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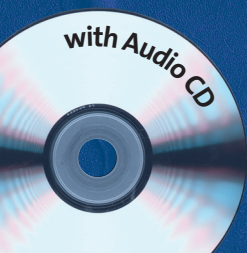
UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

Cambridge English

# Grammar for **PET** with answers

**Self-study grammar  
reference and practice**

**LOUISE HASHEMI and  
BARBARA THOMAS**



Official preparation material for **Cambridge English: Preliminary**,  
also known as **Preliminary English Test (PET)**



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(top = t, bottom = b, middle = m, left = l, right = r, centre = c)

# Introduction

## To the student

### Who this book is for?

This book is for students preparing for the Cambridge Preliminary English Test. It covers the grammar you need for the exam. You can use it with a general English language course for extra grammar practice or with practice tests as part of a revision programme. You can use it in class or for self-study.

### What is in the units?

This book contains thirty units. Each unit is in four parts:

**A Context listening** This introduces the grammar of the unit in context. It helps you to understand the grammar more easily when you study section B. It also gives you useful listening practice. Play the recording and answer the questions. Then check your answers in the key before you read the grammar section.

**B Grammar** Read through this section before you do the exercises. For each grammar point there are explanations with examples. At the end of each section, there is a note to tell you which exercises in C practise this grammar. You can also check in this section again when you are doing the exercises.

**C Grammar exercises** Write your answers to each exercise and then check them in the Key.

**D Exam practice** Each unit has an exam task. These help you practise the different parts of the exam. The exam task is followed by a grammar focus task. This gives you extra practice in the grammar for that unit.

### What is in the key?

The key contains:

- answers for all the exercises. Check your answers at the end of each exercise. The key tells you which part of the Grammar section you need to look at again if you have any problems.
- sample answers to help you check your work for exercises where you use your own ideas.
- sample answers for all the writing tasks in the exam practice section. Read these after you have written your own answer. Study the language used and the way the ideas are organised.

### Recording scripts

There are scripts for the context listening for each unit, and for the exam practice listening tasks. Look at the script after you answer the questions. It is a good idea to play the recording again while you read the script.

### Note on contractions

This book generally uses contractions, for example *I'm* for *I am*, *wasn't* for *was not*, because these are always used in speech and are common in written English. The full forms are used in formal written English.





# Irregular verbs

Verb	Past simple	Past participle
be	was were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent

Verb	Past simple	Past participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
spill	spilt	spilt
spoil	spoilt	spoilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# Adjectives

adjective position; adjective order; -ing/-ed adjectives;  
nouns as adjectives

# 1

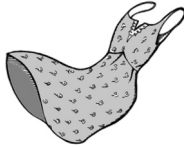
## A Context listening

**A1** Look at the things in the pictures. Which of the adjectives in the box can you use to describe them? You can use some more than once.

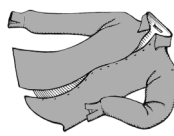
beautiful long short black grey white cotton leather silk wool



A long black



B .....



C .....



D .....



E .....

**A2** **1** You are going to hear a conversation between Callum and Emily.  
What are they doing? Which of the things in A1 do they talk about?

**A3** **1** Listen to the first part of the recording again and answer these questions.

- |   |                              |
|---|------------------------------|
| 1 Who is tired? <u>Callum</u>                   | 5 Who is bored? .....        |
| 2 Who is excited? .....                         | 6 What is interesting? ..... |
| 3 What is tiring? .....                         | 7 What is exciting? .....    |
| 4 Who isn't really interested in clothes? ..... |                              |

What is the difference between adjectives ending in *-ed* and *-ing*? Finish the sentences.

We use adjectives ending in ..... to describe people.

We use adjectives ending in ..... to describe things and people.

**A4** **1** Listen to the second part of the recording again and fill in the gaps.

- |                         |          |
|-------------------------|----------|
| 1 a <u>lovely</u> ..... | skirt    |
| 2 my .....              | boots    |
| 3 those .....           | trainers |

Look at the adjectives you've written.

Which describe:

someone's opinion? .....

colour? .....

size or shape? .....

the material? .....

What kind of adjectives usually go first? .....

What kind of adjectives usually go last? .....

## B Grammar

### B1 Adjective position

Adjectives usually go before nouns:

*I bought a white T-shirt. (not a T-shirt white)*

⚠ Adjectives don't change. (not ~~some whites T-shirts~~)

Adjectives go after some verbs (e.g. *be, get, become, look, seem, appear, sound, taste, smell, feel*):

*They're comfortable and they'll look good with the skirt.*

*The material felt really soft.*

⚠ A few adjectives (e.g. *afraid, alone, asleep, awake*) cannot go before a noun:

*The cat was asleep on the bed. (not The asleep cat was on the bed.)*

→C1

### B2 Adjective order

When there are two or more adjectives, they go in this order:

	opinion	size/age/shape	colour	materials	
a	lovely	short	black	wool	skirt
a	beautiful		grey	leather	bag
my	favourite	long	black		boots
some		old	blue		jeans

