

Right on!

Jenny Dooley

2

Grammar Book

Student's Book



Express Publishing

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Irregular verbs

The verb *to be*

Affirmative	I'm, He/She/It's, We/You/They're
Negative	I'm not, He/She/It isn't, We/You/They aren't
Interrogative	Am I?, Is he/she/it?, Are we/you/they?
Short Answers	Yes, I am., Yes, he/she/it is., Yes, we/you/they are.
	No, I'm not., No, he/she/it isn't., No, we/you/they aren't.

In **short answers** we do not repeat the whole question. We use **Yes** or **No**, the **subject pronoun** and the verb form *am* (*'m not*)/*is* (*isn't*)/*are* (*aren't*). **Are you a dentist? No, I'm not.**

The verb *have got*

We use the verb *have got*:

- to show that something belongs to someone. **She's got a laptop.**
- to describe people, animals and things. **He's got short, dark hair.**
- to talk about relationships. **I've got a twin brother.**
- with the following expressions: **I've got a headache, I've got a temperature, I've got a cough, I've got a toothache, I've got a cold, I've got a problem.**

Affirmative	I/We/You/They've got.	He/She/It's got.
Negative	I/We/You/They haven't got.	He/She/It hasn't got.
Interrogative	Have I/we/you/they got?	Has he/she/it got?
Short Answers	Yes, I/we/you/they have.	Yes, he/she/it has.
	No, I/we/you/they haven't.	No, he/she/it hasn't.

In **short answers** we use **Yes** or **No**, the **subject pronoun** and the verb form *have* (*haven't*)/*has* (*hasn't*). We do not use *got*. **Have you got a radio? Yes, I have.** (NOT: ~~Yes, I have got.~~)

We use **got** in the present tense and not so often in the past tense. **She had a bike when she was younger.** (NOT: ~~She had got...~~ – it is less common)

The verb *can*

Affirmative	I/You/He/She/It/We/You/They can walk.
Negative	I/You/He/She/It/We/You/They can't walk.
Interrogative	Can I/you/he/she/it/we/you/they walk?
Short Answers	Yes, I/you/he/she/it/we/you/they can.
	No, I/you/he/she/it/we/you/they can't.

- The verb **can** is the same in all persons and is always followed by a verb.
- We use the verb **can** to show ability. **I can sing. I can't play the guitar.**

1 Circle the correct form of the verb *have got, can or be*.

- 1 Is / **Are** Julie and Anne your sisters?
- 2 Jim **hasn't** / **haven't** got a car.
- 3 **Can** / **Isn't** Henry play basketball?
- 4 My brother **has** / **have** got a stomach ache.
- 5 Kelly **can't** / **can** help us tomorrow. She's free all day.
- 6 **Have** / **Has** Sarah got a pet cat?
- 7 Laura **aren't** / **isn't** from England. She's from Canada.
- 8 I **can't** / **can** call Fred. My mobile phone isn't working.
- 9 Jane and Sarah **has** / **have** got a baby brother.
- 10 The girls **isn't** / **aren't** at school today. It's Saturday.

2 Complete the exchanges. Use: *am/'m, 'm not, is/s, isn't, are, aren't, can, can't, have (got), has (got), hasn't (got)*.

- 1 A: **Can** you drive a car?
B: No, I **can't**, but I can ride a bike.
- 2 A: _____ Pedro and Maria from Italy?
B: No, they _____ but they _____ speak Italian.
- 3 A: _____ Miguel from Italy?
B: No, he _____. He _____ from Mexico.
- 4 A: _____ Sue in Year 9?
B: No, she _____. She _____ in Year 8.
- 5 A: _____ you _____ a brother?
B: Yes, I _____. He _____ 16 years old.
- 6 A: _____ Anna _____ a laptop?
B: No, she _____.
- 7 A: _____ you ride a horse?
B: No, I _____, but I _____ ride a motorbike.
- 8 A: _____ you from France?
B: No, I _____. I _____ from Poland.

3 Fill in *is, are, has got, can or can't* to find out a few things about Mark and his family.

- 1 Mark is fifteen years old.
- 2 He _____ fair hair and green eyes.
- 3 He _____ polite and hard-working.
- 4 Mark _____ a sister.
- 5 They _____ very close. His sister's name is Maureen.
- 6 Maureen _____ play the guitar but Mark _____ play any musical instruments.
- 7 Mark and his sister _____ students at Greenfield Secondary school.

4 Read Tony's personal profile and fill in: *am, is, are, have got, has got, can or can't*.

Hi! My name 1) is Tony and I 2) _____ fifteen years old. I 3) _____ brown hair and brown eyes. I live in York with my parents. My parents 4) _____ lawyers and they 5) _____ an office at home. I 6) _____ one sister and she 7) _____ at university now. She 8) _____ nineteen years old and she studies in Manchester. I love football and I 9) _____ play very well. I 10) _____ the number nine shirt and score lots of goals, but I 11) _____ play in goal. My team 12) _____ lots of medals, and our coach 13) _____ really fantastic!



Speaking & Writing

5 Use the words in the list to write true sentences about yourself. Tell the class. Then, write a short personal profile of yourself like the one in Ex. 4.

- long hair • blue eyes • short
- 13 years old • student • one sister
- a cat • a bike • play the guitar
- ride a motorbike • play tennis

I haven't got long hair.

Subject/Object pronouns

We use **personal subject pronouns** before verbs:

- instead of nouns. **This** garden is beautiful. **It** has got a lot of flowers. (It = the garden)
- instead of names. **Tony** is from France. **He** is French. (He = Tony)

We use **object pronouns** after:

- verbs. I play tennis. I like **it** very much. (it = tennis)
- prepositions. Look at **us**! Play with **me**.

Possessive adjectives – Possessive pronouns

- **Possessive adjectives** show:
 - a) that something **belongs** to someone. **This is my** book.
 - b) the **relationship** between two or more people.
They are our friends.
- **Possessive adjectives** are always followed by nouns.
This is her bike.
- **Possessive pronouns** show that something **belongs** to someone.
Compare: **That is their** ball. (possessive adjective)
That ball is theirs. (possessive pronoun)
- **Possessive pronouns** are not followed by nouns.

Notes:

- a) There is no possessive pronoun for the personal pronoun **it**.
- b) We use the patterns *a friend of mine/yours/his* to mean one of a number of friends.
Martha is a friend of mine. (NOT: *a friend of me*)
Are Tim and George friends of yours? (NOT: *friends of you*)
Sarah plays volleyball with a friend of hers. (NOT: *a friend of her*)

Possessive case

To show possession:

- we add 's after names and **singular nouns**.
Mary's hair is long. **The girl's** clothes are dirty.
- we add ' to **plural nouns** ending in -s. **The boys'** bikes are red.
- we add 's to **irregular plural nouns**. **These are the children's** toys.
- when the **same thing belongs** to two or more people, we add 's to the **last noun**. **This is Tina and Tom's** room. (Tina and Tom share the same room.)
- when two or more things belong to two or more people and we want to show that each person has his/her own thing, we add 's to **each noun**. **Those are Luke's and Bob's** mobile phones. (Luke has got a mobile phone and Bob has got a mobile phone, too.)

Note: We can use the **possessive case** without a noun after it.

These gloves aren't yours. They're Tina's. (= Tina's gloves)

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	—
our	ours
your	yours
their	theirs

its = possessive adjective

Look at the giraffe. **Its** neck is long.

it's = 'it is' or 'it has'

I like my room. **It's** big! (It is)

My new house is fantastic! **It's** got a playroom! (It has)

Other possessive forms

- 1 We use **of** to talk about things and parts of things. **The leg of the table is broken.** (NOT: ~~the table's~~ leg, because the 'table' is a thing)
- 2 We add 's to refer to a **place** (shop, business, house, etc). **Jon is at Maria's.** (= Maria's house) **Cathy is at the butcher's.** (= the shop)
- 3 We add 's to refer to **time**. **It's an hour's** drive to the beach. **My house is five minutes'** walk from the school.

