</i>	<i>They told us to leave.</i>	85.1
verb + object + infinitive without to	<i>make let</i>	<i>The cold weather made the lake freeze.</i>	85.2

## QUICK CHECK 6 MODULE 16 Linking words

TYPE OF LINKING	LINKING WORDS	EXAMPLES	UNIT
joins two sentences	<i>and</i> <i>but</i> <i>or</i>	<i>I've washed up and I've put the dishes away.</i> <i>I've washed up but I haven't put the dishes away.</i> <i>I can wash up or I can put the dishes away.</i>	92.1
makes <i>and/or</i> stronger	<i>but ... and</i> <i>either ... or</i>	<i>Hilary speaks both French and Japanese.</i> <i>We can either watch TV or listen to music.</i>	92.2
explains why something happens	<i>because</i> <i>because of</i>	<i>The match is delayed because it's raining.</i> <i>The match is delayed because of the rain.</i>	93.1
gives a result	<i>so</i>	<i>It's raining, so the match is delayed.</i>	93.2
explains why you do something	<i>so that</i> <i>to + infinitive</i>	<i>I studied languages so that I could become a translator.</i> <i>I studied languages to become a translator.</i>	93.3
gives a time	<i>when</i> <i>after</i> <i>before</i> <i>while</i> <i>until</i> <i>as soon as</i>	<i>I'll call you when we get back.</i> <i>I went to bed after I locked the back door.</i> <i>I locked the back door before I went to bed.</i> <i>He saw the accident while he was waiting for the bus.</i> <i>I waited with the children until she got home.</i> <i>I'll call you as soon as the plane lands.</i>	94.1
gives the order of events in a story	<i>first</i> <i>then</i> <i>after that</i> <i>in the end</i>	<i>First the bus was late.</i> <i>Then there was a lot of traffic.</i> <i>After that, there was a long queue at the ticket office.</i> <i>In the end, we got on a train, but we were very late.</i>	94.1
gives instructions	<i>first</i> <i>next</i> <i>then</i> <i>finally</i>	<i>First, enter the number of your car.</i> <i>Next, put the coins in the machine.</i> <i>Then press the green button.</i> <i>Finally, take your ticket and put it inside your car.</i>	95.2

## QUICK CHECK 7 MODULE 18 Verbs + prepositions

COMMON VERBS + PREPOSITIONS		UNIT 100.2
verb + <b>to</b>	<i>belong to explain to listen to speak to talk to write to</i>	<i>That house belongs to my uncle.</i>
verb + <b>about</b>	<i>complain about read about speak about talk about think about</i>	<i>British people often complain about the weather.</i>
verb + <b>for</b>	<i>apply for ask for look for pay for wait for work for</i>	<i>We've been waiting for half an hour!</i>
verb + <b>in</b>	<i>arrive in believe in get in live in succeed in stay in</i>	<i>Do you believe in luck?</i>
verb + <b>of</b>	<i>approve of think of</i>	<i>What do you think of her new friend?</i>
verb + <b>on</b>	<i>decide on depend on</i>	<i>I decided on studying chemistry.</i>
verb + <b>at</b>	<i>arrive at laugh at look at stay at</i>	<i>We're staying at a small hotel.</i>
verb + <b>with</b>	<i>agree with stay with</i>	<i>Maria is right. I agree with her.</i>

VERBS + DIFFERENT PREPOSITIONS		UNIT 101.1 AND UNIT 101.2
<b>arrive</b>	<i>arrive in (a town or country)</i>	<i>When did you arrive in England?</i>
	<i>arrive at (any other place)</i>	<i>The train arrived at Victoria Station at six o'clock.</i>
<b>pay</b>	<i>pay (a person or a bill)</i>	<i>My mother paid the bill.</i>
	<i>(no preposition)</i>	<i>She paid the waiter at the end of the meal.</i>
	<i>pay for (a thing)</i>	<i>I haven't paid for the tickets yet.</i>
<b>stay</b>	<i>stay in/at (a place)</i>	<i>She stayed at the Hilton Hotel last month.</i>
	<i>stay with (a person)</i>	<i>I'm staying with my cousins for the holidays.</i>
<b>look</b>	<i>look at somebody/something</i>	<i>Look at the clock. We're late!</i>
	<i>look for somebody/something</i>	<i>Excuse me, I'm looking for Dr Watson's office. Do you know where it is?</i>
	<i>look after somebody/something</i>	<i>A nanny looks after the children while Emily is at work.</i>
	<i>look like somebody/something</i>	<i>Michael looks like his grandfather. They are both tall and thin.</i>

