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:

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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:

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

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

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.

- 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.

- 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: 1.10. This means that there is some information on a pronunciation point. Go online to hear the information and practice the pronunciation.

- 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 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.

- 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.

- 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
- 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.
- NATURAL ENGLISH Sometimes a sentence may be grammatically correct, but it does not sound natural. These notes will help you to produce natural English.
- GRAMMAR IN USE 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.
- 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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**Glossary** ix

### UNIT 1

#### Using nouns

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</table>
Passive forms

The passive (1) it is discovered, it was discovered
The passive (2) it has been washed, it can be washed
to have something done I’m going to have my hair cut.

Words that go together

Words that go together ride a bike, heavy rain, good at
Verb + preposition (1) belong to, complain about, apply for
Verb + preposition (2) look at, look for, look after, look like
Phrasal verbs Take off your shoes./Take your shoes off.
Confusing verbs bring, come, take, go
make or do, have or take? make breakfast, do the cooking

Forming words

Forming nouns teach – teacher, China – Chinese, move – movement
Forming adjectives centre – central, care – careful
Forming compound nouns and adjectives clothes shop, low-price

Spoken English

Question tags Aren’t I? Isn’t he?
too and so … , either and neither … So do I. Neither does he.
Expressing surprise, shock, pleasure, etc. That’s wonderful! How awful!
Weak forms He’s at /at/ the doctor’s.
English in conversation Don’t know. Really? Yeah.

Grammar check

APPENDIX 1 Quick checks
QUICK CHECK 1 Pronouns
QUICK CHECK 2 Verb tenses
QUICK CHECK 3 Modal verbs
QUICK CHECK 4 Conditionals
QUICK CHECK 5 Verbs + -ing form and infinitive
QUICK CHECK 6 Linking words
QUICK CHECK 7 Verbs + prepositions
QUICK CHECK 8 Phrasal verbs

APPENDIX 2 Irregular verbs
APPENDIX 3 Spelling rules
APPENDIX 4 British and American English

Index
Answer key
Pronunciation table
Past tenses

Before you start

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

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. ➤ Unit 44
2 He loves / loved his years at university. He studied physics. ➤ Unit 45
3 But he didn’t like / liked physics so he changed to chemistry. ➤ Unit 46
4 He finished university and then he lived / living in London. ➤ Unit 46
5 He was working / worked in London when he met his wife. ➤ Unit 47
6 He wasn’t / didn’t earning much money when he married my grandmother. ➤ Unit 47
7 When my father was born, they moved / were moving to the country. ➤ Unit 48
8 I used / use to visit him every summer when I was young. ➤ Unit 49

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

<p>|</p>
<table>
<thead>
<tr>
<th>was</th>
<th>used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Z</td>
</tr>
</tbody>
</table>

Go online for a full diagnostic test
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*:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| *I/He/She/It* | was | French.
| *We/You/They* | were |  |

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

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I/He/She/It</em></td>
<td>was not</td>
</tr>
<tr>
<td><em>We/You/They</em></td>
<td>were not</td>
</tr>
</tbody>
</table>

#### NATURAL ENGLISH

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

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SHORT ANSWERS</th>
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</thead>
<tbody>
<tr>
<td><em>Was I/He/She/It there?</em></td>
<td>Yes, <em>I/He/She/It was</em>. No, <em>I/He/She/It wasn’t</em> (was not).</td>
</tr>
<tr>
<td><em>Were we/you/they there?</em></td>
<td>Yes, <em>we/you/they were</em>. No, <em>we/you/they weren’t</em> (were not).</td>
</tr>
</tbody>
</table>

**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. 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 (). 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)

Go online for more practice
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
- die ➞ died, live ➞ lived, like ➞ liked
- stop ➞ stopped, plan ➞ planned, travel ➞ travelled
- carry ➞ carried, study ➞ studied

Study these spellings:
- die ➞ died, live ➞ lived, like ➞ liked
- stop ➞ stopped, plan ➞ planned, travel ➞ travelled
- carry ➞ carried, study ➞ studied

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:

Daniel Craig made his first James Bond film in 2006.

