

grammar, from the top

for beginners, returners, and
anyone who's been meaning to.

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Unit 01: Verb 'To Be': Present Affirmative and Negative

To be is the most common verb in English, and the only one that changes for every subject. It never describes an action — it describes a **state**: who someone is, where something is, or how someone feels.

GRAMMAR FORMULA

Affirmative: subject + *am / is / are* + complement

Negative: subject + *am / is / are* + *not* + complement

Subject	Affirmative	Negative	Contraction
I	I am	I am not	I'm / I'm not
He / She / It	It is	It is not	It's / It isn't
You / We / They	They are	They are not	They're / They aren't

Three jobs

1. **Identity and profession** — “She *is* our new team leader.” “They *are* twins.”
2. **Location** — “The keys *are* on the desk.” “I *am* in Kowloon.”
3. **State and feeling** — “We *are* ready.” “He *isn't* happy about the delay.”

Common trap

COMMON TRAP

Leaving out “to be” because the adjective already carries the meaning.

In Cantonese and Mandarin, 她很累 needs no equivalent of *is* — the adjective does the work alone. English does not work that way: an adjective needs a form of *to be* in front of it, and an action verb needs it left out.

- × She very tired. → ✓ She *is* very tired.
- × They ready for the test. → ✓ They *are* ready for the test.
- × He is work in Central. → ✓ He *works* in Central.

Compare

Correct	Incorrect	Why
You're late.	Your late.	<i>Your</i> is possessive, not a verb
The reports are late.	The reports is late.	<i>Reports</i> is plural, so <i>are</i>
It isn't ready.	It not is ready.	<i>not</i> follows the verb
Is she the manager?	She is the manager?	the verb moves before the subject

NOTES

- To stress a negative, keep the full form: “I am *not* joking.”
- Short answers keep the verb: “Is the printer down?” → “Yes, it *is*.” Never “Yes, it's.”
- Tag questions mirror the verb: “You're the new intern, *aren't* you?”

Unit 01 — Practice

A — Sentence transformation

Rewrite each sentence as instructed.

1. He is the lead developer. (Make negative.)
2. The datasets are corrupted. (Make negative, using a contraction.)
3. I am available for the review. (Make negative.)
4. She is responsible for quality. (Make a yes/no question.)
5. They are at the conference. (Make a yes/no question.)
6. The server is unstable. (Make negative, using a contraction.)
7. You are the project owner. (Make negative.)
8. We are late for the meeting. (Make a yes/no question.)
9. It is a temporary fix. (Make negative.)
10. He is your supervisor. (Make a yes/no question.)

B — Fill in the blanks

Complete each sentence with the correct present form of **to be**.

1. The tickets _____ in my bag.
2. I _____ not sure about the deadline.
3. _____ she your classmate?
4. Those two files _____ identical.
5. It _____ cold in here.
6. We _____ not finished yet.
7. _____ they ready to leave?
8. My brother _____ a nurse.
9. You _____ the only person who noticed.
10. The printer _____ out of paper again.

C — Spot the error

Each sentence contains one error. Write the corrected sentence. Two are already correct — for those, write “correct”.

1. “She very tired after the trip.”
2. “The reports is on your desk.”
3. “Your the first person to arrive.”
4. “It not is a problem.”
5. “They is waiting outside.”
6. “I am agree with you.”
7. “He is work at the airport.”
8. “Are you the manager?”
9. “We are not ready.”
10. “The keys is in the drawer.”

D — Contextual cloze

Complete the passage with the correct present form of **to be**, or **not** where needed.

A new intern, Maya, (1) _____ showing the lab to two visitors. The lab (2) _____ on the third floor. “The safety rules (3) _____ simple,” she says. “You (4) _____ allowed in without goggles.” One visitor asks whether the printers (5) _____ available today. “Two of them (6) _____ running, but the lasercutter (7) _____ out of order. It (8) _____ not dangerous — it just needs a new lens.” The visitors (9) _____ impressed. “This (10) _____ much bigger than our workshop.”

Unit 02: Verb 'To Be': Questions and Short Answers

To make a question with **to be**, you do not add an auxiliary — you simply move the verb in front of the subject. Nothing else changes.

GRAMMAR FORMULA

Yes/No question: *Am / Is / Are* + subject + complement?

Wh- question: question word + *am / is / are* + subject?

Statement	Yes/No question	Wh- question	Short answer
She is the manager.	Is she the manager?	Who is she?	Yes, she is. / No, she isn't.
They are ready.	Are they ready?	Why are they late?	Yes, they are. / No, they aren't.
I am late.	Am I late?	Why am I here?	Yes, I am. / No, I'm not.

Two rules for short answers

1. The verb never disappears. “Yes, she *is*.” — not “Yes, she.”
Only *I* differs, and only in the negative: “No, I’m not.”
2. Never use a contraction in a positive short answer. “Yes, it *is*.” — not “Yes, it’s.”

Common trap

COMMON TRAP

Adding do / does to a verb that does not need it.

Do and *does* belong to action verbs (*work, like, go*), never to *to be*. Adding them is one of the most common errors in the exam.

× Do you are happy? → ✓ *Are* you happy?

× Does she is ready? → ✓ *Is* she ready?

× Where you are from? → ✓ Where *are* you from?

Compare

Question type	Form	Example
Yes/No	Be + subject ...?	Is this seat free?
Wh- subject	Who + be ...?	Who is calling?
Wh- other	Wh- + be + subject ...?	Where is the station?

NOTES

- **Who** as a subject does not invert: “Who *is* that?” — not “Who that is?”
- Keep the same person in the answer as in the question: “Are you ready?” → “Yes, I *am*.”
- In speech, rising intonation marks a yes/no question; falling marks a Wh- question.

Unit 02 — Practice

A — Make the question

Turn each statement into the question indicated.

1. She is your tutor. (Yes/No)
2. They are from Macau. (Yes/No)
3. The lift is broken. (Yes/No)
4. That is your locker. (Wh-: which)
5. He is late again. (Wh-: why)
6. The meeting is at nine. (Wh-: when)
7. You are in charge. (Yes/No)
8. This is the right platform. (Yes/No)
9. We are next. (Wh-: who)
10. My bag is under the desk. (Wh-: where)

B — Short answers

Answer each question as instructed.

1. Is she the new teacher? (No)
2. Are you free this evening? (Yes)
3. Is this your umbrella? (Yes)
4. Are they on the list? (No)
5. Am I on the right track? (Yes)
6. Is it too late to apply? (No)
7. Are we allowed in here? (Yes)
8. Is he the one who called? (No)
9. Are you two related? (No)
10. Is that seat taken? (Yes)

C — Spot the error

Each sentence contains one error. Write the corrected version.

1. "Do you are busy now?"
2. "Where she is?"
3. "Is he your brother? Yes, he's."
4. "Does it is expensive?"
5. "Who that is?"
6. "Are you tired? Yes, I'm."
7. "What you are doing?"
8. "Is they coming?"
9. "How much it is?"
10. "Is this seat free? No, it is."

D — Contextual cloze

Write the missing question word or form of **to be**.

Maya is showing two visitors around the lab. "(1) _____ this the workshop?" one asks. "Yes, it (2) _____. The printers are along the back wall." "(3) _____ many printers do you have?" "Six. (4) _____ you use them yourself?" "No, I (5) _____ not — I'm a designer. (6) _____ are the goggles kept?" "In the cupboard by the door. (7) _____ you trained to use the lasercutter?" "Not yet." "(8) _____ the training open to visitors?" "I'm afraid it (9) _____ not. Only members. But it (10) _____ a short course — only two hours."

Unit 03: Present Continuous: Actions in Progress

The present continuous describes something happening **now**, or around now. It is built from two parts: a form of **to be**, plus the **-ing** form of the main verb.

GRAMMAR FORMULA

Affirmative: subject + *am / is / are* + verb-*ing*

Negative: subject + *am / is / are* + *not* + verb-*ing*

Subject	Affirmative	Negative	Contraction
I	I am working	I am not working	I'm not working
She	She is working	She is not working	She isn't working
They	They are working	They are not working	They aren't working

Spelling the -ing form

Rule	Change	Examples
Most verbs	add <i>-ing</i>	read → reading, study → studying
Ends in silent <i>-e</i>	drop the <i>e</i>	write → writing, make → making
One syllable, CVC	double the last letter	run → running, sit → sitting
Ends in <i>-ie</i>	change to <i>-y</i>	lie → lying, die → dying

Common trap

COMMON TRAP

Using the present simple for something happening right now.

The present simple is for habits and permanent facts. If the action is in progress at this moment, English requires the continuous form.

× She eats lunch now. → ✓ She *is eating* lunch now.

× Look — it rains. → ✓ Look — it *is raining*.

× He doesn't understanding. → ✓ He *doesn't understand* (state verb — see below).

Some verbs are never used in the continuous, because they describe a state rather than an action: *know, want, like, need, understand, believe, belong, remember*. "I *know* the answer" — never "I am knowing the answer."

NOTES

- Time signals: now, right now, at the moment, currently, today, this week.
- The continuous can also express a **planned future**: "I'm meeting Bo at six."
- A temporary habit is continuous: "He's staying with his aunt this month."

Unit 03 — Practice

A — Sentence transformation

Rewrite each sentence as instructed.

1. She reads a book. (Change to present continuous.)
2. They play football. (Change to present continuous.)
3. I write a report. (Change to present continuous.)
4. He runs in the park. (Change to present continuous.)
5. We wait for the bus. (Change to present continuous.)
6. The baby sleeps. (Make negative, present continuous.)
7. You listen to me. (Make negative, present continuous.)
8. It rains. (Change to present continuous.)
9. She lies on the sofa. (Change to present continuous.)
10. The children make a mess. (Change to present continuous.)

B — Fill in the blanks

Put the verb in brackets into the present continuous.

1. Look! The sun _____ (shine).
2. I _____ (wait) for the bus right now.
3. The children _____ (not / sleep) — they're playing.
4. Why _____ you _____ (laugh)?
5. She _____ (write) an email at the moment.
6. They _____ (not / listen) to the radio.
7. The water _____ (boil) — turn it off.
8. He _____ (sit) by the window today.
9. We _____ (study) for the test this week.
10. The dog _____ (run) in the garden.

C — Spot the error

Each sentence contains one error. Write the corrected sentence. One is already correct — for that one, write “correct”.

1. “She eat lunch now.”
2. “Look — it rain.”
3. “He is know the answer.”
4. “They is working late.”
5. “I am write a letter.”
6. “She is sit on the chair.”
7. “We are not understanding this.”
8. “The baby is sleeping.”
9. “He running in the park.”
10. “I am wanting a coffee.”

D — Contextual cloze

Put the verb in brackets into the present continuous.

It is a busy morning at the café. Sarah (1) _____ (serve) customers while Tom (2) _____ (make) coffee. Right now, a group of tourists (3) _____ (take) photos near the window. The manager (4) _____ (check) the inventory, and the chef (5) _____ (prepare) sandwiches. Outside, a delivery driver (6) _____ (unload) boxes. Everyone (7) _____ (work) hard except the cat, which (8) _____ (sleep) on the counter. Two customers (9) _____ (not / wait) to be seated — they (10) _____ (stand) by the door.

Unit 04: Present Continuous: Questions and Answers

A present continuous question is made the same way as any other question with **to be**: move the form of *be* in front of the subject. The *-ing* verb stays where it is.

GRAMMAR FORMULA

Yes/No question: *Am / Is / Are* + subject + verb-*ing*?

Wh- question: question word + *am / is / are* + subject + verb-*ing*?

Statement	Yes/No	Wh-	Short answer
She is working.	Is she working?	Where is she working?	Yes, she is. / No, she isn't.
They are waiting.	Are they waiting?	Why are they waiting?	Yes, they are. / No, they aren't.
I am dreaming.	Am I dreaming?	What am I doing?	Yes, I am. / No, I'm not.

The word order trap

In a Wh- question the question word comes first, then the verb, then the subject. It is easy to keep the statement order by accident. Say the verb out loud before you write it down.

COMMON TRAP

- × What you are doing? → ✓ What *are* you doing?
- × Where she is going? → ✓ Where *is* she going?
- × Do you are working? → ✓ *Are* you working?

NOTES

- Short answers never contract the positive form: "Yes, I *am*." — not "Yes, I'm."
- **Who** as the subject does not invert: "Who *is* singing?" — not "Who singing is?"
- A present continuous question often asks about **now**: "What *are* you doing?" means at this moment. For a habit, use the present simple instead.
- Be careful with the *-ing* spelling when you build the question: "Is he *writing*?" not "Is he writeing?"

Unit 04 — Practice

A — Make the question

Turn each statement into the question indicated.

1. She is reading a novel. (Yes/No)
2. They are watching a film. (Yes/No)
3. He is repairing the printer. (Yes/No)
4. You are waiting for the manager. (Wh-: who)
5. The bus is stopping here. (Wh-: why)
6. I am holding it wrong. (Yes/No)
7. The children are playing outside. (Wh-: where)
8. She is crying. (Wh-: why)
9. We are meeting at six. (Wh-: when)
10. They are building a new workshop. (Wh-: what)

B — Short answers

Answer each question as instructed.

1. Is she studying? (No)
2. Are they listening? (Yes)
3. Am I interrupting? (No)
4. Is it working now? (Yes)
5. Are you waiting for someone? (Yes)
6. Is he sleeping? (No)
7. Are we going the right way? (Yes)
8. Is the kettle boiling? (No)
9. Are the students complaining? (No)
10. Is she wearing a uniform? (Yes)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "What you are doing?"
2. "Do you are working today?"
3. "Where she is going?"
4. "Is they waiting outside?"
5. "Are you listening? Yes, I'm."
6. "Who singing is?"
7. "Why he is laughing?"
8. "Is she writeing a letter?"
9. "Are you waiting for me? No, I don't."
10. "How long you are staying?"

D — Contextual cloze

Write the missing question word or form of **to be**.

Two students are standing outside the workshop. "(1) _____ you waiting for the technician?" a helper asks. "Yes, we (2) _____. The printer stopped mid-print." "(3) _____ is it doing now?" "Nothing — the light is red." "(4) _____ anyone using it at the moment?" "No, it (5) _____ not working at all." "(6) _____ is supervising the lab today?" "Miss Chan. She (7) _____ helping another group right now." "(8) _____ she coming over soon?" "I think so — she (9) _____ just finishing something. (10) _____ you both free for the next half hour?" "Yes, we are."

Unit 05: Present Simple: Routines, Habits and General Facts

The present simple is the tense of **every day**. Use it for routines, habits, timetables and things that are always true. It is the most tested tense in the exam, and almost every mistake in it comes down to one letter.

GRAMMAR FORMULA

Affirmative: subject + base verb (+ -s for he / she / it)

Subject	Verb	Example	Note
I / You / We / They	base form	They <i>work</i> here.	no ending
He / She / It	base + s	She <i>works</i> here.	the -s is compulsory
He / She / It	base + es	He <i>watches</i> the news.	after s, x, ch, sh, o
He / She / It	-y → -ies	She <i>studies</i> law.	consonant + y

What it is for

1. **Routines and habits** — “I *get up* at seven.” “He *plays* football on Sundays.”
2. **Timetables and programmes** — “The train *leaves* at 8:15.” “Term *starts* in September.”
3. **General truths** — “Water *boils* at 100 °C.” “Cats *see* in the dark.”

Time signals: always, usually, often, sometimes, rarely, never, every day, once a week, on Mondays.

Common trap

COMMON TRAP

Dropping the -s in the third person singular.

It is one letter, it is the most common error in the whole paper, and examiners look for it.

× He work in Central. → ✓ He *works* in Central.

× She study every night. → ✓ She *studies* every night.

× It cost forty dollars. → ✓ It *costs* forty dollars.

And the opposite: do not add -s to the plural or to I / you. × They works here.

NOTES

- After *do* / *does* / *did*, the main verb loses its -s: “Does he *work* here?”
- Adverbs of frequency go **before** the main verb but **after** *to be*: “She *always walks*.” but “She *is always* late.”
- A permanent situation uses the present simple, even if it is temporary in theory: “I *live* in Fanling.”

Unit 05 — Practice

A — Sentence transformation

Rewrite each sentence so it means the same thing, following the instruction.

1. I go to school by bus. (Change the subject to **He**.)
2. They study every evening. (Change the subject to **She**.)
3. We watch the news at nine. (Change the subject to **My father**.)
4. You play the guitar. (Change the subject to **My sister**.)
5. The shops open at ten. (Change the subject to **The bank**.)
6. I catch the 7:30 train. (Change the subject to **He**.)
7. The children do their homework. (Change the subject to **The boy**.)
8. We carry the boxes upstairs. (Change the subject to **She**.)
9. They fly to Tokyo twice a year. (Change the subject to **He**.)
10. I have two brothers. (Change the subject to **She**.)

B — Fill in the blanks

Put the verb in brackets into the present simple.

1. My sister _____ (read) three newspapers a day.
2. The museum _____ (close) at six on weekdays.
3. Water _____ (freeze) at zero degrees.
4. He _____ (watch) football every weekend.
5. You always _____ (forget) your keys.
6. The bus _____ (leave) every twenty minutes.
7. She _____ (study) in the library after class.
8. They _____ (go) to church on Sundays.
9. Our teacher _____ (teach) two classes a day.
10. It _____ (rain) a lot in June.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "He work in a bank."
2. "She study every night."
3. "They works here."
4. "My brother watch TV all day."
5. "The shop open at nine."
6. "He carry the boxes."
7. "Water boil at 100 degrees."
8. "I goes to school by bus."
9. "She always eat breakfast at seven."
10. "My father fly to Tokyo twice a year."

D — Contextual cloze

Put the verb in brackets into the present simple.

Ken (1) _____ (get up) at six every weekday. He (2) _____ (have) breakfast with his sister, and they (3) _____ (leave) the flat at seven. The bus (4) _____ (take) about forty minutes. Ken (5) _____ (study) engineering, and his sister (6) _____ (work) in a clinic. In the evening they (7) _____ (eat) together, then Ken (8) _____ (watch) a film or (9) _____ (read). He rarely (10) _____ (go) to bed before midnight.

Unit 06: Present Simple: Negatives and the Auxiliary

To make a present simple sentence negative, English uses a **helper** verb: *do not* or *does not*. The main verb does not change at all.

GRAMMAR FORMULA

Negative: subject + *do not* / *does not* + base verb

Contraction: *don't* / *doesn't*

Subject	Auxiliary	Example	After the auxiliary
I / You / We / They	don't	They <i>don't work</i> here.	base verb — no -s
He / She / It	doesn't	She <i>doesn't work</i> here.	base verb — no -s

The rule that catches everyone

The -s from the third person singular **moves on to the auxiliary**. It appears once in the sentence, never twice.

Affirmative	Negative	The -s has moved
He <i>works</i> here.	He <i>doesn't work</i> here.	from <i>works</i> to <i>doesn't</i>
She <i>studies</i> law.	She <i>doesn't study</i> law.	from <i>studies</i> to <i>doesn't</i>
It <i>costs</i> a lot.	It <i>doesn't cost</i> a lot.	from <i>costs</i> to <i>doesn't</i>

Common trap

COMMON TRAP

Leaving the -s on both verbs.

× He doesn't likes coffee. → ✓ He doesn't *like* coffee.

× She don't study here. → ✓ She *doesn't* study here.

× They doesn't know. → ✓ They *don't* know.

The second mistake — using *don't* with *he / she / it* — is just as costly. Match the auxiliary to the subject, not to the verb.

NOTES

- To make a negative question, put *don't* or *doesn't* straight after the question word: “Why *don't* you ask her?” “Why *doesn't* he call?”
- *Never* is already negative, so the auxiliary stays positive: “He *never eats* meat.” — not “He doesn't never eat meat.”
- When you use *never*, *hardly*, *rarely*, the sentence does not take *don't* / *doesn't*.

Unit 06 — Practice

A — Make the negative

Rewrite each sentence in the negative, using a contraction.

1. He works on Saturdays.
2. They live in Sai Kung.
3. She studies French.
4. I know the answer.
5. My brother plays the piano.
6. The shop opens on Sundays.
7. We need some help.
8. It costs a hundred dollars.
9. You walk to work.
10. My parents drive to the office.

B — Fill in the blanks

Complete each sentence with **don't** or **doesn't**, and the correct form of the verb.

1. My sister _____ (not / like) spicy food.
2. I _____ (not / understand) this question.
3. He _____ (not / play) football any more.
4. They _____ (not / live) near the station.
5. The train _____ (not / stop) here.
6. We _____ (not / have) a spare key.
7. She _____ (not / eat) meat.
8. It _____ (not / matter) if you're late.
9. You _____ (not / need) to bring anything.
10. The children _____ (not / go) to bed early.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "He doesn't likes coffee."
2. "She don't study here."
3. "They doesn't know the answer."
4. "I doesn't understand."
5. "My brother don't drive."
6. "He doesn't works on Fridays."
7. "The shop don't open on Sunday."
8. "We doesn't have any milk."
9. "She doesn't goes to the gym."
10. "It don't cost much."

D — Contextual cloze

Complete the passage with **don't** or **doesn't** and the correct form of the verb.

My cousin is very particular about his routine. He (1) _____ (not / get up) before ten, and he (2) _____ (not / eat) breakfast at all. He says he (3) _____ (not / need) it. His flatmates (4) _____ (not / agree), but they (5) _____ (not / argue) with him. He (6) _____ (not / work) in an office — he works from home. He (7) _____ (not / answer) the phone before noon. "I (8) _____ (not / want) to be disturbed," he says. We (9) _____ (not / see) him very often, and he (10) _____ (not / come) to family dinners any more.

Unit 07: Present Simple: Questions and Short Answers

Present simple questions are built with the same helper verb as negatives: *do* or *does*. The helper goes in front of the subject, and the main verb stays in its base form.

GRAMMAR FORMULA

Yes/No question: *Do / Does* + subject + base verb?

Wh- question: question word + *do / does* + subject + base verb?

Statement	Yes/No	Wh-	Short answer
You work here.	Do you work here?	Where do you work?	Yes, I do. / No, I don't.
She lives nearby.	Does she live nearby?	Where does she live?	Yes, she does. / No, she doesn't.
They know him.	Do they know him?	How do they know him?	Yes, they do. / No, they don't.

Two rules

1. The main verb has no -s in the question — it has moved to the auxiliary. ✗ Does she *lives* nearby? → ✓ Does she *live* nearby?
2. Short answers use the auxiliary only, never the main verb. “Yes, she *does*.” — not “Yes, she *lives*.”

Common trap

COMMON TRAP

Keeping the -s on the main verb, or using the wrong auxiliary.

- ✗ Does he *works* here? → ✓ Does he *work* here?
- ✗ Do she like coffee? → ✓ *Does* she like coffee?
- ✗ Where she *lives*? → ✓ Where *does* she live?
- ✗ How much it *costs*? → ✓ How much *does* it cost?

NOTES

- When **who** or **what** is the subject, there is no auxiliary and the verb keeps its -s: “Who *wants* tea?” “What *happens* next?”
- **Which** can be a subject or an object. “Which bus *goes* to Central?” (subject) versus “Which bus do you *take*?” (object).
- Short answers avoid contractions in the positive: “Yes, I *do*.” — never “Yes, I’ve.”

Unit 07 — Practice

A — Make the question

Turn each statement into the question indicated.

1. She works in a hospital. (Yes/No)
2. They live in Yuen Long. (Yes/No)
3. He plays the violin. (Yes/No)
4. You know the manager. (Wh-: how)
5. The shop opens at nine. (Wh-: when)
6. She studies in the library. (Wh-: where)
7. They sell tickets online. (Wh-: where)
8. He goes to work by ferry. (Wh-: how)
9. The course costs two thousand dollars. (Wh-: how much)
10. You want a receipt. (Yes/No)

B — Short answers

Answer each question as instructed.

1. Does she teach here? (Yes)
2. Do they deliver on Sunday? (No)
3. Do you speak Mandarin? (Yes)
4. Does it come with a warranty? (No)
5. Do we need an appointment? (No)
6. Does he know about the change? (Yes)
7. Do the buses run all night? (No)
8. Do I need to sign anything? (Yes)
9. Does she work on Fridays? (No)
10. Do you two live together? (Yes)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Does he works in a bank?"
2. "Do she like coffee?"
3. "Where she lives?"
4. "How much it costs?"
5. "Does they know the answer?"
6. "Do he play football?"
7. "What time the shop opens?"
8. "Does she goes to the gym?"
9. "Why you are late?"
10. "Do the train stop here?"

D — Contextual cloze

Write the missing auxiliary, question word or verb form.

A new student is asking about the workshop. "(1) _____ this printer actually work?" she asks. "Yes, it (2) _____, but you need training first." "(3) _____ long does the training take?" "About two hours." "(4) _____ the sessions run in the evening?" "No, they (5) _____ — only during the day." "(6) _____ teaches them?" "Miss Chan usually (7) _____." "(8) _____ I need to book, or can I just turn up?" "You'd better book. The system (9) _____ fill up quickly." "Understood. (10) _____ it cost anything?" "No, it's free for members."

Unit 08: Present Continuous vs Present Simple

These two tenses describe the same present moment from opposite directions. The present simple describes what is **generally** true; the present continuous describes what is true **right now**. Most exam questions ask you to choose between them.

GRAMMAR FORMULA

	Present simple	Present continuous	Meaning
Form	base verb (+ -s)	<i>am / is / are + -ing</i>	
Use	habits, facts	actions in progress	
Signals	always, usually, every day	now, at the moment, currently	
Example	She <i>works</i> in Central.	She <i>is working</i> from home today.	usual vs now

The one question to ask

Is this always true, or only true now?

Sentence	Tense	Why
I <i>drink</i> coffee every morning.	simple	a habit — always true
I <i>am drinking</i> coffee right now.	continuous	in progress at this moment
He <i>lives</i> in Fanling.	simple	a permanent situation
He <i>is staying</i> with his aunt this week.	continuous	temporary
The train <i>leaves</i> at 8:15.	simple	a timetable
Look — the train <i>is leaving</i> .	continuous	happening as we speak

State verbs

Some verbs describe a state, not an action, and are almost never used in the continuous: *know, want, like, love, hate, need, understand, believe, remember, belong, mean, seem*.

COMMON TRAP

- × I am knowing the answer. → ✓ I *know* the answer.
- × She is wanting a coffee. → ✓ She *wants* a coffee.
- × They are not understanding. → ✓ They *don't understand*.
- × This bag is belonging to me. → ✓ This bag *belongs* to me.

NOTES

- Some verbs change meaning. “He *is having* lunch” (eating) versus “He *has* two cars” (possessing).
- Always** with the continuous expresses irritation: “He *is always losing* his keys.”
- In reported speech the tense usually shifts back one step, so both forms may change.

Unit 08 — Practice

A — Choose the correct tense

Write the correct form of the verb in brackets.

1. I _____ (usually / walk) to work, but today I _____ (take) the bus.
2. She _____ (not / like) spicy food, so she _____ (order) something mild.
3. Look — the baby _____ (smile).
4. My father _____ (read) the paper every morning.
5. We _____ (stay) with friends this week.
6. He _____ (know) the answer.
7. The students _____ (revise) for the exam at the moment.
8. Water _____ (boil) at 100 °C.
9. Why _____ you _____ (laugh)?
10. She _____ (teach) at a primary school.

B — Fill in the blanks

Use the present simple or present continuous.

1. Ken normally _____ (catch) the 7:30 train, but this week he _____ (drive).
2. I _____ (not / understand) what you mean.
3. Listen — someone _____ (knock) at the door.
4. The shop _____ (open) at nine every day.
5. They _____ (build) a new library near the station.
6. She _____ (want) a new phone.
7. We _____ (meet) the client at four this afternoon.
8. He _____ (belong) to the photography club.
9. The kettle _____ (boil) — turn it off.
10. My parents _____ (call) me every Sunday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I am knowing the answer."
2. "She is wanting a coffee."
3. "Look — it rains."
4. "He is belong to the club."
5. "They are not understanding the question."
6. "I drink coffee right now."
7. "She is usually walk to work."
8. "He is having two brothers."
9. "We are needing more time."
10. "The baby sleeps at the moment."

D — Contextual cloze

Use the present simple or present continuous.

Sara (1) _____ (work) in a design studio, but this month she (2) _____ (help) at a different branch because a colleague is on leave. She usually (3) _____ (start) at nine, but this week she (4) _____ (start) at eight. "I (5) _____ (not / mind) the early start," she says. Right now she (6) _____ (prepare) a presentation for a client. Her manager (7) _____ (want) it by Friday. Sara (8) _____ (know) the client well, so she (9) _____ (feel) confident. She (10) _____ (not / usually / work) this late, though.

Unit 09: Possession: Have and Have Got

English has two systems for expressing possession. They mean the same thing, but they are built differently, and mixing them up is one of the most common errors in the paper.

GRAMMAR FORMULA

	<i>have</i>	<i>have got</i>	Affirmative
I <i>have</i> a car.	I <i>have got</i> a car. / I 've <i>got</i> a car.	Third person	He <i>has</i> a car.
He <i>has got</i> a car. / He 's <i>got</i> a car.	Negative	I <i>don't have</i> a car.	I <i>haven't got</i> a car.
Question	Do you <i>have</i> a car?	<i>Have you got</i> a car?	Short answer
Yes, I <i>do</i> .	Yes, I <i>have</i> .		

Which one to use

1. **Have got** is common in speech and informal writing, especially in British English.
2. **Have** is standard in formal writing, in American English, and in exams.
3. **When in doubt, use have** with *do* / *does*. It is never wrong.

Common trap

COMMON TRAP

Mixing the two systems.

Each system needs its own auxiliary. *Have* uses *do* / *does* / *don't* / *doesn't*. *Have got* uses *have* / *has* / *haven't* / *hasn't*.

× Do you have got a pen? → ✓ *Have you got* a pen? OR *Do you have* a pen?

× I don't have got time. → ✓ *I don't have* time. OR *I haven't got* time.

× He hasn't a car. (formal but stiff) → ✓ *He doesn't have* a car.

× Has she a brother? → ✓ *Does she have* a brother?

Careful: when *have* means something other than possession — *have breakfast*, *have a shower*, *have a good time* — the continuous is possible and *got* is not used.

Correct	Incorrect	Why
I'm having lunch.	I'm having a car.	an action, not possession
She has a shower every morning.	She has got a shower.	an activity
They have two children.	They have got two children.	both fine — possession

NOTES

- In questions, *Do you have ...?* is safer in an exam than *Have you got ...?*, because it matches the pattern of every other verb.
- **Have to** is a different structure entirely: "I *have to go*" means obligation.
- Do not use *got* with the past tense: "I *had* a bike" — not "I had got a bike."

Unit 09 — Practice

A — Sentence transformation

Rewrite each sentence using the structure given.

1. I have a spare ticket. (Use **have got**.)
2. She has two sisters. (Use **have got**.)
3. They have a flat in Shatin. (Make negative with **don't have**.)
4. He has a bicycle. (Make negative with **hasn't got**.)
5. You have my number. (Make a question with **do**.)
6. She has a laptop. (Make a question with **has**.)
7. We have enough time. (Make negative with **haven't got**.)
8. My brother has a beard. (Make a question with **does**.)
9. You have an idea. (Make a question with **have**.)
10. The room has a balcony. (Make negative with **doesn't have**.)

B — Fill in the blanks

Complete each sentence with **have**, **has**, **don't have**, **doesn't have**, **haven't got** or **hasn't got**.

1. I _____ a meeting at ten, so I can't come.
2. She _____ any brothers or sisters.
3. _____ you got a minute?
4. We _____ much time left.
5. My phone _____ a good camera.
6. _____ they have a car?
7. He _____ a very loud voice.
8. I _____ got any cash on me.
9. The hotel _____ a swimming pool.
10. _____ she got the tickets yet?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Do you have got a pen?"
2. "I don't have got time."
3. "He hasn't a car."
4. "Has she a brother?"
5. "She have two sisters."
6. "I am having a new laptop."
7. "They hasn't got any milk."
8. "Does he has a driving licence?"
9. "We don't got a spare room."
10. "My sister has got a shower every morning."

D — Contextual cloze

Complete the passage with the correct form of **have** or **have got**.

Maya (1) _____ a small flat near the university. It (2) _____ one bedroom and a tiny kitchen, but it (3) _____ a balcony, which she loves. She (4) _____ (not) a car, so she cycles everywhere. Her flatmate Sam (5) _____ a car, but he (6) _____ (not) much time to drive it. "(7) _____ you _____ a spare helmet?" Maya asks. "Yes, I (8) _____." "(9) _____ your sister _____ a bike too?" "No, she (10) _____."

Unit 10: Past Simple of 'To Be': Was and Were

The past of **to be** has only two forms: *was* for one person or thing, *were* for more than one. There is no auxiliary, so negatives and questions are built directly from the verb.

GRAMMAR FORMULA

Affirmative: subject + *was* / *were* + complement

Negative: subject + *was not* / *were not* + complement

Question: *Was* / *Were* + subject + complement?

Subject	Affirmative	Negative	Question
I / He / She / It	I <i>was</i> late.	I <i>wasn't</i> late.	<i>Was</i> I late?
You / We / They	They <i>were</i> late.	They <i>weren't</i> late.	<i>Were</i> they late?

What it is for

1. **Past states** — “I *was* tired last night.” “She *was* a nurse.”
2. **Past location** — “We *were* in Macau.” “The keys *were* on the table.”
3. **Past weather and time** — “It *was* raining.” “It *was* nine o'clock.”

Time signals: yesterday, last night, last week, two days ago, in 2019, at the time.

Common trap

COMMON TRAP

Using the wrong form of the pair, or adding did.

× They *was* late. → ✓ They *were* late.

× I *were* tired. → ✓ I *was* tired.

× Did you *were* at home? → ✓ *Were* you at home?

× He *didn't was* happy. → ✓ He *wasn't* happy.

The rule is simple: count the subject. One → *was*. More than one, or *you* → *were*.

NOTES

- **There was / there were** follows the same rule: “There *was* a storm last night.” “There *were* three messages.”
- In speech, *was* / *were* is often shortened to nothing: “It *was* fine” becomes “It *was* fine” — but never write the subject twice.
- *Were* appears in one fixed phrase with a present meaning: “If I *were* you, I'd wait.”

Unit 10 — Practice

A — Sentence transformation

Rewrite each sentence as instructed.

1. I was at home last night. (Make negative.)
2. She was in the library. (Make negative.)
3. They were late for the lecture. (Make a question.)
4. He was the group leader. (Make a question.)
5. We were ready at eight. (Make negative.)
6. The shop was closed. (Make a question.)
7. You were quite tired. (Make negative.)
8. It was a good film. (Make a question.)
9. My parents were teachers. (Make negative.)
10. There were twenty people. (Make a question.)

B — Fill in the blanks

Complete each sentence with **was** or **were**.

1. The exam _____ harder than I expected.
2. We _____ still in school in 2018.
3. She _____ not at the meeting yesterday.
4. _____ you at the party on Saturday?
5. There _____ a strange smell in the kitchen.
6. My cousins _____ born in Canada.
7. It _____ very cold this morning.
8. The tickets _____ quite expensive.
9. I _____ not sure what he meant.
10. _____ they happy with the result?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "They was late for the meeting."
2. "I were at home all day."
3. "Did you were at the party?"
4. "He didn't was happy about it."
5. "There was three people waiting."
6. "The shops was closed on Sunday."
7. "We wasn't ready."
8. "Was they your classmates?"
9. "It were a difficult year."
10. "My sister were at university then."

D — Contextual cloze

Complete the passage with **was** or **were**.

Last summer I (1) _____ in Japan for three weeks. It (2) _____ my first time abroad, and the flights (3) _____ long. My hosts (4) _____ very kind, although their flat (5) _____ small. The city (6) _____ busier than I expected, and the trains (7) _____ always on time. There (8) _____ a festival on the last weekend — the streets (9) _____ completely full. It (10) _____ the best part of the trip.

Unit 11: Past Simple: Regular and Irregular Verbs

The past simple describes a finished action at a finished time. Most verbs add *-ed*, but around two hundred common verbs are irregular and must be learned.

GRAMMAR FORMULA

Affirmative: subject + past form of the verb

Type	Rule	Examples
Regular	add <i>-ed</i>	work → worked, open → opened
Ends in silent <i>-e</i>	add <i>-d</i>	live → lived, decide → decided
Consonant + <i>y</i>	<i>-y</i> → <i>-ied</i>	study → studied, carry → carried
One syllable, CVC	double the last letter	stop → stopped, plan → planned
Irregular	new form	go → went, see → saw, buy → bought

Irregular verbs worth memorising first

Base	Past	Base → Past
be	was / were	have → had
go	went	make → made
see	saw	take → took
come	came	get → got
do	did	know → knew
say	said	think → thought

Common trap

COMMON TRAP

Using the base form instead of the past, or inventing a past form.

- × I go to the market yesterday. → ✓ I *went* to the market yesterday.
- × She buyed a new phone. → ✓ She *bought* a new phone.
- × He taked the bus. → ✓ He *took* the bus.
- × We seen the film. → ✓ We *saw* the film.

NOTES

- The past form never changes for the subject: “He *went*”, “They *went*”.
- Time signals: yesterday, last week, in 2020, two hours ago, when I was young.
- In speaking, British English says *got* and American English often prefers *gotten* for the participle — but the past simple is *got* in both.

Unit 11 — Practice

A — Write the past form

Write the past simple of each verb.

1. go → _____
2. buy → _____
3. take → _____
4. study → _____
5. make → _____
6. stop → _____
7. know → _____
8. live → _____
9. think → _____
10. carry → _____
11. see → _____
12. plan → _____
13. get → _____
14. decide → _____
15. come → _____
16. open → _____

B — Fill in the blanks

Put the verb in brackets into the past simple.

1. We _____ (go) to Lantau last Sunday.
2. She _____ (buy) a new laptop yesterday.
3. They _____ (study) all night before the exam.
4. He _____ (take) the ferry to Macau.
5. I _____ (see) your brother at the station.
6. The company _____ (open) in 2015.
7. My father _____ (make) dinner last night.
8. We _____ (stop) at a small café.
9. She _____ (think) the question was easy.
10. They _____ (carry) the boxes upstairs.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I go to the market yesterday."
2. "She buyed a new phone."
3. "He taked the bus to work."
4. "We seen a good film last night."
5. "They studyed all weekend."
6. "I stoppd at the red light."
7. "She knowed the answer."
8. "He live in Macau for a year."
9. "We carryed the bags together."
10. "She maked a cake for his birthday."

D — Contextual cloze

Put the verb in brackets into the past simple.

Last December my family (1) _____ (go) to Taipei for a week. We (2) _____ (take) an early flight and (3) _____ (arrive) before lunch. My mother (4) _____ (plan) the whole trip, so we (5) _____ (know) exactly where to go. On the second day we (6) _____ (see) the old town and (7) _____ (buy) far too much food. My sister (8) _____ (lose) her umbrella on the train. The weather (9) _____ (stay) dry all week, and we (10) _____ (come) home exhausted but happy.

Unit 12: Past Simple: Negatives and Questions

For negatives and questions the past simple uses the auxiliary *did*. The main verb then returns to its **base form** — the past tense has already been carried by *did*.

GRAMMAR FORMULA

Negative: subject + *did not (didn't)* + base verb

Question: *Did* + subject + base verb?

Statement	Negative	Yes/No question	Short answer
She <i>went</i> home.	She <i>didn't go</i> home.	<i>Did</i> she go home?	Yes, she did. / No, she didn't.
They <i>saw</i> him.	They <i>didn't see</i> him.	<i>Did</i> they see him?	Yes, they did. / No, they didn't.
I <i>was</i> late.	I <i>wasn't</i> late.	<i>Was</i> I late?	Yes, I was. / No, I wasn't.

The one rule that matters

Only one word in the sentence carries the past tense.

Correct	Incorrect	Why
I didn't go.	I didn't went .	the past moved to <i>didn't</i>
Did she see it?	Did she saw it?	the past moved to <i>did</i>
He didn't know.	He didn't knew .	base form after the auxiliary

Note the exception in the table above: *to be* needs no auxiliary, so *was* / *were* stay in their past form. “Did you were late?” is always wrong.

Common trap

COMMON TRAP

Double past — using a past form after did.

× Did you went to the party? → ✓ Did you *go* to the party?

× She didn't finished her homework. → ✓ She didn't *finish* her homework.

× Did he was at home? → ✓ *Was* he at home?

NOTES

- Wh- questions follow the same pattern: “Where *did* you go?” “Why *didn't* she call?”
- Short answers use *did* only: “Yes, I *did*.” — never “Yes, I went.”
- *Did* is pronounced /dɪd/ in the question and often /d/ before a vowel: “Did you...”

Unit 12 — Practice

A — Make the negative

Rewrite each sentence in the negative, using a contraction.

1. She went to the library yesterday.
2. They saw the exhibition last week.
3. I finished the report on time.
4. We ate at that new restaurant.
5. He told me about the change.
6. The train left at nine.
7. You brought your notes.
8. She knew the answer.
9. They came to the meeting.
10. I had enough time.

B — Make the question

Turn each statement into the question indicated.

1. He passed the exam. (Yes/No)
2. They arrived on Friday. (Yes/No)
3. You bought the tickets. (Wh-: where)
4. She left early. (Wh-: why)
5. We met your brother. (Wh-: where)
6. The film started at eight. (Wh-: when)
7. I said something wrong. (Yes/No)
8. He chose the blue one. (Wh-: which)
9. They stayed for a week. (Wh-: how long)
10. You saw the notice. (Yes/No)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Did you went to the party?"
2. "She didn't finished her homework."
3. "Did he was at home?"
4. "I didn't saw the sign."
5. "Did they arrived on time?"
6. "We didn't went to the beach."
7. "Where you went last night?"
8. "Did she bought the tickets?"
9. "He didn't knew the answer."
10. "Why did you left so early?"

D — Contextual cloze

Complete the passage with the correct past simple form, negative or question.

"How (1) _____ your interview go?" Ken asks. "Not well," Sara says. "I (2) _____ (not / prepare) properly, and I (3) _____ (forget) half of what I wanted to say." "What (4) _____ they _____ (ask) you?" "They (5) _____ (ask) about my last project, and I (6) _____ (not / explain) it clearly. Then I (7) _____ (drop) my folder on the floor." "Did you (8) _____ (get) the job?" "They (9) _____ (not / say). They said they'd call next week." "Well, at least you (10) _____ (not / give) up."

Unit 13: Past Continuous: Actions in Progress

The past continuous describes something that was **in the middle of happening** at a point in the past. It is built from *was / were* plus the *-ing* form.

GRAMMAR FORMULA

Affirmative: subject + *was / were* + verb-*ing*

Negative: subject + *wasn't / weren't* + verb-*ing*

Question: *Was / Were* + subject + verb-*ing*?

Subject	Affirmative	Negative	Question
I / He / She / It	was working	wasn't working	Was he working?
You / We / They	were working	weren't working	Were they working?

When to use it

1. **An action in progress at a past moment** — “At eight o'clock I *was having* breakfast.”
2. **Background to a story** — “The sun *was setting* and the streets *were emptying*.”
3. **Two things happening at once** — “She *was reading* while he *was cooking*.”

Time signals: at 7 p.m., at that moment, while, all morning, the whole afternoon.

Compare with the past simple

Past simple	Past continuous	Meaning
I <i>read</i> the report.	I <i>was reading</i> the report.	finished vs in progress
It <i>rained</i> yesterday.	It <i>was raining</i> at noon.	a fact vs a moment
She <i>cooked</i> dinner.	She <i>was cooking</i> when I called.	completed vs interrupted

Common trap

COMMON TRAP

Using the past simple where the action was still in progress.