6 Fill in the gaps with: *I, she, they, me, him, us.*

- 1 Look at him! He can run really fast!
- 2 They aren't home. _____ are at the cinema.
- 3 Excuse _____, how can _____ get to the supermarket?
- 4 We always take our ball with _____ when we go to the park.
- 5 Jenny is a dancer. _____ can dance really well.

7 Fill in the gaps with *its* or *it's*.

- 1 I love this film! It's so exciting!
- 2 This is a great house. _____ rooms are huge!
- 3 "Is this your bag?" "No, _____ Sue's."
- 4 What a nice rabbit! _____ fur is so soft.
- 5 This model plane can fly. _____ got a motor inside.

8 Fill in the appropriate *possessive adjectives/pronouns*, as in the example.



- 1 A: Who's that boy with Jeff?
B: That's George. He's his (he) best friend.
- 2 A: Can you pass me _____ (I) books please?
B: Of course. Here you are.
- 3 A: Do you know where Keith is?
B: Yes, he's with _____ (he) friends in the garden.
- 4 A: Is that _____ (you) phone, Steve?
B: Yes. It is.
- 5 A: Is this Ann's coat?
B: No, it isn't _____ (she). It's _____ (I).

9 Fill in the gaps with: *I, me, mine, my, you, your, she, her, we, us, our, they, their.*

Hi bloggers!

1) My name is Nelly.

2) _____ am sixteen years old. Here is a picture of

3) _____ with two classmates

of 4) _____. 5) _____ names are Jenny and Anna. 6) _____ are my best friends. 7) _____ go to the same school. Jenny is from Leeds. That's 8) _____ on the right. 9) _____ is really funny and always makes 10) _____ all laugh! Anna is from York, but 11) _____ lives here in London now. 12) _____ are also in the same volleyball team, but 13) _____ favourite thing to do is dance! We just love it! What about 14) _____? Tell 15) _____ about 16) _____ friends.

Post a comment

10 Choose the correct item, as in the example.

- 1 That is my ___ bag.
A mothers' B mothers C mother's
- 2 "Whose bags are these?" "They're ___."
A Richard's and Victor's
B Richard and Victor's
C Richard's and Victor
- 3 "Is this your pen?" "No, it's ___."
A Anna's B Anna C Annas'
- 4 The ___ pencils are on the table.
A girls B girl C girls'
- 5 Mary works for a ___ charity.
A childrens' B children C children's

Speaking & Writing

11 In pairs, ask and answer questions about your best friend and tell the class. Use your answers to post a comment to Nelly's blog.

- name • age • country • hobbies

A: What's your best friend's name?

B: My best friend's name is ...

there is/there are

	Singular	Plural	Short answers	
Affirmative	There is/There's a table.	There are two tables.	Is there ...?	Yes, there is. No, there isn't.
Negative	There isn't a table.	There aren't two tables.		Are there ...?	Yes, there are. No, there aren't.
Interrogative	Is there a table?	Are there two tables?		

- We use **there's** to list things in the singular. **There's a table, a chair and a sofa in the living room.** (NOT: ~~There are a table, a chair and a sofa in the living room.~~)
- We use **there are** to list things in the plural. **There are** does not have a short form. **There are two chairs, a desk and a mirror in the bedroom.** (NOT: ~~There're two chairs ...~~)
- We use **there is/are** to introduce something new and to say that something exists in a particular place. **There is a new cinema in the area.**
- In short answers we use **Yes, there is/are** or **No, there isn't/aren't**. We do not repeat the question. **Is there a desk in the bedroom? Yes, there is.** (NOT: ~~Yes, there is a desk in the bedroom.~~)

Prepositions of place

We use **prepositions of place** to say where somebody or something is. These include: **on, under, in front of, behind, beside/by/next to, near, at, in, between, (a)round, among, opposite, above, below, on top of** and **against**.

We use **at**:

- in the **expressions**: *at school/university/college, at work, at home, at the top of ..., at the bottom of ..., at the station, at the airport, at Mary's (house), at a party/concert/football match, at the bus stop, at the door, at one's desk*
- with **addresses** when we mention the house number: **at 6 Oxford Street BUT in Oxford Street**

We use **in**:

- in the **expressions**: *in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine/book, in a street, in the world, in a photograph/picture, in a car, in a taxi*
- with the names of **cities, countries** and **continents**. **in London, in England, in Africa**

We use **on**:

- in the **expressions**: *on the left/right, on the first/second, etc. floor, on a bus/train/plane/ship, on a horse/bicycle/motorbike, on a chair BUT in an armchair*

Demonstratives (*this/these – that/those*)

this/these

- We use **this/these** for people, animals and things **near us**. **This is a bag.**
- We use **this/these** to introduce people.
This is my uncle, Jim, and these are my cousins, Kate and Anna.
- We use **this** to introduce oneself on the phone.
Hello, this is Mark Jones. Can I speak to Lucy, please?

that/those

- We use **that/those** for people, animals and things **far from us**.
That is a plane.
- We use **that** for something that has finished or is in the past.
That movie we saw yesterday was great.
- We use **that** when speaking on the phone to ask **who** the other **person** is.
Hello. This is Jane Philips. Who's that, please?
- We use **this/these** and **that/those** in **wh-questions**. We answer these questions with **it** or **they**. **What's this/ that? It's a poster.** (NOT: ~~This/That is a poster.~~) **What are these/those? They are posters.** (NOT: ~~These/Those are posters.~~)

The imperative

- We form the **imperative** with the **base form of the verb** without the subject.
Open your books, please!
- We form the **negative imperative** with **do not/don't** + the **base form of the verb**. **Don't eat in class!**

We use the **imperative** to:

- give **orders**. **Don't close the window! Go out!**
- offer** something. **Have some coffee!**
- give **instructions**. **Mix the sugar with the eggs!**
- make a **request**. (To sound polite, we add the word **please** at the beginning or the end of the sentence.)
Give me a pen, please! or **Please give me a pen!**
- We use **let's** + the **base form of the verb** to make suggestions.
I'm hungry. Let's get something to eat!
- Let's** + the **base form of the verb** refers to the first person plural. **I'm free tonight. Let's go out!**

Note: We usually use an exclamation mark (!) at the end of an imperative sentence.

12 Fill in: *there is/there isn't/Is there or there are.*

- There are** 15 students in my class.
- _____ a bookcase in your bedroom?
- _____ some orange juice in the fridge.
- I'm afraid _____ a supermarket nearby. It's far from here!
- _____ lots of people at the park today.

13 Complete the phrases with *at, on or in.*



- What time do you have to be at the airport?
- He lives _____ London.
- I'm sure my keys are _____ the chair in the living room.
- I love the dress you're wearing _____ this photograph.
- The café is _____ the 2nd floor.
- Jenny is _____ work at the moment.

14 Complete with *this, that, these or those.*

- Hello. This is John Smith. Who's that, please?
- Who's _____ boy over there? Is he Tom's brother?
- _____ is my friend, Laura.
- Hi, Ann. _____ is Steve, he's our new neighbour.
- _____ jeans are too big. I need a smaller size.
- Look at _____ birds in the sky! They are beautiful!
- _____ girls over there are my cousins.
- Look at _____ sunglasses here. Which ones do you like?

15 Choose the correct item.

- It's warm today. **Goes/Let's go** to the beach!
- Don't eat/Eat** any more sweets! They're bad for you.
- Forget/Don't forget** to sign up for the competition!
- I'm hungry. **Let's make/Do make** a sandwich.
- Take/Don't take** your umbrella. It's raining.