I started work.
I started work
It rained all day.
My English course started

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.

<table>
<thead>
<tr>
<th>+ -ed</th>
<th>repeat the consonant and add -ed</th>
<th>+ -d</th>
<th>(-y) + -ied</th>
<th>irregular verbs</th>
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<tr>
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<td>phoned</td>
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<td>told</td>
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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

Go online for more practice
46 Past simple (2)

1 Form

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>YES / NO QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/He/She/It/We/You/They</td>
<td>Did he/she/it/we/you/they arrive?</td>
<td>Yes, I/He/She/It/We/You/They did.</td>
</tr>
<tr>
<td>did not (didn't) arrive.</td>
<td></td>
<td>No, I/He/She/It/We/You/They didn't.</td>
</tr>
</tbody>
</table>

**WH- QUESTIONS**

- What did you do on Saturday?
- Where did you go for dinner?
- How much did the meal cost?

✔ 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? (✗)

2. win / Tony Curtis / an Oscar? (✗)

3. invent / Alexander Graham Bell / the telephone? (✓)

4. paint / Michelangelo / the Mona Lisa? (✗)

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.

Listen and check.

**TOM** Did you go to the cinema yesterday?

**SILVIA** Yes, we do.

**TOM** What did you see?

**SILVIA** We didn’t see anything.

**TOM** So, what did you do?

**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.

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

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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.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I/he/she/it working?</td>
<td>Yes, I/he/she/it was.</td>
</tr>
<tr>
<td>Were we/you/they working?</td>
<td>Yes, we/you/they were.</td>
</tr>
</tbody>
</table>

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.

  ![Timeline](https://example.com/timeline.png)

  2006 had her first baby 2008 left Paris

  moved to Paris living in Paris

• 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.

  ![Timeline](https://example.com/timeline.png)

  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. ➤ Listen and check.

A few years ago we (0) ........................................... (live) in France at the time of the Cannes film
festival. My wife (00) ............................... (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.
   ➤ Listen and check.

0  ........................................... the sun ........................................... when they arrived? – Yes, it was.
1  ........................................................................ in the streets? – Yes, they were.
2  ........................................................................ on the beach? – No, they weren’t.
3  Who ........................................... at the back of the restaurant? – Juliette Binoche
4  ........................................................................ 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.

0  Was Mr Denby carrying some suitcases? ...........................................
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? .............................................

Go online for more practice
48 Past simple or past continuous?

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

1 Use

<table>
<thead>
<tr>
<th>PAST SIMPLE</th>
<th>PAST CONTINUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>to describe one or more finished actions in the past:</td>
<td></td>
</tr>
<tr>
<td>We arrived at the hotel at three o'clock and went to our room.</td>
<td></td>
</tr>
<tr>
<td>I called you about four times yesterday afternoon.</td>
<td></td>
</tr>
<tr>
<td>when one action happened after another:</td>
<td></td>
</tr>
<tr>
<td>When Isabel came, we watched a DVD. (Isabel came and then we watched a DVD.)</td>
<td></td>
</tr>
<tr>
<td>6.00 8.00</td>
<td></td>
</tr>
<tr>
<td>Isabel came we watched a DVD</td>
<td></td>
</tr>
<tr>
<td>to describe something you were doing at the time when another thing happened:</td>
<td></td>
</tr>
<tr>
<td>When Isabel came, we were watching a DVD. (We were watching a DVD at the time Isabel came.)</td>
<td></td>
</tr>
<tr>
<td>6.00 8.00</td>
<td></td>
</tr>
<tr>
<td>we were watching a DVD Isabel came</td>
<td></td>
</tr>
</tbody>
</table>

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.  \(\text{\textbullet}\) 3.12 Listen and check.

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

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

0 1 When my father arrived, we looked at \(\text{his photos.} \)
2 When my father arrived, we were \(\text{looking at his photos.} \)

1 1 My aunt worked for Mr O’Reilly.
2 My aunt was working for Mr O’Reilly \(\text{when she heard the news.} \)

2 1 I was having a party when she told me the news.
2 When she told me the news I had a party.