We put *and*

♦ between two colour adjectives: *a black and white belt*

♦ between two adjectives after a verb: *Clothes shops are always boring and crowded.*

⚠ We don't say ~~my favourite and long and black boots~~

→C2

### B3 Adjectives ending in -ing and -ed

Some adjectives have two forms: *-ing* and *-ed*. The adjectives have different meanings:

<i>-ing</i> adjectives describe people and things	<i>-ed</i> adjectives describe feelings
<i>Clothes shops are boring.</i>	<i>I'm bored.</i>
<i>That's surprising news.</i>	<i>We're surprised.</i>
<i>Computer shops are interesting.</i>	<i>You're not interested in clothes.</i>

→C3

### B4 Nouns used as adjectives

When we put two nouns together, the first one works like an adjective, e.g. *a birthday party*: *birthday* tells us what kind of party it is.

*a birthday party, a clothes shop, a computer game, a language school, a student card*

→C4, C5

## C Grammar exercises

### C1 Match the halves of these sentences.

- |                              |   |   |
|------------------------------|---|---|
| 1 My boyfriend sounded ..... | d | a tired because I got up too early.         |
| 2 The school was .....       |   | b bad so we didn't drink it.                |
| 3 My boss seemed .....       |   | c wonderful because it was home-made.       |
| 4 We got .....               |   | d sad on the phone.                         |
| 5 The bread tasted .....     |   | e angry but she was just in a hurry.        |
| 6 I was feeling .....        |   | f wet because we didn't have our raincoats. |
| 7 The milk smelled .....     |   | g unusual because it had no rules.          |

### C2 Rewrite these sentences adding the adjectives in brackets.

- My friend gave me a ring for my birthday. (*silver/antique*)  
 My friend gave me an antique silver ring for my birthday.
- I wore my jeans when I painted the ceiling. (*old/blue/dirty*)  
 .....
- I borrowed my sister's dress to wear to the party. (*silk/lovely/long*)  
 .....
- I was surprised that Mike wore that jacket. (*white/cotton*)  
 .....
- He bought some shoes yesterday. (*expensive/new*)  
 .....
- Jenny's father gave her a necklace for her 18th birthday. (*long/gold/beautiful*)  
 .....

### C3 Underline the correct adjective in each sentence.

- That was an interesting/interested lesson.
- My parents were tiring/tired after the long flight.
- We were boring/bored so we went to the cinema.
- I enjoy my job but it's very tiring/tired.
- You'll be surprising/surprised when I tell you what happened.
- We were exciting/excited about seeing Michael again.
- All the programmes on TV tonight look boring/bored.
- I'm staying in an amazing/amazed hotel.
- My friend was annoying/annoyed with me because I was late.
- Hans is interesting/interested in art so I took him to the Picasso exhibition.



**C4** Match a noun in A with each noun in B then complete the sentences below.

A

address alarm bus city credit  
football evening film fire  
police traffic wedding

B

~~book~~ boots car card centre  
~~clock~~ engine invitation jam  
performance star stop

..... address book ..... alarm clock .....  
.....  
.....  
.....

- 1 I bought a new ..... alarm clock ..... because I couldn't wake up in the morning.
- 2 Everyone was looking at the ..... as she came into the hotel.
- 3 The café wouldn't accept my ..... so I paid cash.
- 4 I usually clean my ..... when I get home from a match.
- 5 We couldn't get tickets for the ..... so we went in the afternoon.
- 6 Our teacher was late because there was a big ..... on the motorway.

**C5** Read this email and look at the adjectives. There are eight mistakes. Correct them.

● ● ●
▢

Hi Sally

I can't see you next week because I'm going on holiday with my parents.

We always stay near a very small town ~~town very small~~ on the coast. There is a lovely

and sandy beach and the sea is clear and warm. The town has lots of old

beautiful buildings. My parents like going to the galleries art but I get

boring so I go to the shops. You can buy cheaps clothes there.

I hope we go to my restaurant favourite.

Write back and tell me all your excited news.

Duncan

## D Exam practice

### Reading Part 2

The people below all want to hire bikes for short trips.

On the next page there are eight cycle trips in a tourist information brochure.

Decide which trip would be the most suitable for the following people.

For questions **1–5**, mark the correct letter (**A–H**).

1



David is an experienced cyclist. He has a couple of days to spend on his hobby of bird-watching. He has a small tent and wants to get away from the crowds.

2



Ian and his daughters Kim and Kylie would like an easy bike ride with time to play on the beach and have a swim in the sea. They have a picnic with them.

3



Nadine and Lee are interested in old buildings. They don't mind a few hills, but don't want to go to the mountains. They'd like to go to a restaurant for lunch.

4



Elizabeth enjoys cycling to keep fit, but she must be at home in the evening. She enjoys drawing and taking photographs of unusual natural scenery.