VERB + OBJECT + PREPOSITION		UNIT 101.3
<b>ask somebody for something</b>	<i>Did you ask the doctor for some advice?</i>	
<b>thank somebody for something</b>	<i>The manager thanked the staff for their hard work.</i>	
<b>invite somebody to something</b>	<i>I invited Carla to my party.</i>	
<b>tell somebody about something</b>	<i>Have you told your parents about your new job yet?</i>	

## QUICK CHECK 8 MODULE 18 Phrasal verbs

COMMON PHRASAL VERBS WITH AN OBJECT		UNIT 102.2
<b>bring</b>	<i>bring something back</i>	<i>Did you bring those books back?</i>
<b>fill</b>	<i>fill something in (= complete a form)</i>	<i>Please fill in this application form.</i>
<b>find</b>	<i>find something out (= get information)</i>	<i>Did you find out her phone number?</i>
<b>give</b>	<i>give something back</i> <i>give something up (= stop a habit, activity or job)</i>	<i>We gave the books back at the end of the lesson.</i> <i>He broke his leg and had to give up running.</i>
<b>let</b>	<i>let somebody in</i>	<i>There's somebody at the door. Please let them in.</i>
<b>look</b>	<i>look something up (= find information in a book or computer, etc.)</i>	<i>I don't know the address but I can look it up on the Internet.</i>
<b>pick</b>	<i>pick something up</i> <i>pick somebody up (= collect somebody and take them somewhere)</i>	<i>Don't leave your towel on the floor. Pick it up!</i> <i>I'll pick you up at six o'clock.</i>
<b>put</b>	<i>put something back</i> <i>put something down</i> <i>put something on</i>	<i>Have you put the book back on the shelf?</i> <i>She put the letter down on the table.</i> <i>It's cold outside. You should put on your warm coat.</i>
<b>switch</b>	<i>switch something on/off</i>	<i>Did you switch the heating on?</i>
<b>take</b>	<i>take something away</i> <i>take something off</i>	<i>I've finished this soup. You can take it away.</i> <i>Take your shoes off at the door.</i>
<b>turn</b>	<i>turn something down</i> <i>turn something on/off</i>	<i>Can you turn your music down?</i> <i>Don't forget to turn off the TV.</i>
COMMON PHRASAL VERBS WITHOUT AN OBJECT		UNIT 102.3
<b>move towards or away from something/somewhere</b>	<i>come back come in get out</i> <i>go away go back go in go out</i>	<i>He turned round and went out.</i>
<b>move your body</b>	<i>lie down look round sit down</i> <i>stand up turn around</i>	<i>I'm tired. I think I'll lie down for a few minutes.</i>
<b>others</b>	<i>get up grow up hurry up</i> <i>look out (= be careful) wake up</i>	<i>Hurry up! We're late.</i> <i>Look out! A car's coming.</i> <i>I usually wake up early.</i>



## APPENDIX 2

### Common irregular verbs (1) A–Z list

INFINITIVE	PAST TENSE	PAST PARTICIPLE	INFINITIVE	PAST TENSE	PAST PARTICIPLE
be	was/were	been	keep	kept	kept
beat	beat	beaten	know	knew	known
become	became	become	learn	learnt/learned	learnt/learned
begin	began	begun	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
build	built	built	lose	lose	lost
burn	burnt/burned	burnt/burned	make	made	made
buy	bought	bought	mean	meant	meant
catch	caught	caught	meet	met	met
choose	chose	chosen	pay	paid	paid
come	came	come	put	put	put
cost	cost	cost	read	read	read
cut	cut	cut	ride	rode	ridden
dig	dug	dug	ring	rang	rung
dive	dived	dived	rise	rose	risen
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
dream	dreamt/ dreamed	dreamt/ dreamed	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt/spelled	spelt/spelled
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
			write	wrote	written

## Common irregular verbs (2) list of forms

### 1 Past tense form = past participle

INFINITIVE	PAST TENSE	PAST PARTICIPLE
buy	bought	bought
say	said	said
send	sent	sent
sleep	slept	slept
tell	told	told
win	won	won

### 2 Infinitive + (e)n

INFINITIVE	PAST TENSE	PAST PARTICIPLE
beat	beat	beaten
draw	drew	drawn
eat	ate	eaten
know	knew	known
see	saw	seen
take	took	taken