3 1 Paul travelled a lot in his last job.
2 Paul was travelling when the accident happened.

3 GRAMMAR IN USE Complete the text. Use the correct form of the verbs in brackets ()..  \(\text{\textbullet}\) 3.13 Listen and check.

The sinking of the \(\text{TITANIC} \)

\(\text{ON THE NIGHT} \) of 14 April 1912 the cruise ship \(\text{Titanic} \) \(\text{was} \) in the middle of its first journey between England and New York.  It \(\text{travelled} \) across the north Atlantic, south of Greenland.  As usual, a sailor \(\text{watched} \) the sea in front of the ship; he \(\text{looked} \) for icebergs.  But it was dark and there was no moon, so he couldn’t see anything.  Suddenly, at exactly 11.40, the ship \(\text{hit} \) a huge iceberg.  The ship quickly began to sink.  At the time of the accident many of the passengers \(\text{were} \) sleeping.  The sailors \(\text{told} \) everybody to leave the ship, but there \(\text{were not} \) enough boats for all the people.  In the end more than 1,500 people \(\text{died} \).

Go online for more practice
49 **used to**

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

1 **Form**

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/He/She/It/We/You/They used to work</td>
<td>did not (didn’t) use to work in a shop.</td>
</tr>
</tbody>
</table>

**QUESTIONS SHORT ANSWERS**

Did I/he/she/it/we/you/they use to work here? Yes, (he) did. No, (we) didn’t.

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: /juːstə/.

**Pronunciation ➤ 1.19**

3 **Past simple or used to?**

We use the past simple, NOT used to

- for single actions in the past:
  
  X 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:
  
  X 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:
  
  X 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.

1 What about cameras?
   Cameras used to be big and heavy but now they are small and light.

2 What about phones?
   Phones used to be attached to wires but now they are mobile.

3 How is transport different?
   People used to ride horses but now they drive cars.

4 Do people work in the same places as in the past?
   No, most people used to work on farms but now they work in factories and offices.

5 What about schools?
   Children used to finish school at 12 but now they finish school at 16.

6 Do people live in the same places as in the past?
   No, most people used to live in the country but now they live in towns.

7 What about entertainment?
   People used to go to the cinema but now they watch TV and DVDs.

---

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

0 Were people used to smoke inside cinemas in the 1950s?
   Yes, people used to smoke inside cinemas in the 1950s.

1 Films didn’t use to have sound but now they do.
   Films didn’t used to have sound but now they do.

2 Did use to be cameras very expensive?
   Cameras used to be very expensive.

3 Harrison Ford used to being a carpenter before he became a film star.
   Harrison Ford used to be a carpenter before he became a film star.

4 Glenda Jackson use to be a film actress but now she is a politician.
   Glenda Jackson used to be a film actress but now she is a politician.

5 Did Bruce Willis used to have a lot of hair?
   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.
   It wasn’t used 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. Listen and check.

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) …………… (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) famous through his work in Hollywood.

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

**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]/*/ 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 were in black and white. So I 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 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 used C was
Test  MODULE 6

Past tenses

Choose the correct answer, A, B or C.

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

Go online for a full exit test
This section will help you with your work on the practice exercises; it will help you with revision for exams, too.

**APPENDIX 1 Quick checks**

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**APPENDIX 4 British and American English** 317
## APPENDIX 1

