MyGrammarLab

INTERMEDIATE B1/B2



www.mygrammarlab.com

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PEARSON

Contents

Introduction

		Introduction		vi
	UNIT	Glossary		ix
The second	OINIT	Nouns and articles	DIAGNOSTIC TEST	1
	1	Nouns	tourist/tourists; some advice, a litre of petrol	2
<u>-</u>	2	Articles a/an, the, no article	a café/an hour; I've got the photos.	6
MUSEUMS AND	3	Special uses of a/an and the	She's a student at art school. The rich/poor/French	8
MUSEUMS AND GALLERIES	4	Article or no article?	in the 1950s, on the left/right, at three o'clock, by train	10
	5	Demonstratives this, that, these, those	Is this seat free? I remember that day.	12
		Review	a and cone provide a continuo de anticone).	14
		Test		16
		Possessives, pronouns and quantifie	rs Diagnostic test	17
7	6	Possessive forms of nouns	Matt and Jane's new house, a map of the city	18
4	7	Possessive adjectives and pronouns	your/yours, our/ours	20
FOOD AND	8	Pronouns one/ones; another/the other (one)	Which ones would you like?	22
DRINK	9	Reflexive and other pronouns	yourself, ourselves; each other; you/one/they	24
	10	some, any, all, most, no, none of	None of the bread is fresh.	26
	11	Indefinite pronouns	someone/anyone/no one/everyone	28
	12	much, many, a lot of, (a) little, (a) few	too many people, not enough food	30
	13	both, either, neither; each, every	Both dishes are tasty and neither is expensive.	32
		Review		34
		Test		38
		Prepositions	DIAGNOSTIC TEST	39
 	14	General form and use; prepositions of place	at, in, above, beside, between	40
	15	Prepositions of movement	into, onto, off, along, across	44
TRAVEL	16	Prepositions of time	at, on, until, for, during	46
INAVEC	17	Prepositions with other meanings	I'm working as a tour guide.	48
	18	Common prepositional phrases	by chance, on time, out of date	50
		Review		52
		Test		54
		Adjectives and adverbs	DIAGNOSTIC TEST	55
4	19	Adjectives with nouns and verbs; -ed and -ing forms	He seems interested/interesting.	56
ANIMALS	20	Order of adjectives; stronger and weaker meanings	a comfortable old chair; really beautiful, rather cold	58
	21	Comparison of adjectives	large, larger, (the) largest	60
	22	Comparative structures	the same as/different from; a lot bigger than	62
	23	Types of adverb	slowly, usually, last week, upstairs, straight on	64
	24	Adverbs and word order	They usually work here. He's often late.	66
	25	Comparison of adverbs	more/less often; Who's been there the most?	68
		Review		70
		Test		74
-		Present tenses	DIAGNOSTIC TEST	75
	26	be, have and have got	I'm married and I've got/I have two children.	76
	27	Present simple	My sister lives in Oxford. I don't live there.	78
JOBS	28	Present continuous	Are you watching TV?	80
	29	Present simple or continuous?	Sue works in a factory. She isn't working today.	82
		Review Test		86 88

UNIT	Past tenses	DIAGNOSTIC TEST	89	
30	Past simple	I saw that film. Which film did you see?	90	6
31	Past continuous	We were living in Paris then.	92	U
32	Past simple or continuous?	He saw an accident while he was driving to work.	94	
33	used to and would	I used to work on a farm and I would get up at 4 a.m.	96	EXPLORERS
34	Past perfect simple	She had been there before.	98	
35	Past perfect continuous	They hadn't been working hard.	100	
	Review		102	
	Test		104	
	Present perfect	DIAGNOSTIC TEST	105	
36	Present perfect for past experiences and present results	Have you driven an automatic car before? I haven't found that book yet.	106	7
37	Present perfect for situations up to the present	He's worked here for two years.	110	CARC
38	Present perfect or past simple?	He's bought a new car. He bought it yesterday.	112	CARS
9	Present perfect continuous	I've been waiting for hours.	114	
10	Present perfect simple or continuous?	We've played six games. We've been playing for three hours.	116	
	Review		118	
	Test		120	
	Future forms	DIAGNOSTIC TEST	121	
11	going to, present continuous and will	We're going to buy a tent. We're camping this summer. Will you come with us?	122	8
12	Future continuous	I'll be sailing all day tomorrow.	126	HOLIDAYS
13	Future perfect: simple and continuous	They will have finished by tomorrow. When I get home, I'll have been travelling for 35 hours.	128	Notion 13
14	Present simple with future meaning	Our flight arrives at 9.45.	130	
15	Other ways to talk about the future	They were going to (but) It's likely to/due to/about to leave.	132	
	Review Test		134 136	
	Modal verbs	DIAGNOSTIC TEST	137	
46	Ability and possibility	can, could, be able to	138	y
17	Making a guess (1)	may, might, could, must, can't, should	142	
18	Making a guess (2)	must, might, could, should + have	144	TECHNOLOGY
19	Rules	must, mustn't, have (got) to	146	
50	Necessary and unnecessary actions	need, needn't, don't have to/need to Everything's fine – you needn't have worried.	148	~
51	Advice and criticism	should, ought to, must, had better	150	
52	Permission	can, may, might, could, be allowed to	152	
53	Requests and suggestions; offers, promises and warnings	can, could, would, will, shall	154	
	Review		156	
	Test		160	F olkers and the second secon
	Conditionals	DIAGNOSTIC TEST	161	10
54	Present and future conditions	If we talk to the baby, she smiles. If it rains tomorrow, we won't go.	162	10
55	Unlikely/unreal conditions	If we moved out of the city, we'd be safer.	164	CRIME
56	Past conditions	If we'd arrived on time, we wouldn't have missed the flight.	166	
57	Mixed conditionals	If you hadn't woken me, I might still be in bed.	168	
58	I wish, if only, it's time	I wish we were still on holiday. It's time you did this yourself.	170	
	Review		172	
	Test		174	