5



Zoe and Bea don't want to cycle very far and they can't start early in the morning. They're interested in art and would like to have lunch somewhere near the sea.

## RECOMMENDED CYCLE RIDES FROM AILSEA

- A** Seaview Gallery (less than an hour's ride along the coast road) shows paintings and photographs by local artists in attractive rooms on the cliffs. Open 2pm–5pm. There's a tea shop next door which serves delicious lunches and teas.
- C** Picnic at Ailmouth Castle after a two-hour cycle ride along the coast. For five hundred years it has stood on the cliffs, looking down on the dangerous black rocks and waves far below. Now it's a beautiful old ruin. Remember your camera, because you'll want to photograph it at sunset.
- E** This pleasant flat route uses the pretty little lanes which follow the coast to an excellent sandy beach, less than an hour away. There's plenty of room for ball games and it's very safe to swim. A pleasant day out for anyone who can ride a bike.
- G** Perfect for active young cyclists who enjoy being alone in beautiful scenery. Leave in the afternoon to catch the wonderful sunset from high in the mountains. Camping is permitted for up to two nights. See wild birds and animals among the rocks and trees.
- B** An excellent destination for families is Ailsham, where there is a campsite. The route includes only one tiny hill and the views of woods and farmland are lovely. Stop for a picnic under the trees. When you arrive, enjoy a swim in the river, then spend a night in one of the tents provided.
- D** If you enjoy really brilliant scenery and don't mind starting early, go to the mountains for the day. You'll want to bring your camera with you for the amazing rocks, quiet pools and exciting waterfalls. The return journey is all downhill, so you can get back quickly in the afternoon.
- F** A good day's bike ride through attractive countryside away from the coast brings you to Otterbourne Hall, a historic house open to the public. You can enjoy a surprisingly cheap but delicious lunch in the cosy restaurant, and then you'll be pleased to discover that there are no steep hills on the return route.
- H** Only half an hour's ride away at Fendwich, is a popular new restaurant with amazing views across the beach. Eat a delicious lunch and watch the birds on the cliffs, then look round the souvenir shops before cycling back along the coast. An excellent trip if you don't have a whole day available.

### Grammar focus task

Put the two adjectives in each sentence into the correct order. Check your answers by finding them in the text.

- 1 He told us about the *black/dangerous* snakes in the jungle. *dangerous black*
- 2 There was a *beautiful/old* tree in the middle of the field. ....
- 3 We followed a *flat/pleasant* path beside the river. ....
- 4 The model wore a *little/pretty* hat which matched her coat. ....
- 5 The old couple employed two *active/young* students to tidy their garden. ....
- 6 We went to a concert by a *new/popular* band. ....

## A Context listening

- A1** Josh lives in Manchester. The rest of his family live in London. What are they all doing on Friday morning?



- A2** **2** You are going to hear three conversations Josh has later on Friday.

Conversation 1: Where is Josh? ..... Why is he going home? .....

Conversation 2: Where is Josh? ..... Why is his sister unhappy? .....

Conversation 3: Where is Josh? ..... Where is his sister? ..... Why? .....

- A3** **2** Listen to conversation 1 again and fill in the gaps with adverbs.

- 1 I cycle very ..... 3 I know I'm ..... late for everything.  
2 Oh, but ride ..... won't you? 4 You've arranged everything .....

How do we usually make an adverb from an adjective? What are the adjectives for these four adverbs?

- A4** **2** Listen to conversation 2 again and fill in the gaps.

- 1 It's going to be ..... boring. 3 I wrapped it ..... well.  
2 We have to work ..... hard. 4 It's ..... noisy here.

The words you've written are adverbs. How do they change the meaning of the words which follow?

- A5** **2** Listen to conversation 3 again. Put the adverbs and adverb phrases on the right into the correct gaps in the sentences. Stop the recording when you need to.

- 1 Well I can't come .....  
2 They ..... stop .....  
3 The traffic's moving .....  
4 She's waiting .....  
5 She ..... goes .....

outside our house    there  
round the corner    patiently    now  
always    after school    very slowly  
at her friend's house    often  
to the station

Look at the adverbs and adverb phrases you've written. For each one decide if it tells you how often?, how?, where?, or when?



## B Grammar

### B1 Using adverbs

Adjectives tell us about a **noun**:

*He's a **careful** cyclist.*

Adverbs tell us about a **verb**:

*He **cycles** **carefully**.*

Adverbs say how often, where, how much, how and when:

	how often?	verb	how?	where?	when?
<i>I</i>	<i>often</i>	<i>come</i>		<i>here</i>	<i>on Friday lunchtimes.</i>
<i>She</i>		<i>is waiting</i>	<i>patiently</i>	<i>at her friend's house.</i>	

Adverbs can be one word or a phrase:

*I'm getting on my bike **now**.*

*I'm **outside** my office.*

⚠ Some verbs are followed by adjectives not adverbs. (See Unit 1 Grammar B1.):