### QUICK CHECK 1  MODULE 2  Pronouns

<table>
<thead>
<tr>
<th>SUBJECT PRONOUNS</th>
<th>OBJECT PRONOUNS</th>
<th>POSSESSIVE ADJECTIVES</th>
<th>POSSESSIVE PRONOUNS</th>
<th>REFLEXIVE PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>I</td>
<td>me</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>him</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td>her</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td></td>
<td>it</td>
<td>it</td>
<td>its</td>
<td>its</td>
</tr>
<tr>
<td>plural</td>
<td>we</td>
<td>us</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>them</td>
<td>their</td>
<td>theirs</td>
</tr>
<tr>
<td>UNIT</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TENSE</th>
<th>USE</th>
<th>EXAMPLE</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>facts/permanent situations</td>
<td>Water boils at 100ºC.</td>
<td>37.2</td>
</tr>
<tr>
<td>thoughts/feelings</td>
<td>I think New York is exciting.</td>
<td></td>
<td>37.2</td>
</tr>
<tr>
<td>regular activities and habits</td>
<td>David goes to work by bus. We usually start at eight o’clock.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with verbs that do not use the continuous</td>
<td>I don’t agree with you.</td>
<td></td>
<td>41.2</td>
</tr>
<tr>
<td>present continuous</td>
<td>actions happening now</td>
<td>The taxi’s waiting outside.</td>
<td>39.1</td>
</tr>
<tr>
<td>temporary situations</td>
<td>My computer isn’t working.</td>
<td></td>
<td>39.2</td>
</tr>
<tr>
<td>past simple</td>
<td>finished actions in the past</td>
<td>I went to the dentist yesterday.</td>
<td>45.2</td>
</tr>
<tr>
<td>repeated actions in the past</td>
<td>She phoned her parents every day.</td>
<td></td>
<td>45.2</td>
</tr>
<tr>
<td>a series of past actions</td>
<td>We arrived at the airport and then took a taxi to the hotel.</td>
<td></td>
<td>46.2</td>
</tr>
<tr>
<td>past situations</td>
<td>Did men have long hair in the 1960s?</td>
<td></td>
<td>46.2</td>
</tr>
<tr>
<td>past continuous</td>
<td>an action at and around a time in the past</td>
<td>I was watching TV at nine o’clock yesterday.</td>
<td>47.2</td>
</tr>
<tr>
<td>temporary situations in the past</td>
<td>She was living in Paris when she had her first baby.</td>
<td></td>
<td>47.2</td>
</tr>
<tr>
<td>a scene in the past</td>
<td>The sun was shining when we arrived.</td>
<td></td>
<td>47.2</td>
</tr>
<tr>
<td>an action you did until something interrupted you</td>
<td>I was watching TV when the phone rang.</td>
<td></td>
<td>47.2</td>
</tr>
<tr>
<td>TENSE</td>
<td>USE</td>
<td>EXAMPLE</td>
<td>UNIT</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>present perfect</td>
<td>actions and experiences in our lives until now</td>
<td><em>My parents have visited Austria once.</em></td>
<td>50.2</td>
</tr>
<tr>
<td></td>
<td>with superlative adjectives</td>
<td><em>This is the worst food I’ve ever had.</em></td>
<td>50.3</td>
</tr>
<tr>
<td></td>
<td>a recent action with present results</td>
<td><em>I’ve broken my leg so I can’t play football.</em></td>
<td>51.2</td>
</tr>
<tr>
<td></td>
<td>giving news</td>
<td><em>The president has arrived in London.</em></td>
<td>51.2</td>
</tr>
<tr>
<td></td>
<td>with <em>just, already, yet</em></td>
<td><em>The train has just arrived.</em></td>
<td>52.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>He’s already got off.</em></td>
<td>52.2</td>
</tr>
<tr>
<td></td>
<td>with <em>for, since, etc.</em></td>
<td><em>I’ve known Sami for thirty years.</em></td>
<td>53.1</td>
</tr>
<tr>
<td></td>
<td>with <em>this morning, this week, etc.</em></td>
<td><em>I’ve worked forty hours this week.</em></td>
<td>53.2</td>
</tr>
<tr>
<td>present perfect continuous</td>
<td>for actions/situations until now</td>
<td><em>I’ve been training for six months.</em></td>
<td>55.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>We’ve been waiting since three o’clock.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to explain a present situation</td>
<td><em>I’m hot because I’ve been running.</em></td>
<td>55.2</td>
</tr>
<tr>
<td>future with <em>going to</em></td>
<td>future plans</td>
<td><em>What are you going to do this evening?</em></td>
<td>57.2</td>
</tr>
<tr>
<td></td>
<td>things we expect to happen</td>
<td><em>I’m in a traffic jam so I’m going to be late.</em></td>
<td>57.2</td>
</tr>
<tr>
<td>future with <em>will</em></td>
<td>certain future</td>
<td><em>My mother will be fifty in May.</em></td>
<td>58.2</td>
</tr>
<tr>
<td></td>
<td>things we think will happen</td>
<td><em>You should go to the gym – you’ll enjoy it.</em></td>
<td>58.2</td>
</tr>
<tr>
<td></td>
<td>immediate decisions</td>
<td><em>I’m tired. I think I’ll go to bed.</em></td>
<td>58.3</td>
</tr>
<tr>
<td>future with present continuous</td>
<td>future arrangements</td>
<td><em>I’m giving a talk at the sales meeting on Wednesday.</em></td>
<td>59.1</td>
</tr>
<tr>
<td>future with present simple</td>
<td>future events on timetables and programmes</td>
<td><em>The train leaves London at 10.25 and arrives in Bristol at 11.50.</em></td>
<td>59.2</td>
</tr>
</tbody>
</table>
## QUICK CHECK 3  MODULE 9  Modal verbs