CONTENTS

LINIT Word order and sentence patterns DIAGNOSTIC TEST 175 Word order in statements 59 The museum has made people interested in Bilbao. 176 there and it 60 There's a new cinema in town. It's got six screens. 180 Yes/No questions Is the water from a bottle? Yes, it is. 61 182 BUILDINGS Wh- questions When was the Taj Mahal built? 62 184 63 how, which/what, who and whose How did they build it? What was it like? 186 Review 188 190 Test Verbs with -ing forms and infinitives DIAGNOSTIC TEST 191 64 Verb + -ing form Has he given up smoking? 192 65 Verb + infinitive We decided to leave. We'd rather go by plane. 194 HOBBIES AND 66 Verb (+ object) + infinitive; make and let We asked them to leave. 196 **ACTIVITIES** She makes him practise every day. Verb + infinitive or -ing form I remember learning to swim. 198 67 Remember to lock the door. 200 Review Test 202 Reported speech DIAGNOSTIC TEST 203 Reported statements They said they worked for the town council. 204 68 69 Reported questions He asked if I was going to buy the book. 208 70 Reported orders, requests and advice The lifeguard warned us not to swim there. 210 THE MEDIA He reminded me to book the hotel. 71 Reporting verb patterns 212 She apologised for losing my umbrella. Review 214 Test 216 Relative, participle and other clauses DIAGNOSTIC TEST 217 72 Relative clauses (1) This is the book that he wrote. 218 73 Relative clauses (2) The play, which he wrote in 1922, is still famous 222 today. BOOKS AND LITERATURE It's a novel based on a true story. 224 74 Clauses after the noun They escaped, leaving everything behind. 226 75 Participle clauses It was the first book to sell a million copies. 228 76 Infinitive clauses It describes what life was like then. 230 Other noun structures Review 232 236 Test Linking words DIAGNOSTIC TEST 237 238 because, since, in order to, so that, etc. 78 Reason and purpose therefore, so; There's not enough rain to grow crops. 240 79 Causes and results 80 Adding information and giving alternatives not only ... but also; either ... or 242 THE WEATHER 81 Showing differences while, whereas, even though, however 244 before, as soon as, when, while 246 82 **Ordering events** 248 Review 250 Test Passive forms 251 This dress was designed by Armani. 252 83 The passive 84 256 Passives with modal and other verbs This shirt must be washed by hand. We had our house painted last year. We got them to 258 CLOTHES AND 85 have something done paint the walls. 260 He's thought to be very rich. 86 Passive reporting verbs They are expected to win. 262 Review 264 Test

Introduction to MyGrammarLab

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

What level is MyGrammarLab?

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

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

What is unique about MyGrammarLab?

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

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

book 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

(b) 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.

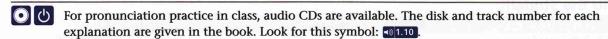
If you are using MyGrammarLab for self study, you can work through the book from Module 1 to Module 20. Or you can choose a grammar point that you want to study and go to a specific unit. Here is a good way to study a complete module:

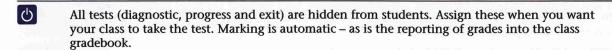
- The modules in the book start with a text such as an advert, an email or a magazine article. The text introduces the grammar for the module. The grammar is highlighted in the text, and then there is a short exercise. The exercise shows you the units you need to study in order to learn more about the main grammar points.
- © Go online for a full diagnostic test Look for this instruction at the bottom of the first page of each module. Take the diagnostic test then click on the feedback button to see which unit to go to for more information and practice.
- The grammar information in the book is usually on the left, with the practice exercises on the right. It is therefore easy to check and read the grammar while you are doing the exercises. In a few units, there are two pages of grammar information followed by two of practice 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: (a)2.10 Listen and check. If you have the book with answer key, you can check all the answers at the back of the book.
- © Go online for more practice Look for this instruction at the end of the practice exercises in the book. All the online exercises are different to the exercises in the book. They are marked automatically. Your grades are recorded in your own gradebook.
- Look for this symbol on the grammar information pages in the book: 1.10. This means that there is some information on a pronunciation point. Go online to hear the information and practise the pronunciation.
- © Go online for a progress test Look for this instruction at the end of the practice exercises in the book. The online progress tests show you if you have understood the grammar points in the units that you have studied. If your grade is low, do the catch-up exercises online. If your grade is good, you probably don't need to do these.
- For practice away from your computer, download the catch-up exercises questions to your mobile phone. You can create your own practice tests. Go to www.mygrammarlab.com 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.
- 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.
- U Go online for a full exit test Look for this instruction at the end of the exit test in the book.