*You **sound** **miserable**. That's **unfair**. I **feel** **happy**.*

### B2 Forming adverbs

Adjective + *-ly* → adverb

*perfect* + *-ly* → *perfectly*

*usual* + *-ly* → *usually*

Spelling rules:

adjective ending	adverb
<i>-y</i> — <i>noisy</i>	<i>y</i> + <i>-ily</i> <i>noisily</i>
<i>-le</i> <i>comfortable</i>	<i>e</i> + <i>-y</i> <i>comfortably</i>
<i>-e</i> <i>safe</i>	keep <i>-e</i> + <i>-ly</i> <i>safely</i>

⚠ Some words look like adverbs because they end *-ly* but they are adjectives (e.g. *friendly*, *likely*, *lonely*, *lovely*, *silly*, *ugly*):

*He was a **friendly** man. He told me a **silly** story.*

We don't make adverbs from these adjectives. We use a phrase:

*He spoke **in a friendly way**.*

→ C1

### B3 Irregular adverbs

*Well* is the adverb for *good*:

*He's a **good** boss. He treats us **well**.*

⚠ *Well* is also an adjective (= not ill):

*I had stomach-ache last week but I'm **well** this week.*

Some adjectives and adverbs look the same (e.g. *fast, early, hard, late, daily/weekly/monthly*):

adjective	adverb
<i>It was a <b>fast</b> train.</i>	<i>He drove <b>fast</b>.</i>
<i>He had an <b>early</b> breakfast.</i>	<i>He always eats breakfast <b>early</b>.</i>
<i>It's <b>hard</b> work.</i>	<i>They work <b>hard</b>. (<del>not They work hardly.</del>)*</i>
<i>There's a <b>late</b> bus on Fridays.</i>	<i>We arrived <b>late</b>. (<del>not We arrived lately.</del>)**</i>

\* The adverb *hardly* = 'almost not'. \*\* The adverb *lately* = 'recently'.

→ C2

## B4 Adverb position

Most adverbs usually go after the verb. If there are several adverbs, they go in this order:

How?      Where?      When?

Josh cycled **quickly** to the station at one o'clock.

**When?** adverbs can sometimes go at the beginning of the sentence.

*At one o'clock Josh cycled quickly to the station.*

**How often?** adverbs usually go:

- ◆ before a one-word verb: *I **never** see you.*
- ◆ before the second part of a two-part verb: *I've **never** forgotten you.*
- ◆ BUT after *am/is/are/was/were*: *I'm **often** late.*

The adverbs *already, also, just, still, even* and *only* usually go in the same place as **how often?** adverbs:

*I'm **still** at the station. I've **just** arrived.*

Adverbs do not go between the verb and its object:

*I posted your present on Wednesday. (not ~~I posted on Wednesday your present.~~)*

*I wrapped the present carefully. (not ~~I wrapped carefully the present.~~)*

! We say *He speaks Spanish very well.* (~~not He speaks very well Spanish.~~)

*Too* and *as well* = *also* but they usually go at the end of the sentence:

*I sent you a card as well / too.*

→ C3

## **B5** Modifying adverbs and adjectives

Some adverbs change the meaning of adjectives or other adverbs:

*extremely*   *really*   *very*   *rather*   *fairly*   *quite*  
 ←—————→  
 strongest                      less strong

*She'll be really pleased to see you.*

*I cycle very quickly.*

→ C4 and C5

## C Grammar exercises

**C1** Look at the adjectives in brackets. For each gap decide whether to make the adjective into an adverb. Write the adverb or the adjective.



Teenagers like to dress (1) *fashionably* (fashionable) but their parents don't always think their clothes are (2) ..... (suitable). They look (3) ..... (unhappy) at their children as they leave the house. Some parents are (4) ..... (honest) and say (5) ..... (polite) what they think, others get (6) ..... (angry) and shout that they don't like the clothes. But the best idea is for parents to sit (7) ..... (calm) in their chairs and say nothing. They forget that when they were teenagers they didn't like to dress (8) ..... (different) from their friends and they didn't always choose their clothes (9) ..... (sensible). But their opinions changed (10) ..... (slow) and by the time they were 30, they had started to dress like their own parents!

**C2** Look at each word in *italics* and decide whether it is correct. If not, write the correct word.

- 1 They listened *careful* when the instructor told them what to do. *carefully*
- 2 The weather today is *well*. .....
- 3 We trained *hardly* because we had an important match. ....
- 4 We have a *weekly* spelling test in English. ....
- 5 I slept *bad* because there was a thunderstorm. ....
- 6 He answered the question *correctly*. ....
- 7 I arrived at school *lately* and missed the beginning of the lesson. ....
- 8 Cara's cousin gave her a *friendly* wave as he left. ....
- 9 I could understand quite *good* because the teacher spoke *clear*. ....
- 10 We worked *fast* and finished *early*. ....