<table>
<thead>
<tr>
<th>VERB</th>
<th>USE</th>
<th>EXAMPLE</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>can/can’t</strong></td>
<td>present ability</td>
<td><em>I can speak Spanish well.</em></td>
<td>61.2</td>
</tr>
<tr>
<td></td>
<td>present possibility</td>
<td><em>You can get cheap tickets on the Internet.</em></td>
<td>61.2</td>
</tr>
<tr>
<td></td>
<td>arrangement</td>
<td><em>The doctor can see you tomorrow.</em></td>
<td>61.2</td>
</tr>
<tr>
<td></td>
<td>not allowed</td>
<td><em>We can’t wear jeans in the office.</em></td>
<td>61.2</td>
</tr>
<tr>
<td></td>
<td>permission</td>
<td><em>Can we borrow the car this evening? E I’m sorry, you can’t. I need it.</em></td>
<td>63.1</td>
</tr>
<tr>
<td><strong>can</strong></td>
<td>request</td>
<td><em>Can you help me with these bags?</em></td>
<td>63.2</td>
</tr>
<tr>
<td><strong>can’t be</strong></td>
<td>almost certain</td>
<td><em>That can’t be Ed in the café – he’s at school at the moment.</em></td>
<td>68.2</td>
</tr>
<tr>
<td><strong>could/couldn’t</strong></td>
<td>past ability</td>
<td><em>Mozart could write beautiful music.</em></td>
<td>62.1</td>
</tr>
<tr>
<td></td>
<td>past possibility</td>
<td><em>Children could play in the streets years ago.</em></td>
<td>62.1</td>
</tr>
<tr>
<td></td>
<td>permission</td>
<td><em>Could I use your bathroom, please?</em></td>
<td>63.1</td>
</tr>
<tr>
<td></td>
<td>request</td>
<td><em>Could you open the window, please?</em></td>
<td>63.2</td>
</tr>
<tr>
<td><strong>have to/don’t have to</strong></td>
<td>necessary/not necessary</td>
<td><em>I have to get up early tomorrow to catch the train.</em></td>
<td>64.2</td>
</tr>
<tr>
<td><strong>had to/didn’t have to</strong></td>
<td>necessary/not necessary</td>
<td><em>They had to get visas when they went to South America.</em></td>
<td>66.1</td>
</tr>
<tr>
<td></td>
<td>necessary in the present</td>
<td><em>You don’t have to get a licence to ride a bicycle.</em></td>
<td>64.3</td>
</tr>
<tr>
<td><strong>had to/didn’t have to</strong></td>
<td>necessary/not necessary in the past</td>
<td><em>We didn’t have to show our passports.</em></td>
<td>66.1</td>
</tr>
<tr>
<td><strong>may/may not</strong></td>
<td>permission</td>
<td><em>You may start writing now.</em></td>
<td>63.1</td>
</tr>
<tr>
<td></td>
<td>not allowed</td>
<td><em>Students may not take coats or bags with them into the exam.</em></td>
<td>63.1</td>
</tr>
<tr>
<td></td>
<td>not certain</td>
<td><em>Mr Clement may be with a client. The order may not arrive next week.</em></td>
<td>68.1</td>
</tr>
<tr>
<td><strong>might/might not</strong></td>
<td>not certain</td>
<td><em>I might work in my uncle’s shop during the holidays. The parcel might not arrive tomorrow.</em></td>
<td>68.1</td>
</tr>
<tr>
<td><strong>must/must not</strong></td>
<td>instructions, signs and notices</td>
<td><em>Passengers must wear seat belts. Visitors must not smoke in reception.</em></td>
<td>65.1</td>
</tr>
<tr>
<td><strong>(really) must</strong></td>
<td>recommending something</td>
<td><em>You really must try this salad – it’s delicious!</em></td>
<td>65.2</td>
</tr>
<tr>
<td><strong>must be</strong></td>
<td>almost certain</td>
<td><em>They must be out – there are no lights on in the house.</em></td>
<td>68.2</td>
</tr>
<tr>
<td><strong>need to/don’t need to</strong></td>
<td>necessary/not necessary</td>
<td><em>I need to earn some more money. We don’t need to take our jackets – it’s warm outside.</em></td>
<td>64.2</td>
</tr>
</tbody>
</table>
### QUICK CHECK 4  MODULE 10  Conditionals