To the Teacher:

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

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





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

A	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.
FORMALITY CHECK	This introduces information about the formality or informality of a particular grammar point or item of vocabulary.
GRAMMAR IN USE	This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue.
→ Pronunciation → 1.10	This indicates where you will find pronunciation practice on the audio CDs and in the MyLab.
2.10 Listen and check.	This indicates that there is a recorded answer online. You can check your answer by listening to the recording, or, if you are using the edition with answer key, by looking in the key at the back of the book.
short form	Some words in the explanations are shown in blue. This indicates that they are included in the glossary on p. ix. Look in the glossary to find out what these words mean.

Glossary

- action verb a verb that describes an action rather than a state, e.g. walk, drive, cook. We can usually use action verbs in both simple and continuous forms.
 → state verb
- active a verb or sentence is active if the person or thing doing the action is the subject of the verb. In the sentence *The player dropped the ball*, the verb *drop* is active. → passive
- adjective a word that describes a noun, e.g. friendly, valuable, interested, tropical
- adverb a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence. There are different types of adverbs: manner: quickly, kindly, beautifully; degree: completely, definitely; frequency: always, often, never; place: here, there; time: now, then; sentence adverb: apparently, fortunately
- adverbial a word or phrase that is used as an adverb and answers questions, such as How? When? and Where? e.g. by train, yesterday, in the south of France
- article the word the (definite article), or the words a or an (indefinite article)
- auxiliary verb a verb that we use with another verb to form questions, negative sentences, tenses and the passive. Common auxiliary verbs are be, do and have. → main verb, modal verb
- **capital letter** the large form of a letter of the alphabet, that we use at the beginning of a name or sentence, e.g. *B* not *b*
- clause a group of words that contains a verb and usually a subject. A clause may be a sentence or part of a sentence. → main clause, relative clause, subordinate clause, infinitive clause, participle clause
- collocation a combination of words that are often used together, e.g. make the bed (verb + noun), heavy traffic (adjective + noun)
- comparative adjective nicer, hotter, better, more comfortable, etc. We use comparative adjectives for comparing two people or things.
 - → superlative adjective
- complement a word or phrase that follows a particular type of verb, e.g. be, become, look, seem, appear, remain and describe. In the sentence That cake looks delicious, the adjective delicious is a complement.
- compound adjective an adjective that is made from two or more words, e.g. well-known (well + known), user-friendly (user + friendly)
- compound noun a noun that is made from two or more words, e.g. whiteboard (white + board), dining room (dining + room), office manager (office + manager)
- **consonant** any of the sounds and letters of the English alphabet, except $a, e, i, o, u \rightarrow \text{vowel}$
- continuous the form of a verb in tenses we make with be and the -ing form. We use the continuous, for example, for things we are doing now or at a particular time, or for a temporary period of time. present continuous: I'm using my computer at the moment; past continuous: They were living in Japan at the time; present perfect continuous: I've been waiting here for an hour; past perfect continuous

- We'd been climbing for eight hours when we reached the top; future continuous The band will be practising all day tomorrow; future perfect continuous By the end of this week, I'll have been working here for three months. → simple
- contraction a short form of a word or words. Haven't is a contraction of have not. → short form
- **countable** a countable noun has a singular and a plural form: *table/tables, man/men.* → uncountable
- defining (relative) clause → relative clause
- demonstrative adjective/pronoun this, that, these, those: adjective: Please take these flowers they're for you. pronoun: That's my brother in the photo.
- direct object a noun or pronoun that usually comes after the verb and shows who or what is affected by the action. In the sentence *She gave the book to me*, the direct object is *the book*. → indirect object
- direct speech the exact words a person says, in quotation marks, e.g. Mark said, 'I can't come to your party.' → reported speech
- first conditional a sentence with if that describes a future situation. We can use the first conditional with other words, too, e.g. unless, as long as, when: If it's sunny tomorrow, we'll go to the beach.
- future continuous → continuous
- future perfect continuous → continuous
- future perfect (simple) the tense of a verb that we form with will + have + past participle. We use the future perfect for an action that will be complete by a time in the future: I'll have finished my essay by this evening.
- imperative the form of a verb that we use to tell someone to do something or to stop doing something. Give me that book! | Don't sit there!
- indefinite pronoun someone, anyone, everywhere, nothing, etc: I've looked everywhere for my key.
- indirect object a noun or pronoun that comes after the verb, or after a preposition and shows who or what something is given to, said to, made for, etc. In the sentence She gave the book to me/She gave me the book, the indirect object is me. → direct object
- indirect question a question that begins with Could you tell me, Do you know, etc.
- infinitive the base form of a verb, e.g. be, read, talk, write. The infinitive with to is to + the base form: to be, to read, to talk, to write.
- infinitive clause a (subordinate) clause which begins with an infinitive. In the sentence It's a good idea to discuss your problems, the infinitive clause is to discuss you problems.
- -ing form the form of a verb that ends in -ing. We use the -ing form in continuous tenses, but we can also use it as the subject or object of a clause: He's reading. | Reading is relaxing. | I like reading.
- intonation the way that our voice level changes to add meaning to what we say. For example, the voice often goes up at the end of a question.
- intransitive verb a verb that has a subject but no object, e.g. come, go, happen → transitive verb