- × At nine I did my homework. → ✓ At nine I *was doing* my homework.
- × While she cooked, I read. → ✓ While she *was cooking*, I *was reading*.
- × They was waiting outside. → ✓ They *were* waiting outside.

State verbs (*know, want, like, understand*) are not used in the continuous in the past either: “I *knew* the answer” — never “I *was knowing* the answer.”

NOTES

- *While* is followed by the continuous; *when* usually introduces the shorter, interrupting action. “While I *was walking* home, I *saw* Ken.”
- The past continuous can suggest a temporary habit: “He *was getting up* early that month.”

Unit 13 — Practice

A — Sentence transformation

Rewrite each sentence in the past continuous.

1. I read a book at nine o'clock.
2. They played football all afternoon.
3. She wrote an email at that moment.
4. We waited for the bus at seven.
5. He repaired the printer all morning.
6. The children slept when we arrived.
7. You listened to music at ten.
8. It rained all day yesterday.
9. My sister studied while I cooked.
10. The dog ran round the garden.

B — Fill in the blanks

Put the verb in brackets into the past continuous.

1. At eight o'clock I _____ (have) breakfast.
2. They _____ (wait) outside when the doors opened.
3. She _____ (not / listen) to the instructions.
4. What _____ you _____ (do) at that moment?
5. The sun _____ (set) as we reached the beach.
6. We _____ (not / work) that week.
7. He _____ (talk) on the phone when I came in.
8. _____ they _____ (study) in the library?
9. The baby _____ (cry) all night.
10. I _____ (think) about you yesterday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "At nine I did my homework."
2. "They was waiting outside."
3. "She was knowing the answer."
4. "While she cooked, I read."
5. "I were watching television."
6. "He was talked on the phone."
7. "We was not listening."
8. "What you were doing at eight?"
9. "The children was sleeping."
10. "It were raining all morning."

D — Contextual cloze

Put the verb in brackets into the past continuous.

When I got home, the flat was unusually quiet. My brother (1) _____ (study) at the kitchen table, and my mother (2) _____ (cook) something that smelled excellent. My father (3) _____ (fix) a lamp in the living room. Outside, the rain (4) _____ (fall) steadily. The neighbours (5) _____ (argue) again — they (6) _____ (not / shout), but we could hear every word. My sister (7) _____ (not / do) her homework; she (8) _____ (watch) something on her phone. Nobody (9) _____ (expect) me home so early, and for a second nobody (10) _____ (speak).

Unit 14: Interrupted Actions: When and While

Two past tenses work together in one sentence: a **longer** background action in the past continuous, and a **shorter** action that interrupts it in the past simple.

GRAMMAR FORMULA

Pattern: past continuous + *when* + past simple

Pattern: *While* + past continuous, past simple

Clause 1	Link	Clause 2	Meaning
I <i>was walking</i> home	when	it <i>started</i> to rain.	the rain interrupted the walk
<i>While</i> I <i>was cooking</i>		the phone <i>rang</i> .	the call interrupted the cooking
She <i>was reading</i>	when	he <i>came</i> in.	his entry interrupted the reading

The rule in one line

When is followed by the short action. *While* is followed by the long one.

Correct	Incorrect	Why
When the phone rang, I was cooking.	When the phone was ringing, I cooked.	<i>rang</i> is the interruption
While I was cooking, the phone rang.	While the phone rang, I was cooking.	<i>while</i> needs the longer action
They were talking when I arrived.	They talked when I was arriving.	the order is fixed

Common trap

COMMON TRAP

Putting both actions in the same tense, or swapping *when* and *while*.

× I walked home when it was raining. → ✓ I *was walking* home when it *started* to rain.

× While the phone rang, I cooked. → ✓ While I *was cooking*, the phone *rang*.

× When she was arriving, we had dinner. → ✓ When she *arrived*, we *were having* dinner.

NOTES

- *When* can also introduce the longer action if the meaning is clear: “When I was young, I lived in Macau.”
- Two simultaneous long actions both take the continuous: “She *was reading* while he *was cooking*.”
- Do not use the continuous with a state verb, even as background: “I *knew* the answer when he asked.” — not “I *was knowing*”.

Unit 14 — Practice

A — Join the sentences

Join each pair with **when** or **while**, using the correct tense.

1. I was having a shower. / The doorbell rang.
2. She was driving home. / She saw the accident.
3. They were eating dinner. / The lights went out.
4. He was repairing the printer. / The manager called.
5. We were waiting outside. / It started to snow.
6. I was reading. / My brother was watching television.
7. The students were revising. / The teacher came in.
8. She was crossing the road. / A cyclist stopped suddenly.
9. They were talking quietly. / I fell asleep.
10. We were walking in the park. / We met an old friend.

B — Fill in the blanks

Put each verb into the past simple or past continuous.

1. I _____ (walk) home when I _____ (see) Ken.
2. While she _____ (cook), the phone _____ (ring).
3. They _____ (wait) for the bus when it _____ (start) to rain.
4. He _____ (fall) asleep while he _____ (read).
5. We _____ (have) dinner when you _____ (call).
6. She _____ (not / listen) while the teacher _____ (explain).
7. I _____ (see) the accident while I _____ (drive) to work.
8. The baby _____ (cry) when the doctor _____ (arrive).
9. While they _____ (argue), I _____ (leave) the room.
10. He _____ (break) his arm while he _____ (play) football.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I walked home when it was raining."
2. "While the phone rang, I cooked."
3. "When she was arriving, we had dinner."
4. "They talked when I was arriving."
5. "She was knowing the answer when he asked."
6. "While I walked, I saw a fox."
7. "He was falling asleep while he read."
8. "When I was having a shower, the doorbell was ringing."
9. "We were having dinner when you were calling."
10. "While they argued, I was leaving the room."

D — Contextual cloze

Put each verb into the past simple or past continuous.

It was a strange evening. I (1) _____ (work) late when my phone (2) _____ (buzz). While I (3) _____ (look) for it, I (4) _____ (knock) a glass off the desk. When I finally (5) _____ (answer), nobody was there. Outside, the wind (6) _____ (rise) and the lights (7) _____ (flicker). I (8) _____ (decide) to go home. While I (9) _____ (wait) for the lift, the lights went out completely. When they (10) _____ (come) back on, the corridor was empty.

Unit 15: Present Perfect: Form and Life Experience

The present perfect connects the past to **now**. It is used for experiences at an unstated time, and for something that started in the past and is still true.

GRAMMAR FORMULA

Affirmative: subject + *have / has* + past participle

Negative: subject + *haven't / hasn't* + past participle

Question: *Have / Has* + subject + past participle?

Subject	Auxiliary	Affirmative	Negative
I / You / We / They	have	I <i>have finished</i> .	I <i>haven't finished</i> .
He / She / It	has	She <i>has finished</i> .	She <i>hasn't finished</i> .

The past participle

Regular verbs use the same form as the past simple (*-ed*). Irregular verbs often have a third form.

Base	Past simple	Past participle
go	went	gone
see	saw	seen
do	did	done
write	wrote	written
take	took	taken
be	was / were	been

Common trap

COMMON TRAP

Using the past simple instead of the participle, or using the past simple with a present-perfect time phrase.

- × I have went to Japan. → ✓ I have *been* to Japan.
- × She has wrote three books. → ✓ She has *written* three books.
- × I have seen him yesterday. → ✓ I *saw* him yesterday.
- × He has finished it last week. → ✓ He *finished* it last week.

NOTES

- **Never** use a finished-time marker (*yesterday, last week, in 2020, ago*) with the present perfect. Use the past simple.
- Life experience with no time stated is the classic use: “I *have visited* Seoul twice.”
- *Have been to* means visited; *have gone to* means left and not returned: “She *has gone to* Tokyo” (she is still there).

Unit 15 — Practice

A — Write the past participle

Give the past participle of each verb.

1. write → _____
2. speak → _____
3. take → _____
4. begin → _____
5. eat → _____
6. choose → _____
7. break → _____
8. forget → _____
9. drive → _____
10. give → _____
11. leave → _____
12. show → _____

B — Fill in the blanks

Put the verb in brackets into the present perfect.

1. I _____ (never / be) to Korea.
2. She _____ (finish) her assignment already.
3. They _____ (not / arrive) yet.
4. _____ you ever _____ (eat) durian?
5. He _____ (break) his phone again.
6. We _____ (know) each other since primary school.
7. The film _____ (not / start) yet.
8. I _____ (lose) my keys — can you help me look?
9. She _____ (write) three novels.
10. _____ they _____ (see) the new exhibition?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. “I have went to Japan twice.”
2. “She has wrote three books.”
3. “I have seen him yesterday.”
4. “He has finished it last week.”
5. “We have meet before.”
6. “They have already ate.”
7. “I have knew her for years.”
8. “She hasn’t came yet.”
9. “Have you ever went there?”
10. “He has took my umbrella.”

D — Contextual cloze

Put the verb in brackets into the present perfect.

Sara is being interviewed for a job. “I (1) _____ (work) in design for six years,” she says. “I (2) _____ (manage) two small teams, and I (3) _____ (just / finish) a large project for a client in Singapore.” The interviewer asks: “(4) _____ you ever _____ (work) abroad?” “No, I (5) _____ (not / have) that chance yet. But I (6) _____ (travel) a lot in Asia.” “And (7) _____ you _____ (bring) your portfolio?” “Yes — I (8) _____ (put) it on the table.” “Good. I (9) _____ (not / see) work of this standard for a while. We (10) _____ (receive) over fifty applications this month.”

Unit 16: Present Perfect: Just, Already and Yet

Three small adverbs carry most of the meaning in present-perfect sentences. They all answer the question “**has it happened, and when relative to now?**”

GRAMMAR FORMULA

Word	Meaning	Position	Typical sentence
<i>just</i>	a very short time ago	between auxiliary and verb	He <i>has just left</i> .
<i>already</i>	sooner than expected	between auxiliary and verb	I <i>have already eaten</i> .
<i>yet</i>	up to now — in negatives and questions	end of the clause	Has she arrived <i>yet</i> ?

The pattern for each

Form	Example	Note
have / has + <i>just</i> + participle	She has <i>just</i> finished.	positive only
have / has + <i>already</i> + participle	They have <i>already</i> left.	positive; also in questions of surprise
<i>not</i> + participle + <i>yet</i>	I haven't finished <i>yet</i> .	negative
<i>Have</i> + subject + participle + <i>yet</i> ?	Have you decided <i>yet</i> ?	question

Note that *yet* is the odd one out: in modern English it sits at the end, not in the middle.

Common trap

COMMON TRAP

Putting the adverb in the wrong place, or using *yet* in the positive.

- × She has finished just. → ✓ She has *just* finished.
- × I have eaten already lunch. → ✓ I have *already* eaten lunch.
- × I have finished yet. → ✓ I have *already* finished. OR I haven't finished *yet*.
- × Yet he has arrived. → ✓ He has arrived *already*. / Has he arrived *yet*?

NOTES

- *Already* can express surprise in a question: “Have you finished *already*?”
- In American English the past simple is often used with *just* and *already*: “I *just ate*.” Both are accepted; the present perfect is safer in an exam.
- *Still* is different again: “He *still hasn't* called” means the wait is continuing.

Unit 16 — Practice

A — Rewrite with the word in brackets

Rewrite each sentence, placing the adverb correctly.

1. He has left. (just)
2. They have arrived. (already)
3. I have finished the report. (just)
4. She has eaten. (already)
5. We haven't decided. (yet)
6. Have you spoken to him? (yet)
7. The bus has gone. (just)
8. He has told me the news. (already)
9. They haven't replied. (yet)
10. Has she booked the tickets? (yet)

B — Fill in the blanks

Complete each sentence with **just**, **already** or **yet**.

1. I've _____ seen him — he's in the corridor.
2. Have you finished that book _____?
3. She's _____ left, so you've missed her.
4. We haven't heard from them _____.
5. They've _____ eaten, so don't cook for them.
6. Has the post come _____?
7. He's _____ told me — you don't need to repeat it.
8. I haven't packed _____.
9. The train has _____ pulled out of the station.
10. Haven't you started _____?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She has finished just."
2. "I have eaten already lunch."
3. "I have finished yet."
4. "Yet he has arrived."
5. "Have you already finished?" (**This one is correct — write "correct".**)
6. "He has just went out."
7. "We haven't already decided."
8. "Has she yet called?"
9. "They have arrived just."
10. "I have not yet finished it." (**This one is correct — write "correct".**)

D — Contextual cloze

Complete the passage with **just**, **already** or **yet**.

"Has the technician arrived (1) _____?" Maya asks. "Yes, she's (2) _____ gone upstairs," Ken says. "That was quick." "She's (3) _____ fixed two machines this morning, so she knows the building." "Have you ordered the replacement parts (4) _____?" "Not (5) _____ — I was waiting for her report." "The supplier has (6) _____ emailed us a quote, if that helps." "It does. Has anyone told the manager (7) _____?" "I've (8) _____ sent him a message, but he hasn't replied (9) _____." "He's probably in a meeting. He's (10) _____ had three this morning."

Unit 17: Present Perfect: Ever and Never

Ever and **never** are used with the present perfect to talk about experience across your whole life — with no time stated, because the time does not matter.

GRAMMAR FORMULA

Form	Use	Example	Answer
<i>Have you ever ...?</i>	asking about experience	Have you ever been to Japan?	Yes, I have. / No, I haven't.
<i>never + participle</i>	saying there is no experience	I have never been to Japan.	—
<i>ever + participle</i>	in negatives and questions only	Nobody has ever asked me that.	—

Three things to remember

1. **Ever goes in the middle**, between the auxiliary and the participle. It is unusual at the end of a sentence in British English.
2. **Never is already negative**, so the auxiliary is positive: "He has *never eaten* sushi." — never "He hasn't never eaten sushi."
3. **Ever is not used in positive statements**. "I have ever been to Japan" is wrong; say "I have been to Japan" or "I have been to Japan *before*."

Compare

Correct	Incorrect	Why
Have you ever tried durian?	Have you tried ever durian?	<i>ever</i> sits after the auxiliary
She has never seen snow.	She hasn't never seen snow.	<i>never</i> is already negative
I have been there before.	I have ever been there.	no <i>ever</i> in positives

Common trap

COMMON TRAP

Using the past simple with ever or never, or putting ever at the end.

- × Did you ever went to Japan? → ✓ Have you ever *been* to Japan?
- × I never have ate sushi. → ✓ I have *never eaten* sushi.
- × Have you been there ever? → ✓ Have you *ever been* there?
- × He hasn't ever went. → ✓ He has *never gone*.

NOTES

- **Never** is the negative form of **ever**: "Have you ever been?" → "No, I have *never* been."
- *Before* at the end also signals experience: "I've seen this film *before*."
- *Ever* can mean "at any time" in other structures too: "It was the best meal I've *ever* had."

Unit 17 — Practice

A — Make the question

Write a present-perfect question with **ever**.

1. you / visit Japan
2. she / try sushi
3. they / meet a famous person
4. he / lose his passport
5. you / see the northern lights
6. we / eat at that restaurant
7. she / drive a manual car
8. they / live abroad
9. you / break a bone
10. he / win a competition

B — Fill in the blanks

Complete each sentence with **ever** or **never**.

1. I have _____ been to Australia.
2. Have you _____ tried octopus?
3. She has _____ missed a deadline.
4. Nobody has _____ asked me that before.
5. He has _____ flown in a helicopter.
6. Have they _____ worked together?
7. This is the best film I have _____ seen.
8. We have _____ met, have we?
9. Has she _____ been late?
10. I have _____ understood that rule.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Did you ever went to Japan?"
2. "I never have ate sushi."
3. "Have you been there ever?"
4. "He hasn't ever went abroad."
5. "I have ever been to Korea."
6. "She has never ate durian."
7. "Have you ever saw a whale?"
8. "We haven't never met him."
9. "Did she ever tried skiing?"
10. "He has never wrote a letter."

D — Contextual cloze

Complete the passage with the correct present perfect form and **ever** or **never**.

Two colleagues are comparing travel stories. "Have you (1) _____ been to Iceland?" Ken asks. "No, I've (2) _____ been that far north," Maya says. "But I (3) _____ (travel) through Nepal twice." "Really? Have you (4) _____ (climb) in the Himalayas?" "Only a small trek. I've (5) _____ (never / try) anything technical." "What's the most beautiful place you've (6) _____ (see)?" "Probably a lake in Patagonia. I (7) _____ (never / forget) it." "Has anyone (8) _____ (take) a photo of it?" "I (9) _____ (never / manage) to capture it properly. Some things you can't photograph." "That's the strangest thing I've (10) _____ heard."

Unit 18: Present Perfect Duration: How Long

The present perfect describes something that **started in the past and is still true now**. This is its second great use, and the one that causes the most confusion with the past simple.

GRAMMAR FORMULA

Statement: subject + *have / has* + participle + *for / since* + time

Question: *How long* + *have / has* + subject + participle?

Sentence	Meaning	Still true?	Tense used
I <i>have lived</i> here for six years.	I live here now	yes	present perfect
I <i>lived</i> there for six years.	I do not live there now	no	past simple

For, since and how long

Word	Followed by	Examples
<i>for</i>	a length of time	for two years, for a week, for ages
<i>since</i>	a starting point	since 2019, since May, since I was ten
<i>How long ...?</i>	either	How long have you worked here?

NOTES

- The answer to **How long have you ...?** usually begins with **for** or **since**.
- *Since* needs a **point**, not a **length**: “since three years” is always wrong.
- With a state verb the present perfect describes the whole period: “I have known her for ten years.”

Unit 18 — Practice

A — Choose for or since

Add **for** or **since** to each phrase.

1. _____ six months
2. _____ 2021
3. _____ last Tuesday
4. _____ two hours
5. _____ I was a child
6. _____ a long time
7. _____ we moved here
8. _____ three weeks
9. _____ the beginning of term
10. _____ ages

B — Fill in the blanks

Complete each sentence with **for** or **since**.

1. I have worked here _____ 2019.
2. She has known him _____ about five years.
3. We have been waiting _____ half an hour.
4. He has lived in Taipei _____ he was a student.
5. They have been married _____ last June.
6. I haven't seen her _____ months.
7. The shop has been closed _____ January.
8. She has had that bike _____ a long time.
9. We haven't spoken _____ the party.
10. He has been ill _____ three days.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I am living here for six years."
2. "She has worked here since three years."
3. "We know each other since 2020."
4. "How long do you work here?"
5. "I have seen him for last week."
6. "They are married for ten years."
7. "He has been ill since three days."
8. "How long are you studying English?"
9. "I live in Fanling since I was born."
10. "She has waited since two hours."

D — Contextual cloze

Complete the passage with **for** or **since**, and the correct form of the verb.

Maya (1) _____ (work) at the lab (2) _____ three years. She (3) _____ (know) the director (4) _____ university. "How long (5) _____ you _____ (be) interested in design?" a colleague asks. "I (6) _____ (draw) things (7) _____ I was about six," she says. "We (8) _____ (not / have) a proper studio (9) _____ last year, though. Now we have three rooms." The colleague laughs: "I (10) _____ (not / hear) anyone say that before."

Unit 19: Time Markers: For, Since and Ago

Three time markers that are constantly confused. Two of them take the present perfect; one of them takes the past simple. Choosing the wrong marker forces the wrong tense.

GRAMMAR FORMULA

Marker	Takes	Measures	Example
<i>for</i>	present perfect	a length of time	I have worked here <i>for</i> two years.
<i>since</i>	present perfect	a starting point	I have worked here <i>since</i> 2024.
<i>ago</i>	past simple	a distance back from now	I <i>started</i> work here two years <i>ago</i> .

Why they cannot mix

For and *since* measure a period that **reaches now** — so the tense must be present perfect. *Ago* measures a period that **ended before now** — so the tense must be past simple.

Correct	Incorrect	Why
I have lived here for a year.	I live here for a year.	the period reaches now
I moved here a year ago.	I have moved here a year ago.	<i>ago</i> is a finished point
She has been ill since Monday.	She is ill since Monday.	<i>since</i> needs the perfect

Position of *ago*: it follows the time expression and comes at the end of the clause. “two years ago”, never “ago two years”.

NOTES

- **Last** and **ago** both take the past simple: “I *saw* her last week.” “I *saw* her a week *ago*.”
- **Already, yet, just, ever, never** take the present perfect.
- If the sentence gives a finished time (yesterday, in 2019, last month), use the past simple — no exceptions.

Unit 19 — Practice

A — Choose the correct marker

Add **for**, **since** or **ago**.

1. two days _____
2. _____ last Friday
3. _____ a fortnight
4. three weeks _____
5. _____ 2018
6. _____ a long time
7. ten minutes _____
8. _____ I finished school
9. _____ several months
10. an hour _____

B — Fill in the blanks

Put the verb into the correct tense.

1. I _____ (live) in this flat for five years.
2. She _____ (move) to Macau two years ago.
3. We _____ (be) friends since primary school.
4. He _____ (start) his job three months ago.
5. They _____ (know) each other for a decade.
6. I _____ (see) that film last Saturday.
7. She _____ (work) here since January.
8. We _____ (not / meet) before.
9. He _____ (leave) the company a month ago.
10. I _____ (not / eat) since breakfast.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I live here for a year."
2. "I have moved here a year ago."
3. "She is ill since Monday."
4. "We have met two years ago."
5. "He has started work three months ago."
6. "I know her for ten years."
7. "They have been married since ten years."
8. "She has left the company a month ago."
9. "I haven't eaten for breakfast."
10. "We are friends since 2015."

D — Contextual cloze

Complete the passage with the correct tense and marker.

Ken and Maya are talking about the workshop. "How long (1) _____ you _____ (be) a member?" Maya asks. "I (2) _____ (join) about eighteen months (3) _____," Ken says. "I (4) _____ (not / miss) a single workshop (5) _____ then." "That's impressive. I (6) _____ (only / start) in March." "So you (7) _____ (be) here (8) _____ seven months." "Yes. The lab (9) _____ (open) in 2024, so it's still quite new." "And it (10) _____ (change) a lot since then."

Unit 20: Present Perfect or Past Simple

This is the choice examiners test most often. Both tenses describe the past; the difference is entirely about **whether the time period is finished**.

GRAMMAR FORMULA

	Present perfect	Past simple	Time
unfinished — includes now	finished — before now	Signals	for, since, ever, never, just, already, yet, this week
yesterday, last night, in 2019, ago, when	Focus	the result, not the moment	the moment itself
Example	I <i>have lost</i> my keys. (still lost)	I <i>lost</i> my keys yesterday. (found them)	

The test question

Is the time period finished?

Sentence	Tense	Why
I have been to Japan three times.	present perfect	no time stated — experience
I went to Japan in 2019.	present perfect	finished time stated
She has lived here for six years.	present perfect	still lives here
She lived here for six years.	past simple	she has moved away
Have you finished yet?	present perfect	the deadline is now
Did you finish the report?	past simple	a specific finished task

Common trap

COMMON TRAP

Mixing a finished time marker with the present perfect — the single most common error.

- × I have seen him yesterday. → ✓ I *saw* him yesterday.
- × She has finished it last week. → ✓ She *finished* it last week.
- × They have arrived two hours ago. → ✓ They *arrived* two hours ago.
- × We have met in 2020. → ✓ We *met* in 2020.

NOTES

- *Today, this week, this year* are unfinished, so they take the present perfect: “I *have sent* three emails today.”
- But once the period is over: “I *sent* three emails yesterday.”
- In a conversation both may appear: “I *have been* to Bali.” — “When *did* you go?”

Unit 20 — Practice

A — Choose the correct tense

Write the correct form of the verb in brackets.

1. I _____ (see) that film last night.
2. She _____ (live) in Taipei since 2021.
3. We _____ (meet) at a conference in 2019.
4. They _____ (just / arrive).
5. He _____ (not / finish) his homework yet.
6. I _____ (visit) my grandmother two days ago.
7. The company _____ (grow) a lot this year.
8. She _____ (break) her arm last winter.
9. Have you _____ (ever / try) surfing?
10. We _____ (not / eat) since breakfast.

B — Fill in the blanks

Complete each sentence with the present perfect or the past simple.

1. I _____ (never / be) to Europe, but my sister _____ (go) there twice.
2. She _____ (call) me three times this morning.
3. He _____ (call) me at seven this morning, before I left.
4. We _____ (know) each other since we were children.
5. They _____ (get) married in 2018.
6. I _____ (not / see) him for months.
7. She _____ (leave) the office an hour ago.
8. _____ you _____ (finish) that book yet?
9. The weather _____ (be) terrible all week.
10. We _____ (stay) at a lovely hotel last summer.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I have seen him yesterday."
2. "She has finished it last week."
3. "They have arrived two hours ago."
4. "We have met in 2020."
5. "I didn't see him since Monday."
6. "He has been ill last month."
7. "We have gone to Japan in 2019."
8. "She has started her job three months ago."
9. "I have eaten sushi last Friday."
10. "They have lived there for ten years before moving."

D — Contextual cloze

Choose the present perfect or the past simple.

Maya (1) _____ (join) the lab in 2023. Since then she (2) _____ (run) more than forty workshops. "(3) _____ you _____ (ever / teach) a class of fifty?" Ken asks. "Once. That (4) _____ (be) last October, and it (5) _____ (not / go) well." "What (6) _____ (happen)?" "The projector (7) _____ (break) in the first ten minutes." "And since then?" "I (8) _____ (always / bring) a spare cable." "The lab (9) _____ (buy) three new projectors this year, so it shouldn't happen again." "Good. We (10) _____ (not / test) them yet, though."

Unit 21: The Passive Voice: Present and Past Simple

The passive changes the **focus** of a sentence. Instead of saying who did something, it says what was done to something. The object becomes the subject.

GRAMMAR FORMULA

Active: subject + verb + object

Passive: object + *be* + past participle + (*by* + agent)

Tense	Active	Passive	Note
Present simple	The lab <i>checks</i> every unit.	Every unit <i>is checked</i> .	<i>is / are</i> + participle
Past simple	They <i>built</i> it in 2019.	It <i>was built</i> in 2019.	<i>was / were</i> + participle
Present perfect	She <i>has signed</i> it.	It <i>has been signed</i> .	<i>has been</i> + participle
Future	We <i>will repair</i> it.	It <i>will be repaired</i> .	<i>will be</i> + participle

When to use the passive

1. **When the doer is unknown** – “My bike *was stolen* last night.”
2. **When the doer is obvious or unimportant** – “The road *is being widened*.”
3. **When the result matters more than the doer** – “The samples *were analysed* twice.”

The **by**-phrase is optional and should be left out unless it adds information. “The window was broken by someone” adds nothing.

Common trap

COMMON TRAP

Using the wrong form of *be*, or losing the participle.

- × The report was wrote by Sara. → ✓ The report was *written* by Sara.
- × English is speak all over the world. → ✓ English is *spoken* all over the world.
- × The rooms are cleaned every day by the cleaner's. → ✓ The rooms are *cleaned* every day.
- × It were built in 2019. → ✓ It *was* built in 2019.

NOTES

- The passive is common in academic and technical writing. In speech, the active is usually better and shorter.
- Some verbs take two objects, so two passives are possible: “They gave *her* a prize.” → “She was given a prize.” (more natural) / “A prize was given to her.”
- **Be born** is always passive: “He *was born* in 2005.”

Unit 21 — Practice

A — Change to the passive

Rewrite each sentence in the passive. Leave out the doer unless it is needed.

1. The technician checks the machines every morning.
2. They built the library in 2010.
3. Someone stole my bicycle last night.
4. The company repairs these printers in Kwun Tong.
5. They grow tea in the hills above the city.
6. A student wrote this report.
7. The chef prepares the sauce daily.
8. They collected the samples on Monday.
9. Someone left the door open.
10. The team tested every prototype twice.

B — Fill in the blanks

Put the verb in brackets into the passive.

1. The results _____ (publish) tomorrow.
2. This bridge _____ (build) in 1974.
3. English _____ (speak) in many countries.
4. The form must _____ (sign) by a parent.
5. Our office _____ (clean) every evening.
6. The painting _____ (sell) last week.
7. Rice _____ (grow) in Thailand.
8. The parcels _____ (deliver) by courier.
9. This app _____ (update) regularly.
10. All the tickets _____ (sell) yesterday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The report was wrote by Sara."
2. "English is speak all over the world."
3. "It were built in 2019."
4. "The machines is checked every day."
5. "The window was broke by the storm."
6. "These cars are make in Japan."
7. "The samples was collected on Monday."
8. "The letter was send yesterday."
9. "He is born in 2005."
10. "The trees was planted last spring."

D — Contextual cloze

Complete the passage with the correct passive form.

The MakerSpace (1) _____ (open) in 2024. Since then, more than forty workshops (2) _____ (run) in the main room. Each machine (3) _____ (check) before every session, and faults (4) _____ (report) online. The new printers (5) _____ (install) last summer. Members (6) _____ (train) on the resin printer only after two induction sessions. Materials (7) _____ (order) once a month, and the order (8) _____ (approve) by the director. Last year the budget (9) _____ (increase) by the department, and a second room (10) _____ (add) in March.

Unit 22: The Passive Voice: Continuous and Perfect

Once you can form the simple passive, the other tenses are built the same way: the verb **be** carries the tense, and the main verb stays as a past participle.

GRAMMAR FORMULA

Tense	Active	Passive	Structure
Present continuous	They <i>are repairing</i> it.	It <i>is being repaired</i> .	is being + pp
Past continuous	They <i>were painting</i> it.	It <i>was being painted</i> .	was being + pp
Present perfect	They <i>have moved</i> it.	It <i>has been moved</i> .	has been + pp
Past perfect	They <i>had sold</i> it.	It <i>had been sold</i> .	had been + pp

The three-part pattern

Every passive has the same shape: **form of be + (optional second auxiliary) + past participle**.

Passive	Parts	Meaning
is repaired	<i>be</i> + pp	simple present
is being repaired	<i>be</i> + <i>being</i> + pp	happening now
has been repaired	<i>be</i> + <i>been</i> + pp	finished, relevant now
was being repaired	<i>be</i> + <i>being</i> + pp	happening then

Common trap

COMMON TRAP

Dropping *being* or *been*, or using *been* where *being* belongs.

- × The road is repaired at the moment. → ✓ The road *is being repaired* at the moment.
- × The form has being signed. → ✓ The form *has been signed*.
- × The room was been cleaned. → ✓ The room *was being cleaned*.
- × It has being checked. → ✓ It *has been checked*.

NOTES

- *Being* always follows a form of *be* in the same clause: is/was/are/were + being.
- *Been* is the participle of *be* and follows *have* / *has* / *had*.
- Some continuous passives are awkward. “The house is being painted” is fine; “The book is being read by me” is not — use the active.

Unit 22 — Practice

A — Change to the passive

Rewrite each sentence in the passive, keeping the same tense.

1. They are widening the road at the moment.
2. The technicians were testing the prototype all morning.
3. Someone has moved the equipment.
4. They had finished the report before Friday.
5. Workers are installing new lights this week.
6. The team was checking the data when I left.
7. Someone has stolen the cable.
8. They had already delivered the parts.
9. The chef is preparing the sauce now.
10. Engineers were repairing the bridge all night.

B — Fill in the blanks

Put the verb in brackets into the correct passive form.

1. The road _____ (widen) at the moment, so expect delays.
2. The form _____ (already / sign) by both parties.
3. The labs _____ (clean) when we arrived.
4. A new system _____ (install) this week.
5. The results _____ (not / publish) yet.
6. The prototype _____ (test) all morning.
7. The invoice _____ (send) before you called.
8. English _____ (teach) here since 1990.
9. The windows _____ (replace) next month.
10. The equipment _____ (check) right now.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The road is repaired at the moment."
2. "The form has being signed."
3. "The room was been cleaned."
4. "It has being checked twice."
5. "The bridge is been repaired."
6. "The results have being published."
7. "The lights were install yesterday."
8. "A new system is being install."
9. "The data has already being analysed."
10. "The labs were cleaning when we arrived."

D — Contextual cloze

Complete the passage with the correct passive form.

"Where is the printer?" Maya asks. "It (1) _____ (repair) at the moment — the service team (2) _____ (call) this morning," Ken says. "How long will it take?" "The parts (3) _____ (already / order), so hopefully a few days." "And the lasercutter?" "That (4) _____ (check) right now as well." "We've had a lot of problems this month." "I know. The ventilation (5) _____ (not / fix) yet, and the door (6) _____ (jam) since Tuesday." "Was anything else affected?" "Two bookings (7) _____ (cancel) on Monday, and the workshop (8) _____ (move) to next week. The new filters (9) _____ (deliver) tomorrow, and then everything (10) _____ (test) again."

Unit 23: Auxiliaries: Be, Have and Do

English has three auxiliary verbs and they each have one job. Almost every tense, question and negative in the language is built from them, so knowing the jobs removes most of the guessing.

GRAMMAR FORMULA

Auxiliary	Job	Combines with	Example
<i>be</i>	forms the continuous and the passive	-ing or past participle	<i>She is working. It was built.</i>
<i>have</i>	forms the perfect tenses	past participle	<i>They have finished. He had left.</i>
<i>do</i>	forms negatives and questions	base verb	<i>I don't know. Did you see it?</i>

The rules that follow

1. **Only one tense marker per clause.** Once *did* carries the past, the main verb is a base form: “Did you *see* it?” — not “Did you *saw* it?”
2. **Only one auxiliary carries the tense.** “She *has been working*” — *has* carries the tense, the rest are fixed forms.
3. **Do** never appears with *be* or *have* as main verbs: × “Do you *are* ready?” × “Does she *has* a car?”
4. **Modal verbs take the base form and no to:** “She *can swim*.” — not “She *can swims*.”

The full stack

Tense	Example	Auxiliaries used
Present continuous	<i>She is working.</i>	<i>be</i>
Present perfect	<i>She has worked.</i>	<i>have</i>
Present perfect continuous	<i>She has been working.</i>	<i>have + be</i>
Passive	<i>It is checked.</i>	<i>be</i>
Passive perfect	<i>It has been checked.</i>	<i>have + be</i>
Past simple negative	<i>She didn't work.</i>	<i>do</i>

NOTES

- In a question the first auxiliary moves in front of the subject, and the rest stay put: “*Has she been working here long?*”
- In a negative, *not* attaches to the **first** auxiliary: “*She has not been working.*”
- If there is no auxiliary, *do* supplies one: “*She works*” → “*Does she work?*”

Unit 23 — Practice

A — Name the auxiliary

Write the auxiliary or auxiliaries used in each sentence.

1. She is reading a book. → _____
2. They have finished. → _____
3. It was built in 2019. → _____
4. He has been waiting. → _____
5. Do you know him? → _____
6. The form has been signed. → _____
7. She doesn't drive. → _____
8. Were they listening? → _____
9. I had already left. → _____
10. Can she swim? → _____

B — Fill in the blanks

Complete each sentence with the correct auxiliary.

1. She _____ been working here for a year.
2. _____ you see him yesterday?
3. The bridge _____ being repaired last week.
4. They _____ not finished yet.
5. He _____ been told already.
6. _____ she have a car?
7. We _____ waiting when you called.
8. I _____ not understand the question.
9. The reports _____ been checked twice.
10. _____ they working today?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Do you are ready?"
2. "Did you saw the notice?"
3. "She can swims well."
4. "Does she has a car?"
5. "She has not being working."
6. "Is the form been signed?"
7. "He doesn't can drive."
8. "They have being waiting."
9. "Do it be checked every day?"
10. "She did not went."

D — Contextual cloze

Complete the passage with the correct auxiliary.

"Where (1) _____ you been?" Maya asks. "I (2) _____ waiting downstairs," Ken says. "(3) _____ the door been locked all morning?" "Yes, it (4) _____. I (5) _____ told the security team, but they (6) _____ not come yet." "That's the third time this month." "I know. The locks (7) _____ being replaced next week." "(8) _____ they ordered the new ones?" "They (9) _____ — they arrived on Friday. Someone just (10) _____ not fitted them yet."

Unit 24: Verb Forms: Regular and Irregular

Every English verb has up to five forms. If you know them, you can build every tense without thinking. Regular verbs follow one pattern; irregular verbs do not, and must be memorised.

GRAMMAR FORMULA

Form	Name	Regular	Irregular
base	infinitive	work	go
-s	third person	works	goes
-ing	participle	working	going
past	past simple	worked	went
past participle	third form	worked	gone

The five irregular families

Family	Pattern	Examples
A-A-A	all three the same	cut → cut → cut, put → put → put
A-B-A	base and participle the same	come → came → come, run → ran → run
A-B-B	past and participle the same	buy → bought → bought, make → made → made
A-B-C	all three different	go → went → gone, write → wrote → written
A-B-B (-ed)	regular past, irregular participle	show → showed → shown

Spelling rules for regular verbs

Ending	Rule	Examples
silent -e	add -ing only, drop e	make → making
consonant + y	-y → -ied	study → studied
one syllable CVC	double the final letter	stop → stopped, plan → planned
-ie	-ie → -ying	lie → lying
s / x / ch / sh / o	add -es for third person	watch → watches, go → goes

NOTES

- A dictionary gives irregular verbs as **base — past — past participle**. Learn them as three words, not two.
- The participle is the form that follows *have / has / had* and *be*.
- Some verbs have two acceptable past forms: *learned / learnt*, *burned / burnt*. Both are correct; be consistent.

Unit 24 — Practice

A — Give all five forms

Write the *-ing* form and the past participle.

1. write → _____ / _____
2. choose → _____ / _____
3. begin → _____ / _____
4. carry → _____ / _____
5. forget → _____ / _____
6. plan → _____ / _____
7. speak → _____ / _____
8. hide → _____ / _____
9. travel → _____ / _____
10. break → _____ / _____
11. lie → _____ / _____
12. win → _____ / _____

B — Choose the correct form

Complete each sentence with the correct form of the verb given.

1. She has _____ (write) three reports this week.
2. They _____ (carry) the boxes upstairs yesterday.
3. I have never _____ (speak) to him.
4. He was _____ (plan) to leave early.
5. The glass was _____ (break) by the wind.
6. We _____ (stop) at a small hotel.
7. She has _____ (choose) the blue one.
8. They were _____ (run) when it started to rain.
9. The letter was _____ (hide) in a drawer.
10. He has _____ (forget) his password again.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She has wrote three reports."
2. "He was planing to leave."
3. "I have never spoke to him."
4. "The glass was break by the wind."
5. "They were runing in the park."
6. "The letter was hide in a drawer."
7. "She lied on the sofa yesterday."
8. "We stoped at a small hotel."
9. "He has forgot his password."
10. "They carryed the boxes upstairs."

D — Contextual cloze

Complete the passage with the correct form of the verb in brackets.

Last year I (1) _____ (begin) a small project that I have never (2) _____ (finish). I (3) _____ (choose) a design, (4) _____ (buy) the parts, and then (5) _____ (forget) about it for six months. While I (6) _____ (plan) the second stage, a friend asked whether I had (7) _____ (speak) to anyone about it. I hadn't. Since then I have (8) _____ (write) a short plan and (9) _____ (show) it to two people. The parts are still (10) _____ (hide) somewhere in my room.

Unit 25: Future Plans: Present Continuous and Going To

English has no single future tense. Instead it uses several present forms, and the choice depends on **how certain** the plan is and **when** it was decided.

GRAMMAR FORMULA

Form	Use	Certainty	Example
present continuous	a fixed arrangement	high — already booked	I <i>am meeting</i> Bo at six.
<i>going to</i>	an intention or a prediction from evidence	high	I <i>am going to apply</i> . Look at those clouds — it <i>is going to rain</i> .
<i>will</i>	a decision made now, or a general prediction	lower, or neutral	I <i>will help</i> you. It <i>will be</i> cold tomorrow.

The test question

Was the decision made before now, and is it arranged?

Sentence	Form	Why
I'm seeing the dentist on Thursday.	present continuous	arranged, in a diary
I'm going to see the dentist soon.	going to	intended, not yet booked
I'll see the dentist sometime.	will	a vague intention
The phone's ringing — I'll get it.	will	decided at that moment

The present continuous needs a **time** or a **place** to sound like a future arrangement: "I'm meeting Bo" needs "at six" or "tomorrow" to be clearly future.

Common trap

COMMON TRAP

Using **will** for an arrangement that is already booked, or using the present simple for a personal plan.

× I will see the dentist at 3 p.m. tomorrow. (booked) → ✓ I *am seeing* the dentist at 3 p.m. tomorrow.

× I meet Bo tonight. → ✓ I *am meeting* Bo tonight.

× Look at those clouds — it will rain. → ✓ It *is going to rain*.

The present simple is only for **timetables**: "The train *leaves* at 8:15."

NOTES

- **Will** is also used for promises, offers and requests: "I'll call you tomorrow." "Will you help me?"
- **Shall** is rare in modern English except in offers: "Shall I open the window?"
- **Going to** needs the correct form of *be*: "She *is going to start*" — never "She going to start."

Unit 25 — Practice

A — Choose the best form

Complete each sentence with the present continuous, **going to**, or **will**.

- I _____ (see) the dentist at three tomorrow — it's booked.
- Look at those clouds. It _____ (rain).
- The phone's ringing. I _____ (get) it.
- We _____ (meet) Sara outside the station at seven.
- She _____ (study) medicine next year — she has already applied.
- I think it _____ (be) cold tomorrow.
- They _____ (move) to a bigger flat in June.
- I _____ (carry) that for you.
- He _____ (start) a new job on Monday.
- Don't worry — I _____ (call) you tonight.

B — Fill in the blanks

Put the verb into the most natural future form.

- The train _____ (leave) at 8:15, so don't be late.
- We _____ (have) dinner with my parents on Sunday.
- Look out — you _____ (drop) those boxes.
- I _____ (not / forget) your birthday again, I promise.
- She _____ (fly) to Osaka next Tuesday — the ticket is booked.
- I think the exam _____ (be) difficult.
- They _____ (build) a new library next year.
- I'm tired. I _____ (go) to bed.
- What _____ you _____ (do) this weekend?
- The shops _____ (close) at nine tonight.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "I will see the dentist at 3 p.m. tomorrow." (booked)
- "I meet Bo tonight."
- "Look at those clouds — it will rain."
- "She going to start a course."
- "I am going to see the dentist at three tomorrow." (booked)
- "We are go to move in June."
- "The train is leaving at 8:15 every day." (timetable)
- "He is going start a new job."
- "I am meet Sara at seven."
- "They going to build a library."

D — Contextual cloze

Complete the passage with the most natural future form.

Maya has a busy week. On Monday she (1) _____ (meet) a client at ten — the appointment was confirmed last month. On Tuesday the lab (2) _____ (run) its induction session, which starts at two every week. "What (3) _____ you _____ (do) about the broken printer?" Ken asks. "I (4) _____ (order) the part today," she says. "And the workshop on Friday?" "We (5) _____ (move) it to next week — I've already told everyone." "Good. I think the new term (6) _____ (be) busy." "Look at the sign-up sheet — we (7) _____ (need) a bigger room." "I (8) _____ (ask) the department for one." "Thanks. Oh — the phone is ringing." "Don't worry, I (9) _____ (get) it." "And dinner tonight?" "We (10) _____ (eat) at seven, as usual."

Unit 26: Going To: Plans and Predictions

Going to has two jobs: a plan you have already decided on, and a prediction based on something you can see right now.