### 3 Past tense form + (e)n

INFINITIVE	PAST TENSE	PAST PARTICIPLE
break	broke	broken
choose	chose	chosen
forget	forgot	forgotten
hide	hid	hidden
speak	spoke	spoken

### 4 No change

INFINITIVE	PAST TENSE	PAST PARTICIPLE
cost	cost	cost
hit	hit	hit
hurt	hurt	hurt
put	put	put
read	read	read*

\* For *read*, the spelling doesn't change, but the pronunciation does: /ri:d/ /red/ /red/

### 5 Vowel change

INFINITIVE	PAST TENSE	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
ring	rang	rung
swim	swam	swum

### 6 Two participle forms

INFINITIVE	PAST TENSE	PAST PARTICIPLE
burn	burnt/burned	burnt/burned
dream	dreamt/dreamed	dreamt/dreamed
learn	learnt/learned	learnt/learned
spell	spelt/spelled	spelt/spelled

# APPENDIX 3

## Spelling rules

### 1 Spelling of nouns/verbs + s

(plural nouns and present simple verbs after he/she/it)

most nouns and verbs	add -s	<i>cat</i> → <i>cats</i> <i>house</i> → <i>houses</i> <i>eat</i> → <i>eats</i> <i>sleep</i> → <i>sleeps</i>
nouns and verbs that end in -ch, -s, -sh, -x, -o	add -es	<i>church</i> → <i>churches</i> <i>bus</i> → <i>buses</i> <i>dish</i> → <i>dishes</i> <i>box</i> → <i>boxes</i> <i>potato</i> → <i>potatoes</i> <i>teach</i> → <i>teaches</i> <i>miss</i> → <i>misses</i> <i>wash</i> → <i>washes</i> <i>go</i> → <i>goes</i>
nouns and verbs that end in consonant + -y	take away -y and add -ies	<i>city</i> → <i>cities</i> <i>family</i> → <i>families</i> <i>carry</i> → <i>carries</i> <i>fly</i> → <i>flies</i>
nouns and verbs that end in vowel + -y	add -s	<i>holiday</i> → <i>holidays</i> <i>key</i> → <i>keys</i> <i>enjoy</i> → <i>enjoys</i> <i>play</i> → <i>plays</i>
nouns that end in -f or -fe	take away -f(e) and add -ves	<i>wife</i> → <i>wives</i> <i>loaf</i> → <i>loaves</i> (BUT <i>roof</i> → <i>roofs</i> )

### 2 Spelling of -ing forms of verbs

most verbs	add -ing to the infinitive form	<i>eat</i> → <i>eating</i> <i>go</i> → <i>going</i> <i>sleep</i> → <i>sleeping</i>
verbs that end in -e	take away -e and add -ing	<i>take</i> → <i>taking</i> <i>use</i> → <i>using</i>
verbs that end in -ie	take away -ie and add -ying	<i>die</i> → <i>dying</i> <i>lie</i> → <i>lying</i>
verbs of one syllable that end in a short vowel + consonant	double the consonant and add -ing	<i>sit</i> → <i>sitting</i> <i>swim</i> → <i>swimming</i>
verbs with more than one syllable that end in a <u>stressed</u> short vowel and consonant, e.g. <i>begin</i> .	double the consonant and add -ing (We don't double the consonant if the final syllable is not stressed: <i>visit</i> → <i>visiting</i> )	<i>begin</i> → <i>beginning</i> <i>forget</i> → <i>forgetting</i>

### 3 Spelling of regular verbs

(past simple endings and past participles)

verbs that end in -e	add -d	<i>die</i> → <i>died</i> <i>like</i> → <i>liked</i> <i>live</i> → <i>lived</i>
verbs that end in a stressed vowel and one consonant (except y, w or x)	double the consonant and add -ed (We don't double the consonant if the final syllable is not stressed)	<i>plan</i> → <i>planned</i> <i>rob</i> → <i>robbed</i> <i>stop</i> → <i>stopped</i> ( <i>visit</i> → <i>visited</i> <i>open</i> → <i>opened</i> )
verbs that end in a consonant + -y	remove -y and add -ied	<i>carry</i> → <i>carried</i> <i>study</i> → <i>studied</i>
verbs that end in a vowel + -y	add -ed	<i>enjoy</i> → <i>enjoyed</i> <i>play</i> → <i>played</i>