- irregular an irregular verb does not have a past tense and past participle that end in -ed, e.g. go/went/gone; an irregular noun does not have a plural that ends in -s, e.g. man/men; an irregular adverb does not end in -ly, e.g. fast/fast → regular
- linking word a word such as and, but or because that we use to connect one part of a sentence with another, or to show how one sentence is related to another: We paid the bill and went home. | I like summer because the weather's warm.
- main clause a clause that we can use alone or connect to another clause. In the sentence It was raining so I went to the gym, the main clause is it was raining.
 → clause, subordinate clause
- main verb a verb that we can use with or without an auxiliary verb, e.g. cost in How much does it cost? It costs \$20. → auxiliary verb, modal verb
- modal verb a verb such as can, should or might that we use with another verb to show ideas such as ability (can), advice (should) or possibility (might): I can swim. | We should leave now. | You might be right.
- negative a negative sentence contains a word such as not or never, e.g. Shakespeare wasn't French. | I've never liked coffee. → positive
- **non-defining (relative) clause** → relative clause **noun** a word for a person, animal, thing, place or idea, e.g. tourist, horse, pen, China, happiness
- noun phrase a phrase which has a noun as its most important word. In the noun phrase the tall man with a beard, the other words all describe the man, so the word man is the most important. A noun phrase can act as subject, object or complement in a sentence. It can also follow a preposition.
- **object** a noun or pronoun that usually follows a verb. In the sentence *The player dropped the ball*, the noun *ball* is the object. → subject
- **object pronoun** *me, you, him, her, it, us, them.* We use object pronouns after the verb. → subject pronoun
- participle clause a (subordinate) clause which begins with a present or past participle, e.g. They left in the night, taking all their luggage (present participle clause). | Built in 1720 (past participle clause), the house is now a hotel.
- passive if a verb or sentence is passive, the subject of the verb is affected by the action of the verb. In the sentence *The house was built ten years ago*, the verb was built is passive. → active
- past continuous → continuous
- past participle a form of a verb that we use to make past tenses and passives. Regular verbs have past participles that end in -ed, e.g. arrived, called. Irregular verbs have different forms, e.g. gone, spoken, sold.
- past perfect continuous → continuous
- past perfect (simple) the tense of a verb that we form with had and the past participle. We use the past perfect in reported statements or to show the order of events in the past: He said he'd already seen that film.

- past simple the tense of a verb that we form by adding -ed to regular verbs. Irregular verbs have different forms, e.g. go/went. We use the past simple for single or repeated actions in the past: I called you yesterday. | I called you twice yesterday.
- phrasal verb a verb + preposition/adverb combination.
 A phrasal verb has a different meaning from the verb
 alone: I'm going to give up eating chocolate. (give up =
 stop). With phrasal verbs, we can separate the verb +
 preposition/adverb: I'm going to give it up.
 → prepositional verb
- **plural** the form of a word that we use for more than one person or thing. *Students* is the plural of *student*. *They* is a plural pronoun. → singular
- positive a positive sentence describes what something/ someone is or does. It does not contain a word such as not or never. Shakespeare was English. | I've always liked coffee. → negative
- possessive adjective my, your, his, her, its, our, their.

 Possessive adjectives show who something belongs to, or who someone is related to: my house, her brother.
- possessive pronoun mine, yours, his, hers, ours, theirs.

 A possessive pronoun replaces a possessive adjective + noun: It's hers. (her car) | That's mine. (my mobile)
- **prefix** a group of letters that is added to the beginning of a word to change its meaning and make a new word, e.g. happy/unhappy, like/dislike. → suffix
- preposition a word such as *on*, *at* or *into* that we use before a noun to show the position of something or someone, or its relationship with the noun, for time or purpose: *Put* it on the table. | He disappeared into the shop. | Meet me at six o'clock. | This key is for the front door.
- **prepositional verb** a verb + preposition combination. A prepositional verb can have a different meaning from the verb alone: *They soon arrived at a decision*. With prepositional verbs, we cannot separate the verb + preposition. → phrasal verb
- present continuous → continuous
- present perfect continuous → continuous
- present perfect (simple) the tense of a verb that we form with have and the past participle, e.g. has gone. The present perfect has many uses, for example for a situation that started in the past and continues now: I've been at university for two years now.
- present simple the tense of a verb that uses the base form, or the base form + s for he, she and it: I live, he lives. We use the present simple, for example, for regular activities and facts. I go to work by bus. | The Earth goes round the Sun.
- **pronoun** a word that replaces a noun, e.g. *I, she, they, me, her, them, it.* → object pronoun, subject pronoun, demonstrative pronoun, relative pronoun
- punctuation the marks used to divide a piece of writing into sentences, clauses, etc. Capital letters and commas are examples of punctuation. (For a list of common punctuation symbols and their names ➤ page 302)