GRAMMAR FORMULA

Affirmative: subject + *am / is / are* + *going to* + base verb

Negative: subject + *am not / isn't / aren't* + *going to* + base verb

Question: *Am / Is / Are* + subject + *going to* + base verb?

Subject	Affirmative	Negative	Question
I	I'm going to apply.	I'm not going to apply.	Am I going to need a form?
She	She's going to move.	She isn't going to move.	Is she going to move?
They	They're going to build.	They aren't going to build.	Are they going to build?

The two jobs

Job	Example	Why <i>going to</i>
A decided plan	I'm going to study design next year.	the decision already exists
A prediction from evidence	Look at those clouds — it's going to rain.	you can see the reason

Common trap

COMMON TRAP

Dropping the form of *be*, or using *will* for a decision that already exists.

× She going to start a course. → ✓ She *is* going to start a course.

× I'm go to apply. → ✓ I'm *going to* apply.

× I am going to see the dentist at 3 p.m. tomorrow. (already booked) → ✓ I *am seeing* the dentist at 3 p.m. tomorrow.

× He going to be late. → ✓ He *is* going to be late.

NOTES

- With **go** and **come**, *going to go* is heavy. "I'm *going to* Japan" is better than "I'm going to go to Japan."
- *Going to* is not usually used with *be* for a general prediction: "It *will be* hot tomorrow" (opinion) versus "It's *going to be* hot" (you can feel it).
- The pronunciation often runs together: **gonna** in speech, but never in writing for an exam.

Unit 26 — Practice

A — Make sentences with going to

Write a sentence using **going to** and the words given.

1. I / apply / for the internship
2. She / study / medicine
3. They / move / to a bigger flat
4. We / not / sell / the car
5. He / not / come / to the meeting
6. you / take / the train?
7. she / bring / her laptop?
8. I / not / forget / your birthday
9. The team / launch / the product / in June
10. it / rain / this afternoon

B — Fill in the blanks

Complete each sentence with the correct form of **going to**.

1. Look at those clouds — it _____ (rain).
2. I _____ (start) a new course in September.
3. She _____ (not / apply) this year.
4. What _____ you _____ (do) after graduation?
5. They _____ (build) a new workshop next spring.
6. We _____ (not / finish) the report tonight.
7. _____ she _____ (bring) her notes?
8. The printer _____ (run out of) filament soon — listen to that noise.
9. I _____ (ask) the director about it tomorrow.
10. He _____ (not / be) happy about the delay.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She going to start a course."
2. "I'm go to apply."
3. "He going to be late."
4. "They is going to move."
5. "We not going to sell the car."
6. "I am going to see the dentist at 3 p.m. tomorrow." (already booked)
7. "She going to study medicine."
8. "Are you go to take the train?"
9. "It going to rain this afternoon."
10. "He doesn't going to come."

D — Contextual cloze

Complete the passage with the correct form of **going to**.

Maya has a plan. "(1) I _____ (apply) for the exchange programme," she says. "The deadline is in March." "What (2) _____ you _____ (study) there?" Ken asks. "Design, probably. I (3) _____ (not / take) any more programming courses." "And your flat?" "I (4) _____ (rent) it out for the year." "Good idea. Look at the queue — we (5) _____ (be) here all afternoon." "I know. The forms (6) _____ (not / fill) themselves in." "Is Sara (7) _____ (come) too?" "Yes, she (8) _____ (meet) us at four." "And the workshop next week?" "We (9) _____ (move) it — the room (10) _____ (be) free from Tuesday."

Unit 27: Will and Shall

Will is the plainest future in English. Use it for decisions made at the moment of speaking, for predictions and opinions, and for promises and offers.

GRAMMAR FORMULA

Affirmative: subject + *will* + base verb

Negative: subject + *will not (won't)* + base verb

Question: *Will* + subject + base verb?

Subject	Affirmative	Negative	Short answer
I	I'll call you.	I won't forget.	Yes, I will. / No, I won't.
She	She'll help.	She won't mind.	Yes, she will. / No, she won't.
They	They'll arrive late.	They won't arrive on time.	Yes, they will. / No, they won't.

What will is for

Use	Example	Note
A decision made now	The phone's ringing — I'll get it.	not planned in advance
A prediction or opinion	I think it'll rain later.	often with <i>I think, probably</i>
A promise	I'll pay you back on Friday.	commitment
An offer or a request	I'll carry that. / Will you help me?	voluntary action
A fact about the future	She'll be 21 next month.	certain

Shall survives only in offers and suggestions with *I* and *we*: “**Shall** I open the window?” · “**Shall** we start?” Americans rarely use it at all.

Common trap

COMMON TRAP

Adding *to* after *will*, or mixing *will* with *be able to*.

× She will to help you. → ✓ She *will* help you.

× I will can finish it. → ✓ I *will be able to* finish it.

× He will comes tomorrow. → ✓ He *will come* tomorrow.

× Will she to call? → ✓ *Will she call?*

NOTES

- *Won't* is the contraction of *will not* — one word, one apostrophe: won't.
- After *will*, the verb is always the base form. No -s, no -ed, no -ing.
- *Will* is not used after *when, if, before, after, as soon as* in a time clause — see Unit 28.

Unit 27 — Practice

A — Make the sentence

Write a full sentence with **will** or **won't**.

1. I / call / you / tonight
2. She / not / be / at the meeting
3. They / arrive / around six
4. you / help / me / with this?
5. He / not / forget / the keys
6. The train / leave / from platform 3
7. I / not / tell / anyone
8. you / pass / the salt?
9. it / be / cold / tomorrow
10. She / send / the file / this evening

B — Fill in the blanks

Complete each sentence with **will** or **won't** and the verb in brackets.

1. The phone's ringing — I _____ (get) it.
2. She _____ (not / mind) if you arrive late.
3. I think it _____ (rain) this afternoon.
4. _____ you _____ (help) me with this?
5. He _____ (be) twenty-one next month.
6. We _____ (not / finish) tonight — there's too much.
7. _____ she _____ (come) to the workshop?
8. I _____ (pay) you back on Friday, I promise.
9. They _____ (not / arrive) before six.
10. Don't worry — I _____ (carry) that for you.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She will to help you."
2. "I will can finish it."
3. "He will comes tomorrow."
4. "Will she to call?"
5. "They willn't come."
6. "I will not to forget."
7. "She wills arrive at six."
8. "Will you to wait here?"
9. "He will going to leave."
10. "We will be finish by then."

D — Contextual cloze

Complete the passage with **will** / **won't** and the correct verb form.

"The projector is broken again," Maya says. "I (1) _____ (call) the service team now — they (2) _____ (not / be) happy, but it's under warranty." "How long (3) _____ they _____ (take)?" "Probably a week. (4) _____ you _____ (run) the session without slides?" "I (5) _____ (improvise) — don't worry." "Thanks. I (6) _____ (send) you the notes tonight." "And the demo on Friday?" "We (7) _____ (borrow) one from the other lab. It (8) _____ (not / be) ideal, but it (9) _____ (work)." "Good. I think the students (10) _____ (not / notice) the difference."

Unit 28: Time Clauses and the Future

After a time word — **when, as soon as, before, after, until, while, if** — English uses the **present**, even though the meaning is future. Only the main clause takes the future form.

GRAMMAR FORMULA

Pattern: time word + *present simple*, + main clause with *will*

Time clause	Main clause	Full sentence	Tense used
<i>When I get home</i>	<i>I will call you.</i>	When I get home, I will call you.	present + will
<i>As soon as she arrives</i>	<i>we will start.</i>	As soon as she arrives, we will start.	present + will
<i>Before you leave</i>	<i>turn off the lights.</i>	Before you leave, turn off the lights.	present + imperative
<i>If it rains</i>	<i>we will stay in.</i>	If it rains, we will stay in.	present + will

The two halves

1. The **time clause** carries the present tense: “when I *arrive*”, “after she *calls*”.
2. The **main clause** carries *will*: “I *will wait*”, “we *will begin*”.
3. The time clause can come first or second; if it comes first, add a comma.

Common trap

COMMON TRAP

Using **will** in both halves.

- × When I will get home, I will call you. → ✓ When I *get* home, I *will* call you.
- × I'll wait until she will arrive. → ✓ I'll wait until she *arrives*.
- × As soon as he will finish, we will leave. → ✓ As soon as he *finishes*, we'll leave.
- × If it will rain, we'll stay in. → ✓ If it *rains*, we'll stay in.

NOTES

- **When** as a question word is different: “When *will* you arrive?” is a question, not a time clause, so *will* is correct.
- The same rule applies to *before, after, until, as soon as, by the time, the moment*.
- *While* and *as long as* follow the rule too: “While you *are* out, I'll tidy up.”

Unit 28 — Practice

A — Join the sentences

Join each pair using the time word given, with the correct tenses.

1. I get home. / I will call you. (when)
2. She arrives. / We will start the meeting. (as soon as)
3. You leave the lab. / Turn off the lights. (before)
4. We finish the report. / We will send it to the client. (after)
5. It rains. / We will move the event indoors. (if)
6. You are in Taipei. / You should visit the museum. (while)
7. He finishes his degree. / He will apply for a master's. (as soon as)
8. The parts arrive. / We will begin the repair. (when)
9. I hear from them. / I will let you know. (as soon as)
10. You get there. / Call me. (when)

B — Fill in the blanks

Put the verb in brackets into the correct form.

1. When I _____ (get) home, I _____ (call) you.
2. As soon as she _____ (arrive), we _____ (start).
3. I _____ (wait) until you _____ (finish).
4. If it _____ (rain), we _____ (stay) indoors.
5. Before you _____ (leave), _____ (turn) off the lights.
6. After he _____ (graduate), he _____ (look) for work.
7. We _____ (send) it as soon as it _____ (be) ready.
8. While you _____ (be) out, I _____ (tidy) the lab.
9. By the time she _____ (get) here, we _____ (finish).
10. I _____ (tell) you the moment I _____ (know).

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "When I will get home, I will call you."
2. "I'll wait until she will arrive."
3. "As soon as he will finish, we will leave."
4. "If it will rain, we'll stay in."
5. "Before you will leave, turn off the lights."
6. "We will start when she will come."
7. "After he will graduate, he will look for work."
8. "While you will be out, I'll tidy up."
9. "I will tell you the moment I will know."
10. "By the time she will get here, we will finish."

D — Contextual cloze

Put the verb in brackets into the correct form.

Maya is planning the workshop. "As soon as the parts (1) _____ (arrive), we (2) _____ (start) the build," she says. "I (3) _____ (send) you the tracking number when I (4) _____ (get) it." "Good. If the delivery (5) _____ (be) late, we (6) _____ (have to) postpone." "Understood. And before anyone (7) _____ (use) the lasercutter, they (8) _____ (need) an induction." "That's already arranged. While you (9) _____ (set) up, I (10) _____ (print) the sign-in sheets."

Unit 29: Modals: Possibility and Uncertainty

May, might and **could** say that something is possible but not certain. They are the opposite of **will** — which commits, where these only suggest.

GRAMMAR FORMULA

Modal	Certainty	Example	Meaning
<i>will</i>	certain	It <i>will</i> rain.	I am sure
<i>may</i>	about half	It <i>may</i> rain.	it is possible
<i>might</i>	less than half	It <i>might</i> rain.	possible, but less likely
<i>could</i>	possible	It <i>could</i> rain.	a real possibility
<i>won't</i>	certain — negative	It <i>won't</i> rain.	I am sure it will not

How they behave

1. Never add *to*, and never add *-s*: “She *might come*.” — not “She *mights to come*.”
2. Never add *do / does*: “I don’t *might go*” is wrong; say “I *might not go*.”
3. The negative is **might not / may not**. *Could not* means impossibility, not uncertainty.
4. For the past, use **modal + have + participle**: “She *might have forgotten*.”

NOTES

- *Might* is often softened to **might well** (more likely) or **might just** (only possible).
- *Could* is the past of *can*, but as a modal of possibility it refers to now or the future.
- In polite requests, *might* and *could* are more tentative than *can*: “*Might I ask...?*”
- Do not confuse *may* (possibility) with *may* (permission): “You *may* leave” means you are allowed to.

Unit 29 — Practice

A — Rewrite with the modal given

Rewrite each sentence so it expresses possibility, using the modal in brackets.

1. It will rain tomorrow. (might)
2. She is at home. (may)
3. They know the answer. (could)
4. He forgot the meeting. (might / past)
5. The train is late. (may)
6. We finish early. (might)
7. She took the wrong bus. (could / past)
8. It works without power. (may not)
9. They are still waiting. (might)
10. He missed the deadline. (may / past)

B — Fill in the blanks

Complete each sentence with **may**, **might**, **could**, **may not** or **might not**.

1. Take an umbrella — it _____ rain later.
2. She _____ be at home; I'm not sure.
3. He _____ have forgotten — he's usually reliable.
4. The shop _____ be open; it's a public holiday.
5. We _____ finish today if we hurry.
6. I _____ be able to help you tomorrow.
7. They _____ not have received the message.
8. She _____ have taken the earlier train.
9. It _____ be worth checking the manual.
10. He _____ be busy — the light is on.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She mights to come."
2. "I don't might go."
3. "He may to be late."
4. "It could rains later."
5. "She might forgot the meeting."
6. "They don't may know."
7. "He might to have missed it."
8. "May it rain tomorrow?" (**meaning: is it possible?**)
9. "She might have took the wrong bus."
10. "We might can finish early."

D — Contextual cloze

Complete the passage with **may**, **might**, **could** or a negative form.

"Where's the technician?" Maya asks. "She (1) _____ be stuck in traffic," Ken says. "Or she (2) _____ have gone to the wrong building — the address is confusing." "It (3) _____ be the one on the corner." "Possibly. There (4) _____ also be a problem with her booking." "Let me check. She (5) _____ have received the confirmation — I sent it quite late." "Then she (6) _____ not come at all today." "If so, the repair (7) _____ slip to next week." "We (8) _____ use the spare machine in the meantime." "It (9) _____ be slow, but at least it works." "Right. I (10) _____ send her another message, just in case."

Unit 30: Modals: Ability and Permission

Can, could, be able to cover ability; **can, could, may** cover permission and requests. The past forms are irregular, which is where most marks are lost.

GRAMMAR FORMULA

	Present	Past	Future
Ability	<i>can swim</i>	<i>could swim</i>	<i>will be able to swim</i>
Negative ability	<i>can't swim</i>	<i>couldn't swim</i>	<i>won't be able to swim</i>
Permission	<i>can / may leave</i>	—	—
Request	<i>Can / Could you help?</i>	—	—

Two rules

1. **No *to* after a modal:** “She *can swim*.” — not “She *can to swim*.”
2. **No other tense of *can*.** For the past use *could* (general ability) or *was able to* (a single achievement), and for the future use *will be able to*.

Meaning	Form	Example
general past ability	<i>could</i>	She <i>could play</i> the piano at six.
one past achievement	<i>was / were able to</i>	We <i>were able to</i> finish on time.
past inability	<i>couldn't</i>	I <i>couldn't</i> sleep last night.
permission	<i>can / may</i>	You <i>can</i> borrow mine.
polite request	<i>Could / Can</i>	<i>Could</i> you send it again?

Common trap

COMMON TRAP

Using *could* for a single past success, or adding *to* after a modal.

- × We *could* finish the report yesterday. → ✓ We *were able to* finish the report yesterday.
- × She *can to* drive. → ✓ She *can drive*.
- × I *couldn't to* sleep. → ✓ I *couldn't sleep*.
- × He *can plays* the guitar. → ✓ He *can play* the guitar.

NOTES

- In the negative, *couldn't* covers both general and single past inability: “I *couldn't* open the jar.”
- *May* is more formal than *can* for permission: “Students *may* borrow three books.”
- *Could* is also used for possibility (Unit 29), so read the sentence for meaning.

Unit 30 — Practice

A — Choose can, could or be able to

Complete each sentence with the correct form.

1. She _____ speak three languages.
2. When he was six, he _____ already read music.
3. We _____ finish the project yesterday, just in time.
4. I _____ come tomorrow — I'll let you know.
5. He _____ not swim when he was a child.
6. _____ you help me with this box?
7. Next year I _____ drive.
8. She _____ solve the puzzle after ten minutes.
9. Students _____ borrow three books at a time.
10. I _____ not sleep at all last night.

B — Fill in the blanks

Complete each sentence with the correct form of the ability modal, positive or negative.

1. He _____ play the violin when he was eight.
2. We _____ get tickets — they had sold out.
3. She _____ to finish the race despite the injury. (past, one occasion)
4. _____ I borrow your charger?
5. They _____ to join us next week.
6. I _____ understand a word he said.
7. _____ you speak up, please?
8. She _____ not come to the phone right now.
9. After the course, you _____ use the lasercutter unsupervised.
10. He _____ run five kilometres when he was younger.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She can to drive."
2. "He can plays the guitar."
3. "I couldn't to sleep."
4. "We could finish the report yesterday, just in time."
5. "They can to join us later."
6. "She cans speak three languages."
7. "I don't can come tomorrow."
8. "He could to swim at four."
9. "Will you can help me?"
10. "She couldn't to open the jar."

D — Contextual cloze

Complete the passage with the correct ability or permission modal.

"Can you use the CNC mill?" Maya asks. "I (1) _____ do the basics, but I (2) _____ not set up a four-axis job yet," Ken says. "I (3) _____ teach you, if you like. I (4) _____ use it when I was nineteen." "That would help. (5) _____ we book the machine for Friday?" "You (6) _____ book it online — the form is on the wall." "And the safety induction?" "You (7) _____ do that first. Last term we (8) _____ get a slot at all, it was so busy." "Hopefully we (9) _____ to get one this week." "If not, we (10) _____ always use the manual mill."

Unit 31: Modals: Necessity and Prohibition

Three of these mean “you have to”. The fourth means “you must not”. Getting them the wrong way round changes the meaning completely.

GRAMMAR FORMULA

Form	Meaning	Strength	Example
<i>must</i>	it is necessary, decided by the speaker	strong	You <i>must</i> wear goggles.
<i>have to</i>	it is necessary, decided by a rule or situation	strong	Staff <i>have to</i> sign in.
<i>don't have to</i>	it is not necessary — but allowed	none	You <i>don't have to</i> book.
<i>mustn't</i>	it is forbidden	strong negative	You <i>mustn't</i> touch that.
<i>needn't</i>	not necessary	none	You <i>needn't</i> wait for me.

The pair that matters most

Sentence	Meaning	Opposite of
You <i>don't have to</i> come.	you may come if you want	<i>must</i>
You <i>mustn't</i> come.	do not come at all	<i>don't have to</i>
She <i>doesn't have to</i> pay.	it is free for her	<i>has to</i>
She <i>mustn't</i> pay.	she is not allowed to pay	<i>doesn't have to</i>

Common trap

COMMON TRAP

Confusing *mustn't* with *don't have to*, and adding *to* after *must*.

× You must don't touch it. → ✓ You *mustn't* touch it.

× She must to go now. → ✓ She *must go* now.

× I mustn't wear a tie, but I will. (meaning: not required) → ✓ I *don't have to* wear a tie, but I will.

× He doesn't must work late. → ✓ He *doesn't have to* work late.

NOTES

- *Have to* needs *do / does / did* in negatives and questions: “Do you have to leave now?”
- In the past, only *had to* works: “I *had to* start again.” (There is no past form of *must*.)
- *Must* is common in written rules; *have to* is more common in speech.

Unit 31 — Practice

A — Choose must, mustn't or don't/doesn't have to

Complete each sentence so it matches the meaning in brackets.

1. You _____ wear a helmet. (it is compulsory)
2. You _____ bring a ticket — it's free. (not necessary)
3. Students _____ smoke on campus. (forbidden)
4. I _____ finish this tonight. (it is necessary)
5. She _____ come if she's busy. (not necessary)
6. Visitors _____ sign in at reception. (compulsory)
7. You _____ use your phone during the exam. (forbidden)
8. We _____ book — there are plenty of seats. (not necessary)
9. He _____ wear gloves when handling resin. (compulsory)
10. You _____ leave the door open. (forbidden)

B — Fill in the blanks

Complete each sentence with the correct form of **have to**.

1. I _____ (get up) early tomorrow.
2. She _____ (not / work) this weekend.
3. _____ you _____ (travel) far for the interview?
4. We _____ (pay) for the materials ourselves.
5. He _____ (not / bring) anything.
6. They _____ (leave) before six.
7. I _____ (not / wait) long.
8. She _____ (resit) the exam.
9. _____ she _____ (wear) a uniform?
10. We _____ (finish) this by Friday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She must to go now."
2. "He doesn't must work late."
3. "You mustn't bring a ticket — it's free." (meaning: not necessary)
4. "I don't have to touch that — it's dangerous." (meaning: forbidden)
5. "Do you must leave now?"
6. "They musts register first."
7. "You mustn't to smoke here."
8. "She doesn't have to pay." (already correct — write "correct")
9. "We must wearing goggles."
10. "He don't have to come."

D — Contextual cloze

Complete the passage with **must**, **mustn't**, **have to** or **don't have to**.

Before you use the workshop, there are a few rules. You (1) _____ complete the safety induction — it is compulsory. You (2) _____ work alone after six; the building is locked. You (3) _____ wear closed shoes, but you (4) _____ bring your own tools, because the lab has everything. Members (5) _____ sign in at the door. You (6) _____ leave food on the benches. If a machine breaks, you (7) _____ report it the same day. You (8) _____ fix it yourself — that is the technician's job. The one thing you (9) _____ never do is remove a guard. And you (10) _____ clean up before you leave.

Unit 32: Modals: Advice and Recommendation

Should is the modal of advice. It does not oblige anyone — it recommends. Choosing between *should*, *ought to* and *had better* is a question of how strongly you mean it.

GRAMMAR FORMULA

Form	Strength	Tone	Example
<i>should</i>	medium	advice, recommendation	You <i>should</i> get some rest.
<i>ought to</i>	medium	same as <i>should</i> , a little more formal	You <i>ought to</i> apply early.
<i>had better</i>	strong	a warning — something bad follows	You <i>had better</i> hurry.
<i>shouldn't</i>	medium	advising against	You <i>shouldn't</i> skip breakfast.

How they behave

Rule	Correct	Incorrect
no <i>to</i> after <i>should</i>	You should rest.	You should to rest.
<i>to</i> after <i>ought</i>	You ought to rest.	You ought rest.
base form after <i>had better</i>	You had better go.	You had better to go.
no -s ever	She should call.	She shoulds call.

Asking for and giving advice

Function	Form	Example
Asking	<i>Should</i> I ...?	<i>Should</i> I apply now?
Asking (open)	What <i>should</i> I do?	What <i>should</i> I do about the fee?
Recommending	I <i>should</i> / you <i>should</i> ...	You <i>should</i> talk to the director.
Softer advice	I <i>would</i> ... if I were you	I <i>would</i> wait a week if I were you.

NOTES

- *Should* is not obligation. “You *should* wear a coat” is advice; “You *must* wear a coat” is an order.
- For past advice that was not taken, use **should have + participle**: “I *should have booked* earlier.”
- *Shouldn't* can also mean “ought not to”, and in writing it often expresses what is expected: “The parcel *should arrive* on Tuesday.”

Unit 32 — Practice

A — Give advice

Rewrite each sentence as advice, using **should** or **shouldn't**.

1. You are always tired. (go to bed earlier)
2. He never revises. (make a timetable)
3. She has lost her keys. (check under the sofa)
4. They spend too much on takeaway. (cook at home)
5. I don't understand the question. (ask the teacher)
6. You never back up your files. (do it weekly)
7. He is applying for twelve jobs. (focus on a few)
8. We arrive late every week. (leave earlier)
9. She wants to improve her English. (read every day)
10. You are worried about the fee. (speak to the office)

B — Fill in the blanks

Complete each sentence with **should**, **shouldn't**, **ought to** or **had better**.

1. You look exhausted — you _____ take a break.
2. You _____ leave your bag unattended here.
3. It's raining hard — we _____ take a taxi.
4. Students _____ check the deadline carefully.
5. You _____ have told me earlier.
6. _____ I apply now or wait until March?
7. He _____ to apologise.
8. We _____ spend so much time on the slides.
9. The train leaves in ten minutes — you _____ hurry.
10. What _____ I do about the broken part?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "You should to rest."
2. "She shoulds call him."
3. "You ought rest."
4. "You had better to go now."
5. "He shoulds to apply earlier."
6. "I should have book earlier."
7. "You hadn't better be late."
8. "She ought to applies now."
9. "We should to leave soon."
10. "What I should do?"

D — Contextual cloze

Complete the passage with **should**, **shouldn't**, **ought to** or **had better**.

Maya is advising a new member. "You (1) _____ book the induction early — the slots fill up fast," she says. "And you (2) _____ leave it until the last week." "What (3) _____ I bring?" "Just yourself. You (4) _____ wear closed shoes, though — it's a rule." "And the membership fee?" "You (5) _____ pay it online. You (6) _____ wait in the queue; there's no need." "Can I start a project straight away?" "You (7) _____ finish the induction first, otherwise the system won't let you in. You (8) _____ also read the safety sheet — it takes five minutes. If anything is unclear, you (9) _____ ask me. And you (10) _____ leave your tools on the bench — someone will trip."

Unit 33: Obligation: Have To and Has To

Have to expresses obligation that comes from outside you — a rule, a timetable, or a situation — rather than from your own decision. It is the workhorse of obligation, because unlike *must* it exists in every tense.

GRAMMAR FORMULA

Affirmative: subject + *have to* / *has to* + base verb

Negative: subject + *don't* / *doesn't* + *have to* + base verb

Question: *Do* / *Does* + subject + *have to* + base verb?

Subject	Affirmative	Negative	Question
I / You / We / They	have to go	don't have to go	Do I have to go?
He / She / It	has to go	doesn't have to go	Does she have to go?

Have to across the tenses

Tense	Form	Example
present	<i>have to</i> / <i>has to</i>	I <i>have to</i> register today.
past	<i>had to</i>	She <i>had to</i> resit the exam.
future	<i>will have to</i>	You <i>will have to</i> show your ID.
present perfect	<i>have had to</i>	We <i>have had to</i> postpone twice.
past perfect	<i>had had to</i>	He <i>had had to</i> wait for hours.

Common trap

COMMON TRAP

Mixing *have to* with *don't have to*, and using *have to* where *mustn't* is meant.

× She haven't to go. → ✓ She *doesn't have to* go.

× He has to goes. → ✓ He *has to* go.

× Do she have to pay? → ✓ *Does* she *have to* pay?

× You don't have to smoke here. (meaning: forbidden) → ✓ You *mustn't* smoke here.

× I didn't have to able to come. → ✓ I *couldn't* come.

NOTES

- The negative *don't have to* means **not necessary**, not forbidden. See Unit 31.
- *Have got to* means the same as *have to* in speech: "I've got to go."
- *Had to* covers the whole of the past, since there is no past form of *must*.

Unit 33 — Practice

A — Rewrite in the tense given

Rewrite each sentence in the tense shown.

1. I have to register today. (past)
2. She has to resit the exam. (past)
3. We have to postpone the event. (future)
4. He has to show his ID. (present perfect)
5. They have to pay in advance. (past)
6. I have to get up early. (future)
7. She has to work weekends. (negative, present)
8. You have to book. (question, present)
9. He has to wear a uniform. (negative, past)
10. We have to finish by Friday. (future, negative)

B — Fill in the blanks

Complete each sentence with the correct form of **have to**.

1. I _____ (get up) at six tomorrow.
2. She _____ (not / work) this weekend.
3. We _____ (resit) the exam last term.
4. _____ you _____ (sign) anything?
5. He _____ (wear) a tie to the interview.
6. They _____ (wait) two hours last night.
7. I _____ (not / pay) for the materials.
8. We _____ (leave) before six next week.
9. She _____ (not / come) if she's busy.
10. _____ he _____ (travel) far?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She haven't to go."
2. "He has to goes now."
3. "Do she have to pay?"
4. "You don't have to smoke here." (meaning: forbidden)
5. "I didn't had to work."
6. "They has to leave early."
7. "We don't has to book."
8. "Does he has to wear a uniform?"
9. "She had to resits the exam."
10. "I have to getting up early."

D — Contextual cloze

Complete the passage with the correct form of **have to**.

Last term was difficult. We (1) _____ (move) the whole workshop to a smaller room because the roof was being repaired. Everyone (2) _____ (share) machines, and we (3) _____ (book) twice as far ahead. "Do we (4) _____ do this again next year?" a member asked. "I hope not," Maya said. "We (5) _____ (not / worry) about that yet." Since then the ceiling (6) _____ (be) fixed. Next month we (7) _____ (install) two more printers. "Members (8) _____ (not / queue) so long after that," Maya says. "And will anyone (9) _____ (pay) more?" "No — the fee stays the same. But you (10) _____ (induct) on each new machine before you use it."

Unit 34: Polite Offers: Would You Like and I'd Like

Would like is the polite form of **want**. It is used to offer something, to ask for something, and to express a preference — and it never takes a bare verb.

GRAMMAR FORMULA

Function	Form	Short form	Example
Offering	<i>Would you like</i> + noun / <i>to</i> + verb?	<i>'d you like</i>	<i>Would you like</i> a coffee?
Asking for	<i>I would like</i> + noun / <i>to</i> + verb	<i>I'd like</i>	<i>I'd like</i> to book a room.
Declining politely	<i>No, thank you</i> / <i>I'd rather not</i>	—	No thanks, I'd rather not.
Preference	<i>would rather</i> + bare verb	<i>'d rather</i>	I'd rather walk than cycle.

The rule people break most

After **would like**, use **to + verb** or a noun. Never a bare verb.

Correct	Incorrect	Why
I'd like to start.	I'd like start.	<i>to</i> is required
Would you like to come?	Would you like come?	same rule
I'd like a receipt.	—	a noun needs no <i>to</i>
I'd rather leave now.	I'd rather to leave now.	<i>rather</i> takes a bare verb

Would like vs would rather

Form	Followed by	Example
<i>would like</i>	<i>to</i> + verb / noun	I'd like <i>to</i> stay.
<i>would rather</i>	bare verb	I'd rather <i>stay</i> .
<i>would rather ... than</i>	bare verb	I'd rather <i>stay</i> than <i>go</i> .

NOTES

- *Would like* is more polite than *want* and is standard in shops, offices and emails.
- To offer a choice, use *Would you like ... or ...?*: “*Would you like* tea or coffee?”
- *Would you like* is not the same as *Do you like*: the first offers, the second asks about preference in general.

Unit 34 — Practice

A — Make it polite

Rewrite each sentence using **would like**.

- I want a cup of tea.
- She wants to book a room.
- Do you want to come with us?
- He wants a receipt.
- They want to speak to the manager.
- I want to apply for the course.
- Do you want anything to eat?
- We want two tickets for Friday.
- She wants to leave early today.
- I want to ask a question.

B — Fill in the blanks

Complete each sentence with **would like**, **would rather** or **wouldn't like**.

- I _____ a table for two, please.
- _____ you _____ to see the menu?
- I _____ walk than take the bus.
- She _____ to work on Sundays.
- _____ you _____ something to drink?
- We _____ stay at home tonight, if that's all right.
- He _____ to speak to the manager.
- I _____ not _____ to be disturbed today.
- _____ you _____ tea or coffee?
- They _____ leave now, if that suits everyone.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "I'd like start now."
- "Would you like come with us?"
- "I'd rather to walk"
- "She would likes a receipt."
- "Would you like to a coffee?"
- "I'd like to booking a room."
- "He would rather to stay home."
- "Do you would like some water?"
- "I'd like ask a question."
- "We would like visit the museum."

D — Contextual cloze

Complete the passage with **would like** or **would rather**.

A visitor arrives at the workshop. "Hello — (1) _____ you _____ a tour?" Maya asks. "Yes, (2) I _____ that very much," the visitor says. "And (3) _____ you _____ see the printers first, or the electronics bench?" "I (4) _____ start with the printers, if that's possible." "Of course. (5) _____ you _____ a seat while I fetch the keys?" "Thank you. I (6) _____ stand, actually — I've been sitting all morning." "Understood. (7) _____ you _____ to join a workshop later?" "I (8) _____ to come back on Thursday, if there's space." "There is. (9) _____ you _____ me to email you the details?" "Yes, please. I (10) _____ have it in writing."

Unit 35: Imperatives and Suggestions

The imperative is the plainest sentence in English: the verb alone, with no subject. It gives instructions, offers invitations, and — with **let's** — makes suggestions.

GRAMMAR FORMULA

Function	Form	Example	Note
Instruction	base verb	<i>Close</i> the door.	subject <i>you</i> is understood
Negative	<i>Don't</i> + base verb	<i>Don't touch</i> that.	<i>do not</i> in formal writing
Polite	<i>Please</i> + base verb	<i>Please wait</i> here.	softens the order
Suggestion	<i>Let's</i> + base verb	<i>Let's start</i> .	<i>let us</i> in formal writing
Negative suggestion	<i>Let's not</i> + base verb	<i>Let's not rush</i> .	not <i>let's don't</i>

How to soften an imperative

Register	Form	Example
Direct	imperative	Sit down.
Polite	<i>please</i> + imperative	Please sit down.
Softer statement	<i>Could you ...?</i>	Could you sit down?
Suggestion	<i>Why don't we ...?</i>	Why don't we start?
Shared action	<i>Let's ...</i>	Let's start.

Common trap

COMMON TRAP

Adding a subject to an imperative, or using *let's don't*.

- × You close the door. (as an instruction) → ✓ *Close* the door.
- × Don't you touch it. → ✓ *Don't touch* it.
- × Let's don't rush. → ✓ *Let's not* rush.
- × Please to wait here. → ✓ Please *wait* here.

NOTES

- The imperative has no visible subject, and it is always addressed to **you** — singular or plural.
- For a third person suggestion, use **let him** / **let them**: "*Let them* decide."
- Imperatives are common in instructions, recipes, signs and lab rules: "*Wear* goggles at all times."

Unit 35 — Practice

A — Make it an imperative

Rewrite each sentence as a direct instruction.

1. You should close the window.
2. You must not touch the wires.
3. You should wait outside.
4. You must sign in first.
5. You should read the safety sheet.
6. You must not leave the door open.
7. You should check the level first.
8. You must not use the machine alone.
9. You should label your samples.
10. You must not eat in the lab.

B — Fill in the blanks

Complete each sentence with the imperative form of the verb in brackets.

1. _____ (close) the window, please.
2. _____ (not / touch) the wires.
3. _____ (wait) here for a moment.
4. _____ (not / leave) the door open.
5. _____ (read) the sheet before you start.
6. _____ (let / not / rush) — we have time.
7. _____ (let) me check that for you.
8. _____ (be) careful with that box.
9. _____ (not / forget) to sign out.
10. _____ (let / start) with the easiest part.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "You close the door." (as an instruction)
2. "Don't you touch it."
3. "Let's don't rush."
4. "Please to wait here."
5. "Closed the window, please."
6. "Not touch the wires."
7. "Lets start now."
8. "Let's not to be late."
9. "Please you sign here."
10. "Don't leave you the door open."

D — Contextual cloze

Complete the passage with the correct imperative form.

A sign at the entrance to the workshop reads: "(1) _____ (sign) in at the desk. (2) _____ (not / enter) without an induction. (3) _____ (wear) goggles in this area. (4) _____ (not / leave) bags on the floor. (5) _____ (ask) a technician if you are unsure. (6) _____ (let / keep) the aisles clear. (7) _____ (not / use) a machine you have not been trained on. (8) _____ (report) faults the same day. (9) _____ (let / clean) your bench before you go. And (10) _____ (enjoy) your work."

Unit 36: Past Habits: Used To

Used to describes a habit or state that was true in the past and is **no longer true**. That “no longer” is the whole point of the structure — the past simple alone does not carry it.

GRAMMAR FORMULA

Affirmative: subject + *used to* + base verb

Negative: subject + *didn't use to* + base verb

Question: *Did* + subject + *use to* + base verb?

Subject	Affirmative	Negative	Question
I	I used to cycle.	I didn't use to cycle.	Did I use to cycle?
She	She used to live there.	She didn't use to live there.	Did she use to live there?
They	They used to visit.	They didn't use to visit.	Did they use to visit?

The spelling trap

In the negative and the question, the *-d* disappears. It is **use to**, not **used to**.

Correct	Incorrect	Why
I didn't use to smoke.	I didn't used to smoke.	<i>did</i> already carries the past
Did she use to live here?	Did she used to live here?	same rule
I used to smoke.	—	positive keeps the <i>-d</i>

Used to vs be used to

Form	Meaning	Example
<i>used to</i> + base verb	a past habit, now stopped	I <i>used to</i> run every day.
<i>be used to</i> + <i>-ing</i> / noun	accustomed to something	I <i>am used to</i> running early.
<i>be used to</i> + <i>-ing</i> (past)	was accustomed to it	I <i>was used to</i> the noise.

Common trap

COMMON TRAP

Keeping the *-d* in negatives and questions, or using *used to* for a single past event.

× I didn't used to like coffee. → ✓ I didn't *use to* like coffee.

× I used to visit Taipei last year. (one trip) → ✓ I *visited* Taipei last year.

× She use to live in Macau. → ✓ She *used to* live in Macau.

× I am used to run early. → ✓ I am used to *running* early.

NOTES

- **Used to** can describe states as well as habits: “There *used to* be a shop here.”
- For a habit you can also use **would** in the past: “Every summer we *would* visit my aunt.” *Would* cannot describe states — “I would live there” is wrong.
- *Be used to* is a different structure entirely. Read the sentence for *-ing* or a noun.

Unit 36 — Practice

A — Rewrite with used to

Rewrite each sentence using **used to**, keeping the meaning.

1. I lived in Fanling when I was a child. (no longer)
2. She smoked, but she stopped. (no longer)
3. There was a bookshop on this corner. (no longer)
4. We visited our grandparents every Sunday. (no longer)
5. He played football for the school team. (no longer)
6. My parents had a small shop. (no longer)
7. I walked to school every day. (no longer)
8. They owned two dogs. (no longer)
9. She worked in a bank. (no longer)
10. We went camping every summer. (no longer)

B — Fill in the blanks

Complete each sentence with **used to**, **didn't use to**, **did ... use to** or a form of **be used to**.

1. I _____ (cycle) to school, but I take the bus now.
2. She _____ (not / like) coffee, but she drinks it now.
3. _____ you _____ (live) in Kowloon?
4. There _____ (be) a park here before the building.
5. I _____ to the cold now, after two years in Canada.
6. They _____ (not / have) a car, but they do now.
7. He _____ (play) the violin when he was young.
8. We _____ (go) to the beach every August.
9. She _____ (not / work) weekends in her last job.
10. _____ they _____ (own) that shop?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I didn't used to like coffee."
2. "She use to live in Macau."
3. "Did she used to work here?"
4. "I am used to run early."
5. "I used to visit Taipei last year." (one trip)
6. "There use to be a shop here."
7. "He didn't used to play football."
8. "We are used to the noise."
9. "I use to walk to school."
10. "She used to works in a bank."

D — Contextual cloze

Complete the passage with **used to**, a correct negative or question form, or a past simple.

Maya is describing how the lab has changed. "This room (1) _____ (be) a storage area," she says. "There (2) _____ (be) shelves all along that wall." "Really? Did anyone (3) _____ (use) it for anything else?" "For a while it (4) _____ (be) a darkroom. Nobody (5) _____ (develop) photos here any more, though." "And the printers?" "We (6) _____ (have) only two. Members (7) _____ (not / queue) in those days." "What changed?" "The department (8) _____ (increase) the budget in 2025, and we (9) _____ (buy) three more machines. I (10) _____ (not / expect) it to grow this fast."

Unit 37: There Is and There Are

There is and **there are** say that something **exists**. They are not about location — the word *there* here is not the place word. The verb agrees with the thing that follows it.

GRAMMAR FORMULA

Singular: *There is* + singular noun / uncountable noun

Plural: *There are* + plural noun

Negative: *There isn't* / *There aren't* + noun

Question: *Is there* / *Are there* + noun?

	Singular	Plural	Uncountable
Affirmative	There <i>is</i> a printer.	There <i>are</i> three printers.	There <i>is</i> paper.
Negative	There <i>isn't</i> a printer.	There <i>aren't</i> three printers.	There <i>isn't</i> paper.
Question	<i>Is there</i> a printer?	<i>Are there</i> three printers?	<i>Is there</i> paper?
Short answer	Yes, there <i>is</i> .	Yes, there <i>are</i> .	Yes, there <i>is</i> .

The rule people break

The verb agrees with the **noun after it**, not with anything before it.

Correct	Incorrect	Why
There is a lot of work.	There are a lot of work.	<i>work</i> is uncountable
There are a lot of people.	There is a lot of people.	<i>people</i> is plural
There is some milk.	There are some milk.	<i>milk</i> is uncountable
There are two options.	There is two options.	two of anything is plural

There is vs it is

Form	Use	Example
<i>there is</i>	saying something exists	There <i>is</i> a meeting at ten.
<i>it is</i>	identifying something already known	It <i>is</i> a very long meeting.

NOTES

- With a list, the verb agrees with the **first** item: “There *is* a pen and two notebooks.”
- In informal speech, “There’s two options” is common, but it is wrong in writing.
- *There* can be followed by a relative clause: “There are three people *who* want to join.”

Unit 37 — Practice

A — Choose is or are

Complete each sentence with **is** or **are**.

1. There _____ a new printer in the lab.
2. There _____ three workshops this week.
3. There _____ some paper on the shelf.
4. There _____ two technicians on duty.
5. There _____ a lot of interest this year.
6. There _____ a lot of people waiting.
7. There _____ not enough time.
8. There _____ several ways to solve this.
9. There _____ a pen and two notebooks on the desk.
10. There _____ no milk left.

B — Fill in the blanks

Complete each sentence with **there is**, **there are**, **there isn't** or **there aren't**.

1. _____ a form you need to sign.
2. _____ any slots left this week.
3. _____ three people ahead of you.
4. _____ much space in the small room.
5. _____ a café on the ground floor.
6. _____ two lifts in this building.
7. _____ any charge for members.
8. _____ a lot of questions after the talk.
9. _____ a waiting list for that machine.
10. _____ enough chairs for everyone.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "There are a lot of work today."
2. "There is two options."
3. "There are some milk in the fridge."
4. "There is a lot of people here."
5. "There is three workshops this week."
6. "There aren't a printer in this room."
7. "There is no any paper left."
8. "There are a pen and two notebooks."
9. "Is there two technicians on duty?"
10. "There isn't any chairs."

D — Contextual cloze

Complete the passage with the correct form of **there is** / **there are**.

"Is (1) _____ a spare printer we can use?" Maya asks. "Yes, (2) _____ two in the back room, but (3) _____ only one cable." "That's fine. (4) _____ a box of cables somewhere, surely." "(5) _____ three boxes, actually, but (6) _____ nothing in them." "Of course. And (7) _____ any members around to help?" "(8) _____ a group in the other room." "(9) _____ enough time before the session?" "Not really. (10) _____ about twenty minutes."

Unit 38: There Is Across the Tenses

Once you can form **there is / there are**, every other tense is built the same way: the verb **be** carries the tense, and *there* stays first.

GRAMMAR FORMULA

Tense	Form	Example	Negative
present	<i>there is / are</i>	There is a queue.	There isn't a queue.
past	<i>there was / were</i>	There were three people.	There weren't three people.
present perfect	<i>there has / have been</i>	There have been two delays.	There haven't been two delays.
past perfect	<i>there had been</i>	There had been a warning.	There hadn't been a warning.
future	<i>there will be</i>	There will be a fee.	There won't be a fee.
modal	<i>there may / might / must be</i>	There might be a problem.	There might not be a problem.