**C3** Are the adverbs in the correct place in these sentences? Correct any mistakes.

- 1 You will learn quickly English. *You will learn English quickly.*
- 2 I missed yesterday the train. ....
- 3 I enjoyed very much that television programme. ....
- 4 I usually go to college by bus. ....
- 5 I never have been to Spain. ....
- 6 We have just finished painting the room. ....
- 7 They still were waiting when we arrived. ....

- 8 This shop always is open on Sundays. ....
- 9 Taeko and I have already become friends. ....
- 10 My friends and I went last night to a nightclub. ....

**C4** Complete these sentences using an adverb from the box and an adjective you choose.

very    really    extremely    fairly    rather    quite

- 1 My town is *very crowded in summer*. ....
- 2 My best friend is .....
- 3 Some sports are .....
- 4 In my country the people are .....
- 5 When I come home from holiday I usually feel .....
- 6 In winter in Britain the weather is .....

**C5** Put the adverbs on the right into the correct place in each line.

Hi Giacomo  
Did you have a good weekend?  
*usually      at the weekend*

1 I *usually* stay at home *at the weekend* but

2 I went to a theme park.  
I wanted to go on the big wheel but

3 other people had the same idea so I

4 had to wait but it was a great ride.

5 I went on the water slide.

6 I had lunch and I spent all day in the park.

7 I'll forget it!

8 I had a wonderful day.  
See you soon.  
Rory

usually    at the weekend

near London    on Saturday

as well

in the queue    patiently    very

also

in a café    at midday

never

there    really



## D Exam practice

### Reading Part 5

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D**.

#### Example:

0 **A** every

**B** some

**C** all

**D** most

### Family meals

Does your family sit down together **(0)** ..... day to share a meal? Does someone plan the food carefully, buy it **(1)** ..... and cook it **(2)** ..... , so that you really enjoy eating it?

Nowadays, the answer to these questions **(3)** ..... often 'no'. Adults are usually working and arrive home late. Granny probably lives too **(4)** ..... away to visit regularly. Children eat fast so they never learn that preparing good food and eating healthily **(5)** ..... time and thought. In some families, each person eats separately, **(6)** ..... television or working at a desk and the children often eat **(7)** ..... .

By sitting **(8)** ..... the table with other people, however, children have the chance to learn that a shared meal is a **(9)** ..... for family members to tell each other their news.

But if we can't **(10)** ..... eat together, we should try to have family meals at weekends. It's good for our health, it's good for society, and it's fun.

- |                        |                  |                    |                    |
|------------------------|------------------|--------------------|--------------------|
| 1 <b>A</b> local       | <b>B</b> locally | <b>C</b> near      | <b>D</b> nearly    |
| 2 <b>A</b> well        | <b>B</b> nice    | <b>C</b> tasty     | <b>D</b> good      |
| 3 <b>A</b> gives       | <b>B</b> is      | <b>C</b> has       | <b>D</b> makes     |
| 4 <b>A</b> distant     | <b>B</b> long    | <b>C</b> much      | <b>D</b> far       |
| 5 <b>A</b> wants       | <b>B</b> gets    | <b>C</b> takes     | <b>D</b> asks      |
| 6 <b>A</b> seeing      | <b>B</b> looking | <b>C</b> watching  | <b>D</b> attending |
| 7 <b>A</b> single      | <b>B</b> alone   | <b>C</b> lonely    | <b>D</b> privately |
| 8 <b>A</b> at          | <b>B</b> on      | <b>C</b> by        | <b>D</b> in        |
| 9 <b>A</b> possibility | <b>B</b> chance  | <b>C</b> situation | <b>D</b> event     |
| 10 <b>A</b> quite      | <b>B</b> ever    | <b>C</b> never     | <b>D</b> always    |

### Grammar focus task

#### 1 Write the adverbs from the exam task which mean:

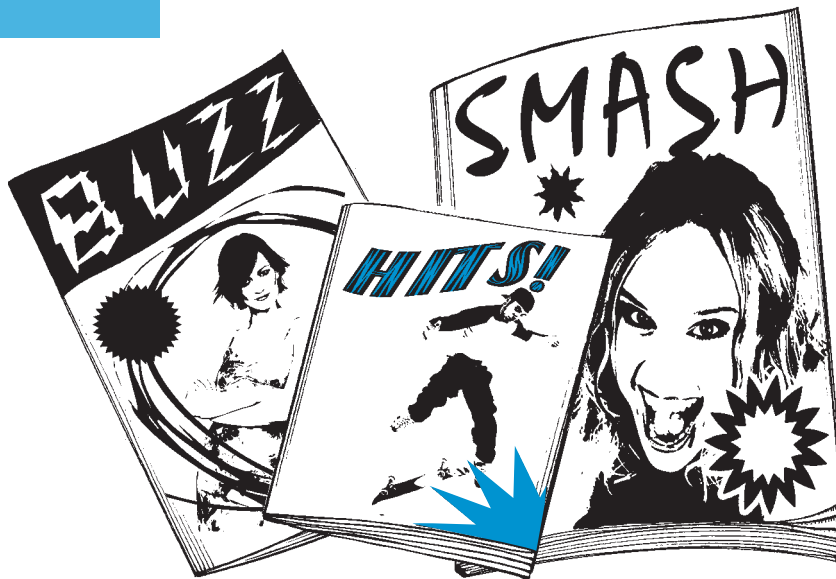
- 1 with care ..... 2 in the neighbourhood ..... 3 normally .....  
 4 at the same time each day, week, month etc. .... 5 in a way which is good  
 for your health ..... 6 not together ..... 7 not in public .....