- **question tag** *isn't it? doesn't she? have you?* etc. We add question tags to the end of a statement to make it a question, or to check that someone agrees. *You're from Poland, aren't you?*
- **reflexive pronoun** *myself, yourself, himself,* etc. We use reflexive pronouns when the subject and object of the verb are the same: *She calls herself Tina.*
- regular a regular verb has a past tense and past participle that ends in -ed: finish/finished; a regular noun has a plural that ends in -s: book/books; a regular adverb ends in -ly: quick/quickly. → irregular
- relative clause a part of a sentence that gives information about someone or something in the main clause. A defining relative clause tells us exactly which person or thing we are talking about: He's the man who lives in the top flat. A non-defining relative clause gives us extra information about the subject or object of the main clause: The book, which was written in five weeks, was a huge success.
- relative pronoun a pronoun that connects a relative clause to the main clause in a sentence, e.g. who, which, that.
- reported speech the words someone says to report what another person has said: *Mark said that he couldn't come to my party*. → direct speech
- **reporting verb** a verb used to report what another person says, e.g say, ask, tell, advise, admit, order
- **second conditional** a sentence with *if, unless,* etc. that describes a situation we are imagining in the present or an unlikely situation in the future. We use the past tense after *if* in the second conditional: *If I was rich, I'd buy a Ferrari.*
- **short answer** an answer to a Yes/No question that does not repeat the main verb: Are you waiting for the bus? Yes, I am. | Did you buy it? No, I didn't.
- short form the form of verbs we usually use when we are speaking, e.g. I've (not I have), weren't (not were not). → contraction
- **simple** simple tenses are not formed with *be* and the *-ing* form. → continuous
- **singular** the form of a word that we use for only one person or thing. *Student* is a singular noun. *Am* and *is* are singular forms of the verb be. \rightarrow plural
- state verb a verb that describes a state rather than an action. e.g. believe, love, belong, seem, hear. We do not usually use state verbs in continuous forms. → action verb
- **statement** a sentence that is not a question or an imperative: I'm British. | It's three o'clock. | The play hasn't started.
- **stress** the force that we use to say a part of a word. In the word *coffee*, the stress is on the first syllable. If we stress a word or part of a word, we say it with more force.

- subject a noun or pronoun that usually comes before the main verb in the sentence. The subject shows who is doing the action. In the sentence *The player dropped the ball*, the noun *player* is the subject.
 → object
- **subject pronoun** *I, you, he, she, it, we, they.* We usually use subject pronouns before the verb.
 - → object pronoun
- subordinate clause a clause that is introduced by a linking word, e.g. because, although, so that, and that gives us more information about the main clause:

 Although the weather wasn't very good, we enjoyed our holiday. → main clause, relative clause
- suffix a letter or group of letters that is added to the end of a word to form a new word, e.g. write/writer, move/movement, use/useless. → prefix
- superlative adjective nicest, hottest, best, most comfortable, etc. We use superlative adjectives when we compare one person or thing with several others. → comparative adjective
- syllable a part of a word that contains a single vowel sound. Dad has one syllable and butter has two syllables.
- third conditional a sentence we use with if to imagine a situation in the past that we know is not true. If you hadn't left the gate open, the dog wouldn't have got out.
- **time expression** a word or phrase such as *today, every day, on Mondays, once a week*. Time expressions describe when or how often we do regular activities.
- transitive verb a verb that must have an object, e.g. the verb break in the sentence She broke the glass.
 → intransitive verb
- uncountable an uncountable noun does not have a plural form, e.g. water, advice, music. → countable
- **verb** a word which describes an action or a state, e.g. *go*, *eat* or *understand*.
- **vowel** one of the sounds that are shown by the letters $a, e, i, o, u \rightarrow \text{consonant}$
- Wh- clause a clause that begins with who, what, where, when, why, how, whose or which. In the sentence I don't agree with what they decided, the wh- clause is what they decided.
- Wh- question a question that begins with a wh- word: What's your name?
- Wh- word who, what, where, when, why, how, whose, which
- Yes/No question a question which only needs the answer yes or no, e.g. Are you a student? | Do you like pasta?
- **zero conditional** a sentence with *if* or *when* that shows that one action always follows another: *If you press this button, the light comes on.*

Before you start

Read the guidebook page. Look at the highlighted grammar examples.

PLACES TO VISIT

This is the Hermitage Museum in St Petersburg. It has one of Europe's greatest art collections. The Hermitage was built in the eighteenth century; but in those days it wasn't an art gallery, it was a royal palace. The palace was used by the Tsars until the revolution of 1917. The building is now an enormous museum which contains art from many different countries, but mainly from Italy and France.

Lots of information is available from the website: www.hermitagemuseum.org

For phone numbers and opening times turn to page 106.



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

1 Most museums encourage familys / families to visit them. ➤ Unit 1

2 Did you visit any interesting museums in asia / Asia? 3 'The tourist office gave me lots of advice.' 'Really? Was it / Were they useful?'

4 Which kind of art / the art do you prefer – paintings or sculpture?

5 We bought a sculpture and a painting from that gallery. A / The painting is in our living room.

6 It's a beautiful / beautiful picture.

7 There's a new exhibition at National Gallery / the National Gallery.

8 The picture was painted in *sixteenth / the sixteenth* century.

9 The best paintings are in room / the room 18.

10 In those / these days the royal family lived in the palace.

➤ Unit 4 ➤ Unit 4 ➤ Unit 5

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

7 the National Gallery 8 the sixteenth 9 room 10 those I families 2 Asia 3 Was it 4 art 5 The 6 a beautiful ➤ Unit 1

➤ Unit 1

➤ Unit 2

➤ Unit 2

➤ Unit 3

➤ Unit 4



There are lots of **postcards** and **books** for sale.