The same agreement rule every time

The verb agrees with the noun that follows it, in every tense.

Correct	Incorrect	Why
There was a storm.	There were a storm.	singular noun
There were two storms.	There was two storms.	plural noun
There have been three applications.	There has been three applications.	plural noun
There has been a delay.	There have been a delay.	singular noun

Common trap

COMMON TRAP

Using *have been* where *has been* is needed, and losing the tense marker.

- × There has been many changes. → ✓ There *have been* many changes.
- × There was two messages. → ✓ There *were* two messages.
- × There will a fee. → ✓ There *will be* a fee.
- × There have a problem. → ✓ There *is* a problem. / There *has been* a problem.

NOTES

- *There to be* is uncommon; use *there is / will be / has been* instead.
- Questions keep the same order: “*Were* there any questions?” “*Has* there been any progress?”
- *There had been* is used for something earlier than another past event: “There *had been* no warning before the power cut.”

Unit 38 — Practice

A — Rewrite in the tense given

Rewrite each sentence in the tense shown.

1. There is a queue. (past)
2. There are two lifts. (past)
3. There was a delay. (present perfect)
4. There were three applicants. (present perfect)
5. There is a fee. (future)
6. There are four sessions. (future)
7. There has been a problem. (past perfect)
8. There is a warning on the wall. (past)
9. There are no tickets left. (present perfect)
10. There was a café here. (future — negative)

B — Fill in the blanks

Complete each sentence with the correct form of **there is** / **there are**.

1. _____ three people waiting when I arrived.
2. _____ a lot of interest in the course this year.
3. _____ two delays already this month.
4. _____ a warning before the power cut.
5. _____ a fee for late applications next term.
6. _____ any problems so far?
7. _____ a bookshop on this corner years ago.
8. _____ several changes since January.
9. _____ a meeting at ten tomorrow.
10. _____ no seats left by the time we arrived.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "There has been many changes."
2. "There was two messages."
3. "There will a fee."
4. "There have a problem."
5. "There were a storm last night."
6. "There have been a delay."
7. "There is three workshops next week."
8. "There will be any charge."
9. "There was no any warning."
10. "There has been two applications."

D — Contextual cloze

Complete the passage with the correct tense of **there is** / **there are**.

The lab has changed a lot. Ten years ago (1) _____ only one room and a single printer. Since then (2) _____ three major upgrades. In 2024 (3) _____ a serious fault in the ventilation, and (4) _____ a warning posted for two months. By the end of that year (5) _____ no problems at all. Now (6) _____ five machines and a waiting list. Next year (7) _____ two more rooms, if the budget is approved. "Has (8) _____ any opposition to the plan?" a member asks. "Not really. (9) _____ a few questions, but no objections. And (10) _____ a meeting about it on Friday."

Unit 39: The Dummy Subject It

English sentences need a subject. When there is nothing to talk about — weather, time, distance — English inserts **it** to fill the gap. This **it** has no meaning; it holds the sentence together.

GRAMMAR FORMULA

Use	Pattern	Example	Note
Time	<i>It is</i> + time	It's half past six.	also <i>It is Monday</i>
Date and day	<i>It is</i> + date	It's the fifth of May.	
Weather	<i>It is</i> + adjective	It's raining.	also <i>It's cold</i>
Distance	<i>It is</i> + distance	It's ten kilometres to the airport.	
Impersonal	<i>It is</i> + adjective + <i>to</i> + verb	It's hard to say.	no real subject exists
<i>It is</i> + adjective + <i>that</i>	It's clear that he cares.	same idea	Cleft emphasis
<i>It is</i> + focus + <i>that</i>	It was Maya <i>that</i> called.	puts one thing in focus	

It vs there

Form	Use	Example
<i>it is</i>	time, weather, distance, opinion	It is cold. It is Tuesday.
<i>there is</i>	something exists	There is a storm coming.

Common trap

COMMON TRAP

Leaving out the dummy subject, or confusing it with *there*.

- × Is very cold today. → ✓ *It is* very cold today.
- × Is hard to say. → ✓ *It is* hard to say.
- × There is raining. → ✓ *It is* raining.
- × It has a lot of people here. → ✓ *There are* a lot of people here.

NOTES

- *It* as a dummy subject is never translated literally into Chinese. Mandarin “下雨了” has no subject at all; English must add one.
- The same *it* appears in cleft sentences, which move one piece of information to the front: “It was Sara *who* booked it.”
- Question form: “*Is it* far?” “How far *is it*?”

Unit 39 — Practice

A — Complete with it or there

Write **it** or **there** in each gap.

1. _____ is very cold this morning.
2. _____ is a café on the corner.
3. _____ is difficult to say.
4. _____ are two ways to do this.
5. _____ is ten kilometres to the airport.
6. _____ is no time left.
7. _____ is raining again.
8. _____ was a strange noise outside.
9. _____ is half past six already.
10. _____ were three people waiting.

B — Rewrite with a dummy it

Rewrite each sentence starting with **It**.

1. The film starts at eight. (What time is it?)
2. Today is Tuesday.
3. Saying no is hard.
4. People know that he works hard. (It is clear ...)
5. The distance to Central is about twelve kilometres.
6. The weather is getting colder.
7. Meeting the deadline will be difficult.
8. Everyone agrees that the plan is risky. (It is agreed ...)
9. It costs nothing to ask.
10. The date today is the third of June.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Is very cold today."
2. "Is hard to say."
3. "There is raining."
4. "It has a lot of people here."
5. "Is ten kilometres to the airport."
6. "It have been raining all day."
7. "There is difficult to explain."
8. "Is half past six."
9. "It were a strange noise."
10. "Are two ways to do this."

D — Contextual cloze

Complete the passage with **it** or **there**, and the correct verb form.

"(1) _____ is getting late," Maya says. "(2) _____ is still two people in the workshop." "(3) _____ is not a problem — I can stay." "(4) _____ is very cold in here, though." "(5) _____ is a heater by the door." "Good. How far (6) _____ to the station from here?" "About fifteen minutes on foot. (7) _____ is easier to take the tram." "(8) _____ is a stop just outside." "Thanks. (9) _____ was kind of you to wait." "Don't mention (10) _____. See you tomorrow."

Unit 40: Short Responses and Auxiliaries

In conversation, English avoids repeating the main verb. A short response repeats only the **auxiliary** — and if the sentence has no auxiliary, *do* supplies one.

GRAMMAR FORMULA

Statement	Auxiliary	Short response	Not
You <i>are</i> late.	<i>be</i>	Yes, I <i>am</i> .	No, I'm <i>not</i> .
She <i>has</i> finished.	<i>have</i>	Yes, she <i>has</i> .	No, she <i>hasn't</i> .
They <i>can</i> swim.	modal	Yes, they <i>can</i> .	No, they <i>can't</i> .
He <i>works</i> here.	<i>do</i> — supplied	Yes, he <i>does</i> .	No, he <i>doesn't</i> .
We <i>went</i> home.	<i>do</i> — supplied	Yes, we <i>did</i> .	No, we <i>didn't</i> .

Three rules

1. **Repeat the auxiliary, not the main verb.** “Yes, she *has*.” — never “Yes, she has finished.”
2. **Positive short answers are not contracted.** “Yes, I *am*.” — never “Yes, I'm.”
3. **Match the auxiliary in the question.** “Do you...?” → “Yes, I *do*.” / “Have you...?” → “Yes, I *have*.”

Common trap

COMMON TRAP

Answering with the main verb, or with the wrong auxiliary.

- × Do you like coffee? — Yes, I like. → ✓ Yes, I *do*.
- × Has she left? — Yes, she left. → ✓ Yes, she *has*.
- × Are you ready? — Yes, I'm. → ✓ Yes, I *am*.
- × Did they call? — Yes, they called. → ✓ Yes, they *did*.

NOTES

- In the negative short answer, contractions are normal: “No, I'm not.” “No, she hasn't.”
- *So* and *neither* use the same substitution: “I'm tired.” — “*So am I.*” / “*Neither am I.*”
- This pattern also appears in tag questions: “You're new here, *aren't you?*”

Unit 40 — Practice

A — Give the short answer

Write the short response indicated.

1. Are you a member? (Yes)
2. Has she finished? (No)
3. Do they deliver? (Yes)
4. Did he call? (No)
5. Can you drive? (Yes)
6. Is it ready? (No)
7. Were they late? (Yes)
8. Have you eaten? (No)
9. Does it work? (Yes)
10. Will you come? (No)

B — Fill in the blanks

Complete each short response with the correct auxiliary.

1. "You're new here." — "Yes, I _____."
2. "She hasn't replied." — "No, she _____."
3. "They work late." — "Yes, they _____."
4. "He went home." — "No, he _____."
5. "You can swim." — "Yes, I _____."
6. "It isn't working." — "No, it _____."
7. "We should book." — "Yes, we _____."
8. "She likes tea." — "No, she _____."
9. "You'll come." — "Yes, I _____."
10. "They were waiting." — "No, they _____."

C — Spot the error

Each sentence response contains one error. Write the corrected response.

1. "Do you like coffee?" — "Yes, I like."
2. "Has she left?" — "Yes, she left."
3. "Are you ready?" — "Yes, I'm."
4. "Did they call?" — "Yes, they called."
5. "Is it far?" — "No, it isn't far."
6. "Can you help?" — "Yes, I can help."
7. "Have you finished?" — "No, I haven't finished."
8. "Does she know?" — "No, she doesn't know."
9. "Were they there?" — "Yes, they were there."
10. "Will he come?" — "No, he won't come."

D — Contextual cloze

Complete each short response with the correct auxiliary.

"You've been here a while, haven't you?" Maya asks. "Yes, I (1) _____ — about three years." "And you know the lasercutter?" "I (2) _____ — I use it most weeks." "Has the new member been inducted?" "No, she (3) _____ yet." "Did she book?" "Yes, she (4) _____, but she cancelled." "Are the parts here?" "No, they (5) _____ — they arrive tomorrow." "Could you check the order?" "Certainly, I (6) _____." "And you'll be here on Friday?" "Yes, I (7) _____. Will you?" "I (8) _____ — I'm away." "That's a pity. Does Ken know?" "No, he (9) _____. I'll tell him." "Thanks. We should advertise the session better." "We (10) _____ — I'll draft something tonight."

Unit 41: Echo Questions and Interest Markers

An echo question repeats part of what someone has just said. It shows interest, surprise, or that you want the other person to continue — and it is the most natural way to keep a conversation going.

GRAMMAR FORMULA

They said	Echo	Meaning	Intonation
<i>I've applied.</i>	<i>"Have you?"</i>	showing interest	rising on the auxiliary
<i>She's leaving.</i>	<i>"Is she?"</i>	surprise	rising
<i>They didn't come.</i>	<i>"Didn't they?"</i>	surprise at a negative	rising
<i>It cost three hundred.</i>	<i>"Three hundred?"</i>	repeating a detail	rising on the key word

How to build one

Repeat the auxiliary and the subject, in that order, as a question. If the sentence has no auxiliary, use *do / does / did*.

Statement	Echo	Auxiliary repeated
I'm going to Taiwan.	Are you?	<i>are</i>
He works in Central.	Does he?	<i>does</i> — supplied
We saw the match.	Did you?	<i>did</i> — supplied
She can't drive.	Can't she?	<i>can't</i>
They've moved.	Have they?	<i>have</i>

Common trap

COMMON TRAP

Repeating the main verb instead of the auxiliary, or using a flat falling tone.

× "I like durian." — "Like you?" → ✓ "I like durian." — "*Do you?*"

× "She's a nurse." — "Is she a nurse?" → ✓ "She's a nurse." — "*Is she?*"

× "We've finished." — "Finished you?" → ✓ "We've finished." — "*Have you?*"

NOTES

- Echo questions carry a **rising** tone. With a falling tone the same words sound sceptical or sarcastic, which is easy to do by accident.
- To show agreement rather than surprise, use *So ... I* or *Neither ... I* (Unit 42).
- Short reaction words do different work: *Really?*, *Oh*, *Right*, *I see*. They keep listening but add no information.

Unit 41 — Practice

A — Write the echo question

Write the echo question for each statement.

1. I've applied for the internship.
2. She's moving to Taipei.
3. They didn't tell anyone.
4. We can't make Friday.
5. He's been to Iceland twice.
6. I don't like the new design.
7. They're building a new lab.
8. She wouldn't ask for help.
9. We've already paid.
10. He works from home now.

B — Fill in the blanks

Complete each echo question with the correct auxiliary.

1. "I'm leaving on Monday." — "_____ you?"
2. "She doesn't drive." — "_____ she?"
3. "We've finished." — "_____ you?"
4. "He can't come." — "_____ he?"
5. "They went home." — "_____ they?"
6. "I'd rather wait." — "_____ you?"
7. "She was late." — "_____ she?"
8. "We shouldn't worry." — "_____ we?"
9. "He's been waiting." — "_____ he?"
10. "They'll call." — "_____ they?"

C — Spot the error

Each echo question contains one error. Write the corrected version.

1. "I like durian." — "Like you?"
2. "She's a nurse." — "Is she a nurse?"
3. "We've finished." — "Finished you?"
4. "I'm going home." — "Go you?"
5. "They didn't come." — "Didn't come they?"
6. "He works late." — "Works he?"
7. "We can't stay." — "Can't we?" (meaning: echo of "we can't stay")
8. "She's leaving." — "Leaving she?"
9. "I've seen it." — "Have I?" (meaning: echo of "I've seen it")
10. "They were waiting." — "Waiting they?"

D — Contextual cloze

Complete each echo question with the correct auxiliary.

"I've worked here for six years," Maya says. "(1) _____ you?" Ken replies. "That's longer than I thought." "And I'm starting the new course in March." "(2) _____ you? Which one?" "The design one. It's two evenings a week." "That sounds intense." "It is. I can't take on more projects until June." "(3) _____ you? That's a long time." "I know. My sister did it last year." "(4) _____ she? Did she enjoy it?" "Very much. She's already using it at work." "(5) _____ she? That's encouraging." "Yes. She didn't find it easy, though." "(6) _____ she? Why not?" "The deadlines. She works full time." "You don't work full time, do you?" "No, I (7) _____. I'm part time." "That helps. I've signed up too." "(8) _____ you? You didn't mention it!" "It only happened yesterday." "(9) _____ it? Great. We'll be on the same course." "I'd rather not say anything yet." "(10) _____ you? Fair enough."

Unit 42: Agreeing: So, Neither, Too and Either

Four words let you agree without repeating a sentence. Two are for agreement with a positive statement; two are for a negative one. Mixing them up is the classic error.

GRAMMAR FORMULA

Form	Agrees with	Position	Example
<i>So</i> + auxiliary + subject	a positive statement	short answer, at the start	So <i>do</i> I.
subject + auxiliary + <i>too</i>	a positive statement	at the end	I <i>do</i> too.
<i>Neither</i> + auxiliary + subject	a negative statement	short answer, at the start	Neither <i>can</i> I.
subject + auxiliary + <i>either</i>	a negative statement	at the end	I <i>can't</i> either.

The full pattern

They said	Agree (positive)	Agree (negative)
I <i>like</i> coffee.	So <i>do</i> I. / I <i>do</i> too.	Neither <i>do</i> I. / I <i>don't</i> either.
She <i>can</i> drive.	So <i>can</i> I. / I <i>can</i> too.	Neither <i>can</i> I. / I <i>can't</i> either.
We <i>have</i> finished.	So <i>have</i> I.	Neither <i>have</i> I.
He <i>went</i> home.	So <i>did</i> I.	Neither <i>did</i> I.
I <i>am</i> tired.	So <i>am</i> I.	I'm not. / Neither <i>am</i> I.

Common trap

COMMON TRAP

Using *too* with a negative, or *either*, with a positive — and inverting the clauses.

- × I don't like it too. → ✓ I don't like it *either*.
- × I like it either. → ✓ I like it *too*.
- × So I do. (as agreement) → ✓ So *do* I.
- × Neither I can. → ✓ Neither *can* I.
- × I also don't. → ✓ Neither do I. / I don't either.

NOTES

- *So* and *neither* invert: auxiliary **before** the subject. *Too* and *either* do not invert.
- The auxiliary must match the original statement: "I *can* swim." → "So *can* I."
- *Me too* and *me neither* are common in speech but too informal for an exam.
- To agree with the **speaker's opinion** rather than a fact, use *I agree* or *exactly*.

Unit 42 — Practice

A — Agree with each statement

Write both forms of agreement: one with **So** / **Neither** and one with **too** / **either**.

1. I like spicy food.
2. She can't drive.
3. We've finished.
4. He went home early.
5. They don't deliver on Sunday.
6. I'm tired.
7. She works hard.
8. We didn't book.
9. He has applied.
10. They weren't ready.

B — Fill in the blanks

Complete each response with the correct auxiliary.

1. "I like coffee." — "So _____ I."
2. "She can't swim." — "Neither _____ I."
3. "We've finished." — "So _____ I."
4. "He doesn't drive." — "Neither _____ I."
5. "They went home." — "So _____ I."
6. "I'm not ready." — "Neither _____ I."
7. "She works late." — "So _____ I."
8. "We shouldn't worry." — "Neither _____ I."
9. "He was waiting." — "So _____ I."
10. "They aren't coming." — "Neither _____ I."

C — Spot the error

Each response contains one error. Write the corrected version.

1. "I don't like it too."
2. "I like it either."
3. "So I do."
4. "Neither I can."
5. "I also don't."
6. "I can swim too." → "So I can."
7. "He hasn't called. — Me too."
8. "We didn't go. — So didn't we."
9. "She is tired. — So is she." (**meaning: I am too**)
10. "They can't come. — I can't too."

D — Contextual cloze

Complete each response with **So ... I**, **Neither ... I**, **... too** or **... either** and the correct auxiliary.

Ken and Maya are comparing notes. "I've been really busy this week," Ken says. "(1) _____ I — every evening." "And I haven't had a proper break." "Neither (2) _____ I." "I can't take Friday off, unfortunately." "I can't (3) _____." "But I've almost finished the report." "So (4) _____ I — just the summary left." "I'm looking forward to the weekend." "So (5) _____ I." "I don't have any plans yet." "Neither (6) _____ I." "We should do something on Saturday." "I was thinking the same." "I'd like to see that exhibition." "So (7) _____ I." "And I haven't been to the museum for ages." "I haven't (8) _____." "Let's meet at eleven." "I can do that." "So (9) _____ I. I'll bring coffee." "I'll bring something (10) _____."

Unit 43: Negatives and Contractions

Every English negative is made the same way: put **not** after the first auxiliary. If there is no auxiliary, *do* / *does* / *did* supplies one. The only exception is the verb **be**, which takes *not* directly.

GRAMMAR FORMULA

Verb type	Positive	Negative	Rule
<i>be</i>	She <i>is</i> ready.	She <i>isn't</i> ready.	<i>not</i> directly after <i>be</i>
modal	They <i>can</i> swim.	They <i>can't</i> swim.	<i>not</i> after the modal
auxiliary present	He <i>has</i> finished.	He <i>hasn't</i> finished.	<i>not</i> after the auxiliary
no auxiliary	We <i>work</i> here.	We <i>don't work</i> here.	<i>do</i> supplies one
past, no auxiliary	She <i>worked</i> here.	She <i>didn't work</i> here.	<i>did</i> + base verb

The rule that matters

After *not*, the main verb is always in its **base form**. The tense has already moved to the auxiliary.

Correct	Incorrect	Why
He doesn't like it.	He doesn't likes it.	base verb after <i>doesn't</i>
She didn't go.	She didn't went.	base verb after <i>didn't</i>
I haven't seen it.	I haven't saw it.	participle after <i>haven't</i>
I can't swim.	I can't to swim.	no <i>to</i> after a modal

Contractions

Full form	Contraction	Note
is not	isn't	one apostrophe
are not	aren't	
does not	doesn't	
did not	didn't	
have not	haven't	
will not	won't	irregular — not <i>willn't</i>
cannot	can't	written as one word in full form
am not	I'm not	there is no <i>amn't</i>

NOTES

- *Not* is written as a separate word, never joined to the verb: *is not*, *do not*.
- In formal writing, use the full form: "The committee *did not* approve the request."
- A negative sentence can also be made with *never*, *hardly*, *rarely*, *no one*, *nothing*. Those words are already negative, so *not* is not added: "He *never* calls."

Unit 43 — Practice

A — Make the negative

Rewrite each sentence in the negative, using a contraction.

1. She is ready.
2. They can swim.
3. He has finished.
4. We work here.
5. She worked here.
6. I will help.
7. It costs a lot.
8. They are waiting.
9. He goes to school.
10. We had left.

B — Fill in the blanks

Write the correct negative form of the verb in brackets.

1. She _____ (not / be) ready yet.
2. They _____ (not / can) come tonight.
3. He _____ (not / have) finished.
4. We _____ (not / work) on Sundays.
5. She _____ (not / go) yesterday.
6. I _____ (not / be able to) attend.
7. It _____ (not / matter) much.
8. They _____ (not / be) listening.
9. He _____ (not / like) spicy food.
10. We _____ (not / have) seen it.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "He doesn't likes it."
2. "She didn't went."
3. "I can't to swim."
4. "They willn't come."
5. "She isnot ready."
6. "I amn't sure."
7. "We don't works here."
8. "He haven't finished."
9. "It don't matter."
10. "They didn't came."

D — Contextual cloze

Complete the passage with the correct negative form.

Ken is explaining the rules. "You (1) _____ (not / have to) book for the induction," he says. "But you (2) _____ (not / can) start work without it." "I (3) _____ (not / understand) why the form is so long." "It (4) _____ (not / be) long, really — just two pages." "My friend (5) _____ (not / finish) his yet." "Then he (6) _____ (not / will) get a slot this week." "That's annoying. I (7) _____ (not / know) about the deadline." "It (8) _____ (not / matter) now. The next session (9) _____ (not / start) until Monday." "And the fee?" "You (10) _____ (not / pay) anything until you're accepted."

Unit 44: Question Formation and Word Order

English questions follow one order, no matter the tense: **auxiliary — subject — verb**. If there is no auxiliary, *do / does / did* supplies one.

GRAMMAR FORMULA

Yes/No: auxiliary + subject + main verb?

Wh-: question word + auxiliary + subject + main verb?

Statement	Auxiliary	Yes/No question	Wh- question
You <i>are</i> ready.	<i>be</i>	<i>Are</i> you ready?	Why <i>are</i> you ready?
She <i>has</i> left.	<i>have</i>	<i>Has</i> she left?	When <i>has</i> she left?
They <i>can</i> swim.	modal	<i>Can</i> they swim?	How <i>can</i> they swim?
He <i>works</i> here.	<i>do</i> — supplied	<i>Does</i> he work here?	Where <i>does</i> he work?
We <i>went</i> home.	<i>do</i> — supplied	<i>Did</i> we go home?	Why <i>did</i> we go home?

The rule that matters

After the auxiliary, the main verb is in its **base form**. The tense lives in the auxiliary.

Correct	Incorrect	Why
Does she work here?	Does she works here?	base verb after <i>does</i>
Did they see it?	Did they saw it?	base verb after <i>did</i>
Has he finished?	Has he finish?	participle after <i>has</i>
Are you coming?	—	<i>be</i> takes the <i>-ing</i> form directly

Question word or subject?

Form	Example	Auxiliary?
Wh- as the object	Who <i>did</i> you see?	yes — <i>who</i> is the object
Wh- as the subject	Who <i>saw</i> you?	no — <i>who</i> is the subject
Wh- with <i>be</i>	Who <i>is</i> she?	<i>be</i> moves in front

NOTES

- *What* and *which* can be followed by a noun: “Which bus do you take?”
- Prepositions usually move to the end in speech: “Who are you waiting *for*?”
- In indirect questions the order returns to normal: “Do you know where he *lives*?” (Unit 49)

Unit 44 — Practice

A — Make the question

Turn each statement into the question indicated.

1. She works in a hospital. (Yes/No)
2. They are waiting outside. (Yes/No)
3. He can drive a manual car. (Yes/No)
4. You went to the exhibition. (Wh-: where)
5. She has finished the report. (Wh-: when)
6. They live in Yuen Long. (Wh-: where)
7. He takes the ferry. (Wh-: how)
8. The course costs two thousand. (Wh-: how much)
9. We should book early. (Yes/No)
10. She was late again. (Wh-: why)

B — Put the words in order

Rearrange the words to make a correct question.

1. you / do / where / live / ?
2. she / has / finished / ?
3. did / what / you / say / ?
4. can / you / help / me / ?
5. is / this / whose / bag / ?
6. they / why / were / waiting / ?
7. does / he / work / where / ?
8. have / you / been / ever / there / ?
9. will / arrive / when / they / ?
10. we / should / leave / when / ?

C — Spot the error

Each question contains one error. Write the corrected question.

1. "Does she works here?"
2. "Did they saw it?"
3. "Has he finish?"
4. "Where you are going?"
5. "What she does want?"
6. "Why he is late?"
7. "Can you to help me?"
8. "How much it costs?"
9. "When they will arrive?"
10. "Are you knowing the answer?"

D — Contextual cloze

Complete each question with the correct auxiliary, question word or verb form.

"(1) _____ you know where the workshop is?" a visitor asks. "Yes — it's on the third floor." "(2) _____ it open on Saturdays?" "No, it (3) _____." "(4) _____ do I need to bring?" "Just closed shoes." "(5) _____ I book in advance?" "You can, but you don't have to." "(6) _____ the induction take?" "About two hours." "(7) _____ teaches it?" "Miss Chan usually (8) _____. She's very good." "(9) _____ long has she been here?" "Six years." And (10) _____ she enjoy it?" "I think so — she's still here."

Unit 45: Subject and Object Questions

When the question word is the **object**, you need an auxiliary. When it is the **subject**, you do not — because there is nothing left for the auxiliary to do.

GRAMMAR FORMULA

Question	Word is	Auxiliary?	Answer
<i>Who saw you?</i>	subject	no	Ken saw me.
<i>Who did you see?</i>	object	yes	I saw Ken.
<i>What happened?</i>	subject	no	Something happened.
<i>What did you do?</i>	object	yes	I did something.
<i>Which bus goes to Central?</i>	subject	no	The 40 goes there.
<i>Which bus do you take?</i>	object	yes	I take the 40.

How to tell them apart

Answer the question. If the answer puts the word **after** the verb, the word is the subject and no auxiliary is needed. If the answer puts it **before** the verb, it is the object and *do* is required.

Question	Answer	Position of the word
Who <i>called</i> you?	Sara called me.	before the verb — subject
Who <i>did</i> you call?	I called Sara.	after the verb — object
What <i>caused</i> the error?	The update caused it.	subject
What <i>did</i> the update cause?	It caused an error.	object

Common trap

COMMON TRAP

Adding *do* to a subject question, or dropping it from an object question.

- × Who did call you? → ✓ Who *called* you?
- × Who you saw? → ✓ Who *did* you *see*?
- × What did happened? → ✓ What *happened*?
- × Which bus goes to Central? (correct) / Which bus does go? (only for emphasis)

NOTES

- In the present simple, subject questions keep the -s: “Who *wants* tea?” “What *makes* that noise?”
- The same pattern applies in the past: “Who *broke* it?” (subject) versus “Who *did* you *tell*?” (object).
- *Who* as the object in formal writing becomes *whom*: “*Whom* did you see?”

Unit 45 — Practice

A — Subject or object?

Write a suitable question for each answer, using the words given.

1. Ken called me. (who)
2. I called Ken. (who)
3. The update caused the error. (what)
4. I caused the error. (who)
5. Something made that noise. (what)
6. The 40 bus goes to Central. (which)
7. I take the 40 bus. (which)
8. Someone left a bag here. (who)
9. She told the manager. (who)
10. The manager told her. (who)

B — Fill in the blanks

Complete each question with the correct form.

1. Who _____ (call) you last night?
2. Who _____ you _____ (call) last night?
3. What _____ (happen) after the power cut?
4. What _____ you _____ (do) after the power cut?
5. Which train _____ (go) to the airport?
6. Which train _____ you _____ (take)?
7. Who _____ (want) a coffee?
8. Who _____ she _____ (ask)?
9. What _____ (make) that sound?
10. What _____ they _____ (say)?

C — Spot the error

Each question contains one error. Write the corrected question.

1. "Who did call you?"
2. "Who you saw?"
3. "What did happened?"
4. "Who does want tea?"
5. "Which bus does go to Central?"
6. "Who did broke the window?"
7. "What you did after that?"
8. "Who she asked?"
9. "Which film did won the prize?"
10. "What does made that noise?"

D — Contextual cloze

Complete the passage with the correct question form.

"Something odd happened last night," Maya says. "(1) _____ (what / happen)?" Ken asks. "The alarm went off at two in the morning." "(2) _____ (who / set) it off?" "Nobody knows. Security found the door open." "(3) _____ (who / they / call)?" "They called the supervisor." "(4) _____ (who / call) her?" "The night guard did." "(5) _____ (what / she / say)?" "She said it was probably the wind." "(6) _____ (which door / be) open?" "The fire exit at the back." "(7) _____ (who / have) a key to it?" "Only three people." "(8) _____ (what / you / think) really happened?" "I don't know. (9) _____ (who / leave) the window open, though — that's a problem in itself." "And (10) _____ (what / we / do) about it?" "Report it properly, this time."

Unit 46: Prepositions in Questions

When a question word needs a preposition, the preposition normally moves to the **end** of the question in everyday English.

GRAMMAR FORMULA

Function	Neutral form	Formal form	Note
asking about a person	<i>Who ... to?</i>	<i>To whom ...?</i>	formal writing uses <i>whom</i>
asking about a thing	<i>What ... for?</i>	<i>For what ...?</i>	rare
asking about a place	<i>Where ... from?</i>	<i>From where ...?</i>	rare
asking about a partner	<i>Who ... with?</i>	<i>With whom ...?</i>	both common
asking about a topic	<i>What ... about?</i>	<i>About what ...?</i>	rare

The pattern in detail

Statement	Question (neutral)	Question (formal)
I'm waiting <i>for</i> Ken.	Who are you waiting <i>for</i> ?	<i>For whom</i> are you waiting?
She comes <i>from</i> Macau.	Where does she come <i>from</i> ?	<i>From where</i> does she come?
He's talking <i>to</i> Sara.	Who is he talking <i>to</i> ?	<i>To whom</i> is he talking?
I did it <i>for</i> the team.	Who did you do it <i>for</i> ?	<i>For whom</i> did you do it?

Common trap

COMMON TRAP

Leaving the preposition in its old place, or omitting it altogether.

- × Who are you waiting? → ✓ Who are you waiting *for*?
- × Where does she come? → ✓ Where does she come *from*?
- × Who is he talking? → ✓ Who is he talking *to*?
- × To who did you speak? → ✓ *Who* did you speak *to*? / *To whom* did you speak?

NOTES

- Some verbs already contain the meaning, so no preposition is needed: *ask, call, answer, visit*. "Who did you *call*?" not "Who did you call *to*?"
- Phrasal verbs keep their particle with them: "What are you *looking for*?" – the *for* belongs to *look for*.
- In very formal writing the preposition precedes *whom*: "*With whom* did you speak?"

Unit 46 — Practice

A — Add the missing preposition

Write the question with the correct preposition at the end.

1. Who are you waiting? (for / to)
2. Where does she come? (from / of)
3. Who is he talking? (to / with)
4. What are you looking? (for / at)
5. Who did you give it? (to / for)
6. Which company do you work? (for / at)
7. What are you thinking? (about / of)
8. Who does this bag belong? (to / for)
9. Where did you buy it? (from / at)
10. What are you worried? (about / for)

B — Fill in the blanks

Complete each question with a suitable preposition.

1. Who are you waiting _____?
2. Where does he come _____?
3. What are you looking _____?
4. Who did you speak _____?
5. Which department does she work _____?
6. What are you talking _____?
7. Who does this belong _____?
8. Where did you get that _____?
9. What are you worried _____?
10. Who did you give the keys _____?

C — Spot the error

Each question contains one error. Write the corrected question.

1. "Who are you waiting?"
2. "Where does she come?"
3. "Who is he talking?"
4. "What are you looking?"
5. "To who did you speak?"
6. "Who did you call to?"
7. "What are you thinking?"
8. "Where did you buy it?"
9. "Who does this bag belong?"
10. "Which company do you work?"

D — Contextual cloze

Complete each question with a preposition where needed.

A reporter is asking about the new workshop. "Who is it (1) _____?" she asks. "It's for all engineering students." "And who does it belong (2) _____?" "The ECE department." "Which building is it (3) _____?" "The one behind the library." "What are you hoping to achieve (4) _____ it?" "We want students to make things." "Who did you get the funding (5) _____?" "The faculty." "And who are you working (6) _____ on the design?" "A small student team." "What are you most proud (7) _____?" "The safety record — nobody has been hurt." "Where did the idea come (8) _____?" "A member's project two years ago." "Who do you report (9) _____?" "The department head." "And what do you worry (10) _____ most?" "Running out of space."

Unit 47: Question Words: What, Which and How

Choosing the right question word is mostly about **range**. *What* is open, *which* is limited to a known set, and *how* combines with adjectives to ask about degree.

GRAMMAR FORMULA

Question word	Range	Example	Note
<i>What</i>	open — any answer	What do you want?	no limit implied
<i>Which</i>	limited — a known set	Which one do you want?	often with <i>of</i>
<i>How</i>	manner or degree	How did you do it?	method
<i>How</i> + adjective	degree	How far? How long? How often?	fixed pairs
<i>Whose</i>	possession	Whose bag is this?	can stand alone

What vs which

Form	Implied set	Example
<i>What</i>	unlimited	What kind of music do you like?
<i>Which</i>	a known, small set	Which of these three do you prefer?
<i>Which</i> + noun	a known set of things	Which bus goes to Central?
<i>What</i> + noun	open	What time does it start?

The how combinations

Form	Asks about	Example
<i>How far</i>	distance	How far is the station?
<i>How long</i>	duration	How long does it take?
<i>How often</i>	frequency	How often do you train?
<i>How much</i>	uncountable quantity or price	How much does it cost?
<i>How many</i>	countable quantity	How many members are there?
<i>How old</i>	age	How old is the building?

NOTES

- *How much* and *how many* are the pair most often confused. Count the noun: if you can say *one, two, three*, use *how many*.
- *What* can precede a noun directly: “What size do you need?” — no article.
- *Whose* can be a question word on its own: “Whose is this?” — no auxiliary needed.

Unit 47 — Practice

A — Choose what or which

Complete each question with **what** or **which**.

- _____ kind of music do you like?
- _____ of these two designs do you prefer?
- _____ time does the workshop start?
- _____ bus goes to Central?
- _____ do you usually do at weekends?
- _____ colour would you like — red or blue?
- _____ size do you need?
- _____ of the three candidates is strongest?
- _____ department does she work for?
- _____ language do they speak in Macau?

B — Choose how much or how many

Complete each question with **how much** or **how many**.

- _____ members are there?
- _____ does the course cost?
- _____ time do we have?
- _____ workshops did you run last term?
- _____ paper is left?
- _____ people came?
- _____ does it weigh?
- _____ questions were there?
- _____ money have we raised?
- _____ printers does the lab own?

C — Spot the error

Each question contains one error. Write the corrected question.

- “How many money have we raised?”
- “How much members are there?”
- “Which kind of music do you like?”
- “How long is the station?” (**asking about distance**)
- “How far does the meeting take?”
- “What of these two do you prefer?”
- “How many time do we have?”
- “Whose is this bag belong to?”
- “How much people came?”
- “How often is it from here?”

D — Contextual cloze

Complete each question with the correct question word or phrase.

A new member is asking about the lab. “(1) _____ many printers do you have?” she asks. “Six, plus the lasercutter.” “(2) _____ one is the fastest?” “The one by the window.” “(3) _____ long does a typical print take?” “Between one and six hours.” “(4) _____ much does membership cost?” “Nothing for students.” “(5) _____ often can I book?” “Twice a week, usually.” “(6) _____ kind of training do I need?” “Just the induction.” “(7) _____ far is the nearest station?” “About ten minutes on foot.” “(8) _____ time does the lab open?” “Nine.” “(9) _____ of the two rooms is quieter?” “The back one.” “And (10) _____ do I speak to about a booking?” “Maya, usually.”

Unit 48: How Long Does It Take?

Duration questions have a fixed shape in English. They ask either how long an action takes, or how long a state has lasted — and the two use different structures.

GRAMMAR FORMULA

Question	Structure	Answers with	Tense
How long <i>does it take</i> ...?	<i>it take</i> + person + <i>to</i> + verb	It takes two hours.	present
How long <i>did it take</i> ...?	same, past	It took two hours.	past
How long <i>have you</i> ...?	<i>have</i> + participle	For three years. / Since 2022.	present perfect

The two patterns

Pattern	Example question	Example answer
an action takes time	How long does it <i>take</i> to get there?	It <i>takes</i> forty minutes.
a state has lasted	How long <i>have you worked</i> here?	I <i>have worked</i> here for a year.
a person takes time	How long did it <i>take you to finish</i> ?	It <i>took</i> me two days.

Common trap

COMMON TRAP

Using ***how long*** with the wrong tense, and leaving out ***it takes***.

- × How long does it take to get there? — It take forty minutes. → ✓ It *takes* forty minutes.
- × How long you have worked here? → ✓ How long *have you worked* here?
- × How long takes to finish? → ✓ How long *does it take* to finish?
- × How long did it take you finish? → ✓ How long did it take you *to finish*?

NOTES

- *Take* agrees with the subject: “It *takes* two hours” but “The jobs *take* two hours.”
- The duration answer uses *for* + length, or *since* + a point: “for three weeks” / “since May”.
- A similar structure asks about a person: “It *took* me a week to understand it.”

Unit 48 — Practice

A — Write the question

Write a duration question for each situation.

1. ask how long the journey takes
2. ask how long the course lasts
3. ask how long a member has been in the lab
4. ask how long the induction takes
5. ask how long she has worked there
6. ask how long it took them to build it
7. ask how long he has known her
8. ask how long the repair takes
9. ask how long they have waited
10. ask how long it took you to learn

B — Fill in the blanks

Complete each sentence with the correct form of **take** or the correct auxiliary.

1. How long _____ it _____ to get there?
2. It _____ about forty minutes.
3. How long _____ it _____ you to finish?
4. It _____ me two days.
5. How long _____ you _____ in Hong Kong?
6. I _____ here for six years.
7. How long _____ the training _____?
8. It _____ two hours, usually.
9. How long _____ she _____ him?
10. She _____ him since primary school.

C — Spot the error

Each question or answer contains one error. Write the corrected version.

1. "How long takes to finish?"
2. "How long did it take you finish?"
3. "How long you have worked here?"
4. "It take forty minutes."
5. "How long does it takes?"
6. "I am work here for six years."
7. "It took me two days to finished it."
8. "How long have you knew her?"
9. "How long it takes to get there?"
10. "We have wait here for an hour."

D — Contextual cloze

Complete the passage with the correct duration structure.

"How long (1) _____ it _____ to print one of these?" the visitor asks. "About three hours for the large ones," Maya says. "And how long (2) _____ it _____ you to make the prototype?" "Two weeks, including the design." "How long (3) _____ you _____ the lab?" "Since 2023 — almost three years." "How long (4) _____ the induction _____?" "Two hours, with a short break." "And how long (5) _____ members _____ to finish their first project?" "It varies. Some take a week; others take months." "(6) _____ long does the membership last?" "A full academic year." "(7) _____ you been a member long?" "About eighteen months." "(8) _____ it _____ you long to settle in?" "Not really — a few weeks." "(9) _____ you known many people here?" "Quite a few now. And (10) _____ it usually _____ to get a booking?" "About a week in advance."

Unit 49: Indirect Questions

An indirect question wraps a question inside a sentence. The word order returns to **normal** — subject before verb — and there is no question mark unless the main clause is itself a question.

GRAMMAR FORMULA

Direct	Indirect	Opening phrase	Punctuation
<i>Where is the lab?</i>	Do you know where the lab <i>is</i> ?	Do you know ...	question mark
<i>What time does it start?</i>	Could you tell me what time it <i>starts</i> ?	Could you tell me ...	question mark
<i>Is she a member?</i>	I wonder <i>if/whether</i> she <i>is</i> a member.	I wonder ...	full stop
<i>Can I book?</i>	I'd like to know <i>if</i> I <i>can</i> book.	I'd like to know ...	full stop

The two changes

1. **Word order goes back to normal** — subject before verb, no inversion, no auxiliary *do*.
2. **Yes/no questions gain *if* or *whether*** — *whether* is more formal and can take *or not*.

Direct	Indirect	What changed
Where <i>does</i> she work?	Do you know where she <i>works</i> ?	<i>does</i> disappears; -s returns
What <i>did</i> he say?	Can you tell me what he <i>said</i> ?	<i>did</i> disappears; past tense returns
Is it far?	Do you know <i>if</i> it is far?	<i>if</i> added; inversion removed
Has she left?	I wonder <i>whether</i> she <i>has</i> left.	<i>whether</i> + normal order

Common trap

COMMON TRAP

Keeping the inversion, or leaving *do* / *does* / *did* in place.

- × Do you know where is the lab? → ✓ Do you know where the lab *is*?
- × Could you tell me what time does it start? → ✓ Could you tell me what time it *starts*?
- × I wonder if is she a member. → ✓ I wonder if she *is* a member.
- × Do you know where does she work? → ✓ Do you know where she *works*?

NOTES

- Use indirect questions to be polite, especially with strangers or in writing.
- *Whether or not* is fixed: "I don't know *whether or not* he's coming."
- The main clause can be: *Do you know...*, *Could you tell me...*, *I wonder...*, *I'd like to know...*, *Have you any idea...*?

Unit 49 — Practice

A — Make it indirect

Rewrite each direct question as an indirect question beginning with the phrase given.

1. Where is the workshop? (Do you know ...)
2. What time does it open? (Could you tell me ...)
3. Is she a member? (I wonder ...)
4. Can I book online? (I'd like to know ...)
5. How much does it cost? (Do you know ...)
6. Has he finished? (I wonder ...)
7. Where did you buy it? (Can you tell me ...)
8. Are they coming? (Do you know ...)
9. Why did she leave? (I wonder ...)
10. Which bus goes there? (Could you tell me ...)

B — Fill in the blanks

Complete each indirect question with the correct form.

1. Do you know where the lab _____ (be)?
2. Could you tell me what time it _____ (start)?
3. I wonder if she _____ (be) a member.
4. Do you know how much it _____ (cost)?
5. I'd like to know if I _____ (can) book online.
6. Can you tell me where you _____ (buy) it?
7. I wonder whether they _____ (come).
8. Do you know why she _____ (leave)?
9. Could you tell me which bus _____ (go) there?
10. I don't know whether or not he _____ (finish).

C — Spot the error

Each indirect question contains one error. Write the corrected sentence.

1. "Do you know where is the lab?"
2. "Could you tell me what time does it start?"
3. "I wonder if is she a member."
4. "Do you know where does she work?"
5. "I'd like to know if can I book."
6. "Can you tell me where did you buy it?"
7. "I wonder whether has he finished."
8. "Do you know how much does it cost?"
9. "I wonder why did she leave."
10. "Could you tell me which bus does go there?"

D — Contextual cloze

Complete the passage with the correct indirect question form.