Starter Plurals

The plural of nouns

We form the plural of nouns with the following suffixes:

- | | |
|--|---|
| <ul style="list-style-type: none"> -s to the noun chair – chairs | <ul style="list-style-type: none"> -s to nouns ending in a vowel + -o radio – radios, video – videos -s to nouns ending in double -o zoo – zoos -s to abbreviations ending in -o photo – photos -s to musical instruments ending in -o piano – pianos -s to proper names ending -o Eskimo – Eskimos some nouns ending in -o can take either -es or -s. These are: buffaloes/buffalos, mosquitoes/mosquitos, volcanoes/volcanos, zeroes/zeros, tornadoes/tornados etc. |
| <ul style="list-style-type: none"> -es to nouns ending in -s, -ss, -x, -ch, -sh bus – buses, glass – glasses, box – boxes, sandwich – sandwiches, dish – dishes | |
| <ul style="list-style-type: none"> -ies to nouns ending in a consonant + -y lady – ladies, family – families | |
| <ul style="list-style-type: none"> -s to nouns ending in a vowel + -y boy – boys, key – keys, day – days | |
| <ul style="list-style-type: none"> -es to nouns ending in -o potato – potatoes | |
| <ul style="list-style-type: none"> -ves to some nouns ending in -f/-fe wife – wives, leaf – leaves BUT chief – chiefs, roof – roofs | |

Irregular plurals: child – **children**, man – **men**, woman – **women**, person – **people**, foot – **feet**, tooth – **teeth**, goose – **geese**, louse – **lice**, mouse – **mice**, sheep – **sheep**, deer – **deer**, fish – **fish**, trout – **trout**, salmon – **salmon**, ox – **oxen**, spacecraft – **spacecraft**, aircraft – **aircraft**, hovercraft – **hovercraft**, means – **means**, species – **species**

16 Write the plurals.

- | | |
|---------------|-------|
| 1 frog | frogs |
| 2 knife | _____ |
| 3 sister | _____ |
| 4 cake | _____ |
| 5 nationality | _____ |
| 6 bottle | _____ |
| 7 banana | _____ |
| 8 party | _____ |
| 9 key | _____ |
| 10 mouse | _____ |
| 11 glass | _____ |
| 12 goose | _____ |
| 13 toy | _____ |
| 14 bus | _____ |
| 15 loaf | _____ |

17 Write the nouns in the plural and put them in the correct box: bus, monkey, brush, policeman, city, bush, zoo, scarf, tomato, baby, sheep, roof, kiss, mouse, video, person, library, mosquito, kilo, shelf, fish, dress, fox, life, child, watch, butterfly, wife, puppy, kangaroo, leaf.

-s	
-es	buses
-ies	
-ves	
irregular	

We use **question words** to ask about somebody or something.

<ul style="list-style-type: none"> who/whose (people) "Who did you ask for help?" "My brother." "Whose is this coat?" "It's Jill's." (possession) 	<ul style="list-style-type: none"> how long/how tall (size) "How tall are you?" "I'm 1.65 m." "How long is an elephant's trunk?" "About two metres."
<ul style="list-style-type: none"> which/what (things) Which is used to ask about a limited choice of things. "Which bag does Mary like – the red or the black one?" (You have to choose between these two bags, so the choice is limited.) What is more general. It is usually used to ask about an unlimited choice of things. "What films do you like?" (There are many kinds of films such as westerns, comedies, adventure films, so the choice is unlimited.) 	<ul style="list-style-type: none"> how much (quantity) "How much money have you got?" "Very little." how many (number) "How many shirts did you buy?" "Three." how (manner) "How does Sam get to work?" "By train."
<ul style="list-style-type: none"> where (places) "Where did John go?" "To the supermarket." 	<ul style="list-style-type: none"> why (reason) "Why was he late?" (The answers usually begin with because.) "Because he overslept."
<ul style="list-style-type: none"> when/how long (ago)/how often/what time (time) "When did Peter go to the USA?" "In 1998." "How long does the film last?" "Two hours." "How often does Paula travel abroad?" "Twice a month." "What time is it?" "It's 7 o'clock." 	<ul style="list-style-type: none"> how old (age) "How old is your sister?" "Twenty-two." how far (distance) "How far is it to the cinema?" "About five minutes' walk."

18 Choose the correct item.

- A: **Whose/Who's** your favourite athlete?
B: Andy Murray.
- A: **How/What** long does it take to get to Paris?
B: Three hours.
- A: **What/Why** are you upset?
B: I can't find my keys.
- A: **Who/What** is your favourite book?
B: *The Lord of the Rings*.
- A: **Where/Why** does your sister work?
B: At the bank.
- A: **How often/How far** do you go to the gym?
B: Every Monday.

19 Write the questions to which the words in bold are the answers.



This is Helen Jones. She is from **Bath** in **Somerset**. She is **17 years old** and her birthday is on **May 10th**. She lives with her parents. She has got **2 pets**, a cat and a parrot. She is a student. She is studying **Art**. Her favourite singer is **Sia Furler** and her favourite song is *Chandelier*.

- Where is Helen from ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?

Present simple/Prepositions of time/ Adverbs of frequency

affirmative	negative		interrogative	short answers
	long form	short form		
I] eat	I] do not eat	I] don't eat	Do [I eat?	Yes, I/you do. No, I/you/we/they don't.
You] eat	You] do not eat	You] don't eat	Do [you eat?	
He] eats	He] does not eat	He] doesn't eat	Does [he eat?	Yes, he/she/it does. No, he/she/it doesn't.
She] eats	She] does not eat	She] doesn't eat	Does [she eat?	
It] eats	It] does not eat	It] doesn't eat	Does [it eat?	Yes, we/you/they do. No, we/you/they don't.
We] eat	We] do not eat	We] don't eat	Do [we eat?	
You] eat	You] do not eat	You] don't eat	Do [you eat?	
They] eat	They] do not eat	They] don't eat	Do [they eat?	

Form

- We form the **affirmative** in the **present simple** with the **subject** (noun or personal pronoun) and the **base form of the verb**. *I talk, you teach, they cry*
- We form the **third person singular** by adding **-s, -es or -ies** to the verb.
he talks, he stays, he teaches, he cries
- We form the **third person singular** in the **interrogative** with **does + subject + the base form of the verb**. We form all the other persons with **do + subject + the base form of the verb**. *Does he play golf? Do you play golf?*
- We form the **third person singular** in the **negative** with **subject + does not/doesn't + the base form of the verb** (without -s). *He doesn't walk to school.*
- We form all the **other persons** in the **negative** with **subject + do not/don't + the base form of the verb**.
They don't walk to school.

Spelling Rules

- Most verbs take **-s** in the **third person singular**. *I speak – he speaks, I eat – he eats*
- Verbs ending in **-ss, -sh, -ch, -x or -o** take **-es**. *I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does*
- Verbs ending in a **consonant + y** drop the **-y** and take **-ies**. *I fly – he flies*
- Verbs ending in a **vowel + y** take **-s** only. *I buy – he buys*

Use

We use the **present simple** for:

- daily routines**.
I get up at 7 o'clock every day.
- repeated actions**.
She goes to the gym twice a week.
- habits**. *He usually goes to the cinema on Saturdays.*
- permanent states**. *He lives in Bath.*
- general truths and laws of nature**.
The sun rises in the east.
- timetables and programmes**.
The film ends at midnight. The train leaves at 7:00 pm.