<table>
<thead>
<tr>
<th>CONDITIONAL</th>
<th>USE</th>
<th>EXAMPLE</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>present conditions</td>
<td>real situations that can happen at any time</td>
<td>If you water the plants, they grow.</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>giving instructions or rules for a situation</td>
<td>If it doesn’t work, bring it back to the shop.</td>
<td>69.2</td>
</tr>
<tr>
<td>first conditional (future conditions)</td>
<td>possible future situations</td>
<td>If the tickets are expensive, we won’t buy them.</td>
<td>70.2</td>
</tr>
<tr>
<td></td>
<td>certain future situations</td>
<td>When I arrive at the airport, I’ll phone you.</td>
<td>70.2</td>
</tr>
<tr>
<td></td>
<td>offers and warnings</td>
<td>If you arrive late, we’ll go without you.</td>
<td>70.3</td>
</tr>
<tr>
<td>second conditional (unlikely/unreal conditions)</td>
<td>unlikely future conditions</td>
<td>If we had a lot of money, we’d buy a big house.</td>
<td>71.2</td>
</tr>
<tr>
<td></td>
<td>unreal present conditions</td>
<td>If David was here, he’d enjoy this film.</td>
<td>71.2</td>
</tr>
<tr>
<td></td>
<td>advice</td>
<td>If I were you, I’d get there early.</td>
<td>71.3</td>
</tr>
</tbody>
</table>
## QUICK CHECK 5  MODULE 13  Verbs + -ing form and infinitive

<table>
<thead>
<tr>
<th>VERBS</th>
<th>EXAMPLE</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + -ing form</td>
<td>like dislike enjoy (not) mind love hate prefer suggest consider imagine recommend begin delay start stop finish avoid miss</td>
<td>After you finish eating, you can wash the dishes.</td>
</tr>
<tr>
<td>verb + preposition + -ing form</td>
<td>give up (= stop a habit or activity) talk about (= discuss) think of (= consider)</td>
<td>I’m thinking of training as a nurse.</td>
</tr>
<tr>
<td>go + -ing form</td>
<td>go swimming/skating/dancing, etc.</td>
<td>Let’s go shopping on Saturday.</td>
</tr>
<tr>
<td>verb + infinitive without to</td>
<td>should can can’t must let’s</td>
<td>You should send her an email.</td>
</tr>
<tr>
<td>verb + infinitive with to</td>
<td>can/can’t afford agree arrange ask choose decide deserve expect learn offer plan promise refuse seem want</td>
<td>I want to buy some new jeans.</td>
</tr>
<tr>
<td>verb (+ object) + infinitive with to</td>
<td>would like/love/hate/prefer, etc.</td>
<td>I’d love to come to your party.</td>
</tr>
<tr>
<td>verb (+ object) + infinitive without to</td>
<td>ask expect help need want</td>
<td>He asked me to call again later. He asked to see the manager.</td>
</tr>
<tr>
<td>verb + object + infinitive with to</td>
<td>advise allow cause force invite teach tell order warn</td>
<td>They told us to leave.</td>
</tr>
<tr>
<td>verb + object + infinitive without to</td>
<td>make let</td>
<td>The cold weather made the lake freeze.</td>
</tr>
</tbody>
</table>
# QUICK CHECK 6  MODULE 16  Linking words