A new student stops at the desk. "Excuse me — do you know where the workshop (1) _____ (be)?" she asks. "It's on the third floor." "Thanks. And could you tell me what time it (2) _____ (open)?" "Nine o'clock." "Do you know if I (3) _____ (need) to book?" "You don't have to, but it helps." "I wonder whether the induction (4) _____ (be) full." "Let me check." "And I'd like to know how much membership (5) _____ (cost)." "Nothing for students." "Do you know if there (6) _____ a waiting list?" "Not at the moment." "Could you tell me which machines I (7) _____ (can) use after the induction?" "The printers and the lasercutter." "And do you know why the lab (8) _____ (close) at six?" "Staffing, mainly." "I wonder if that (9) _____ (change) next term." "I've no idea. Could you tell me where you (10) _____ (hear) about us?" "A friend recommended it."

Unit 50: Reported Speech: Tense Backshift

When you report what someone said, the tense usually moves back one step. Pronouns and time words change too.

GRAMMAR FORMULA

Direct	Reported	Change	Note
present simple	past simple	"I work here" → He said he <i>worked</i> there.	one step back
present continuous	past continuous	"I'm waiting" → He said he <i>was waiting</i> .	
past simple	past perfect	"I saw it" → He said he <i>had seen</i> it.	
present perfect	past perfect	"I've finished" → He said he <i>had finished</i> .	
<i>will</i>	<i>would</i>	"I'll call" → He said he <i>would call</i> .	
<i>can</i>	<i>could</i>	"I can swim" → He said he <i>could swim</i> .	

What else changes

Type	Direct	Reported
pronouns	"I like it"	he liked <i>it</i> / she liked it
time	<i>now, today</i>	<i>then, that day</i>
time	<i>yesterday, tomorrow</i>	the day before, the next day
place	<i>here</i>	<i>there</i>
demonstratives	<i>this, these</i>	<i>that, those</i>

NOTES

- If the reporting verb is already past (*said, told, asked*), backshift is normal.
- If the situation is still true, backshift is optional: "She said she *is* a doctor" is acceptable when she still is one.
- *Say* takes no object; *tell* needs one: "He *said* (that)..." / "He *told* me (that)..."
- Questions in reported speech become statements: "He asked where I *lived*." — no inversion, no question mark.

Unit 50 — Practice

A — Report each sentence

Report each sentence beginning with **He said (that) ...**

1. "I work in Central."
2. "I'm waiting for the bus."
3. "I saw her yesterday."
4. "I've finished the report."
5. "I'll call you tomorrow."
6. "I can drive a manual car."
7. "I don't like the design."
8. "I was late again."
9. "I've been waiting for an hour."
10. "I want to leave early."

B — Fill in the blanks

Complete each reported sentence with the correct form.

1. She said she _____ (work) in Central.
2. He said he _____ (wait) for the bus.
3. They said they _____ (see) her the day before.
4. She said she _____ (finish) the report.
5. He said he _____ (call) me the next day.
6. She said she _____ (can) drive a manual car.
7. He said he _____ (not / like) the design.
8. She said she _____ (be) late again.
9. He said he _____ (wait) for an hour.
10. She told me she _____ (want) to leave early.

C — Spot the error

Each reported sentence contains one error. Write the corrected sentence.

1. "He said he work in Central."
2. "She said she is waiting for the bus."
3. "He said he has finished the report."
4. "She said she will call me."
5. "He said he can drive."
6. "She told that she was tired."
7. "He said me he was late."
8. "She asked where did I live."
9. "He said he seen her yesterday."
10. "She said she don't like it."

D — Contextual cloze

Complete the passage by reporting what was said.

Maya spoke to the director yesterday. She told me that the director (1) _____ (be) pleased with the workshop numbers. He said the department (2) _____ (approve) two new printers, and that they (3) _____ (arrive) before the end of term. She said he (4) _____ (ask) how many members the lab (5) _____ (have) now. He also wanted to know whether we (6) _____ (run) enough inductions. Maya told him we (7) _____ (train) over seventy people that year. He said he (8) _____ (be) surprised, and that he (9) _____ (mention) it at the next faculty meeting. She said she (10) _____ (send) him the figures that evening.

Unit 51: Verb Patterns: -ing or Infinitive

Some verbs are followed by the **-ing** form, some by the **infinitive with to**, and a few accept both. There is no rule that predicts which — but the two groups are small and worth learning by heart.

GRAMMAR FORMULA

Pattern	Common verbs	Example	Note
verb + <i>-ing</i>	enjoy, finish, avoid, mind, suggest, keep	I <i>enjoy reading</i> .	no <i>to</i>
verb + <i>to</i> + base	want, decide, hope, plan, need, agree	I <i>want to read</i> .	no <i>-ing</i>
verb + <i>-ing</i> or <i>to</i>	like, love, hate, begin, start, continue	I <i>like reading / to read</i> .	same meaning
change of meaning	stop, remember, forget, try	I <i>stopped smoking</i> vs <i>stopped to smoke</i> .	meaning shifts

The verbs worth memorising

+ <i>-ing</i>	+ <i>to</i> + verb	both, same meaning
enjoy, finish, avoid	want, decide, hope	like, love, hate
mind, suggest, keep	plan, need, agree	begin, start, continue
practise, consider, admit	promise, refuse, offer	prefer, attempt
look forward to, be worth	manage, fail, afford	—

The two traps

COMMON TRAP

Using *to* after a verb that takes *-ing*, or *-ing* after a verb that takes *to*.

- × I enjoy to read. → ✓ I enjoy *reading*.
- × She wants going home. → ✓ She wants *to go* home.
- × He finished to write it. → ✓ He finished *writing* it.
- × We decided going early. → ✓ We decided *to go* early.

COMMON TRAP

Forgetting that after a preposition, the verb is always *-ing*.

- × I'm interested in learn Japanese. → ✓ I'm interested in *learning* Japanese.
- × She's good at cook. → ✓ She's good at *cooking*.
- × Thank you for help me. → ✓ Thank you for *helping* me.

NOTES

- *Look forward to* ends in a preposition, so it takes *-ing*: "I look forward to *hearing* from you."
- *Stop doing* means the action ends; *stop to do* means you paused in order to do something.
- *Remember doing* is a memory; *remember to do* is a task you must not forget.

Unit 51 — Practice

A — Choose the correct form

Write **-ing** or **to** + verb for each gap.

1. I enjoy _____ (read) before bed.
2. She wants _____ (learn) Japanese.
3. He finished _____ (write) the report.
4. We decided _____ (leave) early.
5. They avoid _____ (drive) at night.
6. I hope _____ (see) you soon.
7. She suggested _____ (meet) on Friday.
8. He promised _____ (call) me back.
9. Do you mind _____ (wait) a moment?
10. They plan _____ (move) in June.

B — Fill in the blanks

Put the verb into the correct form: **-ing** or **to** + base.

1. I'm interested in _____ (learn) photography.
2. She's good at _____ (organise) events.
3. Thank you for _____ (help) me yesterday.
4. He's thinking of _____ (change) jobs.
5. I look forward to _____ (hear) from you.
6. They're tired of _____ (wait).
7. She insisted on _____ (pay) for dinner.
8. We apologise for _____ (be) late.
9. He's capable of _____ (finish) it alone.
10. I'm used to _____ (get) up early.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I enjoy to read."
2. "She wants going home."
3. "He finished to write it."
4. "We decided going early."
5. "I'm interested in learn Japanese."
6. "She's good at cook."
7. "Thank you for help me."
8. "He suggested to meet on Friday."
9. "They avoid to drive at night."
10. "I look forward to hear from you."

D — Contextual cloze

Put the verb into the correct form: **-ing** or **to** + base.

Maya enjoys (1) _____ (teach), and she has decided (2) _____ (run) more workshops next term. She is good at (3) _____ (explain) difficult ideas simply. "I don't mind (4) _____ (repeat) things," she says. "But I refuse (5) _____ (rush) a session." She is thinking of (6) _____ (write) a short handbook. "I want (7) _____ (give) members something they can keep." Ken has offered (8) _____ (help) with the diagrams. "I look forward to (9) _____ (see) the first draft," he says. "And don't forget (10) _____ (send) it to the department for approval."

Unit 52: Infinitive of Purpose

To say **why** you do something, English uses the infinitive with **to**, not “for” and not “because”. This is one of the most common structures in the exam and one of the most commonly got wrong.

GRAMMAR FORMULA

Pattern: action + *to* + verb (the purpose)

Purpose	Correct	Incorrect	Note
why you do it	I went out <i>to buy</i> milk.	I went out for buy milk.	<i>to</i> + base verb
why it exists	This button is <i>to stop</i> the machine.	This button is for stop the machine.	same rule
a negative purpose	<i>so as not to</i> + verb	for not doing	negatives use <i>so as not to</i>

To, for and because

Form	Followed by	Example
<i>to</i> + verb	a verb	I came <i>to help</i> .
<i>for</i> + noun	a noun	I came <i>for the meeting</i> .
<i>for</i> + <i>-ing</i>	rarely correct for purpose	I came for helping.
<i>because</i> + clause	a full clause	I came <i>because I wanted to help</i> .

Common trap

COMMON TRAP

Using *for* + verb, and mixing *for* with *to*.

- × I went out for buy milk. → ✓ I went out *to buy* milk.
- × This tool is for open the box. → ✓ This tool is *to open* the box. (or *for opening*)
- × She called for asking a question. → ✓ She called *to ask* a question.
- × I'm here for study. → ✓ I'm here *to study*.

Note the exception: after **for**, a verb becomes a noun-like *-ing* if the phrase names an object rather than a purpose: “This tool is *for opening* boxes” is acceptable, but “I went out for buying milk” is not.

NOTES

- *In order to* and *so as to* are more formal versions: “In order *to* apply, you must register first.”
- A negative purpose uses *so as not to* or *in order not to*: “I left early *so as not to* miss the train.”
- To ask about purpose: “*What* did you do that *for*?” or “*Why* did you do that?”

Unit 52 — Practice

A — Join with an infinitive of purpose

Rewrite each pair as one sentence using **to**.

1. I went to the shop. I wanted to buy batteries.
2. She called me. She wanted to ask a question.
3. He stayed late. He wanted to finish the report.
4. We left early. We wanted to avoid the traffic.
5. I'm saving money. I want to buy a laptop.
6. They came to the lab. They wanted to use the printer.
7. She took a course. She wanted to improve her English.
8. He wrote it down. He didn't want to forget it.
9. We arrived early. We wanted to get good seats.
10. I checked the manual. I wanted to find the error code.

B — Fill in the blanks

Complete each sentence with **to** + verb or **for** + noun.

1. I went out _____ (buy) some milk.
2. She came _____ (the meeting).
3. This button is _____ (stop) the machine.
4. He called _____ (ask) a question.
5. We're here _____ (learn), not _____ (argue).
6. I need a key _____ (the back door).
7. She stayed late _____ (finish) the report.
8. They left early _____ (avoid) the traffic.
9. This shelf is _____ (the heavy tools).
10. I came _____ (help) you.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I went out for buy milk."
2. "This tool is for open the box."
3. "She called for asking a question."
4. "I'm here for study."
5. "He stayed late for finish the report."
6. "We left early for to avoid traffic."
7. "She took a course for improve her English."
8. "I checked the manual for find the error."
9. "They came for using the printer."
10. "I'm saving money for buy a laptop."

D — Contextual cloze

Complete the passage with **to** + verb or **for** + noun.

Maya went to the workshop early (1) _____ (set) up the machines. She needed an hour (2) _____ (the induction). Ken arrived at eight (3) _____ (help) with the cables, and stayed (4) _____ (check) every printer. "I brought a spare cable (5) _____ (the projector)," he said. "Good thinking. We're here (6) _____ (teach), not (7) _____ (fix) equipment all morning." The first students arrived (8) _____ (learn) how to use the resin printer. Maya handed out the safety sheet (9) _____ (they). "Please read it (10) _____ (avoid) any accidents."

Unit 53: Verb + Object + Infinitive

Some verbs need **three** parts: the verb, the person, and the action. The pattern is **verb + object + to + base verb**, and leaving out the object is the usual mistake.

GRAMMAR FORMULA

Pattern: verb + object + *to* + base verb

Verb	Pattern	Example	Meaning
ask	ask + person + <i>to</i>	I <i>asked him to wait</i> .	a request
tell	tell + person + <i>to</i>	She <i>told me to sit down</i> .	an instruction
want	want + person + <i>to</i>	I <i>want you to check</i> it.	a wish
expect	expect + person + <i>to</i>	We <i>expect them to arrive</i> .	a prediction
need	need + person + <i>to</i>	I <i>need you to sign</i> this.	a requirement
allow / permit	allow + person + <i>to</i>	They <i>allowed us to leave</i> .	permission
persuade / remind	persuade + person + <i>to</i>	He <i>reminded me to call</i> .	influence

Verbs that use a bare infinitive

After **make** and **let**, and after **help** (optionally), there is no **to**.

Verb	Pattern	Example
<i>make</i>	make + person + base verb	She <i>made me wait</i> .
<i>let</i>	let + person + base verb	They <i>let us go</i> .
<i>help</i>	help + person + (bare or <i>to</i>)	He <i>helped me (to) finish</i> .

Common trap

COMMON TRAP

Leaving out the object, or adding *to* after *make* and *let*.

- × I asked to wait. (meaning: I asked him) → ✓ I asked *him to wait*.
- × She made me to wait. → ✓ She made me *wait*.
- × They let us to go. → ✓ They let us *go*.
- × I want that you check it. → ✓ I want *you to check* it.

NOTES

- *Want* uses this pattern, not a *that* clause: “I want *you to help*” — never “I want that you help”.
- In the passive, *make* and *let* regain the *to*: “I *was made to wait*.” (There is no passive of *let* in common use.)
- *Say* and *tell* differ: *tell* takes a person directly, *say* does not.

Unit 53 — Practice

A — Join the two ideas

Rewrite each pair as one sentence with **verb + object + to + verb**.

1. I asked Ken. He should wait. (ask)
2. She told me. I should sit down. (tell)
3. We expect them. They will arrive at six. (expect)
4. I want you. You should check the figures. (want)
5. They allowed us. We could leave early. (allow)
6. He reminded me. I should call my mother. (remind)
7. The manager asked her. She should send the report. (ask)
8. I need you. You should sign this. (need)
9. She persuaded him. He should apply. (persuade)
10. They warned us. We should not touch it. (warn)

B — Fill in the blanks

Complete each sentence with the correct pattern.

1. I asked him _____ (wait) outside.
2. She made me _____ (wait) for an hour.
3. They let us _____ (go) early.
4. We expect them _____ (arrive) at six.
5. I want you _____ (check) the figures.
6. He reminded me _____ (call) my mother.
7. The manager told her _____ (send) the report.
8. They allowed us _____ (leave) early.
9. She helped me _____ (finish) the job.
10. I need you _____ (sign) this form.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I asked to wait outside."
2. "She made me to wait."
3. "They let us to go."
4. "I want that you check it."
5. "We expect them arrive at six."
6. "He reminded me call my mother."
7. "She allowed us leave early."
8. "They warned us to not touch it."
9. "I need that you sign this."
10. "She persuaded him apply."

D — Contextual cloze

Complete the passage with the correct pattern.

The director asked Maya (1) _____ (prepare) a short report. She told Ken (2) _____ (help) her with the figures, and he agreed. "I want you (3) _____ (check) the attendance records," she said. "And don't let anyone (4) _____ (interrupt) us this afternoon." The director expected them (5) _____ (finish) by Friday. He also reminded them (6) _____ (keep) it to two pages. "I'll help you (7) _____ (write) the summary," Ken offered. "Good. And please persuade the other tutors (8) _____ (send) their numbers too." By Thursday they had finished. The director allowed them (9) _____ (leave) early on Friday, and asked them (10) _____ (present) the findings the following week.

Unit 54: Preposition + -ing

After a preposition, an English verb always becomes the **-ing** form. The preposition may come from a phrasal verb, an adjective, or a fixed phrase — but the rule never changes.

GRAMMAR FORMULA

Pattern: preposition + verb-*ing*

Source of the preposition	Example	Note	adjective + preposition
I'm good at <i>drawing</i> .	<i>good at, interested in, tired of</i>	verb + preposition	He apologised for <i>being</i> late.
<i>apologise for, insist on</i>	phrasal verb + preposition	I look forward to <i>hearing</i> .	<i>to</i> here is a preposition
noun + preposition	There's no point in <i>wait-ing</i> .	<i>point in, reason for</i>	fixed phrase
Instead of <i>calling</i> , he wrote.	<i>instead of, as well as</i>		

The fixed combinations worth learning

Combination	Example	Meaning
<i>good / bad at</i>	She's good at <i>explaining</i> .	skill
<i>interested in</i>	I'm interested in <i>joining</i> .	curiosity
<i>tired of</i>	I'm tired of <i>waiting</i> .	fed up
<i>look forward to</i>	I look forward to <i>seeing</i> you.	anticipation
<i>apologise for</i>	He apologised for <i>shouting</i> .	regret
<i>instead of</i>	Instead of <i>driving</i> , we walked.	substitution
<i>before / after</i>	After <i>finishing</i> , he left.	sequence
<i>without</i>	She left without <i>saying</i> anything.	absence

Common trap

COMMON TRAP

Using the bare infinitive or *to* + verb after a preposition.

- × She's good at cook. → ✓ She's good at *cooking*.
- × I'm interested in to learn. → ✓ I'm interested in *learning*.
- × I look forward to hear from you. → ✓ I look forward to *hearing* from you.
- × Instead of call, he wrote. → ✓ Instead of *calling*, he wrote.
- × He apologised for be late. → ✓ He apologised for *being* late.

The trap in *look forward to* is that the *to* looks like an infinitive marker. It is not — it is a preposition, so the verb that follows takes *-ing*.

NOTES

- *Be used to* also takes *-ing*: "I'm used to *getting* up early." Compare *used to* + base verb, which describes a past habit (Unit 36).
- Some words look like prepositions but act as conjunctions and take a clause: *because of* and *despite* take a noun or *-ing*; *because* and *although* take a full clause.
- *Before* and *after* can be prepositions or conjunctions: "after *finishing*" / "after I *finished*" — both correct.

Unit 54 — Practice

A — Put the verb into the -ing form

Rewrite each sentence so the verb after the preposition is correct.

1. She's good at cook.
2. I'm interested in learn photography.
3. I look forward to hear from you.
4. Instead of call, he wrote.
5. He apologised for be late.
6. Thank you for help me.
7. They're tired of wait.
8. She insisted on pay.
9. We're thinking of move.
10. He's capable of finish it alone.

B — Fill in the blanks

Complete each sentence with the correct preposition and the -ing form.

1. She's good _____ (explain) difficult ideas.
2. I'm interested _____ (join) the club.
3. Thank you _____ (help) me yesterday.
4. He apologised _____ (be) late.
5. I look forward _____ (see) you.
6. Instead _____ (drive), we walked.
7. They're tired _____ (wait).
8. She left _____ (say) anything.
9. There's no point _____ (argue) about it.
10. He's capable _____ (finish) it alone.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She's good at cook."
2. "I'm interested in to learn photography."
3. "I look forward to hear from you."
4. "Instead of call, he wrote."
5. "He apologised for be late."
6. "They're tired of wait."
7. "She insisted on to pay."
8. "We're thinking of move."
9. "There's no point to argue."
10. "She left without say anything."

D — Contextual cloze

Complete the passage with the preposition and the -ing form.

Ken is good (1) _____ (explain) technical ideas. He's interested (2) _____ (learn) more about audio, and he's tired (3) _____ (repair) the same old printers. "Instead (4) _____ (complain), why not design something better?" Maya says. "I'd look forward (5) _____ (work) on that with you." "There's no point (6) _____ (start) without a budget." "True. But we shouldn't leave without (7) _____ (ask) the department." Ken apologised (8) _____ (be) negative. "You're right," he said. "I'm capable (9) _____ (prototype) it in a week." They agreed to meet after (10) _____ (finish) the current project.

Unit 55: Multi-Use Go

Go combines with prepositions, with **-ing**, and with adjectives — and each combination means something different. The choice of preposition is not random; it depends on the purpose.

GRAMMAR FORMULA

Pattern	Meaning	Example	Watch out
<i>go to</i> + place	movement to a place	I go <i>to</i> work by bus.	<i>to the</i> + noun
<i>go to</i> + activity	attend a regular event	She goes <i>to</i> a class.	with <i>the</i>
<i>go on</i> + noun	a trip or an activity	We went <i>on</i> holiday.	not <i>go holiday</i>
<i>go for</i> + noun	a short purposeful action	Let's go <i>for</i> a walk.	not <i>go a walk</i>
<i>go</i> + <i>-ing</i>	a leisure activity	He goes <i>swimming</i> daily.	not <i>go to swim</i>
<i>go</i> + adjective	a change of state	The milk went <i>bad</i> .	become

The pairs that catch people

Correct	Incorrect	Why
I go home by bus.	I go to home by bus.	<i>home</i> takes no preposition
We went on a trip.	We went a trip.	<i>on</i> is required
Let's go for a walk.	Let's go a walk.	<i>for</i> is required
She goes swimming.	She goes to swim every day.	<i>go</i> + <i>-ing</i> for activities
Let's go shopping.	Let's go to shopping.	no <i>to</i> before <i>-ing</i>

Common trap

COMMON TRAP

Adding *to* before *home* or before an *-ing* activity, and *dropping on* or *for*.

- × I'm going to home now. → ✓ I'm going *home* now.
- × We went holiday. → ✓ We went *on holiday*.
- × Let's go a drink. → ✓ Let's go *for a drink*.
- × She goes to shopping. → ✓ She goes *shopping*.
- × The food went to bad. → ✓ The food went *bad*.

NOTES

- *Go to the* + place is normal for specific places: “go to *the* station”, but “go *to* school” (no *the*) when it is the institution itself.
- *Go on* can also mean “continue”: “Go *on* — I'm listening.”
- *Go for* can mean “choose”: “I'll go *for* the blue one.”

Unit 55 — Practice

A — Complete with the correct pattern

Add **to**, **on**, **for**, or nothing, and the correct form of the verb where needed.

1. I usually go _____ work by train.
2. She goes _____ (swim) every morning.
3. We went _____ holiday in July.
4. Let's go _____ a coffee.
5. He goes _____ school by bus.
6. They went _____ a long walk.
7. I'm going _____ home now.
8. She goes _____ a yoga class.
9. Let's go _____ (shop) this afternoon.
10. We went _____ a trip to Macau.

B — Fill in the blanks

Complete each sentence with the correct preposition or *-ing* form.

1. He goes _____ (run) before breakfast.
2. I'm going _____ the shops — do you need anything?
3. They went _____ a drive in the country.
4. She goes _____ work at eight.
5. We're going _____ (ski) in January.
6. Let's go _____ a swim.
7. The bread went _____ (stale) overnight.
8. He goes _____ the gym three times a week.
9. I think I'll go _____ the cheaper option.
10. She went _____ a course last year.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I'm going to home now."
2. "We went holiday in July."
3. "Let's go a drink."
4. "She goes to shopping every Saturday."
5. "The food went to bad."
6. "He goes to swimming twice a week."
7. "We went a trip to Macau."
8. "Let's go to shopping."
9. "She goes to home at six."
10. "I go to school by bus." (**already correct — write "correct"**)

D — Contextual cloze

Complete the passage with the correct **go** pattern.

Ken has a busy week. On Monday he (1) _____ (go) the gym after work, and on Tuesday he (2) _____ (go) swimming with his brother. "Do you want to (3) _____ for a coffee on Wednesday?" Maya asks. "I can't — I'm (4) _____ a course that evening." "What about the weekend?" "We're (5) _____ a short trip to Sai Kung." "Nice. And are you (6) _____ home for the holiday?" "No, my parents are coming here." "That's good. Mine are (7) _____ a cruise." "Really? Mine never (8) _____ anywhere." "Actually, the milk in the fridge has (9) _____ off," Ken says. "I'll get some on the way (10) _____ the shop."

Unit 56: The Many Meanings of Get

Get is the most flexible verb in English. It replaces a dozen more precise verbs, which makes it easy to use and easy to misuse in formal writing.

GRAMMAR FORMULA

Meaning	Pattern	Example	Formal alternative
obtain	<i>get</i> + noun	I <i>got</i> a new laptop.	received / obtained
receive	<i>get</i> + noun	Did you <i>get</i> my email?	receive
become	<i>get</i> + adjective	It's <i>getting</i> cold.	becoming
arrive	<i>get to</i> + place	We <i>got to</i> the station late.	arrived at
travel by	<i>get</i> + noun of transport	I <i>get</i> the tram home.	take
understand	<i>get</i> + noun	I don't <i>get</i> this question.	understand
cause to happen	<i>get</i> + something + past participle	I <i>got</i> it <i>fixed</i> .	had it repaired
persuade	<i>get</i> + person + <i>to</i> + verb	I <i>got</i> him <i>to help</i> .	persuaded
have the chance	<i>get to</i> + verb	I <i>got to</i> <i>meet</i> her.	had the opportunity

Get + past participle

This pattern means something happened to you, or you arranged for it.

Form	Meaning	Example
<i>get something done</i>	you arranged it	I <i>got</i> my hair <i>cut</i> .
<i>get something done</i>	it happened to you	I <i>got</i> my bag <i>stolen</i> .
<i>get used to</i> + -ing	become accustomed	I'm <i>getting used to</i> it.
<i>get on / along</i>	have a good relationship	We <i>get on</i> well.

Common trap

COMMON TRAP

Using *get* where a precise verb is expected in formal writing, and mistaking the two *get to* patterns.

× I got to meet the director yesterday. (meaning: had the chance) — correct, but informal. → In an essay: I *had the chance to meet* the director.

× We got the station at six. → ✓ We *got to* the station at six.

× I got him help. → ✓ I got him *to help*.

× I got my hair cutting. → ✓ I got my hair *cut*.

NOTES

- In exams and reports, prefer the precise verb: *receive*, *obtain*, *become*, *arrive*.
- Watch the small difference: "I *got to see* it" (had the chance) versus "I *got seen*" (was seen — rare and informal).
- *Get* is irregular: get — got — got (British); get — got — gotten (American participle).

Unit 56 — Practice

A — Replace get with a precise verb

Rewrite each sentence using a more formal verb.

1. I got your message this morning.
2. She got a prize for her project.
3. It gets cold here in December.
4. We got to the airport at six.
5. He got the job after two interviews.
6. I didn't get the last question.
7. They got permission to build.
8. She got a reputation for being careful.
9. I got an email from the supplier.
10. We got there before the others.

B — Fill in the blanks

Complete each sentence with the correct form of **get** and any other word needed.

1. I _____ my hair _____ (cut) last week.
2. She _____ (get) used to the noise now.
3. We _____ (get) to the station at six.
4. He _____ (get) me _____ (help) him.
5. I _____ (get) my phone _____ (steal) last night.
6. It _____ (get) dark earlier in winter.
7. Do you _____ (get) on well with your flatmate?
8. She _____ (get) to meet the director yesterday.
9. I still don't _____ (get) this question.
10. We _____ (get) the tram home usually.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "We got the station at six."
2. "I got him help."
3. "I got my hair cutting."
4. "She is getting used to work nights."
5. "Do you get on good with him?"
6. "I got steal my phone."
7. "It is get cold."
8. "I get the bus to home."
9. "He got me to helped."
10. "I don't get on with the question."

D — Contextual cloze

Complete the passage with the correct form of **get**.

Ken has had a difficult week. On Monday he (1) _____ his laptop _____ (repair), and it cost more than he expected. On Tuesday he (2) _____ to the lab late because the traffic was bad. "You (3) _____ used to it by now," Maya said. "Not really. I still (4) _____ the bus, and it's always full." "Did you (5) _____ my message about the meeting?" "Yes, I did." "Good. And did you (6) _____ a chance to read the report?" "Only the summary." "(7) _____ him to send the figures?" "He said he would." By Friday things (8) _____ better. The weather (9) _____ warmer, and Ken (10) _____ on well with the new member.

Unit 57: Collocations: Do and Make

Do and *make* both translate from one Chinese verb, so they are a common source of error. The choice is fixed by collocation — you learn them as pairs, not by rule.

GRAMMAR FORMULA

Verb	Use it for	Typical collocations	Note
<i>do</i>	tasks, work, activities without a product	do homework, do the dishes, do a course, do business	an activity
<i>make</i>	creating something, or a result	make a cake, make a plan, make a decision, make money	a product

The collocations worth memorising

<i>do</i> +	<i>make</i> +	both, different meaning
homework, housework	a cake, a meal, coffee	
the dishes, the washing	a plan, a decision, a choice	<i>do an exam</i> versus <i>make an exam</i>
a course, a degree	a mistake, an error	<i>do a photo</i> is wrong — <i>take a photo</i>
business, a favour	money, a profit, a loss	
research, an experiment	an effort, a difference	
your best, your duty	a phone call, an appointment	
exercise, sport	friends, an enemy	

Common trap

COMMON TRAP

Choosing by meaning instead of by collocation.

- × I need to make my homework. → ✓ I need to *do* my homework.
- × She did a mistake. → ✓ She *made* a mistake.
- × Let's do a plan. → ✓ Let's *make* a plan.
- × He made the dishes. → ✓ He *did* the dishes.
- × I have to make a course. → ✓ I have to *do* a course.

NOTES

- A useful shortcut: if the result is a physical object or a decision, use *make*. If it is a routine task or an activity, use *do*.
- Exceptions to remember: *make the bed*, *make a mess*, *do the shopping*, *do someone a favour*.
- *Take* has its own set: *take a photo*, *take a shower*, *take a break*, *take notes*.

Unit 57 — Practice

A — Choose do or make

Complete each sentence with **do** or **make**.

1. I have to _____ my homework tonight.
2. She _____ a mistake in the report.
3. Let's _____ a plan for next term.
4. He _____ the dishes every evening.
5. We need to _____ a decision by Friday.
6. She _____ a course in statistics last year.
7. They _____ a lot of money last quarter.
8. I _____ my best but it wasn't enough.
9. Could you _____ me a favour?
10. He _____ an effort to arrive on time.

B — Fill in the blanks

Complete each sentence with the correct form of **do**, **make** or **take**.

1. She _____ a photograph of the machine.
2. We _____ some research before starting.
3. He _____ his bed every morning.
4. I _____ a shower before work.
5. They _____ business with three countries.
6. She _____ a phone call to the supplier.
7. We _____ an experiment last week.
8. He _____ the shopping on Saturdays.
9. I _____ some notes during the talk.
10. She _____ a big difference to the team.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I need to make my homework."
2. "She did a mistake."
3. "Let's do a plan."
4. "He made the dishes."
5. "I have to make a course."
6. "We need to do a decision."
7. "She made research on the topic."
8. "He did a photograph."
9. "They did a profit last year."
10. "I did a shower this morning."

D — Contextual cloze

Complete the passage with the correct form of **do**, **make** or **take**.

Maya (1) _____ a lot of things before a workshop. She (2) _____ a plan, (3) _____ the shopping for materials, and (4) _____ sure the machines are working. "I usually (5) _____ some research first," she says. "And I always (6) _____ notes during the session." Last week she (7) _____ a mistake and (8) _____ the wrong room. "It (9) _____ no difference in the end — everyone found us." She (10) _____ photographs of every session, so there is a record.

Unit 58: Have: Possession and Activity

Have does two quite different jobs. As a **possession** verb it behaves like any other verb and takes *do* in negatives and questions. In **fixed phrases** it behaves like a state verb.

GRAMMAR FORMULA

Use	Negative	Question	Example
possession	<i>don't / doesn't have</i>	<i>Do / Does ... have?</i>	<i>I don't have a car.</i>
activity phrase	<i>don't / doesn't have</i>	<i>Do / Does ... have?</i>	<i>I don't have breakfast.</i>
continuous allowed?	no	no	—

Possession or activity

Phrase	Type	Meaning
<i>have a car / a sister</i>	possession	own something
<i>have breakfast / lunch</i>	activity	eat a meal
<i>have a shower / a bath</i>	activity	wash
<i>have a meeting</i>	activity	attend
<i>have a cold / a headache</i>	state	be ill
<i>have a good time</i>	activity	enjoy yourself

Some activity phrases **can** be continuous, because they describe an action:

Correct	Incorrect	Why
I'm having lunch at one.	I'm having a car.	activity vs possession
She's having a shower.	She's having two brothers.	activity vs possession

Common trap

COMMON TRAP

Using the continuous with possession, and adding *got* to activity phrases.

- × I'm having a new laptop. → ✓ I *have* a new laptop.
- × She's having two sisters. → ✓ She *has* two sisters.
- × I have got breakfast at eight. → ✓ I *have* breakfast at eight.
- × Do you have got a pen? → ✓ *Do you have a pen? / Have you got a pen?*

NOTES

- In British English *have got* is very common for possession in speech, but not for activities: "I've got a car" is fine; "I've got breakfast" is not.
- *Have to* expresses obligation and is unrelated to possession (Unit 33).
- *Have* is irregular: have — had — had.

Unit 58 — Practice

A — Possession or activity?

Write **P** for possession or **A** for activity.

1. I have two brothers.
2. She has a shower every morning.
3. They have a meeting at ten.
4. He has a new phone.
5. We have breakfast at seven.
6. My sister has a headache.
7. The lab has three printers.
8. I'm having lunch now.
9. She has a good time at parties.
10. They have a car.

B — Fill in the blanks

Complete each sentence with the correct form of **have**.

1. I _____ a new laptop, so I sold the old one.
2. She _____ a shower before work every day.
3. We _____ a meeting at ten tomorrow.
4. He _____ not _____ a car.
5. _____ you _____ a minute?
6. They _____ breakfast at seven usually.
7. She _____ a bad cold last week.
8. I _____ (have) lunch when you called.
9. The lab _____ two new machines.
10. _____ she _____ any brothers or sisters?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I'm having a new laptop."
2. "She's having two sisters."
3. "I have got breakfast at eight."
4. "Do you have got a pen?"
5. "He is having a car."
6. "We are having three printers."
7. "She has got a shower every morning."
8. "I'm having a headache."
9. "They are having a big flat."
10. "Does she has a minute?"

D — Contextual cloze

Complete the passage with the correct form of **have**.

Maya (1) _____ a busy morning. She (2) _____ a meeting at nine, then (3) _____ a workshop at eleven. "Do you (4) _____ time for lunch?" Ken asks. "I (5) _____ an hour free at one." "Good. The lab (6) _____ a new printer, by the way." "Really? Does it (7) _____ a warranty?" "Two years." At two o'clock Maya (8) _____ a shower — she was covered in resin. By four she (9) _____ a headache and decided to go home. "Do you (10) _____ any painkillers?" she asked Ken. "Somewhere, yes."

Unit 59: Personal Pronouns

English pronouns change form depending on whether they are doing the action or receiving it. Chinese does not make this distinction strongly, which is why it is a common error.

GRAMMAR FORMULA

Person	Subject	Object	Example
1st singular	I	me	<i>I called her.</i>
2nd	you	you	<i>You saw me.</i>
3rd masculine	he	him	<i>He helped him.</i>
3rd feminine	she	her	<i>She knows her.</i>
3rd neuter	it	it	<i>It broke. I fixed it.</i>
1st plural	we	us	<i>We met them.</i>
3rd plural	they	them	<i>They asked us.</i>

Where the object form goes

The object form follows a **verb** or a **preposition**.

Position	Form	Example
before the verb	subject	<i>She</i> works here.
after the verb	object	I saw <i>her</i> .
after a preposition	object	This is for <i>us</i> .
after <i>be</i>	subject — formal	It is <i>I</i> . / It's <i>me</i> .
in a comparison	either — depends on the full clause	She is taller than <i>I am</i> . / taller than <i>me</i> .

Common trap

COMMON TRAP

Using the subject form after a verb or preposition, and confusing *it* with *there*.

- × I saw she yesterday. → ✓ I saw *her* yesterday.
- × This is between you and I. → ✓ This is between you and *me*.
- × Me and Ken went out. → ✓ *Ken and I* went out.
- × Give it to they. → ✓ Give it to *them*.

Note the order: English puts the other person first. “*Ken and I*”, not “*I and Ken*”.

NOTES

- After *be*, formal English uses the subject form: “It was *she* who called.” In speech, “It was *her*” is normal.
- Pronouns must agree in number with the noun they replace: “The team *is* winning, but *they* are tired” is acceptable in British English.
- *It* refers to a thing or an animal; *he* or *she* is used for animals with a known sex.

Unit 59 — Practice

A — Choose the correct pronoun

Complete each sentence with the correct subject or object form.

1. _____ (I / me) called the technician.
2. The technician called _____ (I / me).
3. _____ (She / Her) and Ken are members.
4. I met _____ (she / her) at the workshop.
5. This form is for _____ (we / us).
6. _____ (We / Us) finished the report.
7. Give the keys to _____ (he / him).
8. _____ (They / Them) arrived late.
9. I saw _____ (they / them) outside.
10. Between you and _____ (I / me), I'm worried.

B — Fill in the blanks

Complete each sentence with a suitable pronoun.

1. Ken and _____ went to the exhibition.
2. The manager asked _____ to wait. (us)
3. This is between you and _____. (me)
4. _____ is a very old machine. (that thing)
5. I gave _____ the wrong address. (her)
6. _____ are all members of the lab. (those people)
7. She sent the file to _____. (him)
8. The dog wagged _____ tail. (its)
9. _____ and I studied together. (he)
10. They invited _____ and my sister. (me)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I saw she yesterday."
2. "This is between you and I."
3. "Me and Ken went out."
4. "Give it to they."
5. "Her and I are working together."
6. "The manager asked we to wait."
7. "I and Sara studied together."
8. "They invited my sister and I."
9. "The lab gave we new keycards."
10. "I spoke to he about it."

D — Contextual cloze

Complete the passage with the correct pronoun.

"Did you see the new member?" Maya asks. "Yes, I met (1) _____ at the desk." "What did she ask (2) _____ to do?" "She wanted to know where the printer was. I showed (3) _____ the induction room." "(4) _____ and I are running the session together." "Good. Did you tell (5) _____ about the safety sheet?" "Yes. And between you and (6) _____, I think she knows more than she says." "Really? Well, the department sent (7) _____ a long email about her experience." "(8) _____ sounds promising." "Yes. Ken and (9) _____ are meeting her tomorrow. Would you like to join (10) _____?" "Sure."

Unit 60: Possessive Determiners

Possessive determiners stand in front of a noun and say who owns it. They never change for number — the noun does.

GRAMMAR FORMULA

Person	Determiner	Example	Note
1st singular	my	<i>My</i> laptop is new.	singular and plural noun both take <i>my</i>
2nd	your	<i>Your</i> keys are here.	same for one or many owners
3rd masculine	his	<i>His</i> desk is tidy.	
3rd feminine	her	<i>Her</i> bag is heavy.	
3rd neuter	its	The dog wagged <i>its</i> tail.	no apostrophe — <i>it's</i> means <i>it is</i>
1st plural	our	<i>Our</i> lab opens at nine.	
3rd plural	their	<i>Their</i> project won.	not <i>there</i> or <i>they're</i>

The three confusions

Correct	Incorrect	Why
The lab cleaned <i>its</i> windows.	The lab cleaned <i>it's</i> windows.	<i>it's</i> = <i>it is</i>
<i>Their</i> work is finished.	<i>There</i> work is finished.	<i>there</i> = place
<i>They're</i> waiting outside.	<i>Their</i> waiting outside.	<i>they're</i> = <i>they are</i>
<i>Her</i> report was late.	<i>Hers</i> report was late.	<i>hers</i> stands alone

Determiners vs pronouns

Determiner + noun	Pronoun alone	Meaning
<i>my</i> laptop	<i>mine</i>	belongs to me
<i>your</i> keys	<i>yours</i>	belongs to you
<i>her</i> bag	<i>hers</i>	belongs to her
<i>our</i> lab	<i>ours</i>	belongs to us
<i>their</i> project	<i>theirs</i>	belongs to them
<i>its</i> tail	—	no pronoun form

NOTES

- A determiner cannot stand alone: “This is *my*” is wrong; say “This is *mine*.”
- *His* is both determiner and pronoun: “*his* desk” and “The desk is *his*.”
- English uses possessives for body parts and relatives where Chinese might not: “*My* head hurts”; “*her* brother”.

Unit 60 — Practice

A — Choose the correct word

Complete each sentence with **its**, **it's**, **their**, **there** or **they're**.

1. The machine lost _____ calibration.
2. _____ waiting for the technician.
3. _____ are three printers in the room.
4. _____ project won first prize.
5. _____ going to rain later.
6. The lab painted _____ walls white.
7. _____ is a café on this floor.
8. The team submitted _____ report.
9. I think _____ ready now.
10. The software lost _____ settings again.

B — Choose the determiner or the pronoun

Complete each sentence with the correct form.

1. This is _____ (my / mine) laptop.
2. The laptop is _____ (my / mine).
3. _____ (Her / Hers) bag is on the desk.
4. The bag is _____ (her / hers).
5. _____ (Our / Ours) lab opens at nine.
6. The lab is _____ (our / ours).
7. _____ (Their / Theirs) project won.
8. The project was _____ (their / theirs).
9. This is _____ (your / yours) form.
10. The form is _____ (your / yours).

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The lab cleaned it's windows."
2. "There work is finished."
3. "Their waiting outside."
4. "Hers report was late."
5. "This is my." (meaning: belongs to me)
6. "The dog wagged it's tail."
7. "They're project won."
8. "Its a very old machine."
9. "The bag is her."
10. "Our's is the bigger room."

D — Contextual cloze

Complete the passage with the correct possessive form.

Maya and Ken are organising the lab. "Have you seen (1) _____ (my / mine) keys?" she asks. "No, but the spare set is (2) _____ (my / mine), somewhere." "The department sent (3) _____ (its / it's) report yesterday." "Good. Did you read (4) _____ (their / theirs) recommendations?" "Yes. (5) _____ (Their / They're) quite detailed." "(6) _____ (Our / Ours) response is due on Friday." "I know. That machine has lost (7) _____ (its / it's) settings again." "(8) _____ (Its / It's) the third time this month." "Is this folder (9) _____ (your / yours)?" "No, it's (10) _____ (her / hers)."

Unit 61: Possessive Pronouns

A possessive pronoun replaces a possessive determiner **plus its noun**. It stands alone, and it never takes an apostrophe.

GRAMMAR FORMULA

Person	Determiner + noun	Pronoun alone	Note
1st singular	my bag	mine	never <i>mines</i>
2nd	your bag	yours	never <i>yours'</i>
3rd masc.	his bag	his	same form
3rd fem.	her bag	hers	no apostrophe
1st plural	our bag	ours	no apostrophe
3rd plural	their bag	theirs	no apostrophe

The three confusions

Correct	Incorrect	Why
That bag is <i>mine</i> .	That bag is <i>my</i>.	a determiner cannot stand alone
The bag is <i>hers</i> .	The bag is <i>her's</i>.	no apostrophe in pronouns
Theirs is the red one.	<i>Their's</i> is the red one.	possessive pronouns take no apostrophe

NOTES

- Compare: “*Alice's* bag” (a noun — apostrophe needed) versus “*Hers* is the red one” (a pronoun — no apostrophe).
- *Its* has no pronoun form. Use *its* as a determiner only.
- In the phrase *a friend of mine*, English uses the pronoun, not the determiner: not “a friend of me”.

Unit 61 — Practice

A — Choose the correct form

Complete each sentence with the determiner or the pronoun.

1. This is _____ (my / mine) umbrella.
2. The umbrella is _____ (my / mine).
3. _____ (Her / Hers) car is electric.
4. The electric car is _____ (her / hers).
5. _____ (Our / Ours) room is on the left.
6. The room on the left is _____ (our / ours).
7. _____ (Their / Theirs) team won.
8. The winning team was _____ (their / theirs).
9. Is this _____ (your / yours) pen?
10. The pen is _____ (your / yours).