-s/-es in the **third person singular** is pronounced:

- /s/** with verbs ending in **/f/, /k/, /p/ or /t/** sounds.
cough – coughs
- /tʃ/** with verbs ending in **/s/, /ʃ/, /tʃ/, /dʒ/ or /z/** sounds. *touch – touches*
- /z/** with verbs ending in all other sounds.
read – reads

Time words/phrases used with the present simple:

usually, every hour/day/week/month/summer/year etc., usually, always, every morning/evening/afternoon/night, in the morning/ evening/afternoon, at night, at noon, on Mondays/Tuesdays, at the weekend, etc.

Prepositions of time

We use prepositions of time as follows:

AT	ON	IN
time: at 12:00, at 7 o'clock holidays: at Christmas, at Easter, at the weekend in the expressions: at noon, at night, at midnight, at the moment	days: on Tuesday dates: on April 6th specific part of a certain day: on Sunday morning	months: in June years: in 2004 centuries: in the 11th century seasons: in the winter/spring/summer/autumn in the expressions: in the morning/afternoon/evening

Adverbs of frequency

- We often use **adverbs of frequency** with the **present simple**. Adverbs of frequency tell us **how often** something happens. These are:
always (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **seldom/rarely** (10%), **never** (0%).
- Adverbs of frequency** come **before the main verb** (drink, visit, eat, etc.), but **after auxiliary verbs** (have, do, be) and **after modal verbs** (can, will, must, etc.).

Helen **always** starts work at 9 o'clock. Peter **is seldom** late for school. Jim **doesn't usually** sleep early. Mary **can never** park her car properly. **Do you often** have lunch at the school canteen?

1 Write the third person singular of the verbs below.

- | | |
|-----------------------|---------------|
| 1 allow <u>allows</u> | 6 close _____ |
| 2 pass _____ | 7 say _____ |
| 3 catch _____ | 8 break _____ |
| 4 laugh _____ | 9 do _____ |
| 5 try _____ | 10 mix _____ |

2 Write the third person singular of the verbs in the correct box. Then, read the verbs out loud.

- sit • catch • begin • dream • stay • kiss
- brush • kick • open • jump • drink

/s/	sits,
/ɪz/	catches,
/z/	begins,

3 Choose the correct item.

- Ann **finish/finishes** work at 5 o'clock every day.
- The film **starts/start** at 7:30.
- Amy **doesn't/don't** play tennis.
- In the UK, people **drives/drive** on the left.
- Do/Does** your brother play football?
- Sue **works/work** for a big company.
- I **go/goes** to the gym every Monday.
- The bus **leave/leaves** at 6:15pm.

4 Put the verb in brackets into the present simple.











- Kelly enjoys (enjoy) going to the cinema on Friday evenings.
- Mr Smith _____ (give) lectures every Tuesday.
- They _____ (start) work at 9 o'clock.
- _____ (he/usually/ride) his motorbike to work?
- I _____ (not/work) on Mondays.

5 Make sentences using the adverbs of frequency from the key, as in the example.

KEY	always *****	sometimes **
	usually ****	rarely/seldom *
	often ***	never 0

- James/watch/TV/at the weekend (0)
James never watches TV at the weekend.
- My mum/have/porridge/for breakfast. (***)
_____.
- I/go to bed/at 10 o'clock/at night. (*****)
_____.
- Keith/be/at home/on Saturdays. (*)
_____.
- I/ride my bike/in the park/in the afternoon. (**)
_____.
- Do/you/get the bus/to school? (****)
_____.

6 Write what Keith does on Fridays, then choose the correct prepositions.

Keith 1) wakes up  at/on 7 o'clock on Fridays. First, he 2) _____  a shower, then he 3) _____  breakfast. After that, he 4) _____  to school. He 5) _____  lunch in/at 2 o'clock. On/In the afternoon, he 6) _____  his homework and then he 7) _____  computer games. In/At the evening, he 8) _____  TV. He 9) _____  dinner on/at 8 o'clock and in/at 10 o'clock, he 10) _____  to bed.

7 In pairs, use the prompts to ask and answer questions about yourselves. Give as much information as possible.

- 1 like/rock music?
A: Do you like rock music?
B: Yes, I do. I listen to it all the time./No, I don't. I like pop.
- 2 you/go shopping/Saturdays?
- 3 your mother/eat/lots/sweets?
- 4 your father/play/piano?
- 5 your family/wake up/early/morning?

8 Put the verbs in brackets into the *present simple*.

- 1 A: Bob sings (sing) well.
B: I agree. But he _____ (not/dance) very well.
- 2 A: What _____ Mary _____ (usually/do) on Sundays?
B: She _____ (go) to the theatre.
- 3 A: _____ (Frank/know) how to ride a bicycle?
B: Not yet. He _____ (find) it very difficult.
- 4 A: _____ (they/work) long hours?
B: Not really. They _____ (always/leave) early.
- 5 A: _____ (the bus/always/arrive) in Manchester at 7 am?
B: No, it doesn't. It _____ (be/often) late.
- 6 A: What _____ (Mark/do)?
B: He is a doctor. He _____ (treat) sick people.
- 7 A: Sam _____ (seldom/sleep) late on Sunday morning.
B: I know. He _____ (usually/get up) early and goes jogging.

Speaking

9 Imagine you are a newspaper reporter interviewing a famous pop star. In pairs, ask and answer questions about:

- time/get up
- morning/afternoon/evening activities
- free time activities

In your answers, remember to use adverbs of frequency and prepositions of time.

Writing

10 Use the answers from the speaking activity to write a short paragraph about the famous pop star's daily routine.

Form

We form the **present continuous** with the verb **to be** and the **main verb + -ing**. In **short answers** we use **Yes** or **No**, the **subject pronoun** and the verb **to be** in the correct form. We do not repeat the **-ing form**.

affirmative				negative			
long form		short form		long form		short form	
I	am working	I	'm working	I	am not working	I	'm not working
you	are working	you	're working	you	are not working	you	aren't working
he	] is working	he	] 's working	he	] is not working	he	] isn't working
she							
it							
we	] are working	we	] 're working	we	] are not working	we	] aren't working
you							
they							

interrogative			short answers	
Am	I	working ...?	Yes, I am.	No, I'm not.
Are	you	working ...?	Yes, you are.	No, you aren't.
Is	[he]	working ...?	Yes, he is.	No, he isn't.
			Yes, she is.	No, she isn't.
			Yes, it is.	No, it isn't.
Are	[we]	working ...?	Yes, we are.	No, we aren't.
			Yes, you are.	No, you aren't.
			Yes, they are.	No, they aren't.

Time words/phrases used with the present continuous: now, at the moment, at present, these days, tomorrow, always, tonight, still, etc.

Spelling rules

- Most verbs add **-ing** after the base form of the main verb.
read – reading, catch – catching, play – playing
- Verbs ending in **-e** drop the **-e** and add **-ing**.
take – taking, dance – dancing BUT see – seeing
- Verbs ending in **-ie**, drop the **-ie** and take **-y + -ing**.
lie – lying, die – dying
- Verbs ending in a **stressed vowel + a consonant**, double the consonant and add **-ing**.
run – running, cut – cutting, swim – swimming, begin – beginning
- Some verbs ending in **-l**, double the **-l** and add **-ing**.
travel – travelling BUT feel – feeling

Use

We use the **present continuous**:

- for actions happening **now, at the moment of speaking**.
Ann's doing her homework now.
- for **temporary actions** or actions happening **around the time of speaking**.
Mary is staying with her aunt these days.
- for **fixed arrangements** in the near future.
I'm flying to Paris tomorrow morning.
- with **always** to express our annoyance for **actions happening too often**.
He's always telling lies!