### 4 Spelling of comparative adjectives

most short adjectives	add -er	<i>rich</i> → <i>richer</i> <i>tall</i> → <i>taller</i>
most short adjectives that end in e	add -r	<i>late</i> → <i>later</i> <i>nice</i> → <i>nicer</i>
short adjectives that end in one vowel + one consonant (except w)	double the consonant and add -er	<i>big</i> → <i>bigger</i> <i>hot</i> → <i>hotter</i> ( <i>slow</i> → <i>slower</i> <i>low</i> → <i>lower</i> )
short adjectives that end in consonant + -y	change y to i and add -er	<i>dry</i> → <i>drier</i> <i>funny</i> → <i>funnier</i>

## 5 Spelling of superlative adjectives

most short adjectives	add -est	<i>rich</i> → <i>richest</i> <i>tall</i> → <i>tallest</i>
short adjectives that end in -e	add -st	<i>late</i> → <i>latest</i> <i>nice</i> → <i>nicest</i>
short adjectives that end in one vowel + one consonant (except w)	double the consonant and add -est	<i>big</i> → <i>biggest</i> <i>hot</i> → <i>hottest</i> ( <i>slow</i> → <i>slowest</i> <i>low</i> → <i>lowest</i> )
short adjectives that end in consonant + y	change y to i and add -est	<i>dry</i> → <i>driest</i> <i>lucky</i> → <i>luckiest</i>

## APPENDIX 4

### British and American English

#### *at/on the weekend* ► Unit 21.1

BrE: **at** the weekend

*What are you doing **at** the weekend?*

AmE: **on** the weekend

*We're visiting our cousins in Ohio **on** the weekend.*

#### *to/through* ► Unit 21.3

BrE: **from** (day/date) **to** (day/date)

*The shop will be closed **from** **Wednesday to** **Friday**.*

AmE: (day/date) **through** (day/date)

*The shop will be closed **Wednesday through** **Friday**.*

#### *have/have got* ► Unit 42

We can use *have got* in American English but *have* is more common.

BrE: **Has** your house **got** a garden?

AmE: **Does** your house **have** a garden?

#### *have/take a shower* ► Unit 43.3

BrE: **have** a shower/bath/holiday

*Jack can't come to the phone; he's **having** a shower.*

AmE: **take** a shower/bath/holiday

*Jack can't come to the phone; he's **taking** a shower.*

#### *just/already/yet* ► Unit 52

In British English we usually use the present perfect with *just*, *already* and *yet*.

We don't use the past simple.

*We've **just finished** eating.*

~~*We **just finished** eating.*~~

*Graham's train **has already** arrived.*

~~*Graham's train **already** arrived.*~~

***Have you seen** that film **yet**?*

~~***Did you see** that film **yet**?*~~

In American English we can use the present perfect OR the past simple.

*We've **just finished** eating.*

*We **just finished** eating.*

*Graham's train **has already** arrived.*

*Graham's train **already** arrived.*

***Have you seen** that film **yet**?*

***Did you see** that film **yet**?*

# Answer key

## Module 6

### UNIT 44

- 1 1 wasn't 2 was 3 weren't 4 were  
5 was 6 were 7 wasn't 8 was
- 2 1 Was Christopher Columbus Spanish?  
No, he wasn't.  
2 Was Grace Kelly a famous scientist?  
No, she wasn't.  
3 Was Gustave Eiffel a French engineer?  
Yes, he was.  
4 Were Michelangelo and Raphael film directors?  
No, they weren't.  
5 Were the Wright brothers American?  
Yes, they were.  
6 Were John F Kennedy and Winston Churchill actors? No, they weren't.
- 3 1 I was 2 Was it 3 the food was  
4 Was your grandfather 5 he wasn't 6 Was he  
7 he was 8 Were you 9 we weren't  
10 Were the children 11 they were

### UNIT 45

- 1 1 went 2 listened 3 cried 4 watched 5 enjoyed

2

verb + -ed	repeat the consonant and add -ed	verb + -d	take away y and add -ied	irregular verbs
<i>happened</i>	<i>robbed</i>	<i>phoned</i>	<i>hurried</i>	<i>told</i>
<i>enjoyed</i>	<i>planned</i>	<i>smiled</i>	<i>carried</i>	<i>went</i>
<i>watched</i>	<i>stopped</i>	<i>lived</i>	<i>studied</i>	<i>made</i>

- 3 1 enjoyed 2 watched 3 went  
4 studied 5 made 6 happened
- 4 1 I played football all the time when I was young.  
2 Europeans saw potatoes for the first time about five hundred years ago.  
3 Somebody robbed our local bank on Wednesday.  
4 My father had an American motorbike when he was young.  
5 In April I won a bicycle in a magazine competition.  
6 Six months ago my brother stopped smoking.