Types of noun 1

Nouns are the words we use for

- people, things and places: a tourist, a postcard, a museum
- activities, ideas and feelings: shopping, information, love When nouns are names of people, places, dates, events, languages, religions and books, plays or films, they begin with a capital letter:

Professor Grey, the British Museum, Glasgow, Africa, Monday, April, May Day, Russian, Spanish, Islam, 'The Lord of the Rings', 'War and Peace', 'Avatar'

Compound nouns, e.g. bookshop, washing machine ➤ Unit 98.1

2 Singular and plural nouns

Most nouns have a singular and plural form. To make plural forms

- add -s to most nouns: books, postcards, days, houses
- add -es to nouns ending in -s, -ss, -sh, -ch, -o, -x and -z: buses, dishes, watches, potatoes, boxes (BUT videos, pianos)
- for nouns ending in consonant + -y: country → countries
- for most nouns ending in -f or -fe: life \rightarrow lives thief \rightarrow thieves

Spelling rules ➤ page 350

A few plural forms are irregular, and some nouns do not change: tooth person foot woman child man SINGULAR people feet teeth children men women PLURAL aircraft series fish sheep SINGULAR AND PLURAL

Pronunciation ➤ 1.02

Noun + verb

Some nouns end in -s but are singular, so we use a singular verb:

athletics economics gymnastics politics maths physics

Athletics is an Olympic sport. Today's news isn't very exciting. Some nouns describe things with two parts, so they are plural:

jeans pants pyjamas shorts tights trousers glasses scissors

These jeans are too tight. My glasses are broken.

To talk about one or more of these things we can use pair(s) of: I need a pair of trousers and three pairs of shorts.

Some nouns (e.g. company, family, government, team) describe groups of people. We use a singular OR plural verb when we are talking about the people in the group: The Spanish team is/are playing brilliantly. (all the Spanish players)

But we only use the singular verb when we are talking about the group as one thing: X A football team have eleven players. ✓ A football team has eleven players.

British and American English ➤ page 352

The group noun police is ALWAYS plural:

X The police has arrested the thieves. ✓ The police have arrested the thieves.

4 Countable and uncountable nouns

Countable nouns are things we can count:

How many museums are there in Paris? There are 10,000 paintings in the Louvre. Uncountable nouns are things we can't count.

- food and drink: bread, butter, meat, tea, coffee, milk, oil, pasta, salt, rice
- materials: water, oil, air, oxygen, metal, cotton, wood, plastic, paper
- school subjects and languages: geography, art, music, English, Spanish
- ideas and feelings: education, work, advice, beauty, love, knowledge, fun
- activities: shopping, cycling, swimming
- groups of similar things: furniture, luggage, money

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
have a singular and a plural form: one shop \rightarrow two shops	don't normally have a plural form: petrol → X two petrols ✓ some petrol
We use a singular or plural verb: That painting is beautiful. Those paintings were expensive.	We only use a singular verb: Swimming is a popular sport. That petrol was expensive.
We use a/an, the or this/that before a singular noun: Is there a museum here? Where's the museum? This museum is enormous!	We don't use a/an before an uncountable noun. We can use some or this/that: X This table is made of a plastic. ✓ This table is made of plastic. X Can you give me an advice?
We use words like some, the, these/those before a plural noun: I'd like some apples, please. Those books look interesting.	✓ Can you give me some advice? This rice isn't cooked!

5 Nouns that can be countable or uncountable

COUNTABLE MEANING	UNCOUNTABLE MEANING
We keep six chickens in our garden. (animals)	Do you like chicken and rice? (food)
A coffee and two teas, please. (cups of tea)	Sam prefers lemon tea. (drink)
Did you get a paper today? (a newspaper)	I need some writing paper. (material)
Those were easy exercises . (tasks)	Do you do much exercise? (physical activity)
I had some interesting experiences on holiday. (things that happened to me)	Experience is more important than qualifications. (learning by doing something)
The gallery has two works by Goya. (paintings)	My work is really interesting. (job)

6 Ways of counting uncountable nouns

We use different expressions to 'count' some uncountable nouns.

- units: a bar of soap, a bit of information/fun, an item of news, a loaf of bread, a piece of furniture/luggage/paper, a sheet of paper, a slice of bread/cake/meat
- containers: a bottle of water, a can/tin of soup, a carton of milk, a cup of coffee, a glass of orange juice, a jar of jam, a packet of sugar, a tub of butter/margarine, a tube of toothpaste
- measurements: half a kilo of meat, a litre of petrol, two metres of silk

Practice

GRAMMAR IN USE Find twelve more capital letters missing from the invitation.



You are invited to a reception at the pritish museum at 7.30 p.m. on friday, 20th april. There will be a talk by professor ernest brand, author of 'tribal Art', to introduce our new exhibition of art from new guinea.

Drinks will be served.

Please reply to Ms helena summers on 02243 77689 before 28th march.



2 Write the plural form of the nouns.

car child country family house life loaf person potato series sheep

+ -s	+ -es	+ -ies	+ -ves	no change	irregular
		countries		f	

3 Choose the correct words in *italics*. (a) 2.02 Listen and check.

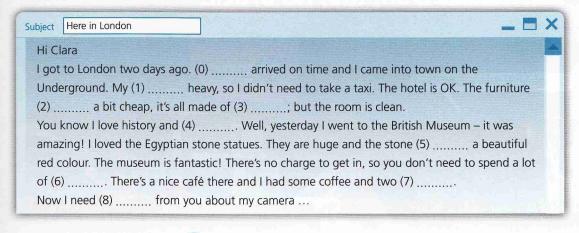
- 0 I can't read his writing. I think I need new glass /(glasses.)
- 1 How often do you brush your tooth / teeth?
- 2 I think physics is / are the most difficult subject at college.
- 3 How many aircrafts / aircraft does British Airways own?
- 4 Was / Were the news interesting yesterday?
- 5 The police is / are trying to find the missing girl.
- 6 There are three women / womans and two men in the new medical team.
- 7 I like your new jeans. Was it / Were they expensive?
- 8 Do you have a pair of / a scissors in your kitchen?
- 9 Some farms in New Zealand have a million sheep / sheeps.
- 10 Our neighbours have six childs / children.