1.2

1 Write the *-ing* form of the verbs below and then put them in the chart.

- sleep • walk • sit • play • tie • make
- do • quarrel • put • relax • control
- live • stop • have • look • feel

+ <i>-ing</i>		-e + <i>-ing</i>
sleeping,		
-ie + <i>-ying</i>	double consonant + <i>-ing</i>	double 'l' + <i>-ing</i>

2 Look at the pictures and correct the sentences.



1 Billy is riding a bike.
~~Billy isn't riding a bike. He's eating an ice cream.~~



2 Sue is reading a book.

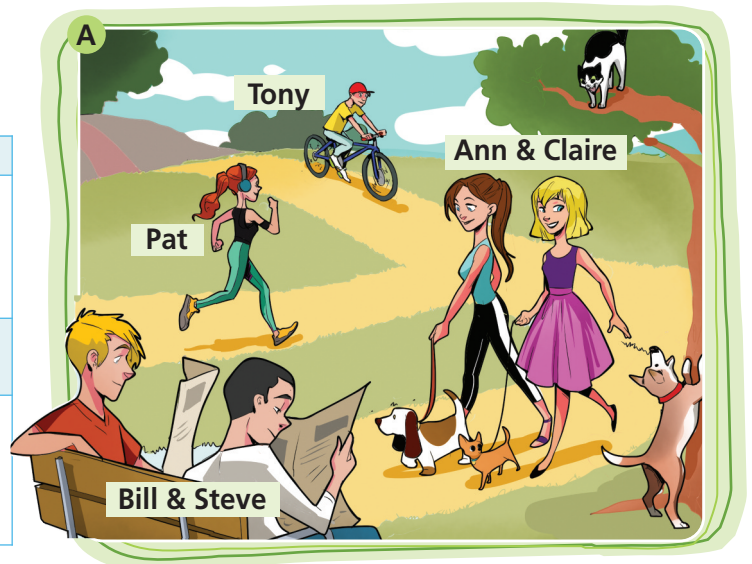


3 Paul is playing football.



4 They are eating lunch.

3 Look at the pictures and find the differences.



In picture A, Tony is riding his bike.
 In picture B, Tony is playing with a ball.

4 Fill in the correct verb from the list in the *present continuous*. Say which sentences refer to actions happening now (N), temporary actions (T), fixed future arrangements (F) and to actions happening too often (O).

- sleep • have • lose • work • fall • get
- rain • stay

- 1 We are having a picnic on Saturday. F
- 2 Please be quiet, the baby _____ .
- 3 I _____ abroad until June.
- 4 He _____ always _____ his keys.
- 5 I _____ with my aunt this week.
- 6 Georgia _____ married next week.
- 7 You _____ always _____ asleep in front of the TV.
- 8 It _____ outside! Take an umbrella.

5 Answer the questions about yourself.

- 1 Are/you/draw/a picture?
A: Are you drawing a picture? ?
B: No, I'm not. I am doing my homework.
- 2 Is/your friend/study/at present?
A: _____ ?
B: _____ .
- 3 Are/you/learn/karate/these days?
A: _____ ?
B: _____ .
- 4 Is/your father/work/now?
A: _____ ?
B: _____ .
- 5 Are/you/go/on holiday/this year?
A: _____ ?
B: _____ .
- 6 Is/your best friend/have/a party/on Saturday?
A: _____ ?
B: _____ .

6 Read Jenny's agenda. Ask and answer questions, as in the example.

	Monday	Saturday
9:00 am	have meeting at the office	see dentist
12:00 pm		have lunch with Sophie
3:00 pm	go to library	
7:00 pm		attend seminar
8:00 pm	meet Laura at dance club	

- 1 have/meeting/at the office/Saturday/9:00 am?
A: Is Jenny having a meeting at the office on Saturday at 9:00 am?
B: No, she isn't. She's having a meeting at the office on Monday at 9:00 am.
- 2 see/dentist/Monday/9:00 am?
- 3 have/lunch/with Sophie/Monday/12:00 pm?
- 4 go/to library/Saturday/3:00 pm?
- 5 attend/seminar/Monday/7:00 pm?
- 6 meet/Laura/at dance club/Saturday/8:00 pm?

7 Write sentences for each person, as in the example.

1 Kate – nurse



2 David – fireman



3 John – chef



4 Sarah & Jack – English teachers



- 1 Kate is a nurse. She looks after people who are ill. She is reading a book now.

8 Look at the pictures and write sentences, as in the example.

1 doctor/treats/sick people/jog in park

A: What does Bob do?

B: He's a doctor.

A: What does a doctor do?

B: He treats sick people.

A: Is he treating sick people now?

B: No, he isn't. He's jogging in the park.

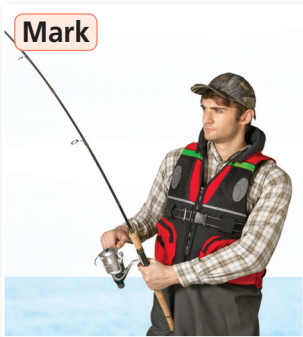


Bob



Lucy

2 shop assistant/work at shop/dive



Mark

3 vet/treat animals/fish



Stan and Luke

4 engineers/design machines/ski



Jenny

5 chef/prepare meals/ride horse



Mary

6 artist/paint pictures/play tennis

9 Put the verbs in brackets into the *present continuous*.

Hi Steve,
Greetings from London! This is a wonderful place.
Right now, Betty and I 1) are sitting (sit) at a café in Trafalgar Square. We 2) _____ (drink) coffee. Betty 3) _____ (not/ write) emails, she 4) _____ (read) a magazine. Some children 5) _____ (feed) the pigeons. A lot of tourists 6) _____ (walk) around the square. They 7) _____ (take) photos of the great buildings. All of us 8) _____ (wear) hats and gloves because it's very cold. Fortunately, it 9) _____ (not/rain). We 10) _____ (come) back on Tuesday. I know you 11) _____ (spend) this summer at your aunt's, in Spain. 12) _____ (you/have) a nice time?
See you soon!
Love,
Tom

GAME

Guessing game

10 One student thinks of an activity and acts it out (without saying a word). The other students guess what he/she is doing, but they may only guess in question form. The first student to guess correctly wins and takes over.

S1: Are you walking?

Leader: No, I'm not. etc

Speaking & Writing

11 Each student finds a picture in a magazine. Then, in pairs, student A describes his/her picture and student B draws what he/she hears. Student B can ask questions for more details. Students switch places.

12 Write a short text describing the picture from the speaking activity.

Stative verbs describe states rather than actions. Stative verbs do not usually have continuous tenses.

Do you want a cup of coffee? (NOT: ~~Are you wanting a cup of coffee?~~)

I love Spanish music. (NOT: ~~I am loving Spanish music.~~)

I have a cat. (NOT: ~~I am having a cat.~~)

Stative verbs include:

- verbs of **senses**: *hear, see, smell, taste, feel*. These roses **smell** nice.
- verbs of **perception**: *understand, believe, think* (= believe), *imagine, know, mean, realise, suppose, recognise, seem, forget, remember*, etc. I **know** he's lying.
- verbs expressing **likes/dislikes**: *like, dislike, love, hate, prefer, enjoy*, etc.
Mark **likes** science-fiction films.
- some other verbs: *have* (= possess), *belong to, depend, own, contain, consist, want, need, appear*, etc.
Do you **need** anything from the market?

We often use verbs of the senses with 'can': **Can you hear** the noise?

Some **stative verbs** have continuous tenses, but there is a difference in meaning.