### UNIT 46

- 1 1 Did Neil Armstrong fly to Mars? No, he didn't.  
2 Did Tony Curtis win an Oscar? No, he didn't.  
3 Did Alexander Graham Bell invent the telephone?  
Yes, he did.  
4 Did Michelangelo paint the *Mona Lisa*?  
No, he didn't.  
5 Did Ian Fleming write the James Bond books?  
Yes, he did.  
6 Did computers exist in the 1990s? Yes, they did.
- 2 TOM Did you ~~went~~ to the cinema yesterday?  
SILVIA Yes, we ~~do~~ did.  
TOM What did you ~~saw~~ see?  
SILVIA We didn't ~~saw~~ see anything.  
TOM What do you mean?  
SILVIA Well, there was a queue when we got to the cinema, so we ~~don't~~ didn't wait.  
TOM So, what did you ~~done~~ do?  
SILVIA We went to Video City and rented a DVD.

### 3 Model answers

She had a shower. Then she made a snack.  
She watched television from 7.30 to ten o'clock.  
She sent some emails. She brushed her teeth and then she went to bed at eleven o'clock.

### UNIT 47

- 1 1 was shining 2 were walking 3 weren't sunbathing  
4 was sitting 5 wasn't having 6 was talking
- 2 1 Was the sun shining when they arrived? Yes, it was.  
2 Were lots of people walking in the streets? Yes, they were.  
3 Were people sunbathing on the beach? No, they weren't.  
4 Who was sitting at the back of the restaurant?  
Juliette Binoche  
5 Was she having lunch? No, she wasn't.
- 3 1 No, he wasn't. He was paying the bill.  
2 No, they weren't. They were eating in the restaurant.  
3 No, she wasn't. She was using the Internet.  
4 No, they weren't. They were cooking in the kitchen.  
5 No, he wasn't. He was carrying some suitcases.

### UNIT 48

- 1 1 went 2 broke down 3 broke 4 when  
5 was listening 6 moved 7 was doing 8 when
- 2 1 1A, 2B 2 1B, 2A 3 1B, 2A
- 3 1 was travelling 2 was watching 3 was looking 4 hit  
5 were sleeping 6 told 7 were not/weren't 8 died

### UNIT 49

- 1 1 Cameras used to be big and heavy but now they are small and light.  
2 Phones used to be attached to wires but now they are mobile.  
3 People used to ride horses but now they drive cars.  
4 No, most people used to work on farms but now they work in factories and offices.  
5 Children used to finish school at 12 but now they finish school at 16.  
6 No, most people used to live in the country but now they live in towns.  
7 People used to go to the cinema more but now they watch TV and DVDs.
- 2 1 Films didn't ~~used~~ use to have sound but now they do.  
2 ~~Did use to be cameras~~ Did cameras use to be very expensive?  
3 Harrison Ford used to ~~being~~ be a carpenter before he became a film star.  
4 Glenda Jackson ~~use~~ used to be a film actress but now she is a politician.  
5 Did Bruce Willis ~~used~~ use to have a lot of hair?  
6 It ~~wasn't~~ didn't use to be expensive to go to the cinema but now it is.
- 3 1 didn't use to live 2 live 3 had 4 got 5 became  
6 didn't use to be 7 used to spend 8 won

### REVIEW

- 1 1 died 2 began 3 did not have 4 was not 5 was  
6 did 7 asked 8 made 9 used 10 directed 11 moved  
12 won 13 directed 14 did not win 15 became
- 2 1 was cooking 2 bought 3 used to do 4 didn't  
5 started 6 did you have 7 did 8 got  
9 was raining 10 do 11 was 12 had
- 3 1 didn't use 2 didn't use 3 use to be 4 didn't use
- 4 When I was a child there were only a few TV channels and the programmes ~~was~~ were in black and white. So I ~~use~~ used to love going to the cinema. The colour pictures were very exciting. We ~~were~~ used to eat sweets and drink lemonade while we ~~are~~ were watching the films. But my parents stopped taking us to the cinema when I was twelve because they ~~used to~~ buy bought a colour TV.
- 5 1 A 2 B 3 A 4 C 5 A 6 B 7 B 8 A

### TEST

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