<table>
<thead>
<tr>
<th>TYPE OF LINKING</th>
<th>LINKING WORDS</th>
<th>EXAMPLES</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>joins two sentences</td>
<td>and, but, or</td>
<td>I’ve washed up and I’ve put the dishes away. I’ve washed up but I haven’t put the dishes away. I can wash up or I can put the dishes away.</td>
<td>92.1</td>
</tr>
<tr>
<td>makes and/or stronger</td>
<td>but ... and, either ... or</td>
<td>Hilary speaks both French and Japanese. We can either watch TV or listen to music.</td>
<td>92.2</td>
</tr>
<tr>
<td>explains why something happens</td>
<td>because, because of</td>
<td>The match is delayed because it’s raining. The match is delayed because of the rain.</td>
<td>93.1</td>
</tr>
<tr>
<td>gives a result</td>
<td>so</td>
<td>It’s raining, so the match is delayed.</td>
<td>93.2</td>
</tr>
<tr>
<td>explains why you do something</td>
<td>so that, to + infinitive</td>
<td>I studied languages so that I could become a translator. I studied languages to become a translator.</td>
<td>93.3</td>
</tr>
<tr>
<td>gives a time</td>
<td>when, after, before, while, until, as soon as</td>
<td>I’ll call you when we get back. I went to bed after I locked the back door. I locked the back door before I went to bed. He saw the accident while he was waiting for the bus. I waited with the children until she got home. I’ll call you as soon as the plane lands.</td>
<td>94.1</td>
</tr>
<tr>
<td>gives the order of events in a story</td>
<td>first, then, after that, in the end</td>
<td>First the bus was late. Then there was a lot of traffic. After that, there was a long queue at the ticket office. In the end, we got on a train, but we were very late.</td>
<td>94.1</td>
</tr>
<tr>
<td>gives instructions</td>
<td>first, next, then, finally</td>
<td>First, enter the number of your car. Next, put the coins in the machine. Then press the green button. Finally, take your ticket and put it inside your car.</td>
<td>95.2</td>
</tr>
</tbody>
</table>
**QUICK CHECK 7 MODULE 18  Verbs + prepositions**

### COMMON VERBS + PREPOSITIONS

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

### VERBS + DIFFERENT PREPOSITIONS

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

### VERB + OBJECT + PREPOSITION

<table>
<thead>
<tr>
<th>Verb + for something</th>
<th>Unit 101.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask somebody for something</td>
<td>Did you ask the doctor for some advice?</td>
</tr>
<tr>
<td>thank somebody for something</td>
<td>The manager thanked the staff for their hard work.</td>
</tr>
<tr>
<td>invite somebody to something</td>
<td>I invited Carla to my party.</td>
</tr>
<tr>
<td>tell somebody about something</td>
<td>Have you told your parents about your new job yet?</td>
</tr>
</tbody>
</table>
# QUICK CHECK 8  MODULE 18  Phrasal verbs