Study the following examples:

Present simple	Present continuous
I think she's Italian. (= believe)	I'm thinking about going to the cinema. (= am considering)
This tea tastes awful! (= has an awful flavour)	I'm tasting my tea. (= am testing the flavour of)
I can see the plane in the sky. (= perceive with my eyes)	I'm seeing Ned for lunch today. (= am meeting)
John looks tired. (= appears)	John is looking at his notes. (= is directing his eyes)
These carnations smell great. (= have a pleasant smell)	The cat is smelling the food in its dish. (= is sniffing)
This silk scarf feels smooth. (= has a smooth texture)	The nurse is feeling his head. (= is touching)
He is very childish. (= character – permanent state)	He is being very childish. (= behaviour – temporary situation)
They have a lovely cottage. (= possess)	They are having dinner. (= are eating)

Note: Some phrases with **have** include:

- have** [breakfast/lunch/dinner, etc.
a bath/shower/swim/party, etc.
a(n) accident/experience/dream, etc.
a baby

1 Find the *stative verbs* and correct the mistakes, where necessary.

- | | |
|---|--|
| 1 The dish is tasting delicious. <u>tastes</u> | 6 I can't hear you very well. _____ |
| 2 I don't know his phone number. _____ | 7 I am thinking you are right. _____ |
| 3 Paul loves rock music. _____ | 8 She has a car. _____ |
| 4 Are you understanding me? _____ | 9 Does he own a sports car? _____ |
| 5 I don't believe a word he says. _____ | 10 This book is belonging to Kirk. _____ |

1.4

Present simple vs Present continuous

The **present simple** is used for:

- **permanent states.**
Jane **lives** in Athens.
- **repeated actions, daily routines or habits.**
He **often goes jogging.**
- **programmes and timetables.**
The film **starts** at 7:00 pm.
- **general truths and laws of nature.**
Water **freezes** at 0°C.

The **present continuous** is used for:

- **temporary situations.**
Sam **is studying** a lot these days.
- **actions happening at the time of speaking.**
She's **having** a dance lesson now.
- **fixed arrangements in the near future.**
They're **going** to the theatre tonight.
- with *always* expressing our annoyance at actions happening too often.
You're **always taking** my clothes without asking!

1 Underline the correct form of the verb.

- 1 Stella **travels/is travelling** all over the world this month.
- 2 **Are you seeing/Do you see** Tom tonight?
- 3 Paul and Sam **are flying/fly** to Rome on Monday.
- 4 Jane always **gets/is getting** up late on Sundays.
- 5 What **do you think/are you thinking** about?
- 6 Mary **has/is having** a glass of milk every morning.

2 Complete the exchanges with the *present simple* or the *present continuous*.

- 1 A: Where's Steve?
B: He **is playing** (play) with Mark upstairs.
- 2 A: What time _____ (your plane/depart) tomorrow morning?
B: At 8 o'clock. We _____ (fly) straight to Astana.
- 3 A: What _____ (you/do), John?
B: I _____ (chat) online.
- 4 A: How often _____ (you/tidy) your room?
B: Once a week.
- 5 A: They _____ (study) hard these days!
B: I know. They _____ (want) to pass all their exams.

3 Put the verbs in brackets into the *present simple* or *present continuous*.

- 1 She **is cooking** right now. (cook)
- 2 Georgia usually _____ souvenirs when she goes on holiday. (buy)
- 3 We _____ Ted at 4 o'clock at the mall. (meet)
- 4 His flight _____ at 7 pm. (arrive)
- 5 You _____ the computer! Let me have a turn! (always/use)
- 6 I _____ tennis because I have a terrible headache. (not/play)
- 7 _____ lions _____ in the jungle? (live)
- 8 Jerry _____ his house this week. (paint)
- 9 Monica _____ as a teacher. (work)
- 10 My best friend _____ to New York next May. (move)

4 Underline the correct time expressions.

- 1 Tony and Ted are going to a pop concert **tonight/every Monday**.
- 2 Mark takes karate lessons **at the moment/on Tuesdays**.
- 3 Does Helen **usually/right now** visit her grandparents at the weekend?
- 4 **Sometimes/At the moment**, he is sending an email to a friend of his.
- 5 Mary goes jogging **twice a week/these days**.

- 5 Look at picture 1. In pairs, ask and answer questions 1-6. Then ask and answer questions about pictures 2-4.



- | | |
|---|-------------------------------|
| 1 A: Where are they?
B: In the street . | 4 Are they having fun? |
| 2 What are they wearing? | 5 Do you like shopping? |
| 3 What are they doing? | 6 Who do you usually go with? |

- 6 Complete the email with the verbs in brackets in the *present simple* or *present continuous*.

Hi Terry,
How 1) **are** (be) you? I'm glad it's the weekend, aren't you? I always 2) _____ (enjoy) weekends. I usually 3) _____ (go) to the mall with my friends or 4) _____ (help) my mum with the chores on Saturday mornings. Then, in the evenings, I 5) _____ (watch) a film or 6) _____ (surf) the Net. On Sundays, I usually 7) _____ (get up) early because I 8) _____ (have) basketball practice, but this weekend is different. I 9) _____ (play) in a basketball tournament. The game 10) _____ (start) at 12 pm and all my friends 11) _____ (come) to see me play. Then, my parents 12) _____ (take) me out to dinner but I 13) _____ (not/know) where. It's a surprise! 14) _____ (you/do) anything special this weekend? Write back and tell me.
Peter

- 7 Complete the second sentence, using the words in brackets in the correct form. Use up to five words to complete each sentence.

- Barry (**never/drink**) tea or coffee.
Barry never drinks tea or coffee.
- Laura (**get/new desk**) tomorrow.
Laura _____ tomorrow.
- (**they/come**) to the theatre with us tonight?
_____ to the theatre with us tonight?
- Mary (**usually/do/homework**) after school!
Mary _____ after school!
- Nat (**not/use/computer**) right now.
Nat _____ right now.



Who's who?

- 8 Write two sentences describing a classmate on a piece of paper. Put all the pieces of paper into a pile. Each student picks a piece of paper and tries to guess the name of the classmate.

He is wearing a blue T-shirt. He has short fair hair.

Speaking

- 9 What do you usually do at the weekends? What are you doing this weekend?

Writing

- 10 Write an email to your English speaking friend. Use your answers from the speaking activity and Ex. 6 as a model.

1.5

Past simple (regular & irregular verbs)

Past simple (regular verbs)

affirmative	negative		interrogative	short answers
	long form	short form		
I] played	I] did not play	I] didn't play	Did [I play? you play?	Yes, I/you did . No, I/you didn't .
You]	You]	You]		
He] played	He] did not play	He] didn't play	Did [he play? she play?	Yes, he/she/it did . No, he/she/it didn't .
She]	She]	She]		
It] played	It] did not play	It] didn't play	Did [it play? we play?	Yes, we/you/they did . No, we/you/they didn't .
We]	We]	We]		
You] played	You] did not play	You] didn't play	Did [you play? they play?	
They]	They]	They]		

Spelling rules

- We form the **past simple** of **regular verbs** by adding **-ed** in the main form of the verb.
I work – I worked, I walk – I walked
- Verbs ending in **-e** take only **-d**.
I dance – I danced, I like – I liked
- Verbs ending in a **consonant + y**, drop the **-y** and take **-ied**.
I try – I tried, I study – I studied
- Verbs ending in a **vowel + y**, take **-ed**.
I play – I played, I stay – I stayed
- Verbs ending in **one stressed vowel between two consonants**, double the last consonant before the **-ed**.
I plan – I planned BUT I open – I opened
- Verbs ending in **-l**, double the **-l** before they take **-ed**.
I travel – I travelled, I quarrel – I quarrelled

The suffix **-ed** is pronounced:

- /ɪd/ when the verbs end in a /t/ or /d/ sound.
posted, needed, wanted
- /t/ when the verbs end in a /k/, /s/, /tʃ/, /ʃ/, /f/ and /p/ sound.
cooked, kissed, touched, wished, laughed, stopped
- /d/ when the verbs end in any other sound:
arrived, prepared, showed, robbed

Use

We use the **past simple**:

- for **actions** which **happened** at a **particular time** in the **past**. The time is either **mentioned** or **implied**.
Steve finished school when he moved to York. (The time is implied.)
Steve finished school two years ago. (When? Two years ago – the time is mentioned)
- for **actions** that happened **immediately one after the other in the past**.
First they had a shower and then they had dinner.
- for **past habits**. In this case we use **adverbs of frequency** (always, often, usually, etc).
He always played football on Sundays when he was a child. (But he doesn't play football any more.)
- to **talk** about **people** who are **no longer alive**.
Charlie Chaplin starred in a number of successful films. (Charlie Chaplin is dead.)