#### 2 Write the adjectives which the adverbs come from.

- 1 ..... 2 ..... 3 ..... 4 ..... 5 .....  
 6 ..... 7 .....

## A Context listening

- A1** You are going to hear someone talking about these three magazines.



Which of the following words do you think she uses?

hairdresser   music   teenagers   homework   posters   holidays   sales  
reviews   stadium   journalists   sport   adverts

- A2** **3** Listen and tick the words you hear.

- A3** **3** Listen to the first part of the recording again and complete the sentences below.

- 1 *Hits!* seems more ..... colourful ..... than *Buzz*.      4 *Hits!* is ..... than *Buzz* too.  
2 *Buzz* is as ..... as *Hits!*      5 *Buzz* isn't as ..... as *Hits!*  
3 *Hits!* is less ..... than *Buzz*.

- A4** **3** Listen to the second part again and tick the correct magazines.

Which magazine:	<i>Hits!</i>	<i>Buzz</i>	<i>Smash</i>
is the newest?			
has got the most reviews?			
is the most expensive?			
has the most adverts?			

- A5** Look at A3 and A4. Which exercise is about comparing two things?  
Which exercise is about comparing more than two things?

## B Grammar

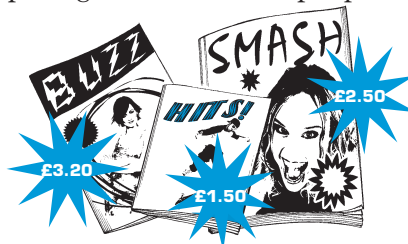
### B1 Comparative and superlative adjectives

Comparing two people or things:



Hits! is **smaller than** Buzz.

Comparing more than two people or things:



Buzz is the **most expensive** (magazine).

Hits! is the **least expensive** (magazine).

We make comparative and superlative adjectives like this:

adjective	comparative	superlative
one syllable:		
<i>long</i>	+ -er → <i>longer</i>	+ -est → <i>the longest</i>
ending in -e <i>nice</i>	+ -r → <i>nicer</i>	+ -st → <i>the nicest</i>
ending in one vowel + -b, -d, -g, -n, -p or -t <i>big</i>	double the last letter + -er → <i>bigger</i>	double the last letter + -est → <i>the biggest</i>
two syllables:		
<i>famous</i>	+ more → <i>more famous</i>	+ the most → <i>the most famous</i>
ending in -y <i>dirty</i>	-y and + -ier → <i>dirtier</i>	-y and + -iest → <i>the dirtiest</i>
three syllables:		
<i>popular</i>	+ more → <i>more popular</i>	+ the most → <i>the most popular</i>

⚠ Some adjectives are irregular:

good → better → *the best*, bad → worse → *the worst*, far → further → *the furthest*

His latest song is **better** than his last one. He's **the best** singer in the band.

This magazine is **worse** than that one. It's **the worst** magazine I've ever read.

We also use (not) as... as and less ... than to compare things:

Buzz **isn't as popular as** Hits! or Buzz is **less popular than** Hits! (= Hits! is more popular than Buzz.)

When two things are the same, we say:

Buzz is **as popular as** Hits!

► more	Hits! <i>is more colourful than</i> Buzz.
◄ less	Buzz <i>isn't as/so colourful as</i> Hits! / Buzz <i>is less colourful than</i> Hits!
= the same	Buzz <i>is as colourful as</i> Hits!
▲ the most	Smash <i>is the most interesting</i> magazine.
▼ the least	Buzz <i>is the least interesting</i> magazine.

→C1 and C2

## B2 Comparative and superlative adverbs

Sometimes we compare **how** we do something:

*You can read Hits! **more easily** than Buzz.*

*The Smash journalists write **better** than some national journalists.*

Adverbs ending in *-ly* form comparatives and superlatives like this:

adverb	comparative	superlative
<i>slowly</i>	<i>more slowly</i>	<i>the most slowly</i>
<i>beautifully</i>	<i>more beautifully</i>	<i>the most beautifully</i>
<i>easily</i>	<i>more easily</i>	<i>the most easily</i>

Other adverbs form comparatives and superlatives like short adjectives:

*hard → harder → hardest*

*My sister works **harder** than I do but Alex works **the hardest**.*

Some adverbs are irregular:

*well → better → the best, badly → worse → the worst*

*I play the guitar **well**. Rob plays the guitar **better** than me. Rob plays lots of instruments but he plays the guitar **the best**.*

⚠ We don't use superlative adverbs very often.