B — Rewrite with a possessive pronoun

Rewrite each sentence using a possessive pronoun.

1. This is my laptop. (The laptop is ...)
2. That is her bag. (The bag is ...)
3. These are our seats. (The seats are ...)
4. Those are their tools. (The tools are ...)
5. This is your form. (The form is ...)
6. That is his desk. (The desk is ...)
7. These are my notes. (The notes are ...)
8. That is her jacket. (The jacket is ...)
9. Those are our machines. (The machines are ...)
10. This is their project. (The project is ...)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "That bag is my."
2. "The book is her's."
3. "Their's is the red one."
4. "This is mines."
5. "Your's is on the table."
6. "Our's is the bigger room."
7. "The laptop is your."
8. "His's is the blue one."
9. "She is a friend of me."
10. "The keys are our's."

D — Contextual cloze

Complete the passage with a possessive determiner or pronoun.

"Is this (1) _____ (your / yours) umbrella?" Maya asks. "No, it's (2) _____ (her / hers) — she left it here yesterday." "And these keys?" "Those are (3) _____ (my / mine)." "I thought (4) _____ (your / yours) were in your bag." "They were. These are the spare set." "(5) _____ (Our / Ours) lockers are next to each other, aren't they?" "Yes. (6) _____ (My / Mine) is the one with the sticker." "And (7) _____ (their / theirs) is at the end." "That's right. Is this folder (8) _____ (your / yours)?" "No, it's (9) _____ (his / his's)." "I'll put it on (10) _____ (his / her) desk."

Unit 62: Reflexive Pronouns

A reflexive pronoun is used when the subject and the object are the **same person**. If they are different people, use an ordinary object pronoun.

GRAMMAR FORMULA

Person	Reflexive	Example	Note
1st singular	myself	I cut <i>myself</i> .	
2nd	yourself	Did you hurt <i>yourself</i> ?	singular
2nd plural	yourselves	Help <i>yourselves</i> .	plural
3rd masc.	himself	He taught <i>himself</i> .	
3rd fem.	herself	She blamed <i>herself</i> .	
3rd neuter	itself	The door closed <i>itself</i> .	
1st plural	ourselves	We organised it <i>ourselves</i> .	
3rd plural	themselves	They enjoyed <i>themselves</i> .	not <i>themselves</i>

When to use one

Use	Example	Note
subject = object	She taught <i>herself</i> Japanese.	core use
emphasis	I made it <i>myself</i> .	means <i>without help</i>
fixed phrases	enjoy yourself, help yourself, behave yourself	learn as a set
by + reflexive	He lives <i>by himself</i> .	alone

Common trap

COMMON TRAP

Using a reflexive where the subject is different, or the wrong number.

- × She taught himself Japanese. → ✓ She taught *herself* Japanese.
- × Please help yourself, everyone. → ✓ Please help *yourselves*, everyone.
- × I hurt me. → ✓ I hurt *myself*.
- × They enjoyed theirselves. → ✓ They enjoyed *themselves*.

NOTES

- Some verbs are not used reflexively in English even though Chinese uses one: *feel*, *wake up*, *get up*. Say “I *feel* tired”, not “I *feel myself* tired”.
- Myself* is not a formal substitute for *I*: write “Ken and *I* went”, not “Ken and *myself*”.
- Each other* is different: it means two people affecting one another. “They helped *each other*” versus “They helped *themselves*”.

Unit 62 — Practice

A — Complete with a reflexive pronoun

Fill each gap with the correct reflexive pronoun.

1. I cut _____ while cooking.
2. She taught _____ Japanese.
3. He made the cake _____.
4. We organised the event _____.
5. They enjoyed _____ at the party.
6. Did you hurt _____?
7. Please help _____ to more food, everyone.
8. The machine switched _____ off.
9. The children dressed _____.
10. I painted the room _____.

B — Fill in the blanks

Complete each sentence with a reflexive or object pronoun.

1. She taught _____ (she) to play the guitar.
2. I saw _____ (she) at the station.
3. He hurt _____ (he) while running.
4. We blamed _____ (we) for the delay.
5. They looked at _____ (they) in the mirror.
6. Could you help _____ (I) with this?
7. The team trained _____ (they).
8. He lives by _____ (he).
9. I made it _____ (I).
10. We helped _____ (he) move the desk.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She taught himself Japanese."
2. "I hurt me."
3. "They enjoyed theirselves."
4. "Please help yourself, everyone."
5. "Ken and myself went out."
6. "I feel myself tired."
7. "They helped each other themselves."
8. "She made the dress herselfs."
9. "We organised it ourself."
10. "He lives by himself."

D — Contextual cloze

Complete the passage with the correct reflexive or object pronoun.

Maya taught (1) _____ to use the lasercutter. "I watched videos and practised by (2) _____ for a week," she says. "Nobody showed me." Ken laughs. "I did it the other way round — I asked someone to teach (3) _____." "Which is faster?" "Probably. But I taught (4) _____ a lot too, reading the manual." The two of them fixed the printer (5) _____, without calling the technician. "We should congratulate (6) _____," Ken says. "It hasn't broken since." "Don't speak too soon. The students are teaching (7) _____ now, and they might break it." "I told (8) _____ to be careful." "So did I. But they enjoy (9) _____ too much to worry." "Well, if it breaks, we can fix it (10) _____ again."

Unit 63: Possessive Nouns: the Apostrophe

The apostrophe shows ownership. Where it goes depends on whether the noun is singular or plural — and for plurals, on whether the plural already ends in -s.

GRAMMAR FORMULA

Noun	Form	Example	Rule
singular	's	the <i>student's</i> project	add 's
singular ending in -s	's	the <i>boss's</i> office	still add 's
regular plural	s'	the <i>students'</i> projects	apostrophe after the s
irregular plural	's	the <i>children's</i> room	add 's — it is not a plural s
names ending in -s	either	<i>James's</i> / <i>James'</i> book	both accepted

The three confusions

Correct	Incorrect	Why
The <i>students'</i> work was late.	The <i>student's</i> work was late.	many students
The <i>children's</i> toys.	The <i>childrens'</i> toys.	<i>children</i> is already plural
<i>It's</i> cold today.	<i>Its</i> cold today.	<i>it's</i> = <i>it is</i>
The dog wagged <i>its</i> tail.	The dog wagged <i>it's</i> tail.	<i>its</i> = possession

The same pattern for time and places

Expression	Meaning	Example
time	how long something lasts	a <i>week's</i> holiday
time	belonging to a moment	today's news
place	the people associated with it	the <i>university's</i> policy
double possessive	one of several	a friend of <i>Ken's</i>

NOTES

- Do not use an apostrophe for a simple plural: “*three printers*”, not “three printer’s”.
- The apostrophe in *it's* is always a contraction of *it is* or *it has*.
- In *a friend of Ken's*, the double possessive is correct and standard English.

Unit 63 — Practice

A — Add the apostrophe

Write each phrase correctly.

1. the project of the student
2. the projects of the students
3. the room of the children
4. the office of the boss
5. the toys of the babies
6. the decision of the committee
7. the policy of the university
8. a holiday of one week
9. the news of today
10. the bag of James

B — Choose its or it's

Complete each sentence with **its** or **it's**.

1. _____ cold outside today.
2. The machine lost _____ settings.
3. _____ been a long week.
4. The dog wagged _____ tail.
5. _____ the third time this month.
6. The lab changed _____ opening hours.
7. _____ important to test it first.
8. The company published _____ annual report.
9. I think _____ going to rain.
10. The app lost _____ data again.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The student's work was late." (many students)
2. "The childrens' toys are here."
3. "Its cold today."
4. "The dog wagged it's tail."
5. "Three printer's are broken."
6. "The boss' office is upstairs." (one boss)
7. "A weeks holiday is not enough."
8. "Todays news is worrying."
9. "The companys policy has changed."
10. "A friend of Ken is coming."

D — Contextual cloze

Complete the passage with the correct possessive form.

The (1) _____ (lab) budget was approved last week. The (2) _____ (members) requests were all considered, and the (3) _____ (committee) decision was unanimous. "It's a good result," Maya says. "(4) _____ (It's / Its) more than we asked for." A (5) _____ (week) work went into the proposal. The (6) _____ (director) signature is still needed. "The (7) _____ (children) workshop will have to wait, though," Ken says. "We'll use a (8) _____ (month) budget for that." He picks up a folder. "Is this (9) _____ (Sara) or yours?" "It's Sara's. Her (10) _____ (family) visit is next week, so she's off."

Unit 64: Demonstratives

This and *these* point to things near you; *that* and *those* point to things further away. The choice depends on distance in space, in time, or in the conversation.

GRAMMAR FORMULA

	Singular	Plural	Example
near	this	these	This printer / These printers
far	that	those	That machine / Those machines
figure of speech	this / that	—	This problem / That idea

Distance in time and in conversation

Use	Form	Example
near in time	this / these	I'm busy <i>this</i> week.
far in time	that / those	We met <i>that</i> summer.
introducing	this	<i>This</i> is my colleague, Ken.
referring back	that	<i>That</i> was a difficult year.
on the phone	this	Hello, <i>this</i> is Maya speaking.

Demonstratives as pronouns

They can stand alone when the noun is understood.

With a noun	As a pronoun	Example
<i>this</i> printer	<i>this</i>	I prefer <i>this</i> one. / I prefer <i>this</i> .
<i>those</i> machines	<i>those</i>	<i>Those</i> are broken.
<i>that</i> idea	<i>that</i>	I like <i>that</i> .

NOTES

- Agreement is with the noun: *this* + singular, *these* + plural. “These printer” is wrong.
- *Those who* means “the people who”: “*Those who* applied early got a place.”
- In writing, *this* often refers to the previous sentence as a whole, which can be vague. Be specific instead.

Unit 64 — Practice

A — Choose the correct demonstrative

Complete each sentence with **this**, **that**, **these** or **those**.

- _____ printer is out of order.
- _____ machines are out of order.
- I'm busy _____ week.
- We met _____ summer, two years ago.
- _____ are my colleagues, Ken and Sara.
- _____ was a difficult year.
- Hello, _____ is Maya speaking.
- I prefer _____ design to the other one.
- _____ who applied early got a place.
- Please read _____ instructions carefully.

B — Fill in the blanks

Complete each sentence with a demonstrative, with or without a noun.

- _____ is my desk, and _____ over there is yours.
- _____ tools on the shelf are new.
- _____ was the best meal I've had.
- Look at _____ photographs — they're from the trip.
- I can't read _____ small writing.
- _____ days, everything is automated.
- _____ are the rules; please follow them.
- Which bag do you prefer — _____ or _____?
- _____ people standing over there are waiting for the tour.
- _____ is the third time you've asked.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "These printer is broken."
- "This machines are new."
- "I'm busy that week." (meaning: the current week)
- "I prefer this ones."
- "Those machine is new."
- "This are my colleagues."
- "Hello, that is Maya speaking."
- "Them instructions are unclear."
- "This tools are old."
- "We met this summer, two years ago."

D — Contextual cloze

Complete the passage with the correct demonstrative.

Maya is showing a visitor around. "(1) _____ is the main workshop," she says. "And (2) _____ machines at the back are the printers." "What's (3) _____ room over there?" "That's the electronics bench." "(4) _____ is where I work most of the time." "And (5) _____ shelves?" "They hold spare parts." "Have (6) _____ photographs been taken recently?" "Yes, last month." "(7) _____ were taken during the open day." "Who took them?" "I did. Not (8) _____ professional ones at the front, though — those are the department's." "Will (9) _____ workshop run again next term?" "(10) _____ is the plan, yes."

Unit 65: Indefinite Articles: A and An

A and *an* mean the same thing. The choice depends on the **sound** that follows, not the letter — which is why *an hour* and *a university* are both correct.

GRAMMAR FORMULA

Following sound	Article	Example	Note
consonant sound	<i>a</i>	a printer, a unit	<i>unit</i> starts with a y sound
vowel sound	<i>an</i>	an engineer, an hour	<i>hour</i> starts with a vowel sound
letter name	<i>an</i>	an MP3, an LED	the letter name begins with a vowel
letter name	<i>a</i>	a USB cable	<i>U</i> is pronounced yoo

What a and an are for

Use	Example	Note
one of many, first mention	I bought <i>a</i> printer.	not specific
a job or role	She is <i>an</i> engineer.	always with a job title
a rate or frequency	twice <i>a</i> week, 60 km <i>an</i> hour	fixed pattern
an exclamation	What <i>a</i> mess!	singular countable only

Common trap

COMMON TRAP

Choosing by letter instead of by sound, and using a or an with plurals or uncountables.

- ✗ an university → ✓ *a* university
- ✗ a hour → ✓ *an* hour
- ✗ a apples → ✓ *apples* (no article with a plural)
- ✗ a information → ✓ *information* (uncountable takes no article)
- ✗ an useful tool → ✓ *a* useful tool

Check the first **sound**: *hour* begins with a vowel sound (the *h* is silent); *university* begins with the consonant sound /j/.

NOTES

- Some abbreviations are read as letters, some as words: *an MP3* (em-pee-three) but *a NASA* scientist (nasa). Read it aloud to decide.
- *A* and *an* are only for singular countable nouns. Plurals and uncountables take no article or take *some*.
- A job title always takes an article: “She is *a* nurse”, never “She is nurse”.

Unit 65 — Practice

A — Choose a or an

Complete each phrase with **a** or **an**.

1. _____ engineer
2. _____ hour
3. _____ university
4. _____ MP3 player
5. _____ useful tool
6. _____ LED display
7. _____ European city
8. _____ honest answer
9. _____ USB cable
10. _____ umbrella

B — Fill in the blanks

Complete each sentence with **a**, **an** or nothing.

1. She works as _____ engineer.
2. He waited _____ hour.
3. I need _____ information about the course.
4. They bought _____ new printers.
5. That's _____ excellent idea.
6. We meet twice _____ week.
7. She gave _____ honest answer.
8. _____ water is essential.
9. He is _____ university student.
10. What _____ mess!

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She is an university student."
2. "He waited a hour."
3. "I need a information."
4. "She bought a apples."
5. "That's a excellent idea."
6. "He is an useful member."
7. "We meet twice an week."
8. "She gave a honest answer."
9. "I have an USB cable."
10. "She is nurse."

D — Contextual cloze

Complete the passage with **a**, **an** or nothing.

Maya is (1) _____ engineer, and she has worked in (2) _____ university lab for three years. "It took me (3) _____ hour to set up the induction," she says. "I need (4) _____ information about (5) _____ new machine — nobody has told me anything." Ken hands her (6) _____ MP3 recorder. "Use this," he says. "It's (7) _____ useful tool when you're taking notes." "Thanks. Is it (8) _____ honest-to-goodness recorder, or a toy?" "It's real. Worth about (9) _____ thousand dollars." "That's (10) _____ expensive piece of equipment to leave lying around."

Unit 66: Regular and Irregular Plurals

Most nouns add **-s**. The rest fall into a small number of patterns, and the words that have no plural at all are the ones that trip people up.

GRAMMAR FORMULA

Ending	Rule	Example	Note
most nouns	add -s	printer → printers	
-s, -x, -ch, -sh, -o	add -es	box → boxes, watch → watches	<i>photo, piano</i> take -s
consonant + -y	-y → -ies	study → studies	vowel + y keeps it: <i>days</i>
-f/ -fe	often -ves	leaf → leaves, knife → knives	some take -s : <i>roofs</i>
irregular	change the vowel	man → men, foot → feet, tooth → teeth	learn as a set
unchanged	same in both	sheep, deer, series, aircraft	no -s
always plural	plural form only	scissors, trousers, glasses	take a plural verb

The irregulars worth memorising

Singular	Plural	Singular → Plural
child	children	person → people
man	men	woman → women
foot	feet	tooth → teeth
mouse	mice	goose → geese
crisis	crises	analysis → analyses
datum	data	criterion → criteria

NOTES

- Words of Greek or Latin origin often keep their original plural: *crisis* → *crises*, *analysis* → *analyses*, *criterion* → *criteria*. In everyday writing *data* is now often treated as singular.
- Do not use a plural with a number word: “two *printers*”, not “two *printerss*”.
- *People* is the plural of *person*. *Peoples* means nations or ethnic groups.

Unit 66 — Practice

A — Write the plural

Write the plural form of each noun.

1. box → _____
2. study → _____
3. child → _____
4. leaf → _____
5. foot → _____
6. watch → _____
7. person → _____
8. roof → _____
9. tooth → _____
10. day → _____
11. mouse → _____
12. analysis → _____
13. sheep → _____
14. photo → _____
15. criterion → _____
16. knife → _____

B — Fill in the blanks

Complete each sentence with the plural form of the noun in brackets.

1. There are three _____ (box) in the store room.
2. Two _____ (child) were waiting outside.
3. The _____ (leaf) have all fallen.
4. He broke both _____ (foot) last year.
5. We bought two new _____ (watch).
6. Several _____ (person) complained.
7. The _____ (analysis) took a week.
8. Three _____ (sheep) were in the field.
9. The _____ (roof) need repairing.
10. Two _____ (mouse) got into the cupboard.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "There are three boxs here."
2. "Two childs were waiting."
3. "He broke both foots."
4. "We bought two watchs."
5. "Several persons complained."
6. "The leafs have fallen."
7. "I need two knifes."
8. "Three sheeps were in the field."
9. "The analyses took a week."
10. "My trouser is too long."

D — Contextual cloze

Complete the passage with the correct plural form.

The lab ordered new equipment last month. Six (1) _____ (box) arrived on Monday, and two (2) _____ (person) from the department came to check them. Inside were four (3) _____ (printer), several (4) _____ (watch) for the workshop, and a set of (5) _____ (knife) for the craft room. "The (6) _____ (child) will love this," Maya said. Three (7) _____ (criterion) had to be met first, and the (8) _____ (analysis) took two days. Two (9) _____ (foot) of shelf space were freed up, and the old (10) _____ (shelf) were removed.

Unit 67: Countable and Uncountable Nouns

A countable noun can be counted and has a plural. An uncountable noun cannot be counted, has no plural, and takes a singular verb.

GRAMMAR FORMULA

Type	Plural?	With a number?	Example
countable	yes	yes	one printer, three printers
uncountable	no	no	information, advice, furniture
uncountable	no	no	water, rice, money, work

The uncountables that catch people

Category	Uncountable	To count it, say
information	information, advice, news	a piece of information, a piece of advice
equipment	equipment, furniture, luggage	a piece of equipment, an item of furniture
substances	water, rice, paper, wood	a glass of water, a sheet of paper
abstract	work, research, progress, help	a piece of work, a bit of progress
money words	money, cash, income	a sum of money, an amount of cash

Common trap

COMMON TRAP

Adding -s to an uncountable, or using *a* / *an* with one.

- × I need some informations. → ✓ I need some *information*.
- × She gave me an advice. → ✓ She gave me *some advice*. / *a piece of advice*.
- × The equipments are new. → ✓ The *equipment* is new.
- × There are many researches. → ✓ There is a lot of *research*.
- × He has a lot of works. → ✓ He has a lot of *work*.

The verb is singular with an uncountable: “*The news is bad*”, not “The news are bad.”

NOTES

- *News* looks plural but is uncountable and singular: “*The news is good*.”
- *People* is countable and already plural; its singular is *person*.
- Some words are uncountable in English but countable in Chinese: *information, advice, furniture, equipment, bread, money*.

Unit 67 — Practice

A — Countable or uncountable?

Write C for countable or U for uncountable.

1. printer
2. information
3. advice
4. furniture
5. workshop
6. research
7. money
8. suggestion
9. equipment
10. progress

B — Fill in the blanks

Complete each sentence with the correct form.

1. I need some _____ (information) about the course.
2. The _____ (equipment) is new.
3. She gave me a piece of _____ (advice).
4. There _____ (be) a lot of research on this.
5. We bought three _____ (printer).
6. The _____ (news) is good today.
7. I have some _____ (work) to finish.
8. They gave us two _____ (suggestion).
9. How much _____ (money) do we need?
10. The _____ (furniture) was delivered yesterday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I need some informations."
2. "She gave me an advice."
3. "The equipments are new."
4. "There are many researches."
5. "He has a lot of works."
6. "The news are bad."
7. "I bought two furnitures."
8. "She gave me three advices."
9. "How many money do we need?"
10. "There are a lot of equipment."

D — Contextual cloze

Complete the passage with the correct form.

Maya has (1) _____ (a lot of / many) work this week. She needs (2) _____ (some / a) information about the new machine, and (3) _____ (a piece of / a) advice from the technician. The (4) _____ (equipment / equipments) in the back room is being replaced, and the new (5) _____ (furniture / furnitures) arrives on Friday. "How much (6) _____ (money / moneys) is left?" Ken asks. "Not much. But the (7) _____ (news / newses) is good — the budget was approved." "How many (8) _____ (printer / printers) are we getting?" "Two." "And how much (9) _____ (progress / progresses) on the report?" "Some, but I need more time. It's a lot of (10) _____ (work / works)."

Unit 68: Nouns that Change Countability

Some nouns are uncountable on their own but become countable when they mean **a portion, a type, or a specific instance**. The noun does not change; the meaning does.

GRAMMAR FORMULA

Noun	Uncountable	Countable	What changed
coffee	I like <i>coffee</i> .	Two <i>coffees</i> , please.	portions
paper	I need <i>paper</i> .	Two <i>papers</i> on the desk.	documents
glass	made of <i>glass</i>	Two <i>glasses</i> on the table.	containers
work	I have <i>work</i> to do.	the <i>works</i> of Shakespeare	creations
chicken	<i>Chicken</i> is cheap.	Two <i>chickens</i> in the yard.	animals
time	I don't have <i>time</i> .	I've been there three <i>times</i> .	occasions

Types and portions

Uncountable sense	Countable sense	Example
a substance	a serving or portion	Some <i>water</i> / two <i>waters</i>
a general idea	a particular instance	Some <i>experience</i> / an <i>experience</i>
an activity	a specific piece	Some <i>work</i> / a <i>work of art</i>
a material	a thing made from it	<i>Paper</i> / a <i>paper</i>

Common trap

COMMON TRAP

Assuming the noun keeps its countability in every sense, and mixing the two in one sentence.

- × I have a lot of works today. → ✓ I have a lot of *work* today.
- × Two coffees, please. (correct — portions) / × I like coffees. → ✓ I like *coffee*.
- × She has many experiences. → ✓ She has a lot of *experience*. (knowledge)
- × This is a good work. → ✓ This is a good *piece of work*. / a good *work of art*.

Note the difference: *experience* meaning *knowledge gained* is uncountable; meaning *an event you lived through* it is countable: "It was an interesting *experience*."

NOTES

- *Business* is uncountable in the sense of trade, and countable meaning a company: "I'm in *business*" / "three *businesses* in the district".
- *Room* meaning space is uncountable: "There isn't *room* for another desk." Meaning a chamber it is countable: "*a room* with a window".
- *Hair* is uncountable as a mass; *a hair* means one strand.

Unit 68 — Practice

A — Countable or uncountable in this sentence?

Write C or U for the noun in capitals.

1. I like COFFEE. → _____
2. Two COFFEES, please. → _____
3. I need PAPER. → _____
4. Two PAPERS are on the desk. → _____
5. She has a lot of EXPERIENCE. → _____
6. It was an interesting EXPERIENCE. → _____
7. I have WORK to do. → _____
8. There isn't ROOM for another chair. → _____
9. We booked a ROOM. → _____
10. I've been there three TIMES. → _____

B — Fill in the blanks

Complete each sentence with the correct form.

1. I'd like two _____ (coffee), please.
2. She has a lot of _____ (experience) in design.
3. There isn't _____ (room) for another desk.
4. He read three _____ (paper) on the subject.
5. We need some _____ (paper) for the printer.
6. It was a fascinating _____ (experience).
7. The table is made of _____ (glass).
8. Could I have two _____ (water)?
9. I have a lot of _____ (work) this week.
10. Two _____ (chicken) were in the yard.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I have a lot of works today."
2. "I like coffees."
3. "She has many experiences in teaching."
4. "This is a good work."
5. "There isn't a room for another desk."
6. "Could I have two glasses of waters?"
7. "He read three papers." (already correct — write "correct")
8. "It was a very interesting experiences."
9. "Two chickens are in the yard." (already correct — write "correct")
10. "I've been there three time."

D — Contextual cloze

Complete the passage with the correct form.

"I'd like two (1) _____ (coffee), please," Maya says. "And do you have any (2) _____ (paper) I can use? I need to print three (3) _____ (paper) for the meeting." "There's (4) _____ (paper) in the drawer." "Thanks. She has a lot of (5) _____ (experience) with this machine, so she'll help." "Good. Is there (6) _____ (room) in the small workshop?" "Not much, but we can rearrange the (7) _____ (furniture)." "It was an interesting (8) _____ (experience) last time." "Let's hope this one is easier. I've run this workshop three (9) _____ (time) already." "And there's still a lot of (10) _____ (work) to do."

Unit 69: Articles: A, An and The

The choice between **a / an** and **the** is about **shared knowledge**. Use **a / an** when the listener does not yet know which one; use **the** when they do.

GRAMMAR FORMULA

Situation	Article	Example	Why
first mention	a / an	I bought <i>a</i> printer.	new information
second mention	the	<i>The</i> printer is broken.	now we both know which one
one of many	a / an	She works in <i>an</i> office.	which office is not important
the only one	the	She works in <i>the</i> main office.	only one exists here
uncountable	—	I need <i>help</i> .	cannot take <i>a / an</i>
plural, general	—	<i>Printers</i> are expensive.	general statement

The pattern across two sentences

First sentence	Second sentence	What changed
I saw <i>a</i> dog.	<i>The</i> dog was friendly.	first mention, then known
She bought <i>some</i> tools.	<i>The</i> tools were cheap.	plural, then specific
We need <i>a</i> decision.	<i>The</i> decision is yours.	introduced, then referred to

Common trap

COMMON TRAP

Using *a / an* for a second mention, or *the* for a first mention.

- × I bought a printer. A printer works well. → ✓ I bought a printer. *The* printer works well.
- × The man came in and sat down. (first mention) → ✓ A man came in. (first mention)
- × She is the engineer. → ✓ She is *an* engineer. (one of many)
- × I need a help. → ✓ I need *help*.

NOTES

- A job title takes *a / an* unless there is only one such post: “She is *the* director” works because there is one director.
- A superlative always takes *the*: “It’s *the* fastest printer here.”
- *The* is used with a noun already defined by a clause or phrase: “*The* printer *that I ordered* arrived.”

Unit 69 — Practice

A — Choose a, an or the

Complete each sentence with the correct article.

1. I bought _____ new laptop yesterday.
2. _____ laptop is much faster than the old one.
3. She works as _____ engineer.
4. He is _____ director of the lab.
5. It's _____ most expensive machine we own.
6. We saw _____ film last night. _____ film was excellent.
7. I need _____ help with this form.
8. _____ printers are getting cheaper.
9. She works in _____ office in Central.
10. _____ office she works in is on the fifth floor.

B — Fill in the blanks

Complete each sentence with **a, an, the** or nothing.

1. I saw _____ dog in the park. _____ dog was very old.
2. She gave me _____ advice that helped a lot.
3. He is _____ engineer at _____ university.
4. It's _____ best solution we have.
5. We need _____ decision by Friday.
6. _____ decision should be made carefully.
7. _____ information you sent was useful.
8. I don't have _____ time today.
9. _____ machines in the back room are new.
10. She bought _____ equipment for the workshop.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I bought a printer. A printer works well."
2. "A man came in. A man sat down." (second mention)
3. "She is the engineer at a small firm."
4. "I need a help."
5. "It's a most expensive machine we own."
6. "She is a director of the lab." (only one)
7. "We saw a film. A film was excellent."
8. "I need an information about the course."
9. "The printers are getting cheaper." (general statement)
10. "She works in office in Central."

D — Contextual cloze

Complete the passage with **a, an, the** or nothing.

Maya bought (1) _____ new printer last month. (2) _____ printer arrived on Monday. "It's (3) _____ most reliable one we've had," she says. "And it's (4) _____ improvement on the old model!" Ken is (5) _____ engineer who helped set it up. "We need (6) _____ decision about the old machines," he says. "I think we should sell them." (7) _____ equipment is still in good condition, but (8) _____ space is a problem. "Let's discuss it next week. I don't have (9) _____ time today." "Fine. I'll send you (10) _____ information about the resale value."

Unit 70: The Definite Article: Special Uses

Beyond “already known”, **the** is fixed in a set of situations. These are worth learning as a list, because the logic is not always obvious.

GRAMMAR FORMULA

Situation	Example	Note	unique things
<i>the</i> sun, <i>the</i> moon, <i>the</i> internet	only one	superlatives	<i>the</i> best, <i>the</i> fastest
always <i>the</i>	ordinals	<i>the</i> first, <i>the</i> second	always <i>the</i>
oceans, rivers, seas	<i>the</i> Pacific, <i>the</i> Nile	geographical features below	groups of islands and mountains
<i>the</i> Philippines, <i>the</i> Alps	but <i>Mount Fuji</i>	countries with a plural or a state word	<i>the</i> Netherlands, <i>the</i> UK, <i>the</i> UAE
most countries take none	musical instruments	play <i>the</i> piano	but <i>play football</i>
inventions and machines	invented <i>the</i> telephone	the specific device	fixed phrases
in <i>the</i> morning, at <i>the</i> same time	time expressions	service or shop	go to <i>the</i> dentist
the specific service			

Common trap

COMMON TRAP

Adding *the* where English does not use it, and dropping it where it is fixed.

- × I play the football. → ✓ I play *football*. (sports take no article)
- × She lives in the Japan. → ✓ She lives in *Japan*. (most countries take none)
- × I go to the school every day. (as a student) → ✓ I go to *school*.
- × He plays piano. → ✓ He plays *the piano*.
- × The Mount Everest is high. → ✓ *Mount Everest* is high.

The contrast to remember: *school*, *hospital*, *university*, *prison*, *bed*, *work* take **no article** when you mean the activity they exist for. “He is *in hospital*” (a patient) versus “He is *in the hospital*” (visiting).

NOTES

- *The* + adjective describes a group: “*the rich*”, “*the unemployed*”.
- *Go to the* + service means using that service: “go to *the doctor*”, “go to *the bank*”.
- Newspaper names take *the*; place names usually do not: “*The Times*”, but “*Hong Kong*”.

Unit 70 — Practice

A — Add the where needed

Rewrite each phrase with **the** if it is needed.

1. I play piano.
2. I play tennis.
3. She lives in Japan.
4. She lives in Netherlands.
5. Everest is very high.
6. Alps are in Europe.
7. Sun rises in east.
8. He goes to school every day. (as a student)
9. He is in hospital. (as a patient)
10. He was in hospital. (visiting someone)

B — Fill in the blanks

Complete each sentence with **the** or nothing.

1. She plays _____ violin very well.
2. They play _____ basketball on Sundays.
3. He lives in _____ United Kingdom.
4. _____ Nile is the longest river in Africa.
5. We climbed _____ Mount Fuji.
6. I'll see you in _____ morning.
7. She went to _____ university in 2022.
8. _____ Philippines is a country of islands.
9. He invented _____ telephone.
10. It's _____ best solution.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I play the football."
2. "She lives in the Japan."
3. "He plays piano."
4. "The Mount Everest is high."
5. "Sun rises at six."
6. "He is in the hospital." (as a patient)
7. "She went to the university in 2022." (as a student)
8. "They built a house in the Alps."
9. "It's a best solution."
10. "He went to the bed early."

D — Contextual cloze

Complete the passage with **the** or nothing.

Maya plays (1) _____ piano and (2) _____ badminton. She studied at (3) _____ university in (4) _____ Netherlands, and now works in Hong Kong. "I usually start in (5) _____ morning," she says. "And I go to (6) _____ gym twice a week." Last summer she climbed (7) _____ Alps with her brother. "It's (8) _____ hardest thing I've ever done." Her friend invented (9) _____ device that measures air quality. "He's (10) _____ most patient person I know," she says.

Unit 71: The Zero Article

Sometimes English uses **no article at all**. This is not a mistake — it is a rule, and it applies to whole categories of noun.

GRAMMAR FORMULA

Category	Rule	Example	Note
plurals, general	no article	<i>Printers</i> are expensive.	talking about all of them
uncountables, general	no article	<i>Water</i> is essential.	the substance in general
places as activities	no article	go to <i>school, bed, work</i>	the institution's purpose
meals	no article	have <i>breakfast, lunch, dinner</i>	the meal in general
transport	no article	by <i>car, bus, on foot</i>	means of travel
languages and subjects	no article	speak <i>Mandarin</i> , study <i>biology</i>	
sports and games	no article	play <i>football, chess</i>	
days, months, years	no article	on <i>Monday</i> , in <i>June</i> , in <i>2024</i>	

The contrast that matters

Zero article	Meaning	With <i>the</i>
go to <i>school</i>	as a pupil	go to <i>the</i> school (to visit)
go to <i>bed</i>	to sleep	sit on <i>the</i> bed
at <i>work</i>	working	at <i>the</i> work site
in <i>hospital</i>	as a patient	in <i>the</i> hospital (visiting)
have <i>breakfast</i>	the meal	the breakfast was cold

Common trap

COMMON TRAP

Adding *the* to general plurals and uncountables, and to the fixed zero-article phrases.

× The printers are expensive. (in general) → ✓ *Printers* are expensive.

× The water is essential. (in general) → ✓ *Water* is essential.

× I go to the bed at eleven. → ✓ I go to *bed* at eleven.

× We go to school by the bus. → ✓ We go to school *by bus*.

× She plays the tennis. → ✓ She plays *tennis*.

Remember: *by car / by bus / by train* take no article, but *in a car* and *on the bus* do.

NOTES

- *At night* and *at noon* take no article, but *in the morning* and *in the afternoon* do.
- Languages take no article: “She speaks *English*”, not “the English”.
- Academic subjects take no article: “He studies *physics*”.

Unit 71 — Practice

A — Choose the, a / an, or no article

Complete each sentence.

- _____ printers are getting cheaper. (in general)
- _____ printer in the corner is broken.
- I go to _____ bed at eleven.
- I sat on _____ bed and read.
- We travel by _____ bus.
- We travelled in _____ car.
- She speaks _____ Mandarin fluently.
- He studies _____ physics at university.
- We play _____ chess on Fridays.
- She has _____ breakfast at seven.

B — Fill in the blanks

Complete each sentence with **the** or nothing.

- _____ water is essential for life.
- _____ water in this bottle is warm.
- He is in _____ hospital for an operation.
- She is visiting him in _____ hospital.
- I'm going to _____ work now.
- _____ work I did yesterday was difficult.
- They went to _____ school together.
- _____ school on the corner is being rebuilt.
- We have _____ dinner at eight.
- _____ dinner she cooked was excellent.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "The printers are expensive." (in general)
- "The water is essential for life."
- "I go to the bed at eleven."
- "We go to school by the bus."
- "She plays the tennis."
- "He speaks the English well."
- "We have the dinner at eight."
- "She is in the hospital." (as a patient)
- "He studies the physics."
- "They met on the Monday."

D — Contextual cloze

Complete the passage with **the** or nothing.

Maya goes to (1) _____ work by (2) _____ bus every day. She has (3) _____ breakfast at seven and leaves at eight. "I study (4) _____ design in (5) _____ evening," she says. "And I play (6) _____ badminton on Saturdays." (7) _____ water in the lab is filtered, which is important. "We don't have (8) _____ lunch together often," she says. "But (9) _____ lunch we had on Friday was excellent." She speaks (10) _____ English and Mandarin fluently.

Unit 72: Quantifiers: Some, Any and No

Something and *any* both describe an unspecified amount. The choice depends on whether the sentence is positive, negative or a question.

GRAMMAR FORMULA

Sentence type	Quantifier	Example	Note
positive statement	<i>some</i>	I have <i>some</i> questions.	also <i>a lot of</i>
negative	<i>any</i>	I don't have <i>any</i> questions.	<i>no</i> is also possible
question	<i>any</i>	Do you have <i>any</i> questions?	when unsure of the answer
offer or request	<i>some</i>	Would you like <i>some</i> tea?	expecting <i>yes</i>
negative with <i>no</i>	<i>no</i>	I have <i>no</i> questions.	stronger than <i>not any</i>

The full set

	Uncountable / plural	Singular countable
some	<i>some water, some books</i>	<i>some book</i> — unusual
any	<i>any water, any books</i>	<i>any book</i> — possible
no	<i>no water, no books</i>	<i>no book</i>
a lot of	<i>a lot of water</i>	<i>a lot of books</i>
much / many	<i>much water</i>	<i>many books</i>

No is not a negative word in form, but it makes the sentence negative, so the verb stays positive: "There *is no* milk" — not "There isn't no milk."

Common trap

COMMON TRAP

Using *some* in negatives, *any* in positive statements, or double negatives with *no*.

- × I don't have some questions. → ✓ I don't have *any* questions.
- × I have any questions. → ✓ I have *some* questions.
- × There isn't no milk. → ✓ There *is no* milk. / There *isn't any* milk.
- × Would you like any tea? → ✓ Would you like *some* tea?

NOTES

- *Some* in a question suggests the answer will be yes: "Do you want *some* help?" sounds more encouraging than "any".
- *Some* can mean "a certain one" with a singular noun: "*Some* people never learn."
- *Any* can mean "it doesn't matter which" in positive statements: "Take *any* bus."

Unit 72 — Practice

A — Choose some, any or no

Complete each sentence.

1. I have _____ questions about the course.
2. I don't have _____ questions.
3. Do you have _____ questions?
4. There is _____ milk left — we need to buy more.
5. There isn't _____ milk left.
6. Would you like _____ tea?
7. We need _____ help with this.
8. She didn't give me _____ advice.
9. There are _____ seats available.
10. Take _____ bus — they all go there.

B — Fill in the blanks

Complete each sentence with **some**, **any**, **no** or **a lot of**.

1. I have _____ work to finish tonight.
2. There aren't _____ chairs left.
3. There are _____ chairs in the back room.
4. We have _____ information about the new machine.
5. She didn't have _____ time.
6. Would you like _____ water?
7. Is there _____ room in the workshop?
8. There is _____ room at all — it's full.
9. He gave me _____ useful advice.
10. I need _____ help with these forms.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I don't have some questions."
2. "I have any questions."
3. "There isn't no milk."
4. "Would you like any tea?"
5. "She didn't give me some advice."
6. "There aren't some chairs."
7. "I need any help with this."
8. "There is no any milk."
9. "Do you have some questions?" (not expecting yes)
10. "We don't have no time."

D — Contextual cloze

Complete the passage with **some**, **any**, **no** or **a lot of**.

"Do you have (1) _____ questions about the induction?" Maya asks. "Yes, I have (2) _____." "Go ahead." "Is there (3) _____ space on Friday's session?" "There isn't (4) _____ space, unfortunately — it's full. But there are (5) _____ places on Monday." "Monday works." "Would you like (6) _____ help with the form?" "I don't need (7) _____ help, thanks. But I have (8) _____ questions about the safety sheet." "Of course. There's (9) _____ rush — we have (10) _____ time."

Unit 73: Much, Many and A Lot Of

The choice depends on whether the noun is countable and on whether the sentence is positive, negative or a question.

GRAMMAR FORMULA

Quantifier	Noun type	Sentence type	Example
<i>many</i>	countable plural	negatives, questions, formal	not <i>many</i> printers
<i>much</i>	uncountable	negatives, questions, formal	not <i>much</i> time
<i>a lot of</i>	both	positive, informal, all types	<i>a lot of</i> printers / time
<i>lots of</i>	both	informal positive	<i>lots of</i> problems

What sounds natural where

Sentence	Natural	Awkward
positive	We have <i>a lot of</i> work.	We have much work.
negative	We don't have <i>much</i> work.	We don't have a lot of work. (fine but less common)
question	Do you have <i>much</i> time?	Do you have a lot of time? (fine, informal)
positive, countable	There are <i>a lot of</i> printers.	There are many printers. (formal)

Much and *many* are correct in positive statements but sound formal: "Many students attended the lecture" belongs in writing, not conversation.

Common trap

COMMON TRAP

Using *much* with a countable noun.

- × There isn't much printers. → ✓ There aren't *many* printers.
- × How much members are there? → ✓ How *many* members are there?
- × We don't have many time. → ✓ We don't have *much* time.
- × How many money do you have? → ✓ How *much* money do you have?

The test: if you can say *one, two, three*, use *many*. If not, use *much*.

NOTES

- *A lot of* works with everything, so it is the safest choice when unsure.
- *Much* combines with *too* and *so*: "too *much* work", "so *much* noise". *Many* does not: "too *many* errors" is correct, but "too much errors" is not.
- In formal writing, *many* and *much* are preferred over *a lot of*: "Many applicants withdrew."

Unit 73 — Practice

A — Choose much or many

Complete each question and sentence.

1. How _____ printers are there?
2. How _____ does it cost?
3. How _____ members do you have?
4. How _____ time do we have?
5. How _____ people came?
6. How _____ noise did it make?
7. How _____ information do you need?
8. How _____ workshops did you run?
9. How _____ coffee is left?
10. How _____ questions were there?

B — Fill in the blanks

Complete each sentence with **much**, **many**, **a lot of** or **lots of**.

1. We have _____ work to do today.
2. There aren't _____ chairs left.
3. She doesn't have _____ experience.
4. There are _____ students in the lab.
5. I don't have _____ time.
6. How _____ money do we need?
7. We had _____ problems with the printer.
8. There isn't _____ information available.
9. _____ people applied this year. (formal)
10. He doesn't have _____ friends here.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "There isn't much printers."
2. "How much members are there?"
3. "We don't have many time."
4. "How many money do you have?"
5. "There is too much errors."
6. "I don't have a lot of time." (**already correct — write "correct"**)
7. "There are much people here."
8. "How much workshops did you run?"
9. "She doesn't have many patience."
10. "We have many work today."

D — Contextual cloze

Complete the passage with **much**, **many**, **a lot of** or **lots of**.

"How (1) _____ members do you have now?" a visitor asks. "About a hundred and seventy." "That's (2) _____ people." "It is. We don't have (3) _____ space, unfortunately." "How (4) _____ machines are there?" "Six printers and a lasercutter." "And how (5) _____ does membership cost?" "Nothing for students." "There must be (6) _____ demand." "There is — we turn people away." "Do you get (7) _____ funding from the department?" "Not (8) _____, but enough." "And how (9) _____ time do sessions take?" "Two hours. We run (10) _____ sessions each term."

Unit 74: A Few, A Little, Few and Little

The article changes the meaning completely. **A few** and **a little** mean “some, enough”; **few** and **little** alone mean “not enough, almost none”.

GRAMMAR FORMULA

Form	Noun type	Meaning	Example
<i>a few</i>	countable plural	some — enough	I have <i>a few</i> minutes.
<i>few</i>	countable plural	almost none — not enough	<i>Few</i> people came.
<i>a little</i>	uncountable	some — enough	I have <i>a little</i> time.
<i>little</i>	uncountable	almost none — not enough	There is <i>little</i> hope.

The contrast in one table

Sentence	Feeling	Almost the same as
I have <i>a few</i> friends here.	positive — some friends	some
I have <i>few</i> friends here.	negative — lonely	hardly any
We have <i>a little</i> money left.	positive — enough for something	some
We have <i>little</i> money left.	negative — a problem	hardly any

The spoken difference is only the article, but the meaning is opposite.