<table>
<thead>
<tr>
<th>COMMON PHRASAL VERBS WITH AN OBJECT</th>
<th>UNIT 102.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bring</strong></td>
<td>bring something back</td>
</tr>
<tr>
<td><strong>fill</strong></td>
<td>fill something in (= complete a form)</td>
</tr>
<tr>
<td><strong>find</strong></td>
<td>find something out (= get information)</td>
</tr>
<tr>
<td><strong>give</strong></td>
<td>give something back</td>
</tr>
<tr>
<td></td>
<td>give something up (= stop a habit, activity or job)</td>
</tr>
<tr>
<td><strong>let</strong></td>
<td>let somebody in</td>
</tr>
<tr>
<td><strong>look</strong></td>
<td>look something up (= find information in a book or computer, etc.)</td>
</tr>
<tr>
<td><strong>pick</strong></td>
<td>pick something up</td>
</tr>
<tr>
<td></td>
<td>pick somebody up (= collect somebody and take them somewhere)</td>
</tr>
<tr>
<td><strong>put</strong></td>
<td>put something back</td>
</tr>
<tr>
<td></td>
<td>put something down</td>
</tr>
<tr>
<td></td>
<td>put something on</td>
</tr>
<tr>
<td><strong>switch</strong></td>
<td>switch something on/off</td>
</tr>
<tr>
<td><strong>take</strong></td>
<td>take something away</td>
</tr>
<tr>
<td></td>
<td>take something off</td>
</tr>
<tr>
<td><strong>turn</strong></td>
<td>turn something down</td>
</tr>
<tr>
<td></td>
<td>turn something on/off</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMON PHRASAL VERBS WITHOUT AN OBJECT</th>
<th>UNIT 102.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>move towards or away from something/somewhere</strong></td>
<td>come back  come in  get out  go away  go back  go in  go out</td>
</tr>
<tr>
<td><strong>move your body</strong></td>
<td>lie down  look round  sit down  turn around</td>
</tr>
<tr>
<td><strong>others</strong></td>
<td>get up  grow up  hurry up  look out (= be careful)  wake up</td>
</tr>
</tbody>
</table>
# APPENDIX 2

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

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>burn</td>
<td>burnt/burned</td>
<td>burnt/burned</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
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<tr>
<td>choose</td>
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<tr>
<td>dream</td>
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<td>drive</td>
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<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>spell</td>
<td>spelt/spelled</td>
<td>spelt/spelled</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>throw</td>
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<tr>
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</tr>
<tr>
<td>wear</td>
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<tr>
<td>win</td>
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</tr>
<tr>
<td>write</td>
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</tr>
</tbody>
</table>
Common irregular verbs (2) list of forms

1 Past tense form = past participle

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>send</td>
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<tr>
<td>sleep</td>
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<tr>
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</tr>
<tr>
<td>win</td>
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</tr>
</tbody>
</table>

2 Infinitive + (e)n

<table>
<thead>
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<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
</tbody>
</table>

3 Past tense form + (e)n

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
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<tr>
<td>hide</td>
<td>hid</td>
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</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
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</tbody>
</table>

4 No change

<table>
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<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read*</td>
</tr>
</tbody>
</table>
* For read, the spelling doesn’t change, but the pronunciation does: /ri:d/ /red/ /red/

5 Vowel change

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
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<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
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<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
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</tbody>
</table>

6 Two participle forms

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>burn</td>
<td>burnt/burned</td>
<td>burnt/burned</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt/dreamed</td>
<td>dreamt/dreamed</td>
</tr>
<tr>
<td>learn</td>
<td>learnt/learned</td>
<td>learnt/learned</td>
</tr>
<tr>
<td>spell</td>
<td>spelt/spelled</td>
<td>spelt/spelled</td>
</tr>
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</table>
APPENDIX 3

Spelling rules

1 Spelling of nouns/verbs + s
(plural nouns and present simple verbs after he/she/it)

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

2 Spelling of -ing forms of verbs

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

3 Spelling of regular verbs
(past simple endings and past participles)

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

4 Spelling of comparative adjectives

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

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

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.
Graham’s train has already arrived.
Have you seen that film yet?

In American English we can use the present perfect OR the past simple.
We just finished eating.
Graham’s train already arrived.
Did you see that film yet?

Have you seen 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 you 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 -ed irregular verbs
happened robbed planned hurried told
enjoyed planned smiled carried went
watched stopped lived studied made
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 motorcycle 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 did go.
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 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 A 2B 2 A 3 A 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 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 be a carpenter before he became a film star.
4 Glenda Jackson used to be a film actress but now she is a politician.
5 Did Bruce Willis 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 in black and white. So I used to love going to the cinema.
The colour pictures were very exciting. We were used to eat sweets and drink lemonade while we were 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 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