→C3

## B3 Comparing nouns

We use *more/the most* to compare both countable and uncountable nouns:

*Smash has **more** reviews than Hits!*

*Hits! has **the most** adverts.*

*Smash contains **the most** information.*

We use *fewer / the fewest* to compare countable nouns:

*There are **fewer** adverts in Smash than in Hits!*

*Hits! has **the fewest** posters.*

We use *less / the least* to compare uncountable nouns:

*There's **less** rubbish in Smash than in Buzz.*

*Smash contains **the least** rubbish.*

→C4

## C Grammar exercises

### C1 Complete these sentences with a comparative adjective.

- 1 My teacher is friendly but my sister's teacher is *friendlier* .
- 2 My bike is big but my brother's bike is ..... .
- 3 This biscuit tastes nice but those cakes taste ..... .
- 4 Geography is interesting but history is ..... .
- 5 I felt nervous but my friend felt ..... .
- 6 Tim is rich but John is ..... .
- 7 This exercise is easy but the next one is ..... .
- 8 Madrid is hot but Bangkok is ..... .

### C2 Write sentences comparing these things.

- 1 Football / exciting / volleyball. *Football is more exciting than volleyball.*
- 2 Golf / safe / horse-riding. ....
- 3 Water-skiing / difficult / swimming. ....
- 4 Motorcycling / noisy / cycling. ....
- 5 Rugby balls / heavy / tennis balls. ....

Rewrite your answers above in two different ways.

- 6 *Volleyball isn't as exciting as Football. Volleyball is less exciting than Football.*
- 7 .....
- 8 .....
- 9 .....
- 10 .....

### C3 Change the adjective in brackets into an adverb.

- 1 She designed the clothes (*careful*) *She designed the clothes carefully.*
- 2 She coloured the drawings (*neat*) .....
- 3 She explained her designs (*good*) .....
- 4 She sewed her clothes (*beautiful*) .....

Here are the results of a competition for fashion students. Complete sentences 5–8 about Daisy, Jill and Paola using *more* and *the most* with the adverbs in sentences 1–4.

	Daisy	Jill	Paola
designed her clothes	★★★	★★	★
coloured her drawings	★	★★	★★★
explained her designs	★	★★★★	★★
sewed her clothes	★★	★★★★	★

- 5 Jill designed her clothes more carefully than Paola but Daisy designed hers the most carefully.
- 6 Jill coloured her drawings ..... than Daisy but Paola coloured hers .....
- 7 Paola explained her designs ..... than Daisy but Jill explained hers .....
- 8 Daisy sewed her clothes ..... than Paola but Jill sewed hers .....

**C4** Match the words on the left with their opposites on the right.

expensive near old small tidy

big cheap far new untidy

Look at the pictures of three houses for sale and correct the sentences below.

A



B



C



Built 1887 £200,000  
Two bedrooms,  
one bathroom, sitting  
room, kitchen, 5kms  
from city centre

Built 2004 £155,000  
Three bedrooms, two  
bathrooms, sitting  
room, kitchen, in city  
centre

Built 1934 £325,000  
Five bedrooms, three  
bathrooms, sitting room,  
dining room, kitchen,  
2 kms from city centre

- 1 C is the smallest house. C is the biggest house.
- 2 A is the newest house. A is.
- 3 B has the most untidy garden. B has.
- 4 B is the most expensive house. B is.
- 5 A is the nearest to the city centre. A is.

Now complete these sentences about the three houses using *more*, *most*, *fewer* or *fewest*.

- 6 B has ..... rooms than A.                      9 A has the ..... bedrooms.
- 7 C has the ..... rooms.                      10 C has ..... bathrooms than B.
- 8 B has ..... bedrooms than C.

## D Exam practice

### Writing Part 1

Here are some sentences about a radio station.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

**Example:**

0 Radio 255 is my favourite radio station.

**I think Radio 255 is** ..... *better* ..... **than the other radio stations.**

1 Other radio stations have fewer listeners than Radio 255.

**Radio 255 has** ..... **listeners than other radio stations.**

2 Steve Wood is funnier than all the other disc jockeys.

**Steve Wood is the** ..... **disc jockey.**

3 I find the sports programmes interesting.

**I** ..... **in the sports programmes.**

4 The music programmes are less popular than the news programmes.

**The music programmes aren't** ..... **the news programmes.**

5 I entered a competition but I'm unlikely to win.

**I entered a competition but I** ..... **likely to win.**

### Grammar focus task

Sentences 0, 1, 2 and 4 test comparisons.

Can you complete each of these sentences in a different way so it still means the same?