Time words/phrases used with the past simple:

yesterday, the day before yesterday, last week/month/year, two hours/days/weeks/months/years ago, when, then, in 2003, etc.

Form (irregular verbs)

affirmative	negative		interrogative	short answers
	long form	short form		
I] swam	I] did not swim	I] didn't swim	Did [I swim? you swim?	Yes, I/you did . No, I/you didn't .
You]	You]	You]		
He] swam	He] did not swim	He] didn't swim	Did [he swim? she swim?	Yes, he/she/it did . No, he/she/it didn't .
She]	She]	She]		
It] swam	It] did not swim	It] didn't swim	Did [it swim? we swim?	Yes, we/you/they did . No, we/you/they didn't .
We]	We]	We]		
You] swam	You] did not swim	You] didn't swim	Did [you swim? they swim?	
They]	They]	They]		

- Irregular verbs do not form the **past simple** by adding **-ed**.
go – went, swim – swam, run – ran (Check the list of irregular verbs at the back of the book.)
- We form questions with **did + the base form of the verb**. **Did they swim?**
- We form negations with **did not/didn't + the base form of the verb**. **They didn't swim.**

1 Complete the table with the following verbs.

- clean • drop • stay • label • fry • turn
- stop • move • race • enjoy • carry
- dive • dial • start • jump

call – called	clean – cleaned
dance – danced	
cry – cried	
play – played	
plan – planned	
quarrel – quarrelled	

2 Put the verbs into the **past simple** and write them under the correct heading. Then, read the table aloud.

- expect • help • save • start • succeed
- record • reach • crash • use • act • cry
- travel • walk • move • stop • admit
- laugh • visit • change • argue

/ɪd/	/t/	/d/
expected		

3 a) Ann is writing an email to her e-pal Mary, talking about her holiday. Fill in the gaps using the verbs in brackets in the correct form.

REPLY MAIL
🗑️ ⚙️ 👤

Hi Mary,
I'm back from my holiday in Malta. We

1) had (have) a great time there and we also 2) _____ (meet) a lot of nice people. We 3) _____ (stay) at a hotel in a small village on the south coast and we 4) _____ (walk) to the beach every morning. The sea 5) _____ (be) beautiful. I also 6) _____ (do) a lot of things. I 7) _____ (play) football and 8) _____ (go) on long walks. My mum also 9) _____ (teach) me how to dive. As you can see, I really 10) _____ (enjoy) myself.

How about you? Where 11) _____ (you/go)? 12) _____ (you/visit) Milan again this year?

I can't wait to hear all about it.

Love,
Ann



b) Expand the sentences to form questions based on the text in Ex. 3a. Then write short answers.

- 1 Ann/meet/a lot of people/on holiday?
Did Ann meet a lot of people on holiday?
Yes, she did.
- 2 they/stay/in a hotel/on the north coast?

- 3 Ann/do/a lot of things?

- 4 Ann/teach her mum/how to dive?

- 5 Mary/visit/Milan/last year?

4 Complete the exchanges by putting the verbs in brackets into the *past simple*.

- 1 A: Where did you go (you/go) last Saturday, Bob?
B: I _____ (go) to the cinema with my friends.
- 2 A: What _____ (she/have) for dinner?
B: She _____ (eat) pasta.
- 3 A: They _____ (see) their favourite band play in concert.
B: Wow! _____ (they/enjoy) it?
- 4 A: Why _____ (you/not/go) to school yesterday?
B: Because I _____ (not/be) well.
- 5 A: I _____ (hear) some noises from the garden last night.
B: That's strange. I _____ (not/hear) anything.

5 Write true sentences about yourself using the time expressions in the list below.

- yesterday
- a month ago
- in 2014
- last summer
- last night
- two weeks ago

I went to the amusement park yesterday.



Guess what!

6 Think of your last holiday. The other students have to find out what you did there. Use these prompts as well as your own ideas to ask questions.

- go windsurfing
- sunbathe
- go to the beach
- see a famous person
- see the sights
- eat spaghetti
- take pictures

A: Did you go windsurfing?

B: No, I didn't.

Writing

7 You have just come back from your holiday. Write a letter to your e-pal talking about your holiday. Use Ex. 3a as a model.

affirmative	negative	interrogative	short answers
I You He She It We You They	I You He She It We You They	Did Did Did Did	Yes, I/you did . No, I/you didn't . Yes, he/she/it did . No, he/she/it didn't . Yes, we/you/they did . No, we/you/they didn't .

Form

- **Used to** is always a past form. It has no present form. It has the same form in all persons, singular and plural. It is followed by the infinitive. **Ann used to eat a lot of sweets. They used to travel a lot.**
- We form questions with the auxiliary verb **did**, the subject and the verb **use** without **-d**. **Did Rose use to eat many vegetables?**
- We form negations with the subject, the auxiliary verb **did**, the negative word **not** and the verb **use** without **-d**. **Mary didn't use to go to bed late.**

Use

- We use **used to** to talk about **past states** or **things that happened regularly in the past**, but **no longer** happen. **He used to play football when he was young.** (He doesn't play football anymore.)
- We can use the **past simple** instead of **used to** when we want to refer to **past states**. **He used to live/lived in Paris.**

Note: We can't use **used to** for actions that happened at a stated time in the past. **She won the lottery last week.** (NOT: ~~She used to win~~ the lottery last week.)

- 1** Maureen won a lot of money in the lottery. Look at the prompts and ask and answer questions, as in the example.

**THEN**

- live in a small terraced house
- buy clothes from second-hand shops
- go to the cinema
- go to work on foot
- eat at home
- go camping on holidays

NOW

- live in a large house
- buy designer clothes
- go to parties
- go to work by car
- eat in expensive restaurants
- stay at luxurious hotels on holidays

- A: Did Maureen use to live in a large house?
B: No, she didn't. She used to live in a small terraced house.

- 2** What **did you use to do/didn't use to do** during your summer holidays when you were six years old? Make sentences, as in the example. You can use your own ideas.

- go swimming • watch TV
- lie on the beach • go fishing
- get up late • sunbathe • go on a picnic
- make sandcastles • go to the cinema
- go sightseeing • eat in restaurants

I used to go swimming every day.

Writing

- 3** Use your answers in Ex. 2 to write a short paragraph.

Form

affirmative		negative				interrogative	
		long form		short form			
I	was working	I	was not working	I	wasn't working	Was	I working?
You	were working	You	were not working	You	weren't working	Were	you working?
He	was working	He	was not working	He	wasn't working	Was	he working?
She		She		She			she working?
It	were working	It	were not working	It	weren't working	Were	it working?
We		We		We			we working?
You	were working	You	were not working	You	weren't working	Were	you working?
They		They		They			they working?
short answers							
Yes, I/he/she/it was. No, I/he/she/it wasn't.				Yes, we/you/they were. No, we/you/they weren't.			