Match sentences 1 and 2 with A and B in each pair.

- 0 1 I'd like some tea.
- 2 I'd like a tea. -1 1 Can you get me some paper?
 - 2 Can you get me a paper?
- 2 1 Do you have any chicken?

 - 2 Do you have any chickens?
- 3 1 You should try a skiing holiday.
 - 2 You should take that job.
- 4 1 I need to do some exercise.
 - 2 I need to do some exercises.
- 5 1 I don't have a lot of work today.
 - 2 I don't have many of his works.

- → A And could I have two coffees, please?
- → B Could I have two packets of sugar, too?
 - A I want to write a letter.
 - B I want something to read.
 - A There isn't any on the menu.
 - B Or do you have only cows on your farm?
 - A It will give you lots of experience.
 - B You will have a great experience.
 - A I want to improve my grammar.
- B I want to get fit.
- A I'm not busy.
- B I'm not very keen on his books.



- 0 A Flight B Some flight (C)The flight
- 1 A luggages weren't B luggage wasn't C luggage weren't
- 2 A is B are C were
- 3 A plastic B a plastic C the plastic
- 4 A an archaeology B archaeology C the archaeology
- 5 A are B were C is
- 6 A money B moneys C the money
- 7 A sandwichs B sandwichies C sandwiches
- 8 A an advice B some advice C advices

6 Complete the descriptions with the words from the box.

a bar a bottle a can a carton a jar a packet a piece a slice a tub



0 a carton of milk



1 of soup



2 of water



3 of soap



4 of jam



5 of furniture



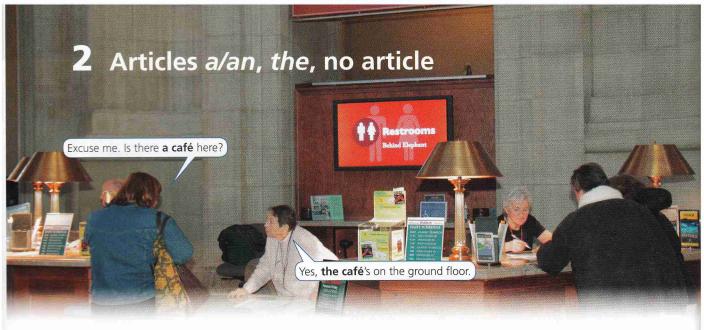
6 of meat



7of butter



8 of rice



1 a or an? the /ə/ or the /iː/?

A, *an* and *the* are articles. We use *a* before consonant sounds (*b*, *d*, *k*, *t*, *s*, etc.): *a café*, *a tourist*, *a museum*

• AND before *u* or *eu* when they sound like /j/ (as in *you*): *a uniform, a European city*

We use an before vowel sounds (a, e, i, o, u): an interesting book, an unusual job

• AND before words that begin with a silent h: an hour /ən auə/

We pronounce *the* with /ə/ before consonant sounds: *the book, the tourist* Before vowel sounds we pronounce *the* with /iː/: *the art gallery, the English teacher*



2 General or particular meaning?

We use a/an or no article when we are talking about things in general:

a/an + SINGULAR NOUN	no article + PLURAL NOUN	no article + UNCOUNTABLE NOUN
Is there a café here?	Sandwiches aren't expensive.	I don't like music .
(any kind of café)	(sandwiches in general, all sandwiches)	(music in general, all music)

We use *the* to talk about something particular:

the + SINGULAR NOUN	the + PLURAL NOUN	the + UNCOUNTABLE NOUN
Yes, the café's on the	Did you get the sandwiches?	I don't like the music on that CD.
ground floor. (there is only one café here)	(we know which sandwiches)	(only the music on the CD, not music in general)

We don't use *the* when we are talking about things in general:

X Is there the cash machine near here?

X I prefer the films to the books.

✓ I prefer films to books.

3 New information or known information?

We use a/an or no article when we mention something for the first time.

We use *the* when we mention it again:

I've just bought a new suit. It's the grey suit we saw in the shop window last week.

'Carla asked her teacher for advice.' 'Really? Was the advice useful?'

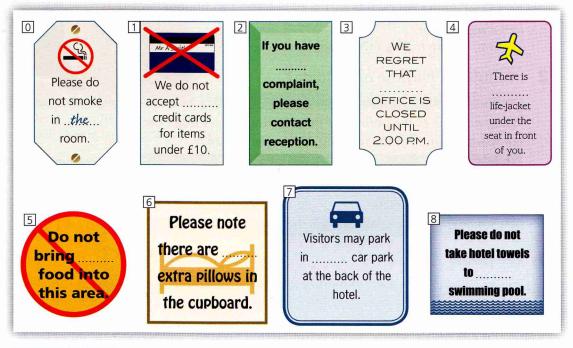
'Have they filled in entry forms?' 'Yes, I've got the forms here.'