0 Other radio stations aren't ..... Radio 255.

1 Radio 255 has the ..... listeners.

2 The other disc jockeys aren't ..... Steve Wood.

4 The news programmes are ..... than the music programmes.



# Present tenses

present simple; present continuous;  
state verbs; *have got* and *have*

# 4

## A Context listening

**A1** Look at the pictures. What are these places?

**A2** **4** You are going to hear a tour guide talking to some tourists in a coach. She is telling them about places they can see in a city.

Listen and tick the places in A1 which they see.

**A3** **4** Listen again and complete the sentences below.

- 1 Our tours usually last about one hour.
- 2 The bus ..... into Queens Road.
- 3 We ..... the City Theatre.
- 4 This Cititour bus ..... along the High Street into the market place.
- 5 At the moment some musicians ..... for an outdoor concert there.

**A4** Look at your answers to A3 and answer these questions.

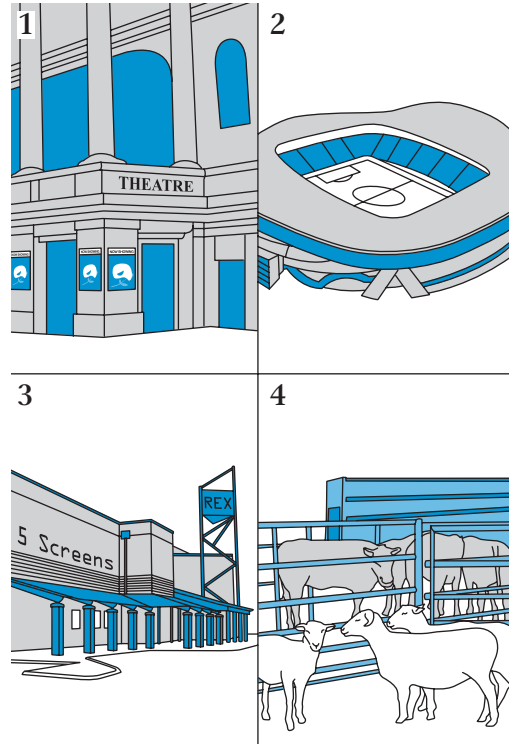
- 1 Which sentences contain the present simple? .....
- 2 Which sentences contain the present continuous? .....
- 3 Which sentences tell you about what usually happens? .....
- 4 Which sentences tell you only about now? .....

**A5** Sometimes the tour guide uses *have* and sometimes *have got* before a noun. Look at these words and put them into the correct column.

~~a good time~~ a map a sore throat a new entertainment centre a cinema  
air-conditioning good shops a walk lunch

<i>have</i>	<i>have got</i>
<u>a good time</u>	

**4** Look at the recording script on page 182 or listen again and check.



## B Grammar

### B1 Present simple

+	I/you/we/they + verb he/she/it + verb + -s	<i>I live in Durrington.</i> <i>She lives in Durrington.</i>
-	I/you/we/they <b>don't</b> + verb he/she/it <b>doesn't</b> + verb	<i>He doesn't live in Durrington.</i>
?	Do I/you/we/they + verb Does he/she/it + verb	<i>Do you live in Durrington?</i>

! We use *do* to make questions and negatives for all verbs except *to be*.

+	I <b>am</b> ('m) you/we/they <b>are</b> ('re) he/she/it <b>is</b> ('s) I <b>am not</b> ('m not)	<i>I'm here.</i>
-	you/we/they <b>are not</b> (aren't) he/she/it <b>is not</b> (isn't) <b>Am</b> I ...?	<i>They aren't here.</i>
?	<b>Are</b> you/we/they ...? <b>Is</b> he/she/it ...?	<i>Is she here?</i>

We use the present simple:

- ♦ for habits and things which happen regularly:  
*I go there most weekends.*  
especially with *always, never, usually, often,* and *sometimes*:  
*The tour usually lasts about one hour.*
- ♦ for permanent situations:  
*I live in Durrington.*  
*We don't see animals in the city centre.*
- ♦ for general truths:  
*Many tourists enjoy coach tours.*

→ C1, C2

(We also use the present simple for the future, see Unit 12.)

### B2 Present continuous

+	I <b>am</b> ('m) + -ing you/we/they <b>are</b> ('re) + -ing he/she/it <b>is</b> ('s) + -ing I <b>am not</b> ('m not) + -ing	<i>We're visiting Durrington this week.</i>
-	you/we/they <b>are not</b> (aren't) + -ing he/she/it <b>is not</b> (isn't) + -ing <b>Am</b> I + -ing ...?	<i>I'm not visiting Durrington this week.</i>
?	<b>Are</b> you/we/they + -ing ...? <b>Is</b> he/she/it + -ing ...?	<i>Are you visiting Durrington this week?</i>

We use the present continuous

- ♦ for the present moment:

*The bus is now turning into Queens Road.*

*What are you doing? I'm listening to you.*

- ♦ for temporary situations:

*This week our tours are taking a little longer.*

*An international company is using that building for a conference.* (= They don't use it all the time.)

(We also use the present continuous for the future, see Unit 12.)

→ C3