Common trap

COMMON TRAP

Using *few* or *little* when you mean “some”, and dropping the article.

- × I have few questions — can you help? (meaning: some) → ✓ I have *a few* questions.
- × There is little milk — enough for tea. (meaning: some) → ✓ There is *a little* milk.
- × A few people came, unfortunately. → ✓ *Few* people came, unfortunately.
- × A little progress was made, sadly. → ✓ *Little* progress was made, sadly.

Also note **only a few** and **quite a few**, which mean the opposite of what the words suggest: *quite a few* means “a lot”.

NOTES

- *Few* and *little* are formal. In speech, people usually say “not many” or “not much”.
- *A few* + plural countable, *a little* + uncountable. There is no *a little* + plural.
- *The few* and *the little* refer to a specific small amount: “*The few* members who came enjoyed it.”

Unit 74 — Practice

A — Choose a few or few

Complete each sentence so the meaning in brackets is correct.

1. I have _____ minutes before the meeting. (some)
2. _____ people came to the talk. (almost none)
3. We need _____ more chairs. (some)
4. There are _____ seats left — book soon. (almost none)
5. She has _____ close friends here. (some)
6. He has _____ friends in the city. (almost none)
7. I'd like _____ days to think about it. (some)
8. _____ students passed the test. (almost none)
9. We have _____ questions about the form. (some)
10. _____ problems remain. (almost none)

B — Fill in the blanks

Complete each sentence with **a few**, **few**, **a little** or **little**.

1. I have _____ time — enough for a coffee.
2. There is _____ hope of finishing today. (almost none)
3. We need _____ information about the new machine.
4. She has _____ patience with careless work. (almost none)
5. I'll be back in _____ minutes.
6. There is _____ water in the bottle — we should refill.
7. _____ members attended the meeting. (almost none)
8. Can I ask you _____ questions?
9. We made _____ progress, but not much.
10. He earns _____ money and finds it hard.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I have few questions — can you help?" (meaning: some)
2. "There is little milk — enough for tea." (meaning: some)
3. "A few people came, unfortunately." (meaning: almost none)
4. "A little progress was made, sadly." (meaning: almost none)
5. "I have a few money left."
6. "There are a little chairs."
7. "We have a little options."
8. "Few people came and everyone enjoyed it." (meaning: some)
9. "There is a few hope."
10. "She has little friends, and she's happy." (meaning: some)

D — Contextual cloze

Complete the passage with **a few**, **few**, **a little** or **little**.

"How many members came?" Maya asks. "(1) _____ — only four," Ken says. "That's disappointing. We had (2) _____ more last time." "I know. There's (3) _____ interest in that topic." "We should change it. I have (4) _____ ideas if you want to hear them." "Go on." "We could run (5) _____ short sessions instead of one long one." "That might work. We have (6) _____ money in the budget for materials." "Only (7) _____ hours of preparation, though." "I can help. I have (8) _____ spare time this week." "(9) _____ people have offered, so we're lucky." "Agreed. Let's ask (10) _____ more tutors to join."

Unit 75: Adjective Order

When several adjectives describe one noun, English puts them in a fixed order. It sounds wrong if the order changes, even though the meaning is clear.

GRAMMAR FORMULA

Order: opinion → size → age → shape → colour → origin → material → purpose → noun

Position	Type	Example	Note
1	opinion	a <i>beautiful</i> old clock	judgement
2	size	a <i>big</i> black bag	
3	age	an <i>old</i> wooden desk	
4	shape	a <i>round</i> wooden table	
5	colour	a <i>blue</i> cotton shirt	
6	origin	an <i>Italian</i> leather sofa	
7	material	a <i>steel</i> cutting tool	
8	purpose	a <i>gardening</i> tool	what it is for

The two rules

1. Opinion comes first, and the noun comes last. Everything else sits in between in the fixed order above.
2. Nothing goes between the adjective and the noun except another adjective: **a big red car**, never **a big car red**.

Correct	Incorrect	Why
a lovely little old house	opinion → size → age	the standard order
a big round black table	size → shape → colour	
an old Italian leather bag	age → origin → material	
a new blue cotton shirt	age → colour → material	

Common trap

COMMON TRAP

Putting adjectives in the order they come to mind, or after the noun.

- × a wooden old desk → ✓ an *old* wooden desk
- × a cotton blue shirt → ✓ a *blue* cotton shirt
- × a car big red → ✓ a *big red* car
- × a Chinese beautiful garden → ✓ a *beautiful* Chinese garden

In practice, more than three adjectives is rare. If the sentence feels crowded, split it: “It’s an old desk. It’s wooden, and quite beautiful.”

NOTES

- Adjectives ending in *-ing* and *-ed* follow the same order: “a boring old film”, “a tired young student”.
- Some adjectives cannot follow the noun at all. Only a few fixed phrases do: “the president elect”, “something nice”.
- Numbers come before everything: “*three* big red boxes”.

Unit 75 — Practice

A — Put the adjectives in the correct order

Rewrite each phrase with the adjectives in the correct order.

1. a wooden / old / desk
2. a blue / cotton / shirt
3. a red / big / car
4. a Chinese / beautiful / garden
5. a leather / Italian / bag
6. a black / round / table
7. a steel / cutting / tool
8. a lovely / little / old / house
9. a metal / new / box
10. a young / French / woman

B — Fill in the blanks

Rewrite each sentence with the adjectives in the correct order.

1. She bought a (cotton / white) dress.
2. He drives an (old / German / big) car.
3. They live in a (wooden / small / old) house.
4. I need a (gardening / steel) tool.
5. She has a (leather / brown / lovely) bag.
6. We met a (young / Italian) couple.
7. He wore a (blue / cotton / new) shirt.
8. There is a (round / big / glass) table.
9. She studies at a (modern / Japanese) university.
10. He gave me a (little / silver / pretty) box.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. “a wooden old desk”
2. “a cotton blue shirt”
3. “a car big red”
4. “a Chinese beautiful garden”
5. “a leather Italian bag”
6. “a black round table”
7. “a steel cutting tool”
8. “a young French woman” (already correct — write “correct”)
9. “a lovely old little house”
10. “a metal new box”

D — Contextual cloze

Rewrite each description with the adjectives in the correct order.

Maya bought (1) _____ (leather / brown / Italian) jacket last winter. She keeps (2) _____ (steel / old / cutting) tools in the workshop. “This is (3) _____ (lovely / little / wooden) box,” she says. “My grandfather made it.” Ken drives (4) _____ (Japanese / small / old) car. “It’s slow but reliable,” he says. They work in (5) _____ (modern / large / white) building near the station. On the desk there is (6) _____ (blue / glass / round) paperweight and (7) _____ (cotton / red / new) cloth. “We need (8) _____ (gardening / metal) tools for that job.” “They’re in (9) _____ (black / big / plastic) box.” “And is that (10) _____ (wooden / old) chair still there?” “Yes, it’s very comfortable.”

Unit 76: Comparative Adjectives

The comparative compares two things. Short adjectives take **-er**; longer ones take **more** — and the two are never used together.

GRAMMAR FORMULA

Adjective type	Form	Example	Note
one syllable	<i>-er</i>	fast → faster	add <i>-er</i>
one syllable, CVC	double the letter	big → bigger	<i>bigger, hotter</i>
two syllables ending in -y	-y → <i>-ier</i>	easy → easier	<i>happy → happier</i>
two syllables or more	<i>more</i> + adjective	expensive → more expensive	no <i>-er</i>
irregular	new word	good → better, bad → worse	learn as a set

The full structure

Pattern	Example	Note
A + is + comparative + <i>than</i> + B	This one is <i>faster than</i> that one.	<i>than</i> is required
A + is + <i>more</i> + adjective + <i>than</i> + B	It is <i>more expensive than</i> the other.	long adjectives
irregular	Her work is <i>better than</i> mine.	good → better
less than	It is <i>less reliable than</i> the old one.	the opposite direction

Common trap

COMMON TRAP

Using both *more* and *-er*, or dropping *than*.

- × This is more faster. → ✓ This is *faster*.
- × She is more taller than me. → ✓ She is *taller* than me.
- × It is more expensive that one. → ✓ It is more expensive *than* that one.
- × This printer is gooder. → ✓ This printer is *better*.

Watch the spelling: *big* → *bigger* (double the consonant), *easy* → *easier* (y becomes i), *expensive* → *more expensive* (no change to the word).

NOTES

- *Than* is a separate word and is often reduced to /ðən/ in speech.
- *Elder* is used only for family members: “my *elder* brother”. *Older* is general.
- For a large difference, use *much* or *far*: “It’s *much* faster.”

Unit 76 — Practice

A — Write the comparative

Write the comparative form of each adjective.

1. fast → _____
2. big → _____
3. easy → _____
4. expensive → _____
5. good → _____
6. bad → _____
7. hot → _____
8. happy → _____
9. reliable → _____
10. thin → _____
11. interesting → _____
12. far → _____

B — Fill in the blanks

Complete each sentence with the correct comparative form.

1. This printer is _____ (fast) than the old one.
2. The new machine is _____ (expensive) than we expected.
3. Her work is _____ (good) than mine.
4. Today is _____ (hot) than yesterday.
5. This exercise is _____ (easy) than the last one.
6. The journey is _____ (bad) in the morning.
7. This room is _____ (big) than that one.
8. She is _____ (reliable) than her colleague.
9. The workshop was _____ (interesting) than I expected.
10. It's _____ (far) than I thought.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "This is more faster."
2. "She is more taller than me."
3. "It is more expensive that one."
4. "This printer is gooder."
5. "The room is bigger that one."
6. "Today is hotter than yesterday."
7. "This is more easier."
8. "Her work is better that mine."
9. "It's farer than I thought."
10. "The film was more interesting that the book."

D — Contextual cloze

Complete the passage with the correct comparative form.

"The new printer is (1) _____ (fast) than the old one," Maya says. "But it's also (2) _____ (expensive) to maintain." "Is it (3) _____ (reliable)?" "Much (4) _____ (reliable). It hasn't failed once." "And the lasercutter?" "That one is (5) _____ (old) and (6) _____ (slow), but it's (7) _____ (good) for small jobs." "Which is (8) _____ (easy) to learn?" "The printer, definitely. The lasercutter takes (9) _____ (much) practice." "And is the new room (10) _____ (big) than the old one?" "Slightly."

Unit 77: Superlative Adjectives

The superlative compares one thing with **all** the others in a group. It always takes **the**, and the group is usually introduced with **in** or **of**.

GRAMMAR FORMULA

Adjective type	Form	Example	Note
one syllable	the <i>-est</i>	the fastest	add <i>-est</i>
one syllable, CVC	double the letter	the biggest	
two syllables ending in -y	-y → <i>-iest</i>	the easiest	
two syllables or more	the <i>most</i> + adjective	the most expensive	no <i>-est</i>
irregular	new word	good → the best, bad → the worst	learn as a set

The group of comparison

Pattern	Example	Note
<i>in</i> + place or group	the tallest student <i>in the class</i>	places and groups
<i>of</i> + a set	the best <i>of the three</i>	a specific number
possessive	the lab's <i>best</i> printer	ownership
no group stated	This is the fastest one.	context makes it clear

The word **the** is compulsory: "She is tallest" is wrong.

Common trap

COMMON TRAP

Dropping *the*, or using *more* with *-est*.

- × She is tallest in the class. → ✓ She is *the* tallest in the class.
- × This is the most fastest printer. → ✓ This is *the* fastest printer.
- × It's the most cheap option. → ✓ It's *the* cheapest option.
- × He is the better of the three. → ✓ He is *the* best of the three.

Than is never used with a superlative: say "*the best in the group*", not "the best than the group".

NOTES

- A superlative can also be used without a noun: "This one is *the cheapest*."
- For the second best, use a comparative: "It's *the second cheapest*" or "*the next best*."
- *Most* without *the* means "very": "*Most* people enjoyed it." That is a quantifier, not a superlative.

Unit 77 — Practice

A — Write the superlative

Write the superlative form of each adjective.

1. fast → _____
2. big → _____
3. easy → _____
4. expensive → _____
5. good → _____
6. bad → _____
7. thin → _____
8. reliable → _____
9. interesting → _____
10. far → _____

B — Fill in the blanks

Complete each sentence with the correct superlative form.

1. This is _____ (fast) printer in the lab.
2. It's _____ (expensive) machine we own.
3. She is _____ (good) student in the class.
4. That was _____ (bad) film I've seen.
5. This is _____ (easy) way to do it.
6. He is _____ (tall) of the three.
7. It was _____ (interesting) talk of the year.
8. This is _____ (reliable) machine here.
9. February is _____ (short) month of the year.
10. She chose _____ (cheap) option available.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She is tallest in the class."
2. "This is the most fastest printer."
3. "It's the most cheap option."
4. "He is the better of the three."
5. "This is best solution we have."
6. "That was worse film I've seen."
7. "She is the most tall of the three."
8. "It's the more reliable machine here."
9. "He is the best than the others."
10. "This is easiest way to do it."

D — Contextual cloze

Complete the passage with the correct superlative form.

"Which is (1) _____ (fast) machine in the lab?" a visitor asks. "The new printer," Maya says. "It's also (2) _____ (expensive)." "And which is (3) _____ (easy) to use?" "Probably the resin printer." "What's (4) _____ (common) mistake people make?" "Forgetting to wear goggles." "Which room is (5) _____ (big)?" "The one at the end." "Was that (6) _____ (good) workshop you've run?" "Not really — last year's was (7) _____ (successful)." "And who is (8) _____ (experienced) tutor here?" "Ken, by a long way." "What's (9) _____ (bad) thing that has happened?" "A power cut during a session." "That sounds like (10) _____ (difficult) day of the year."

Unit 78: Comparative Structures: As ... As

As ... as says two things are equal. Its negative, **not as ... as**, is one of the most useful structures in English because it compares without naming a superlative.

GRAMMAR FORMULA

Form	Meaning	Example	Note
<i>as + adjective + as</i>	equal	She is <i>as tall as</i> me.	adjective between the two <i>as</i>
<i>not as + adjective + as</i>	less than	He isn't <i>as fast as</i> her.	very common
<i>as + adverb + as</i>	equal manner	He works <i>as hard as</i> anyone.	adverbs too
<i>as much / many + noun + as</i>	equal quantity	I have <i>as much time as</i> you.	<i>much</i> + uncountable
<i>twice as + adjective + as</i>	double	It's <i>twice as fast as</i> the old one.	multipliers

The three patterns

Pattern	Example	Meaning
equal	This printer is <i>as good as</i> that one.	same quality
less	This printer isn't <i>as good as</i> that one.	worse, but politely
double or half	It's <i>twice as expensive as</i> the other.	multiples

Between the two **as** words, use the **base** adjective, never the comparative: **as tall as**, never **as taller as**.

Common trap

COMMON TRAP

Using a comparative between *as ... as*, or dropping the second *as*.

- × She is as taller as me. → ✓ She is *as tall as* me.
- × He isn't as fast than her. → ✓ He isn't *as fast as* her.
- × It's twice as fast than the old one. → ✓ It's twice *as fast as* the old one.
- × I have as much time than you. → ✓ I have *as much time as* you.

Note that *not as ... as* is often more polite than a comparative: "He *isn't as experienced as* Sara" sounds softer than "He is less experienced than Sara."

NOTES

- In the negative, *so ... as* is an older variant: "It isn't *so good as* the other one."
- *As much as* can mean "although": "*As much as* I like the design, it's too expensive."
- *As ... as possible* means "to the greatest degree you can": "Come *as early as possible*."

Unit 78 — Practice

A — Complete with as ... as

Rewrite each pair as one sentence using **as ... as** or **not as ... as**.

1. This printer / fast / the old one. (equal)
2. He / experienced / Sara. (less)
3. She / tall / her brother. (equal)
4. This film / interesting / the last one. (less)
5. The train / quick / the bus. (equal)
6. My phone / good / yours. (less)
7. He / hard-working / his sister. (equal)
8. The new room / big / the old one. (less)
9. This exercise / easy / the last one. (equal)
10. Her work / careful / his. (less)

B — Fill in the blanks

Complete each sentence with **as ... as**, or the correct form.

1. This printer is _____ fast _____ the old one.
2. He isn't _____ experienced _____ Sara.
3. I have _____ much time _____ you.
4. It's twice _____ expensive _____ the other one.
5. She works _____ hard _____ anyone here.
6. The new machine isn't _____ reliable _____ the old one.
7. There are _____ many chairs _____ we need.
8. He speaks _____ clearly _____ a native speaker.
9. This room is _____ big _____ the other one. (less)
10. Come _____ early _____ you can.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She is as taller as me."
2. "He isn't as fast than her."
3. "It's twice as fast than the old one."
4. "I have as much time than you."
5. "This is as good than that."
6. "He is as more experienced as Sara."
7. "It's as expensive as the other one." (already correct — write "correct")
8. "She works as harder as anyone."
9. "There are as many chairs than we need."
10. "He isn't so fast than her."

D — Contextual cloze

Complete the passage with the correct comparative structure.

"Is the new printer better?" Maya asks. "It's (1) _____ the old one — about the same speed," Ken says. "But it isn't (2) _____ the old one used to be — it keeps jamming." "That's odd." "I know. And it's (3) _____ the one we looked at last year — twice the price." "So we're paying more for less?" "It seems so. The lasercutter is different: it's much quieter, and it's (4) _____ the old one as well." "That's something. Is the new room (5) _____ the old one?" "Not quite, but it's brighter." "So we have (6) _____ space as before — roughly the same." "Yes. And Ken works (7) _____ anyone here." "He does. And we finally have (8) _____ chairs as we need." "Good. Come (9) _____ you can tomorrow." "I will. I'll bring (10) _____ equipment as I can carry."

Unit 79: Both, Either and Neither

These three quantifiers talk about **two** things. The verb that follows depends on whether the noun is singular or plural.

GRAMMAR FORMULA

Word	Meaning	Verb	Example
<i>both</i>	the two together	plural	Both printers work.
<i>either</i>	one or the other	singular	Either printer will do.
<i>neither</i>	not one and not the other	singular	Neither printer works.

The patterns

Pattern	Example	Note
<i>both (of) the</i> + plural	Both of the machines are new.	plural verb
<i>either (of) the</i> + plural noun	Either of the machines will work.	singular verb
<i>neither (of) the</i> + plural noun	Neither of them works.	singular verb
<i>both ... and</i>	Both Ken and Maya came.	paired conjunction
<i>either ... or</i>	Either Ken or Maya will come.	one of two
<i>neither ... nor</i>	Neither Ken nor Maya came.	none of two

Neither is already negative, so the verb stays positive: “*Neither* of them *works*”, not “Neither of them doesn’t work.”

Common trap

COMMON TRAP

Using a plural verb after *either* or *neither*, and double negatives with *neither*.

- × Neither of them work. → ✓ Neither of them *works*.
- × Either of the printers are fine. → ✓ Either of the printers *is* fine.
- × Neither of them didn’t come. → ✓ Neither of them *came*.
- × Both of them is new. → ✓ Both of them *are* new.

NOTES

- *Neither* is pronounced /ˈnaɪðə/ or /ˈniːðə/ — both are accepted.
- With *both*, the *of* is optional before a determiner: “both the machines” or “both of the machines”.
- *Either* can also mean “also not” at the end of a negative sentence: “I don’t like it *either*.”

Unit 79 — Practice

A — Choose both, either or neither

Complete each sentence.

- _____ of the printers works — they're both broken.
- _____ of the printers works; take your pick.
- _____ printers are working today.
- _____ Ken nor Maya came.
- _____ Ken and Maya came.
- _____ Ken or Maya will come — one of them.
- I didn't like the design, and she didn't _____.
- _____ of the two options is ideal.
- _____ of the options are worth considering.
- _____ of them has a car.

B — Fill in the blanks

Complete each sentence with the correct form of the verb.

- Both of the machines _____ (be) new.
- Neither of them _____ (work).
- Either of the printers _____ (be) fine.
- Both Ken and Maya _____ (come).
- Neither Ken nor Maya _____ (come).
- Either Ken or Maya _____ (be) coming.
- Both applications _____ (be) complete.
- Neither application _____ (be) complete.
- Both of us _____ (be) ready.
- Neither of us _____ (be) ready.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "Neither of them work."
- "Either of the printers are fine."
- "Neither of them didn't come."
- "Both of them is new."
- "Both of the machine is broken."
- "Either of the two option is fine."
- "Neither Ken or Maya came."
- "Both Ken or Maya came."
- "Neither of the printers don't work."
- "Either of them are acceptable."

D — Contextual cloze

Complete the passage with **both**, **either**, **neither** or the correct verb form.

"Have you tried (1) _____ of the new printers?" Maya asks. "(2) _____ of them works — they both jam constantly." "That's odd. (3) _____ of them was fine on Monday." "Well, (4) _____ of them is usable now." "(5) _____ Ken nor I can fix them." "Then we'll call the technician. (6) _____ he or his colleague will come." "Good. (7) _____ of the other machines (8) _____ working, at least." "True. And (9) _____ of us can use those." "Let's hope (10) _____ of the repairs is quick."

Unit 80: Quantifiers and Register

This unit takes the same quantifiers as Unit 73 and looks at **register** — which ones belong in conversation and which in formal writing. Using the wrong one is not a grammar error, but it sounds wrong.

GRAMMAR FORMULA

Quantifier	Register	Noun	Example
<i>a lot of</i>	informal, speech	both	We have <i>a lot of</i> work.
<i>lots of</i>	very informal	both	We have <i>lots of</i> work.
<i>many</i>	formal, writing	countable	Many students withdrew.
<i>much</i>	formal, writing	uncountable	Much effort was wasted.
<i>a great deal of</i>	very formal	uncountable	A great deal of research exists.
<i>numerous</i>	very formal	countable	Numerous complaints were received.

Positive and negative patterns

Sentence type	Natural choice	Example
positive, speech	<i>a lot of</i>	There are <i>a lot of</i> options.
negative, any register	<i>many</i> / <i>much</i>	There aren't <i>many</i> options.
question	<i>many</i> / <i>much</i>	Are there <i>many</i> seats left?
formal writing, positive	<i>many</i> / <i>much</i>	<i>Many</i> applicants were rejected.
positive, uncountable	<i>a great deal of</i> / <i>a lot of</i>	<i>A great deal of</i> time was spent.

The rule worth remembering: **positive statements in speech take *a lot of*, everything else takes *many* or *much*.**

NOTES

- In formal writing, never use *lots of* or *a lot of*. Use *many*, *much*, *a great deal of* or *numerous*.
- *Much* in positive statements is rare outside set phrases: “*Much* remains to be done.”
- *Plenty of* is a middle-register option that works in both: “We have *plenty of* time.”

Unit 80 — Practice

A — Choose the correct register

Choose the quantifier that fits the sentence.

1. (a lot of / many) applicants were rejected. (**formal report**)
2. There are _____ options. (a lot of / much)
3. We don't have _____ time. (many / much)
4. _____ research exists on this topic. (A great deal of / Many)
5. I've got _____ things to do. (lots of / much)
6. _____ complaints were received. (Numerous / A lot of)
7. Are there _____ seats left? (many / a lot of)
8. She has _____ experience. (a great deal of / many)
9. There's _____ noise outside. (a lot of / many)
10. We need _____ more information. (much / many)

B — Rewrite in a formal register

Rewrite each sentence for a written report.

1. There are a lot of problems with the design.
2. We don't have much time.
3. Lots of students complained.
4. There's a lot of research on this.
5. We received a lot of applications.
6. There isn't much evidence.
7. A lot of members left.
8. We spent a lot of money.
9. Lots of people disagree.
10. There aren't a lot of options.

C — Spot the error

Each sentence contains one error of register. Write the corrected version.

1. "Lots of applicants were rejected." (formal report)
2. "Much students withdrew." (formal)
3. "Many effort was wasted." (formal)
4. "We have many time." (speech)
5. "There aren't much options." (any register)
6. "I don't have many patience." (any register)
7. "Numerous stuff was lost." (formal)
8. "We saw a great deal of people." (formal)
9. "There are much problems." (any register)
10. "She has a lot of informations." (any register)

D — Contextual cloze

Complete the passage with a suitable quantifier for the register.

(1) _____ students attended the workshop last term — more than we expected. "There's (2) _____ interest this year," Maya says. "We don't have (3) _____ space, though." (4) _____ effort went into the planning. "I've got (5) _____ things to organise," Ken says. "And we've had (6) _____ requests for the advanced session." (7) _____ research was done before we chose the topics. "Is there (8) _____ time left?" "Not (9) _____, I'm afraid. But we have (10) _____ of materials."

Unit 81: Small Quantities in Use

Unit 74 introduced **a few**, **few**, **a little** and **little**. This unit puts them to work in sentences, where the article changes the tone and the follow-up matters.

GRAMMAR FORMULA

Form	Noun	Tone	Typical follow-up
<i>a few</i>	countable	some — positive	usually followed by something hopeful
<i>few</i>	countable	almost none — negative	often followed by a complaint or cause
<i>a little</i>	uncountable	some — positive	enough for something
<i>little</i>	uncountable	almost none — negative	often followed by a problem

The follow-up patterns

Opening	Natural continuation	Meaning
We have <i>a few</i> minutes.	Let's start.	enough time — positive
We have <i>few</i> minutes.	We'll have to hurry.	almost no time — negative
There's <i>a little</i> milk.	Enough for one cup.	some — positive
There's <i>little</i> milk.	We need to buy more.	almost none — negative

Reinforcing the pair

Counting	Not counting	Example
<i>a few</i> + plural	<i>few</i> + plural	<i>A few</i> people came. / <i>Few</i> people came.
<i>a little</i> + uncountable	<i>little</i> + uncountable	<i>A little</i> time. / <i>Little</i> time.
<i>only a few</i> = emphasis	<i>very few</i> = stronger	Only <i>a few</i> / <i>very few</i> survived.
<i>quite a few</i> = many	<i>not a few</i> = many, formal	<i>Quite a few</i> people came.

NOTES

- *Only a few* and *very few* are both negative in tone despite the article.
- *A little* can modify an adjective: "It's *a little* expensive" means slightly expensive.
- In formal writing, *few* and *little* are common openings: "*Little* is known about...", "*Few* would disagree that..."

Unit 81 — Practice

A — Choose a few, few, a little or little

1. We have _____ minutes — let's start. (enough)
2. We have _____ minutes — we must hurry. (almost none)
3. There's _____ milk, enough for one cup. (some)
4. There's _____ milk — we need to buy more. (almost none)
5. I'd like _____ advice about this. (some)
6. There is _____ hope of finishing today. (almost none)
7. _____ people came, which was disappointing. (almost none)
8. _____ people came, and they enjoyed it. (some)
9. It's _____ expensive, but worth it. (slightly)
10. She has _____ patience with careless work. (almost none)

B — Complete the follow-up

Write a natural continuation using the meaning in brackets.

1. We have a few minutes. (positive: we can start)
2. We have few minutes. (negative: we must hurry)
3. There's a little milk. (positive: enough for one cup)
4. There's little milk. (negative: we need more)
5. A few people came. (positive: they enjoyed it)
6. Few people came. (negative: disappointing)
7. There's a little time. (positive: we can check)
8. There's little time. (negative: no checking)
9. We made a little progress. (positive: better than nothing)
10. We made little progress. (negative: almost none)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "We have few minutes — let's start." (meaning: enough)
2. "We have a few minutes — we must hurry." (meaning: almost none)
3. "There's little milk, enough for one cup." (meaning: some)
4. "There's a little milk — we need to buy more." (meaning: almost none)
5. "Few people came, and they enjoyed it." (meaning: some)
6. "A few people came, which was disappointing." (meaning: almost none)
7. "There is a few hope."
8. "We have a little chairs."
9. "She has little friends and is happy." (meaning: some)
10. "It's little expensive." (meaning: slightly)

D — Contextual cloze

Complete the passage with **a few, few, a little or little**.

"How did the session go?" Ken asks. "(1) _____ people came — only three," Maya says. "That's disappointing." "I know. There's (2) _____ interest in that topic." "We have (3) _____ time before the next one, though — enough to rethink it." "And (4) _____ money in the budget." "Good. I have (5) _____ ideas." "Tell me." "We could run (6) _____ short sessions instead. (7) _____ preparation is needed, and (8) _____ people have already offered to help." "That sounds better. There's (9) _____ risk of it failing again, but let's try." "Agreed. We'll need (10) _____ luck too."

Unit 82: Substitution with One and Ones

To avoid repeating a countable noun, English replaces it with **one** (singular) or **ones** (plural). This keeps sentences short and is very common in speech.

GRAMMAR FORMULA

Form	Replaces	Example	Note
<i>one</i>	a singular countable noun	the red <i>one</i>	adjective + <i>one</i>
<i>ones</i>	a plural countable noun	the red <i>ones</i>	never <i>ones</i> after a number
no substitute	uncountable nouns	I prefer the strong <i>coffee</i> .	<i>coffee</i> is uncountable
no substitute	possessives	my <i>car</i> / mine	use a pronoun instead

Where one goes

Pattern	Correct	Incorrect
adjective + <i>one(s)</i>	the blue <i>one</i>	the blue.
<i>which</i> + <i>one</i>	Which <i>one</i> do you want?	Which do you want one?
a number + adjective	two red <i>ones</i>	two red one.
after <i>the</i>	the tall <i>ones</i>	—

Do not use **ones** directly after a number: say “three *red ones*”, not “three *ones red*”, and never “three ones” on its own.

NOTES

- *One* is not used after a possessive: “This is my pen; that’s *yours*”, not “that’s your one”.
- *One* is not used for uncountable nouns: “I prefer fresh bread to stale *bread*.”
- *Which one* and *this one* are fixed phrases and very common.

Unit 82 — Practice

A — Replace the repeated noun

Rewrite each sentence using **one** or **ones**.

1. I like the blue shirt better than the green shirt.
2. These shoes are cheaper than those shoes.
3. Which printer do you mean — the old printer or the new printer?
4. I'll take the small boxes, not the large boxes.
5. She prefers the wooden chair to the metal chair.
6. These are my notes; those notes are yours.
7. I need a new cable — this cable is broken.
8. He bought two red pens and two blue pens.
9. The front seats are better than the back seats.
10. Which bag is yours — the black bag or the brown bag?

B — Fill in the blanks

Complete each sentence with **one**, **ones** or nothing.

1. I prefer the red _____.
2. These are cheaper than those _____.
3. Which _____ do you want?
4. I'll take the small _____.
5. She bought two wooden _____.
6. I prefer fresh bread to stale _____.
7. This pen is mine; that _____ is yours.
8. The front seats are better than the back _____.
9. Which printer — the old _____ or the new one?
10. I need a new cable; this _____ is broken.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I like the blue one better than green."
2. "These are cheaper than those one."
3. "I'll take the small one's."
4. "She bought two wooden one."
5. "I prefer fresh bread to stale one."
6. "This is my one."
7. "Which do you want one?"
8. "He bought three red one."
9. "The front ones are better than the back seat."
10. "That pen is your one."

D — Contextual cloze

Complete the passage with **one**, **ones** or nothing.

"Which printer should I use?" a student asks. "The black (1) _____ — it's the fastest," Maya says. "The white (2) _____ are older." "And which cables go with it?" "The short (3) _____, not the long ones." "These (4) _____?" "No, the other (5) _____." "I see. Is this my locker or someone else's?" "That (6) _____ is yours." "And the resin?" "We only have the old (7) _____ left." "That's fine. I prefer slow prints to rushed (8) _____ anyway." "Good. Take the small tray, not the large (9) _____." "Thanks. Which key do I use?" "The silver (10) _____."

Unit 83: Adjective Position and Modifying Functions

Adjectives usually come before the noun, but they also have two other jobs: after **be** and other linking verbs, and after certain pronouns.

GRAMMAR FORMULA

Position	Function	Example	Note
before the noun	attributive	a <i>heavy</i> bag	most common
after a linking verb	predicative	The bag is <i>heavy</i> .	<i>be, seem, look, feel, become</i>
after an object	object complement	It made me <i>happy</i> .	describes the object
after certain pronouns	special	something <i>useful</i>	never <i>useful something</i>

Two families of adjective

Type	Can do both?	Example
most adjectives	yes	a <i>heavy</i> bag / the bag is <i>heavy</i>
<i>a-</i> adjectives	no — predicative only	<i>asleep, awake, alive, afraid</i>
health adjectives	no — predicative only	<i>well, ill</i>
attributive only	no	<i>main, former, elder, only</i>

Afraid, asleep, awake and *alive* cannot go before the noun: “the *sleeping* child”, never “the *asleep* child”.

NOTES

- After *something, anything, nothing, someone*, the adjective follows: “something *strange*”.
- Order after a linking verb is normally adjective then enough: “The room is *warm enough*”.
- Two adjectives after a noun need *and*: “The bag is heavy *and* old.”

Unit 83 — Practice

A — Choose the correct position

Rewrite each sentence correctly.

1. I saw a sleeping child. (use *asleep*)
2. The man was afraid. (rewrite using an adjective before the noun)
3. It's a main reason. (already correct — write "correct")
4. The child is asleep. (already correct — write "correct")
5. He is an alive person. (use *living*)
6. I met someone strange. (already correct — write "correct")
7. She is an afraid girl. (use *frightened*)
8. This is the only option. (already correct — write "correct")
9. My elder sister lives here. (already correct — write "correct")
10. He is an ill man. (use *sick*)

B — Fill in the blanks

Complete each sentence with the adjective in the correct position.

1. I bought something _____ (useful).
2. The soup is _____ (hot) enough.
3. She is _____ (asleep) at the moment.
4. That was a _____ (heavy) bag.
5. The news made everyone _____ (happy).
6. I've never seen anything _____ (strange).
7. He is _____ (ill), so he stayed home.
8. We found the room _____ (cold).
9. She wore a _____ (bright) dress.
10. The old man is still _____ (alive).

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I saw an asleep child."
2. "She is an afraid girl."
3. "He is an ill man."
4. "The alive fish was still moving." (use *live* or *living*)
5. "He is a main engineer."
6. "I bought a useful something."
7. "The room is warm enough." (already correct — write "correct")
8. "The bag is heavy and old." (already correct — write "correct")
9. "She has an only option."
10. "My sister elder lives here."

D — Contextual cloze

Complete the passage with the adjective in the correct position.

"Is there (1) _____ (useful) in that drawer?" Maya asks. "There's (2) _____ (strange) inside — a metal box with no label." "That's (3) _____ (interesting). Is the box (4) _____ (heavy)?" "Quite. It made the shelf (5) _____ (unstable)." "I've never seen anything (6) _____ (similar)." "The label says 1954. The original owner's children are still (7) _____ (alive)." "We should ask them. Is that a (8) _____ (good) idea?" "It's the (9) _____ (only) sensible one. And the metal is still (10) _____ (shiny) after all this time."

Unit 84: Adverbs of Manner

Adverbs of manner describe **how** something happens. Most are formed by adding **-ly** to an adjective, but the position of the adverb in the sentence follows its own rules.

GRAMMAR FORMULA

Adjective	Adverb	Rule	Note
quick	quickly	add <i>-ly</i>	most common
happy	happily	<i>-y</i> → <i>-ily</i>	
gentle	gently	drop <i>-e</i> before <i>-ly</i>	but <i>truly, wholly</i> → <i>wholly</i>
terrible	terribly	drop <i>-le</i> , add <i>-ly</i>	
good	well	irregular	the adjective and adverb differ
fast	fast	no change	also <i>hard, late, early</i>

Position in the sentence

Position	Example	When to use
after the verb	She works <i>carefully</i> .	most common
after the object	She read the report <i>carefully</i> .	transitive verbs
before the verb	She <i>carefully</i> read the report.	emphasis, formal
at the start	<i>Carefully</i> , she opened the box.	literary, rare

Adverbs of manner do not go between the verb and its object: “She read *carefully* the report” is wrong.

Common trap

COMMON TRAP

Using an adjective where an adverb is needed, and confusing *good* with *well*.

- × She works careful. → ✓ She works *carefully*.
- × He did it good. → ✓ He did it *well*.
- × She sings beautiful. → ✓ She sings *beautifully*.
- × He speaks English good. → ✓ He speaks English *well*.

Watch three pairs where the adverb and adjective look similar but mean different things: *hard* (with effort) versus *hardly* (almost not); *late* (after the time) versus *lately* (recently); *near* versus *nearly* (almost).

NOTES

- After a linking verb, use an adjective, not an adverb: “She looks *happy*”, not “looks happily”.
- *Well* is the adverb of *good*, but also an adjective meaning “healthy”: “I’m *well*.”
- Adverbs of manner usually come before the *-ly* adjectives they modify in longer phrases: “a *carefully* written report”.

Unit 84 — Practice

A — Form the adverb

Write the adverb form of each adjective.

1. quick → _____
2. happy → _____
3. gentle → _____
4. terrible → _____
5. good → _____
6. fast → _____
7. easy → _____
8. careful → _____
9. true → _____
10. possible → _____

B — Fill in the blanks

Complete each sentence with the correct adverb form.

1. She works _____ (careful).
2. He did the job _____ (good).
3. They arrived _____ (early).
4. She sings _____ (beautiful).
5. He speaks English _____ (fluent).
6. The machine runs _____ (smooth).
7. I can _____ (hard) hear you.
8. She answered _____ (honest).
9. They finished the test _____ (quick).
10. He drove _____ (careless).

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She works careful."
2. "He did it good."
3. "She sings beautiful."
4. "He speaks English good."
5. "She read careful the report."
6. "She looks happily today."
7. "They arrived lately."
8. "I can hardly wait." (already correct — write "correct")
9. "He works hardly."
10. "She answered honest."

D — Contextual cloze

Complete the passage with the correct adverb or adjective form.

Maya works (1) _____ (careful) and explains things (2) _____ (clear). She speaks (3) _____ (fluent) English and writes (4) _____ (good). "She's very (5) _____ (patient)," Ken says. "And she doesn't get angry (6) _____ (easy)." She answers questions (7) _____ (honest), even when the answer is difficult. Last week a machine failed, and she handled it (8) _____ (calm). "I could (9) _____ (hard) believe how quickly she fixed it," Ken says. "She's really (10) _____ (good) at that."

Unit 85: Comparative Forms: Spelling and Structure

Unit 76 introduced the comparative. This unit drills the **mechanics** — the spelling rules and the sentence frames — because these are where marks are lost.

GRAMMAR FORMULA

Rule	Change	Examples	Watch out
one syllable	add <i>-er</i>	fast → faster, hard → harder	
ends in <i>-e</i>	add <i>-r</i>	large → larger, safe → safer	
CVC, one syllable	double the letter	big → bigger, hot → hotter	not <i>bigger</i> with two syllables
two syllables, <i>-y</i>	<i>-y</i> → <i>-ier</i>	happy → happier, busy → busier	
three syllables	<i>more</i> + adj	more expensive, more useful	never <i>expensiver</i>
two syllables, not <i>-y</i>	usually <i>more</i>	more careful, more modern	but <i>quieter</i> , <i>simpler</i>

Sentence frames

Frame	Example	Note
A + be + comparative + than + B	This is faster than that.	basic
<i>much</i> / <i>far</i> + comparative	This is <i>much</i> faster.	large difference
<i>slightly</i> + comparative	This is <i>slightly</i> slower.	small difference
<i>less</i> + adjective + <i>than</i>	This is <i>less reliable than</i> that.	opposite direction
no <i>than</i>	Which is faster?	no comparison stated

NOTES

- *Less than* is the opposite of *more than*. *Not as ... as* means the same thing and sounds softer.
- Two-syllable adjectives ending in *-y*, *-er*, *-le*, *-ow* usually take *-er*: *happier*, *cleverer*, *gentler*, *narrower*.
- Never combine: *more faster* and *expensiver* are both wrong.

Unit 85 — Practice

A — Write the comparative

Write the comparative form.

1. large → _____
2. hot → _____
3. busy → _____
4. expensive → _____
5. careful → _____
6. safe → _____
7. narrow → _____
8. modern → _____
9. clever → _____
10. useful → _____

B — Fill in the blanks

Complete each sentence with the correct comparative form.

1. This room is _____ (large) than the other one.
2. Today is _____ (hot) than yesterday.
3. She is _____ (busy) this week.
4. The new model is _____ (expensive) than the old one.
5. He is _____ (careful) than his colleague.
6. This route is _____ (safe).
7. The road is _____ (narrow) here.
8. Their building is _____ (modern) than ours.
9. She is _____ (clever) than she looks.
10. This tool is _____ (useful) than the other one.

C — Spot the error

Each sentence contains one error. Rewrite using the correct form.

1. "This is more faster."
2. "It is expensiver than that."
3. "She is busyer this week."
4. "The room is larger that the other one."
5. "This is more hot than yesterday."
6. "He is more careful that his colleague."
7. "This route is safer that the other one."
8. "Their building is more modern that ours."
9. "She is cleverer that she looks."
10. "This tool is more usefuller."

D — Contextual cloze

Complete the passage with the correct comparative form.

"The new workshop is (1) _____ (large) than the old one," Maya says. "And it's (2) _____ (slightly / hot) in summer, unfortunately." "Is it (3) _____ (safe)?" "Much (4) _____ — there are two exits now." "And the equipment?" "The printers are (5) _____ (modern) than before, but they're (6) _____ (expensive) to run." "Is the work (7) _____ (busy) this term?" "Yes, and we're (8) _____ (careful) about bookings, so nobody is turned away." "The room is (9) _____ (narrow) than I remembered." "True, but the benches are (10) _____ (useful) than the old fixed ones."

Unit 86: Comparative Patterns in Sentences

Unit 78 covered **as ... as**. This unit covers the remaining comparative frames, including the **the more ... the more** pattern, which examiners like because it is difficult to fake.

GRAMMAR FORMULA

Pattern	Meaning	Example	Note
comparative + <i>than</i>	A exceeds B	She is taller than me.	basic frame
<i>much</i> / <i>far</i> + comparative	a big difference	It's far cheaper.	emphasis
<i>a bit</i> / <i>slightly</i> + comparative	a small difference	It's a bit slower.	softening
<i>less ... than</i>	below B	It's less reliable than the old one.	opposite of <i>more</i>
<i>the</i> + comparative, <i>the</i> + comparative	parallel change	The more you practise, the better you get.	both halves take <i>the</i>
<i>no</i> + comparative + <i>than</i>	the same	It's no faster than before.	means no difference

The parallel pattern

First half	Second half	Meaning
The more you practise,	the better you get.	practice causes improvement
The sooner we start,	the earlier we finish.	timing relationship
The longer you wait,	the worse it gets.	deterioration
The more expensive the machine,	the more careful we must be.	cost requires care

Both halves use **the** + comparative. The **the** is not the article here; it is part of the pattern.

NOTES

- *Than* follows the comparative, never precedes it: "cheaper than", not "than cheaper".
- *The more* can stand alone when the second half is understood: "The more, the better."
- *No longer* and *no more* are different again: *no longer* means "not any more", not a comparison.

Unit 86 — Practice

A — Add the correct form

Complete each sentence with the correct comparative form and any word needed.

1. This one is far _____ (cheap) than that one.
2. It's a bit _____ (slow) than before.
3. This printer is _____ (reliable) than the old one. (less)
4. The more you read, _____ (good) your writing becomes.
5. The sooner we leave, _____ (early) we arrive.
6. It's no _____ (fast) than the previous model.
7. She is much _____ (experienced) than her colleague.
8. The longer we wait, _____ (bad) the problem gets.
9. This route is slightly _____ (long).
10. It's _____ (expensive) than I expected. (much)

B — Fill in the blanks

Complete each sentence with the correct comparative structure.