Use

We use the **past continuous**:

- for an action which was **in progress at a stated time in the past**. We do not know when the action started or finished. **At three o'clock yesterday afternoon, they were doing their homework.** (We do not know when they started or when they finished.)
- for a **past action** which was in progress when another action interrupted it. We use the **past continuous** for the **action in progress** (longer action) and the **past simple** for the **action which interrupted it** (shorter action). **Tony was watching TV when Mary walked in.**
- for **two or more actions** which were **happening at the same time in the past** (simultaneous actions). **He was listening to music while Jenny was reading a magazine.**
- to give **background information in a story**. **It was raining hard and the wind was blowing when they left home yesterday noon.**

while/as + past continuous (longer action)
(action in progress)

While/As he was having dinner, his mobile rang.

when + past simple (shorter action)

(action which interrupted the action in progress)

They were walking in the park when it started to rain.

Time words/phrases used with the **past continuous**: while, when, as, all day/night/morning, all day yesterday, etc.

- 1** This is a page from Betty's diary listing the things she did yesterday. Write sentences saying what Betty was doing at the times mentioned below, as in the example.

1	8:15-8:30	eat breakfast
2	8:30-9:00	go to work
3	9:00-1:00	work
4	1:00-1:30	have lunch
5	1:30-4:30	have a meeting
6	4:30-5:30	send emails
7	5:30-7:00	meet her friends
8	7:00-8:00	cook dinner
9	8:00-8:30	have dinner

- Betty was having breakfast at 8:20.
- Betty _____ at 8:45.
- Betty _____ at 12 o'clock.
- Betty _____ at 1:15.
- Betty _____ at 3 o'clock.
- Betty _____ at 5:00.
- Betty _____ at 6:30.
- Betty _____ at 7:30.
- Betty _____ at 8:15.

2 Match numbers 1-8 to letters a-h in order to make sentences.

- 1 d While the children were playing,
 2 While I was cooking dinner,
 3 He sprained his ankle
 4 At 7 o'clock yesterday morning,
 5 As we were washing the dishes,
 6 Joe was driving
 7 Sam was studying
 8 She was surfing the Net

- a I burnt myself.
 b we broke a glass.
 c I was having breakfast.
 d they found a wallet.
 e while Mary was checking the map.
 f as he was running in the park.
 g while he was typing his report.
 h when Steve called him.

3 Fill in the *past continuous*, as in the example.

- 1 They were working (work) in the garden all day yesterday.
 2 I was doing my homework while my sister _____ (listen) to music.
 3 Mark _____ (ride) his bicycle when the dog attacked him.
 4 It was a lovely day. The sun _____ (shine) and the birds were singing.
 5 I _____ (cook) lunch when the doorbell rang.

4 What were you doing ...

- at 10:30 last night?
- at 9 o'clock yesterday morning?
- at 7:30 this morning? • one hour ago?
- in May two years ago?
- when your mum/dad came home from work?

5 Choose the correct item.

- 1 Carol was doing/did the washing-up when/while she was breaking/broke a plate.
 2 Jenny and Adam got/were getting ready to go out as/when the doorbell rang.
 3 Tom was working/worked on the computer while/when his sister talked/was talking on the phone.
 4 As/When the students walked/were walking home, they saw/were seeing an accident.
 5 Laura was chopping/chopped onions while/when she was cutting/cut herself.
 6 When/As she set/was setting the table, the guests arrived/were arriving.
 7 I typed/was typing my history paper when/while my computer crashed/was crashing.
 8 They were sunbathing/sunbathed on the beach while/when the children played/were playing.

Speaking

6 Write a list of the things you were doing yesterday at specific times. Then, ask and answer questions with a partner.

- A: I was playing with my friends at 11 o'clock yesterday morning. What were you doing?
 B: I was helping my mother clean the house.

Writing

7 Use your list from the speaking activity and write sentences about what you or your partner were doing at particular times on that day.

1.8

Past simple vs Past continuous

Use

We use the **past simple** for:

- an action which happened at a stated or implied time in the past. *Mary went to Paris last Sunday.* (When? Last Sunday.)
- actions that happened immediately one after the other in the past. *First she had a shower and then she had breakfast.*
- past habits. In this case we use adverbs of frequency (always, often, usually, etc). *He often went sailing when he was young.*
- people who are no longer alive. *Agatha Christie wrote many detective novels.*

We use the **past continuous**:

- for an action which was in progress at a stated time in the past. We do not know when the action started or finished. *At ten o'clock yesterday morning, Tim was doing the shopping.* (We do not know when he started or when he finished.)
- for two or more actions which were happening at the same time in the past. *She was chatting online while her brother was watching videos.*
- for a past action which was in progress when another action interrupted it. *He was walking to school when it started raining.* (was walking – action in progress, started – action which interrupted the action in progress)
- to give the background information in a story. *The wind was blowing and dark clouds were gathering in the sky.*

1 First, put the verbs in brackets into their correct form. Then, match numbers 1-6 to letters a-f.

- 1 **b** They were watching (watch) TV
- 2 She _____ (wash) the car
- 3 I _____ (talk) on the phone
- 4 We _____ (sail) in our boat
- 5 They _____ (camp) in the forest
- 6 She _____ (walk) to school
- a when Mum _____ (call) my name.
- b when the lights went (go) out.
- c when we _____ (see) a dolphin.
- d when the dog _____ (trip) over the bucket of water.
- e when it _____ (start) raining.
- f when a fire _____ (break out).

2 What happened to the people when ...?

- 1 they/swim/start/rain
They were swimming when it started to rain.
- 2 Tony/boil/eggs/burn/hand

- 3 Liz/watch TV/fall asleep

- 4 Bob/listen to/music/phone/ring

- 5 Nancy/walk/back home/slip/on some ice

- 6 Jack/wait for the bus/a car/stop in front of him

3 Choose the correct item.

- 1 We bought/were buying our tickets and were going/went into the theatre.
- 2 The students took/were taking notes while the teacher was speaking/spoke.
- 3 Jack was driving/drove to work at 8 o'clock this morning.
- 4 They weren't travelling/didn't travel to Paris last year.
- 5 Was Tom studying/Did Tom study when Sam dropped by/was dropping by?
- 6 It was a cold night. The wind was blowing/blew and the snow fell/was falling heavily.
- 7 They were moving/moved into their new flat yesterday.

4 Put the verbs in brackets into the past continuous or past simple.

- 1 I was parking (park) my car when someone _____ (hit) me from behind.
- 2 Sarah _____ (iron) her clothes when there _____ (be) a power cut.
- 3 It _____ (rain) hard when he _____ (fall) off his motorbike.
- 4 She _____ (read) a magazine when her friend _____ (stop by).
- 5 I _____ (play) in the garden when it _____ (start) raining.
- 6 They _____ (eat) breakfast when they _____ (hear) the news about their neighbour who won the lottery.

5 Read Stephen's blog and put the verbs in brackets into the past simple or past continuous.

INBOX
OUTBOX
CONTACTS

Hi bloggers!

I just 1) got (get) back home from an amazing holiday! It 2) _____ (be) the best trip ever and I 3) _____ (love) every minute of it. I 4) _____ (visit) Rome with my family. Rome is a brilliant place to go to in the spring. We 5) _____ (spend) two weeks there and 6) _____ (go) to all the sights. One of the things I 7) _____ (enjoy) the most was our visit to Villa Borghese. It was so pretty! The sun 8) _____ (shine) while I 9) _____ (walk) through the gardens. I'm just sorry we 10) _____ (not/have) more time to spend there. Post a comment and tell me about your holiday! What 11) _____ (you/do)?

Post a comment

Speaking

- 6 Look at the picture of Sue's party last night. Describe the picture to your partner. Make four mistakes. Your partner needs to spot the mistakes.



Writing

- 7 Write a short paragraph describing the picture above. Use the past continuous.