We use *the* when the listener knows which particular person or thing the speaker is talking about:

It was a great holiday. Have you seen the photos yet? (the photos of the holiday)

Practice

- 1 Complete the sentences with a or an. 3 2.04 Listen and check.
 - 0 My teacher went to an American university. It's quite a famous one, I think.
 - 1 Excuse me, Dr Taylor. There's urgent message for you. It's from patient.
 - 2 There's bus stop on the corner. But you'll have to wait hour for the next bus.
 - 3 She's got young son. He has unusual name.
 - 4 My parents have elderly friend who owns small cottage by the sea.
 - 5 Detectives don't wear uniform. But they always carry badge.
 - 6 We can find you European holiday at excellent price.
- 2 Complete the notices with a, an, the or (no article).



- GRAMMAR IN USE Find nine more mistakes in the conversation and correct them.

 2.05 Listen and check.
 - JENNY Hello, Karl. How are the things? Have you found $\frac{q}{l}$ job yet?
 - KARL Hi, Jenny. Yes, I have.
 - JENNY Great! Is a job near here?
 - KARL Yes. It's at a hotel in a city centre.
 - JENNY That's very convenient. Which hotel is it?
 - KARL It's hotel opposite bus station: The Regent.
 - JENNY Oh, yes. I know it. By the way, how is Maria?
 - KARL She's OK now, but she's been quite sick. She had operation last month.
 - JENNY Oh dear. Was an operation serious?
 - KARL No, don't worry nothing serious. She's better now.
 - JENNY I'm glad to hear it the health is so important, isn't it?
 - KARL Yes. It was shock when she became ill.
 - JENNY I can imagine. Has she got the good doctor?
 - KARL Yes. The doctor's very helpful.

Special uses of alan and the

Michelle's a student at art school. She's in the museum copying a beautiful painting

Jobs and descriptions

We use *a*/*an* with the names of jobs:

Michelle's a student.

I want to be an engineer.

We also use a/an to describe a person or thing, usually with an adjective:

She's copying a beautiful painting.

He's a nice person.

That was an interesting exhibition.

2 Institutions: purpose or building?

institution school college university prison hospital

When we think of the purpose of these institutions we don't use the.

But when we think of the building, we use the or a/an.

PURPOSE	BUILDING
Michelle is a student at art school.	The art school is in North Street.
My brother's sick in hospital.	Excuse me, where's the hospital?
The murderer was sent to prison .	The prison has stone walls.

3 The media

We use *the* with the names of most newspapers, but most magazines have no article:

newspapers	the Daily News the Sun	the New York Times
most magazines	Vogue Newsweek Time	Hello

'Did you see her photo in Vogue?' 'No, it was in the Sun.'

We say the cinema, the theatre and the radio. We don't normally use the with television or TV when we are talking about the programmes:

In the mornings I like listening to the radio but in the evenings I prefer watching TV.

But we use *a* or *the* if we are talking about the machine:

There's something wrong with the television in my bedroom.

4 the + adjective for groups and nationalities

the voung the old the elderly the rich the poor the sick the homeless the disabled the unemployed the blind the deaf the injured the dead

Some adjectives can be used as nouns if they describe a particular group, e.g. all the people who are rich = the rich. We use a plural verb:

The rich are getting richer and the poor are getting poorer.

We can use nationality adjectives that end in -ch/-sh/-ese in the same way, e.g. French, Spanish, Dutch, Japanese (➤ Unit 95.2):

The French have elected a new president. (all the French people)

The Irish are voting on the new European Union tomorrow. (all the Irish people)

We can't use other nationality words in this way:

x The Brazilian are used to hot weather. ✓ Brazilians are used to hot weather.

Practice

1 GRAMMAR IN USE There are ten more places in the letter where a or an is missing. Write a or an in the correct places. 10 2.06 Listen and check.

I come from Iclose family. I've got two sisters and a brother. Emily's the eldest sister. She's dentist and she's lovely person. Caroline is student. She's studying French at university. She isn't good student; she prefers to spend her time enjoying herself! My brother has got interesting job, he's architect. He designed beautiful new house for my uncle. I live with my parents in old house in small village. It's quiet place so I'm glad I've got lots of friends on the Internet!

2 Match the sentences 1–7 with the questi	stions A-H	1-H .
---	------------	--------------

- 0 Derek's at university.
- 1 Mr Rogers is going to the school.
- 2 My brother is in hospital.
- 3 Ali visited the university.
- 4 James isn't at school today.
- 5 He's working at the hospital.
- 6 Derek Sutcliffe is in prison.
- 7 Karl's going to the prison today.

- A Is he on holiday?
- →B Is he studying to be a doctor?
 - C Is he the famous murderer?
 - D Did he see the new physics building?
- E Is he going to see the school play?
- F Is he visiting a prisoner?
- G Is he a doctor?
- H Is he having an operation?

GRAMMAR IN USE Complete the information with the or – (no article).

3) 2.07 Listen and check.

PR	INT	M	ED	IA
FA	CTS	HE	FT	

- The most widely read English language newspaper in the world is *USA Today*. The most popular magazine is (0) _____ AARP Magazine. It is an American magazine for (1) _____ elderly.
- (2) Japanese are the world's most enthusiastic newspaper readers. *Yomiuri Shimbun* sells more than 14 million copies every day.
- The most popular daily newspaper in Britain is (3) Sun, which sells over 3 million copies.
- One of the most unusual magazines is *The Big Issue*, which is sold by (4) homeless on the streets of London and other towns in the UK.
- (5) *Variety* is an international magazine that specialises in news about (6) cinema.