1. This laptop is much _____ (light) than mine.
2. The new room is a bit _____ (small).
3. She is far _____ (organised) than the last manager.
4. It's no _____ (cheap) than the other one.
5. The _____ (early) you apply, the better your chances.
6. This machine is _____ reliable than the old model. (less)
7. The _____ (much) practice you get, the easier it becomes.
8. It's slightly _____ (hot) today.
9. He is far _____ (careful) than his brother.
10. The _____ (soon) we finish, the sooner we can leave.

C — Spot the error

Each sentence contains one error. Rewrite using the correct pattern.

1. "It's much cheaper that the other one."
2. "This is a bit slower that before."
3. "It's less reliable that the old one."
4. "More you practise, better you get."
5. "The sooner we leave, the early we arrive."
6. "It's no faster that before."
7. "She is much more experienced that her colleague."
8. "The longer we wait, the bad it gets."
9. "This route is slightly longer that before."
10. "The more expensive the machine, the more careful we must to be."

D — Contextual cloze

Complete the passage with the correct comparative pattern.

"The new printer is (1) _____ (light) than the old one, and a bit (2) _____ (quiet)," Maya says. "It's also far (3) _____ (easy) to maintain." "Is it any (4) _____ (fast)?" "No — it's (5) _____ (no / fast) than the previous model, actually." "That's disappointing." "Not really. The (6) _____ (much) you use it, the (7) _____ (little) maintenance it needs." "And the cost?" "Slightly (8) _____ (high) than we budgeted, but the (9) _____ (long) we keep it, the (10) _____ (good) the value."

Unit 87: Prepositions of Time: In, On and At

The three most common time prepositions follow a clear rule of size: **at** for a point, **on** for a day or date, **in** for a longer period.

GRAMMAR FORMULA

Preposition	Use	Examples	Note
<i>at</i>	a clock time or a point	at 6 p.m., at noon, at night	also <i>at the weekend</i> (BrE)
<i>on</i>	a day or date	on Monday, on 5 May, on my birthday	also <i>on Friday morning</i>
<i>in</i>	a month, year, season, part of day	in June, in 2024, in winter, in the morning	
<i>in</i>	a period of time ahead	in ten minutes, in two weeks	how long until something
no preposition	next, last, this, every	next week, last month, this year	never <i>in next week</i>

The exceptions worth knowing

Phrase	Correct	Incorrect
night	at night	in the night (rare)
the weekend	at the weekend / on the weekend	—
Christmas	at Christmas (period) / on Christmas Day	—
morning with a day	on Monday morning	in Monday morning
a specific moment	at that moment	in that moment

NOTES

- *In the morning, in the afternoon, in the evening* — but *at night*.
- *On* is used when a day is named, even if the time of day follows: “on Friday night”.
- *In* + a length of time means “after that length”: “The parts arrive *in* three days.” Compare “for three days”, which means the length itself.

Unit 87 — Practice

A — Choose in, on or at

Complete each phrase.

1. _____ 7 a.m.
2. _____ Monday
3. _____ June
4. _____ night
5. _____ the morning
6. _____ my birthday
7. _____ 2024
8. _____ the weekend
9. _____ Friday afternoon
10. _____ ten minutes

B — Fill in the blanks

Complete each sentence with **in**, **on**, **at** or nothing.

1. The workshop starts _____ nine o'clock.
2. We meet _____ Tuesdays.
3. She was born _____ 2006.
4. The session is _____ Friday morning.
5. I'll see you _____ next week.
6. He arrived _____ noon.
7. The lab closes _____ night.
8. The parts arrive _____ three days.
9. We usually travel _____ December.
10. The meeting is _____ 5 May.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The workshop starts in nine o'clock."
2. "We meet in Tuesdays."
3. "She was born on 2006."
4. "The session is in Friday morning."
5. "I'll see you in next week."
6. "He arrived in noon."
7. "The lab closes in night."
8. "The parts arrive for three days." (meaning: after three days)
9. "We usually travel on December."
10. "The meeting is in 5 May."

D — Contextual cloze

Complete the passage with **in**, **on**, **at** or nothing.

Maya starts work (1) _____ eight o'clock (2) _____ weekday mornings. She was born (3) _____ 1999, and she joined the lab (4) _____ March 2023. "I usually do admin (5) _____ the afternoon," she says. "And I never work (6) _____ night." The next workshop is (7) _____ the 14th, (8) _____ a Friday. "The new machines arrive (9) _____ two weeks," Ken says. "And the safety review is (10) _____ the weekend."

Unit 88: Prepositions of Place: In, On and At

The same three prepositions, this time describing where. The rule is about **how precisely** a place is identified.

GRAMMAR FORMULA

Preposition	Use	Examples	Note
<i>in</i>	enclosed space or area	in the room, in Hong Kong, in a box	contained
<i>on</i>	a surface	on the table, on the wall, on the floor	touching a surface
<i>at</i>	a point or a place as a location	at the station, at the door, at the party	not a container

The same place, two meanings

Phrase	Meaning	Contrast
at the station	meeting point	in the station (inside the building)
at school	as a pupil	in the school (inside)
on the bus	travelling by bus	in the bus (inside, unusual)
at the table	sitting there to eat	on the table (on top of it)
in bed	sleeping	on the bed (on top of it)

NOTES

- Streets take *on* in American English and *in* in British English: “*on* Oxford Road” (US), “*in* Oxford Road” (BrE).
- Islands and large areas take *in* or *on*: “*in* Japan”, “*on* an island”.
- Parts of the body and clothing take *in*: “*in* a red shirt”, “a pain *in* my knee”.

Unit 88 — Practice

A — Choose in, on or at

Complete each phrase.

1. _____ the room
2. _____ the wall
3. _____ the station
4. _____ Japan
5. _____ the door
6. _____ the table
7. _____ bed
8. _____ a box
9. _____ the party
10. _____ the floor

B — Fill in the blanks

Complete each sentence with **in**, **on** or **at**.

1. The keys are _____ the table.
2. She lives _____ Hong Kong.
3. We met _____ the station.
4. There's a poster _____ the wall.
5. He's _____ bed with a cold.
6. The tools are _____ that box.
7. I'll wait for you _____ the entrance.
8. She's studying _____ university.
9. There's a mark _____ the ceiling.
10. We were _____ the bus for an hour.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The keys are in the table."
2. "She lives at Hong Kong."
3. "There's a poster in the wall."
4. "The tools are on that box." (meaning: inside)
5. "I'll wait for you in the entrance." (meaning: the meeting point)
6. "He is on bed with a cold."
7. "She studies at university." (meaning: as a student)
8. "We were on the station for an hour." (meaning: inside)
9. "There's a mark in the ceiling."
10. "She's in school today." (meaning: as a pupil)

D — Contextual cloze

Complete the passage with **in**, **on** or **at**.

Maya is waiting (1) _____ the workshop entrance. The tools are (2) _____ a box (3) _____ the shelf, and the safety sheet is (4) _____ the wall. "I'll meet you (5) _____ the station at six," she says. "The lab is (6) _____ the third floor." "Are you (7) _____ a hurry?" "A little. I left my notes (8) _____ the desk, and I need them." "I saw them (9) _____ your bag, actually." "So they are. Let's go — I've been (10) _____ my feet all day."

Unit 89: Prepositions of Movement

Movement prepositions answer the question **where to** or **in what direction**, not **where**. The common error is using a place preposition like *in* where a movement one is needed.

GRAMMAR FORMULA

Preposition	Meaning	Example	Note
<i>to</i>	destination	go <i>to</i> the station	the basic one
<i>into</i>	movement inside something	walk <i>into</i> the room	compare <i>in</i> — position
<i>out of</i>	movement out	come <i>out of</i> the lab	the opposite of <i>into</i>
<i>onto</i>	movement onto a surface	step <i>onto</i> the platform	compare <i>on</i> — position
<i>off</i>	movement away from a surface	get <i>off</i> the bus	
<i>through</i>	inside and out the other side	walk <i>through</i> the tunnel	
<i>across</i>	from one side to the other	swim <i>across</i> the river	
<i>along</i>	following a line	walk <i>along</i> the river	
<i>past</i>	beyond a point	drive <i>past</i> the school	
<i>towards</i>	in the direction of	walk <i>towards</i> the exit	not necessarily reaching
<i>over / under</i>	above or below	jump <i>over</i> the wall	
<i>around</i>	in a circle	walk <i>around</i> the block	

Position versus movement

Position	Movement	Example
<i>in</i> the room	<i>into</i> the room	She walked <i>into</i> the room.
<i>on</i> the platform	<i>onto</i> the platform	He stepped <i>onto</i> the platform.
<i>at</i> the station	<i>to</i> the station	We drove <i>to</i> the station.
<i>off</i> — away	<i>off</i> the bus	Get <i>off</i> the bus.

NOTES

- *To* combines with *home* without an article: “go *home*”, never “go to home”.
- *Arrive* takes *at* for a building and *in* for a city or country: “arrive *at* the airport”, “arrive *in* Hong Kong”.
- *Towards* means you are heading there; *to* usually means you reach it.

Unit 89 — Practice

A — Choose the correct preposition

Complete each sentence with the correct movement preposition.

1. She walked _____ the room and sat down.
2. We drove _____ the station.
3. He stepped _____ the platform.
4. Get _____ the bus at the next stop.
5. The train went _____ the tunnel.
6. She swam _____ the river.
7. We walked _____ the river for an hour.
8. He drove _____ the school without stopping.
9. She walked _____ the exit.
10. The cat jumped _____ the wall.

B — Fill in the blanks

Complete each sentence with a suitable preposition of movement.

1. I'm going _____ home now.
2. They walked _____ the lab and closed the door.
3. The ball rolled _____ the table.
4. We ran _____ the bridge.
5. She came _____ the building quickly.
6. The plane flew _____ the city.
7. He walked _____ me without speaking.
8. We travelled _____ Japan last year.
9. The cat climbed _____ the roof.
10. They walked _____ the park together.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She walked in the room and sat down."
2. "We drove at the station."
3. "He stepped on the platform." (movement onto it)
4. "Get of the bus at the next stop."
5. "The train went across the tunnel."
6. "We walked through the river."
7. "I'm going to home now."
8. "The cat jumped on the wall." (movement over it)
9. "They walked in the park and back."
10. "She came out the building."

D — Contextual cloze

Complete the passage with a suitable preposition of movement.

Maya walked (1) _____ the workshop and put her bag down. She had come (2) _____ the station, (3) _____ the bridge and (4) _____ the park. "I'm going (5) _____ home after this," she said. Ken was carrying a box (6) _____ the store room. "Step (7) _____, it's heavy," he said. "And don't walk (8) _____ the wet floor — I've just mopped it." A student ran (9) _____ the corridor and (10) _____ the door.

Unit 90: Conjunctions: And, But, Or, So, Because

These five words join clauses and sentences. Four of them are **coordinating** conjunctions, which behave differently from **because**, a **subordinating** one.

GRAMMAR FORMULA

Word	Function	Example	Punctuation
<i>and</i>	adds information	It's fast <i>and</i> cheap.	no comma for two items
<i>but</i>	contrast	It's fast, <i>but</i> it's noisy.	comma before <i>but</i> joining clauses
<i>or</i>	alternative	Tea <i>or</i> coffee?	
<i>so</i>	result	It was late, <i>so</i> we left.	comma before <i>so</i>
<i>because</i>	reason	We left <i>because</i> it was late.	no comma needed

So and because are opposites

Sentence	Direction	Meaning
It was raining, <i>so</i> we stayed in.	cause → result	rain caused staying
We stayed in <i>because</i> it was raining.	result ← cause	rain was the reason
It was raining. <i>Because of</i> that, we stayed in.	cause → result	<i>because of</i> + noun

Because introduces a clause. *Because of* introduces a noun or *-ing* form: “because of the rain”, not “because of it was raining”.

NOTES

- *And* and *or* join two items without a comma: “bread and butter”. With three or more, commas separate the items: “tea, coffee, or water”.
- *So* as a conjunction means “therefore”. It is not the same as *so that*, which expresses purpose: “I left early *so that* I wouldn't miss the train.”
- Starting a sentence with *but* or *so* is acceptable in modern writing, but keep it rare in formal work.

Unit 90 — Practice

A — Choose the correct conjunction

Complete each sentence with **and**, **but**, **or**, **so** or **because**.

1. It's cheap _____ reliable.
2. It's cheap, _____ it's slow.
3. Would you like tea _____ coffee?
4. It was raining, _____ we stayed inside.
5. We stayed inside _____ it was raining.
6. She studied hard _____ passed the exam.
7. She passed, _____ she wasn't satisfied.
8. Take the bus _____ the train.
9. I called you _____ I needed help.
10. He was tired, _____ he kept working.

B — Join the sentences

Join each pair using the conjunction in brackets.

1. It's expensive. It's worth it. (but)
2. The printer broke. We called the technician. (so)
3. We cancelled the session. Few people signed up. (because)
4. Do you want the red one? Do you want the blue one? (or)
5. It's small. It's powerful. (and)
6. She was late. She missed the start. (so)
7. I like the design. It's too expensive. (but)
8. We postponed it. The room was unavailable. (because)
9. Would you like water? Would you like juice? (or)
10. He works hard. He finishes on time. (and)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "It's cheap and it's slow." (meaning: contrast)
2. "It was raining, because we stayed inside."
3. "We stayed inside so it was raining."
4. "Because of it was raining, we stayed in."
5. "I left early so I wouldn't miss the train." (meaning: purpose)
6. "She was tired, because she kept working."
7. "Take the bus and the train." (meaning: either)
8. "He studied hard, so he passed." (**already correct — write "correct"**)
9. "We cancelled it because the room unavailable."
10. "It's small, but it's powerful." (**already correct — write "correct"**)

D — Contextual cloze

Complete the passage with **and**, **but**, **or**, **so**, **because** or **so that**.

The workshop was popular, (1) _____ we had to add a second session. "People signed up early, (2) _____ the room was too small," Maya says. "We could run it twice, (3) _____ we could move to a bigger room." "Let's run it twice — it's more work, (4) _____ it's fairer." "Agreed. I'll book both dates (5) _____ confirm by Friday." "And we need more helpers, (6) _____ two people can't manage forty students." "I'll ask Ken (7) _____ Sara." "Good. We should also send the safety sheet in advance (8) _____ people can read it beforehand." "Yes — last time nobody had, and the induction took twice as long (9) _____ of that." "Understood. I'll do that, (10) _____ I'll also add a short quiz."

Unit 91: Standard Sentence Word Order

English has a fixed order for the main information in a sentence. Chinese allows more flexibility, so this is one of the most common sources of awkward sentences.

GRAMMAR FORMULA

Order: subject + verb + object + manner + place + time

Element	Question it answers	Example	Note
subject	who?	<i>She</i>	before the verb
verb	what happened?	<i>gave</i>	the action
object	what?	<i>the keys</i>	after the verb
manner	how?	<i>quickly</i>	before place
place	where?	<i>to the technician</i>	before time
time	when?	<i>yesterday</i>	usually last

The full sentence

Sentence	Order	Note
She gave the keys to the technician yesterday.	S V O place time	standard
He walked home slowly last night.	S V place manner time	manner after place when the place is short
We meet in the lab every Friday.	S V place time	time last
I'll call you tomorrow.	S V O time	no place

Two rules matter most: **time usually comes last**, and **place comes before time**.

Common trap

COMMON TRAP

Putting time before place, or moving the object away from the verb.

× I met yesterday my friend. → ✓ I met *my friend yesterday*.

× We meet every Friday in the lab. → ✓ We meet *in the lab every Friday*.

× She quickly gave the keys him. → ✓ She gave *him the keys quickly*.

× Yesterday I went to the shop at three. → ✓ I went to the shop *at three yesterday*.

NOTES

- To emphasise time, put it first: “*Yesterday* I went to the shop.” That is a deliberate choice, not the default.
- Adverbs of frequency go **before** the main verb but **after** *be* (Unit 92).
- Long objects are often moved to the end for balance: “She gave the technician *the keys she had collected*.”

Unit 91 — Practice

A — Put the words in order

Rearrange each set of words into a correct sentence.

1. the report / yesterday / finished / she
2. in the lab / we / every Friday / meet
3. to the technician / gave / the keys / he
4. last night / home / walked / slowly / he
5. tomorrow / call / I / you / will
6. at three / went / I / to the shop / yesterday
7. the form / signed / she / this morning / at the desk
8. English / speaks / well / he
9. in June / to Japan / we / went
10. the results / sent / she / by email / on Monday

B — Rewrite in the standard order

Rewrite each sentence in the correct order.

1. I met yesterday my friend.
2. We meet every Friday in the lab.
3. She quickly gave the keys him.
4. Yesterday I went to the shop at three.
5. He plays every weekend football.
6. I'll see tomorrow you at the office.
7. They arrived at six at the station.
8. She works in the morning hard.
9. We discussed in the meeting the plan.
10. He finished yesterday the report carefully.

C — Spot the error

Each sentence contains one error of order. Write the corrected sentence.

1. "I met yesterday my friend."
2. "We meet every Friday in the lab."
3. "She quickly gave the keys him."
4. "He plays every weekend football."
5. "I'll see tomorrow you."
6. "They arrived at six at the station."
7. "We discussed in the meeting the plan."
8. "He finished yesterday the report."
9. "She works hard in the morning." (already correct — write "correct")
10. "I went at three yesterday to the shop."

D — Contextual cloze

Put each group of words into the correct order.

Maya (1) _____ (the workshop / runs / every Thursday / in the main room). She (2) _____ (the safety sheet / gave / to each student / at the start). Last week she (3) _____ (the printer / repaired / carefully / on Friday). "We (4) _____ (meet / in the corridor / at nine)," she said. Ken (5) _____ (sent / the figures / by email / yesterday). "I (6) _____ (will / the report / finish / tomorrow morning)." They (7) _____ (walked / home / slowly / after the session). "We (8) _____ (hold / the next workshop / in the annexe / in March)." She (9) _____ (speaks / English / fluently). "And we (10) _____ (arrived / at the station / at six)."

Unit 92: Position of Frequency Adverbs

Adverbs of frequency say how often. Their position depends on the verb: they go **before** an ordinary verb but **after** the verb **be**.

GRAMMAR FORMULA

Verb type	Position	Example	Note
ordinary verb	before the verb	She <i>always walks</i> to work.	subject + adverb + verb
verb <i>be</i>	after <i>be</i>	She <i>is always</i> late.	subject + <i>be</i> + adverb
auxiliary	after the first auxiliary	She <i>has never</i> been late.	mid-position
negative	after <i>not</i> or before	She <i>doesn't often</i> complain.	between auxiliary and verb

The frequency scale

Adverb	Approximate frequency	Example
<i>always</i>	100%	I <i>always</i> check twice.
<i>usually</i> / <i>normally</i>	90%	I <i>usually</i> walk.
<i>often</i>	70%	I <i>often</i> forget.
<i>sometimes</i>	50%	I <i>sometimes</i> cycle.
<i>occasionally</i>	30%	I <i>occasionally</i> drive.
<i>rarely</i> / <i>seldom</i>	10%	I <i>rarely</i> drive.
<i>never</i>	0%	I <i>never</i> drive.

Sometimes and *occasionally* can also go at the start or the end of a sentence: “*Sometimes* I cycle”; “I cycle *sometimes*.”

NOTES

- *Never*, *hardly*, *rarely* are already negative, so the verb stays positive: “He *never eats* meat” — not “He doesn’t never eat meat.”
- In a short answer, the adverb comes before the auxiliary: “Do you ever cycle?” — “I *never do*.”
- *Ever* is used in questions and negatives: “Do you *ever* walk?”

Unit 92 — Practice

A — Place the adverb correctly

Rewrite each sentence with the adverb in the correct position.

1. She walks to work. (always)
2. He is late. (always)
3. We eat out. (often)
4. They are busy on Mondays. (usually)
5. I have seen such a thing. (never)
6. She complains. (rarely)
7. He is tired after work. (often)
8. We go to the cinema. (sometimes)
9. She has finished on time. (always)
10. They are ready. (never)

B — Fill in the blanks

Complete each sentence with the adverb in the correct position.

1. I _____ (usually) get up at seven.
2. She _____ (always) is the first to arrive.
3. We _____ (often) have lunch together.
4. He _____ (never) has been abroad.
5. They _____ (rarely) complain.
6. I _____ (sometimes) work from home.
7. She _____ (usually) is busy on Fridays.
8. We _____ (occasionally) meet after work.
9. He _____ (hardly) ever calls.
10. They _____ (always) have been reliable.

C — Spot the error

Each sentence contains one error of position. Write the corrected sentence.

1. "She walks always to work."
2. "He always is late."
3. "We eat often out."
4. "I have seen never such a thing."
5. "She complains rarely."
6. "He is often tired after work." (**already correct — write "correct"**)
7. "We go sometimes to the cinema."
8. "They never have been abroad."
9. "She is usually busy on Fridays." (**already correct — write "correct"**)
10. "He doesn't never eat meat."

D — Contextual cloze

Complete the passage with the adverb in the correct position.

Maya (1) _____ (usually) arrives at eight. She (2) _____ (always) is the first person in the lab. "I (3) _____ (often) check the machines before anyone comes," she says. "And I (4) _____ (never) leave without locking up." Ken (5) _____ (sometimes) arrives late, but he (6) _____ (rarely) misses a session. "I (7) _____ (occasionally) work from home," he says. "But I (8) _____ (usually) prefer being here." The two of them (9) _____ (often) have lunch together, and they (10) _____ (hardly) ever disagree.

Unit 93: Still, Yet and Already

These three say where something sits in time relative to now. **Still** means it continues; **already** means it happened sooner than expected; **yet** means it has not happened.

GRAMMAR FORMULA

Word	Meaning	Position	Example
<i>still</i>	it continues — usually a problem	before the verb, after <i>be</i>	He <i>still</i> <i>hasn't</i> called.
<i>already</i>	sooner than expected	mid-position	She <i>has</i> <i>already</i> left.
<i>yet</i>	up to now — not happened	at the end, negatives and questions	Has she left <i>yet</i> ?
<i>any more / no longer</i>	it has stopped	end or mid	He doesn't work here <i>any more</i> .

The pattern in negatives and questions

Sentence	Meaning	Note
He <i>hasn't</i> called <i>yet</i> .	not up to now	neutral
He <i>still</i> <i>hasn't</i> called.	and I am waiting, impatiently	emphasis
He <i>hasn't</i> called <i>already</i> .	wrong	not used in negatives
Has he called <i>yet</i> ?	neutral question	
Has he called <i>already</i> ?	surprise that it happened so soon	possible

NOTES

- *Still* goes before the auxiliary in a negative: "He *still* *hasn't* finished." Not "He *hasn't* *still* finished."
- *No longer* and *not ... any more* mean the situation has ended: "I *no longer* work there."
- *Already* can show surprise in a question: "Have you finished *already*?"

Unit 93 — Practice

A — Choose still, yet or already

Complete each sentence.

1. He hasn't called _____.
2. He _____ hasn't called.
3. She has _____ left — you've just missed her.
4. Have you finished _____?
5. I've _____ eaten, thank you.
6. They _____ haven't replied.
7. Has the post come _____?
8. The machine is _____ broken.
9. You've done it _____? That was quick.
10. We haven't decided _____.

B — Fill in the blanks

Complete each sentence with **still**, **yet**, **already** or **any more**.

1. She hasn't replied _____.
2. He _____ works at the old office.
3. I've _____ finished — ten minutes early.
4. Have you spoken to him _____?
5. They _____ haven't arrived.
6. He doesn't live here _____.
7. The printer is _____ out of order.
8. We've _____ paid for it.
9. Isn't it finished _____?
10. She no longer works here; she left _____.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "He hasn't still finished."
2. "He hasn't called already."
3. "She has left yet."
4. "I have finished yet."
5. "He still doesn't called."
6. "They haven't arrived still."
7. "Have you already finished?" (**already correct — write "correct"**)
8. "He doesn't work here still."
9. "I've eaten yet."
10. "The machine is broken still."

D — Contextual cloze

Complete the passage with **still**, **yet**, **already** or **any more**.

"Have the parts arrived (1) _____?" Maya asks. "No, and they (2) _____ haven't. It's been two weeks." "Have you chased them?" "Yes, but nobody has replied (3) _____." "Meanwhile the old printer (4) _____ works, somehow." "I know. It refuses to die." "Have you (5) _____ ordered the cables?" "Yes, those came this morning." "That was quick — they were supposed to take a week." "So we can start the installation (6) _____." "Not (7) _____ — the technician isn't free until Thursday." "Of course not." "And the ventilation hasn't been fixed (8) _____." "I'd forgotten about that." "I don't use the resin printer (9) _____ until it is." "Sensible. Have you told the others?" "Not (10) _____."

Unit 94: Indirect Objects

Some verbs take two objects: a **person** and a **thing**. The person is the indirect object, and it can be written in two ways — with or without **to** / **for**.

GRAMMAR FORMULA

Pattern	Example	Note	Verb type
verb + person + thing	She <i>gave me the keys</i> .	no preposition	indirect first
verb + thing + <i>to</i> person	She <i>gave the keys to me</i> .	<i>to</i> before the person	same meaning
verb + thing + <i>for</i> person	I <i>bought him a gift</i> . / I bought a gift <i>for him</i> .	<i>for</i> verbs	benefit

To verbs and for verbs

<i>to</i> verbs	<i>for</i> verbs	Example
give, send, show, lend	buy, get, make, find	give <i>me</i> a pen / buy <i>me</i> a pen
tell, teach, offer, pass	cook, book, save, bring	send <i>her</i> the file / cook <i>her</i> dinner
promise, owe, hand, throw	leave, choose, fetch	offer <i>him</i> a job / fetch <i>me</i> water

When only one order works

If the thing is a pronoun, the **to** / **for** pattern is usually required.

Correct	Awkward or wrong	Why
Give it to me.	Give me it.	thing is a pronoun
Send them to her.	Send her them.	thing is a pronoun
I bought it for him.	I bought him it.	thing is a pronoun
Give me the book.	Give the book to me.	both fine — thing is a noun

NOTES

- *Explain* and *describe* take only the *to* pattern: “Explain it *to me*”, never “explain me it”.
- With long objects, the *to* / *for* pattern is easier to read.
- *Say* takes no indirect object: “He *said* something *to me*”, not “He said me something”.

Unit 94 — Practice

A — Rewrite with to or for

Rewrite each sentence using **to** or **for**.

1. She gave me the keys.
2. He sent her the file.
3. I bought him a gift.
4. They showed us the plans.
5. She cooked me dinner.
6. He offered her a job.
7. I'll fetch you some water.
8. They lent us their van.
9. She made him a cake.
10. He promised me a place.

B — Rewrite without the preposition

Rewrite each sentence with the indirect object first.

1. She gave the keys to me.
2. He sent the file to her.
3. I bought a gift for him.
4. They showed the plans to us.
5. She cooked dinner for me.
6. He offered a job to her.
7. I'll fetch some water for you.
8. They lent their van to us.
9. She made a cake for him.
10. He promised a place to me.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Give me it."
2. "Send her them."
3. "I bought him it."
4. "He explained me the rule."
5. "She said me something."
6. "Give the book me."
7. "They showed to us the plans."
8. "I'll fetch for you some water."
9. "He promised to me a place."
10. "She gave to me the keys."

D — Contextual cloze

Complete the passage by rewriting each phrase in the correct order.

Maya (1) _____ (gave / the keys / to Ken). He (2) _____ (sent / an email / to the department). " (3) Can you (fetch / me / the safety sheets)?" she asked. "Of course. And I (4) _____ (bought / a spare cable / for you) while I was out." "Thanks. Could you (5) _____ (show / it / to the new member) when she arrives?" "I will. I (6) _____ (made / her / an induction pack)." "That's thoughtful. Did you (7) _____ (explain / the rules / to her)?" "Not yet." "I'll (8) _____ (send / her / the form) tonight." "Good. And I (9) _____ (owe / you / an apology) — I forgot to order the resin." "Don't worry. I (10) _____ (bought / some / for the lab) last week."

Unit 95: Linking Clauses: Punctuation and Order

Unit 90 introduced the five basic linkers. This unit covers how to **punctuate** them and how to reorder clauses — the part that decides whether a sentence reads well.

GRAMMAR FORMULA

Linker	Comma?	Clause order	Example
<i>and</i>	no comma for two items	either way	Bread <i>and</i> butter / We ate <i>and</i> left.
<i>but</i>	comma between clauses	either way	It's small, <i>but</i> it's strong.
<i>or</i>	no comma for two items	either way	Tea <i>or</i> coffee?
<i>so</i>	comma before it	cause first	It rained, <i>so</i> we stayed in.
<i>because</i>	no comma	either way	We stayed in <i>because</i> it rained.

The comma rules

Situation	Rule	Example
two clauses joined by <i>but</i>	comma before <i>but</i>	It's fast, <i>but</i> noisy.
two clauses joined by <i>so</i>	comma before <i>so</i>	It was late, <i>so</i> we left.
clause starting with <i>because</i>	comma after it	<i>Because</i> it was late, we left.
two short clauses with <i>and</i>	no comma needed	He came <i>and</i> sat down.
three or more items	commas between them	tea, coffee, <i>or</i> water

Reordering with *because*

Order	Example	Effect
result first	We left <i>because</i> it was late.	neutral
reason first	<i>Because</i> it was late, we left.	emphasises the reason
reason as a noun	We left <i>because of</i> the time.	<i>because of</i> + noun

NOTES

- Never join two clauses with a comma alone in formal writing: "It was late, we left" is wrong. Use *so*, *and* or a full stop.
- *Because* introduces a clause; *because of* introduces a noun phrase. Do not mix them.
- In a list, whether you put a comma before *and* is a style choice — but be consistent.

Unit 95 — Practice

A — Add punctuation and linker where needed

Rewrite each sentence with correct punctuation.

1. It was late we went home
2. It's cheap but it's slow
3. Because it was raining we stayed inside
4. Tea coffee or water
5. He came and sat down
6. She studied hard so she passed
7. We cancelled it because the room was unavailable
8. It's expensive and it's worth it
9. I called because I needed help
10. She was tired but she kept working

B — Reorder the clauses

Rewrite each sentence starting with the word in brackets.

1. We left because it was late. (Because)
2. We stayed in because it was raining. (Because)
3. She passed because she studied hard. (Because)
4. I called you because I needed help. (Because)
5. The session was cancelled because few people signed up. (Because)
6. He missed the start because he was late. (Because)
7. We postponed it because the room was unavailable. (Because)
8. They complained because the printer kept jamming. (Because)
9. She left early because she felt unwell. (Because)
10. We changed the time because people asked. (Because)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "It was late, we went home."
2. "It's cheap but, it's slow."
3. "Because it was raining, we stayed inside." (**already correct — write "correct"**)
4. "It was raining, because we stayed inside."
5. "We stayed inside because of it was raining."
6. "Tea coffee and or water."
7. "She studied hard, so she passed." (**already correct — write "correct"**)
8. "We cancelled it because of the room was unavailable."
9. "He came, and sat down."
10. "I called, because I needed help."

D — Contextual cloze

Complete the passage by adding the correct linker and punctuation.

The session was cancelled (1) _____ few people signed up. "It's disappointing, (2) _____ it's the right decision," Maya says. "We could run it again (3) _____ we could change the topic." "Let's change the topic — (4) _____ more people will come." "(5) _____ the room is free on Thursday, we'll use that." "Good. Shall I email everyone (6) _____ post a notice?" "Both, I think." "I'll do it tonight (7) _____ I'll also update the website." "Thanks. The last one failed (8) _____ of poor advertising, not the topic." "Agreed. It was interesting, (9) _____ nobody knew about it." "Exactly. Let's not repeat that (10) _____."

Unit 96: Time Conjunctions

Time conjunctions join two events and say which came first. They always take a present tense for future meaning — the rule from Unit 28.

GRAMMAR FORMULA

Conjunction	Meaning	Example	Note
<i>when</i>	at that moment	<i>When</i> I arrived, she left.	short or long
<i>while</i>	during the same time	<i>While</i> I cooked, he read.	two ongoing actions
<i>before</i>	earlier	<i>Before</i> you leave, sign out.	
<i>after</i>	later	<i>After</i> we finished, we left.	
<i>until</i>	up to that point	Wait <i>until</i> I call.	negative before it
<i>as soon as</i>	immediately after	<i>As soon as</i> she came, we started.	
<i>by the time</i>	not later than	<i>By the time</i> we arrived, it had closed.	often with perfect

Present for future

Correct	Incorrect	Why
When I <i>get</i> home, I'll call you.	When I will get home...	present in the time clause
Wait until she <i>arrives</i> .	Wait until she will arrive.	same rule
After he <i>finishes</i> , we'll leave.	After he will finish...	same rule
As soon as it <i>is</i> ready, I'll tell you.	As soon as it will be ready...	same rule

Until and not ... until

Form	Meaning	Example
<i>until</i>	continue up to that point	Stay <i>until</i> it stops raining.
<i>not ... until</i>	it starts only then	I <i>didn't</i> sleep <i>until</i> three.
<i>by the time</i>	before that moment	<i>By the time</i> he came, we had eaten.

NOTES

- *While* and *as* both mean “during”, but *as* is used for two things changing together: “As it got darker, it got colder.”
- *By* + time is different from *until*: “Finish it *by* Friday” means the deadline is Friday; “wait *until* Friday” means start after.
- *By the time* often pairs with the past perfect: “*By the time* we arrived, they *had left*.”

Unit 96 — Practice

A — Choose the correct conjunction

Complete each sentence with a suitable time conjunction.

- _____ I arrived, everyone had left.
- _____ I was cooking, she was reading.
- _____ you leave, turn off the lights.
- _____ we finished, we went home.
- Wait _____ the light turns green.
- _____ she arrives, tell me immediately.
- _____ the time we got there, it had closed.
- I didn't sleep _____ three in the morning.
- _____ he was talking, I was taking notes.
- _____ you start, read the manual.

B — Fill in the blanks

Complete each sentence with the correct form of the verb.

- When I _____ (get) home, I'll call you.
- While she _____ (cook), he read the paper.
- Before you _____ (leave), sign the sheet.
- After we _____ (finish), we went out.
- Wait until the machine _____ (stop).
- As soon as she _____ (arrive), we'll start.
- By the time we _____ (arrive), they had left.
- I didn't leave until it _____ (stop) raining.
- When you _____ (see) him, tell him.
- Before you _____ (start), read the manual.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

- "When I will get home, I'll call you."
- "Wait until she will arrive."
- "After he will finish, we'll leave."
- "As soon as it will be ready, I'll tell you."
- "I didn't sleep since three."
- "By the time he came, we ate."
- "While I cooked, he was read."
- "Before you will leave, sign out."
- "By the time we arrived, they left."
- "Stay until it will stop raining."

D — Contextual cloze

Complete the passage with a suitable time conjunction.

(1) _____ Maya arrived, the door was still locked. She waited (2) _____ Ken turned up with the key. "(3) _____ you get here, I'll start the induction," she said. "(4) _____ I was waiting, I read the manual." "Good idea." (5) _____ they opened the room, the first students appeared. "Please wait outside (6) _____ we finish setting up." "(7) _____ we're ready, I'll call you in." (8) _____ the session ended, everyone said it had been useful. "(9) _____ the next one, we should send the sheet in advance." "Agreed. And (10) _____ the last person leaves, check the machines."

Unit 97: First Conditional

The first conditional describes a **real** possibility in the future. The condition is possible, and the result will follow if it happens.

GRAMMAR FORMULA

Pattern: *If* + present simple, + *will* + base verb

Condition	Result	Meaning	Note
<i>If</i> it rains,	we <i>will</i> cancel.	a real possibility	no <i>will</i> in the <i>if</i> clause
<i>If</i> you study,	you <i>will</i> pass.	likely outcome	same rule
<i>Unless</i> you hurry,	we <i>will</i> be late.	<i>unless</i> = <i>if not</i>	negative condition
<i>If</i> you see him,	tell him.	imperative result	<i>tell</i> , not <i>will tell</i>

Variations on the result

Result form	Example	Note
<i>will</i> + verb	We <i>will</i> cancel it.	most common
imperative	<i>Tell</i> him the news.	instructions
modal	You <i>can</i> borrow mine.	permission or ability
present simple	We <i>always</i> cancel it.	habit

Common trap

COMMON TRAP

Using ***will*** in the ***if*** clause, and confusing ***unless*** with ***if***.

- × If it will rain, we will cancel. → ✓ If it *rains*, we will cancel.
- × Unless you don't hurry, we'll be late. → ✓ *Unless* you hurry, we'll be late.
- × If you will see him, tell him. → ✓ If you *see* him, tell him.
- × If it rain, we cancel. → ✓ If it *rains*, we will cancel.

Unless already contains a negative, so do not add *not*: *unless you hurry* means *if you do not hurry*.

NOTES

- The comma is used when the *if* clause comes first; there is no comma when it comes second: "We will cancel it *if it rains*."
- *Provided that*, *as long as* and *in case* are more formal alternatives to *if*.
- The first conditional is not open-ended — it is for things that could actually happen.

Unit 97 — Practice

A — Complete the first conditional

Put the verb into the correct form.

1. If it _____ (rain), we _____ (cancel) the session.
2. If you _____ (study) hard, you _____ (pass).
3. If she _____ (call), I _____ (let) you know.
4. We _____ (be) late if we _____ (not / hurry).
5. If you _____ (see) him, _____ (tell) him.
6. If the printer _____ (break) again, we _____ (need) a new one.
7. If you _____ (finish) early, you _____ (can / go) home.
8. She _____ (not / come) unless you _____ (ask) her.
9. If the parts _____ (arrive) tomorrow, we _____ (start).
10. I _____ (help) you if you _____ (want).

B — Rewrite with if

Rewrite each sentence using **if**.

1. Hurry, or we will be late.
2. Study hard, and you will pass.
3. Don't touch it, or you will break it.
4. Come early, and you will get a seat.
5. Tell me, and I will help you.
6. Don't book now, and you will miss it.
7. Practise daily, and you will improve.
8. Leave now, or you will miss the train.
9. Ask her, and she will explain.
10. Don't water it, and it will die.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "If it will rain, we will cancel."
2. "Unless you don't hurry, we'll be late."
3. "If you will see him, tell him."
4. "If it rain, we cancel."
5. "If you study hard, you pass."
6. "Unless she calls, tell me." (meaning: if she doesn't call)
7. "If you will finish early, you can go."
8. "I will help you if you will want."
9. "If the parts will arrive, we will start."
10. "We will be late if we won't hurry."

D — Contextual cloze

Complete the passage with the correct first conditional form.

"If the parts (1) _____ (arrive) tomorrow, we (2) _____ (start) the repair," Maya says. "And if they (3) _____ (not / come), we (4) _____ (have to) postpone." "I (5) _____ (call) the supplier if you (6) _____ (want)." "Please do. If they (7) _____ (confirm) today, we (8) _____ (be able to) finish by Friday." "And unless anyone (9) _____ (object), I (10) _____ (book) the room for Thursday."

Unit 98: Second Conditional

The second conditional describes something **imaginary** or unlikely. The condition is not true now, and the result is what would happen if it were.

GRAMMAR FORMULA

Pattern: *If* + past simple, + *would* + base verb

Condition	Result	Reality	Note
<i>If I had time,</i>	<i>I would help.</i>	I do not have time	past form, present meaning
<i>If she knew,</i>	<i>she would tell you.</i>	she does not know	same rule
<i>If I were you,</i>	<i>I would wait.</i>	<i>were</i> , not <i>was</i>	fixed expression
<i>If we lived closer,</i>	<i>we would visit.</i>	we do not live closer	

First or second?

Sentence	Type	Meaning
If it rains, we will cancel.	first	it might rain — real
If it rained, we would cancel.	second	it is not raining — imaginary
If I have time, I will call.	first	possible
If I had time, I would call.	second	I have no time

The tense is the signal: past simple in a **present** situation means the speaker thinks it is not true.

Common trap

COMMON TRAP

Using *would* in the *if* clause — the most common error with conditionals.

- × If I would have time, I would help. → ✓ If I *had* time, I would help.
- × If she would know, she would tell. → ✓ If she *knew*, she would tell.
- × If I was you, I'd wait. → ✓ If I *were* you, I'd wait.
- × If I had known, I would told you. → ✓ If I had known, I would *have told* you.

NOTES

- *Would* never appears in the *if* clause of a second conditional. It appears in the result.
- *Were* is standard for all subjects: "If he *were* here...". *Was* is common in speech but considered less careful.
- *Could* replaces *would* when the result is about ability: "If I had more time, I *could* finish it."

Unit 98 — Practice

A — Complete the second conditional

Put the verb into the correct form.

1. If I _____ (have) time, I _____ (help) you.
2. If she _____ (know), she _____ (tell) us.
3. If I _____ (be) you, I _____ (wait).
4. If we _____ (live) closer, we _____ (visit) more.
5. He _____ (buy) a car if he _____ (have) the money.
6. If they _____ (ask), I _____ (say) yes.
7. I _____ (not / do) that if I _____ (be) you.
8. If it _____ (not / rain), we _____ (walk).
9. She _____ (can) help if she _____ (have) time.
10. If I _____ (know) the answer, I _____ (tell) you.

B — Choose first or second

Complete each sentence with the correct form.

1. If I _____ (have) a car, I would drive you. (unreal)
2. If I _____ (have) time tomorrow, I'll call you. (real)
3. If she _____ (be) taller, she would play basketball. (unreal)
4. If it _____ (snow) tomorrow, we'll stay home. (real)
5. I would tell you if I _____ (know). (unreal)
6. I will tell you if I _____ (hear) anything. (real)
7. If we _____ (not / hurry), we'll be late. (real)
8. If we _____ (not / hurry), we would miss it. (unreal)
9. If he _____ (study) harder, he would pass. (unreal)
10. If he _____ (study) harder, he will pass. (real)

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "If I would have time, I would help."
2. "If she would know, she would tell us."
3. "If I was you, I'd wait."
4. "If I had known, I would told you."
5. "If we would live closer, we would visit."
6. "He would buy a car if he would have the money."
7. "If I have time, I would help you." (unreal)
8. "If it would not rain, we would walk."
9. "If they asked, I will say yes." (unreal)
10. "I would not do that if I am you."

D — Contextual cloze

Complete the passage with the correct second conditional form.

"If I (1) _____ (have) more time, I (2) _____ (build) a proper plotter," Ken says. "And if the lab (3) _____ (own) a lathe, we (4) _____ (make) the parts ourselves." "If I (5) _____ (be) you, I (6) _____ (ask) the department for one." "They (7) _____ (not / agree) unless we had a plan." "Then write one. If we (8) _____ (present) a clear case, they (9) _____ (listen)." "Maybe. But if it (10) _____ (be) that easy, someone would have done it already."

Unit 99: Relative Clauses: Subject Pronouns

A relative clause adds information about a noun. In a **subject** relative clause, the relative pronoun is doing the action — so there is no second subject after it.

GRAMMAR FORMULA

Pronoun	Used for	Example	Note
<i>who</i>	people	the engineer <i>who designed</i> it	persons
<i>which</i>	things	the printer <i>which broke</i>	things and animals
<i>that</i>	people or things	the one <i>that works</i>	informal, defining only
<i>whose</i>	possession	the student <i>whose project</i> won	
<i>where</i>	places	the lab <i>where I work</i>	

How the clause is built

Two sentences	Joined	What is dropped
The man is my tutor. + The man teaches Maths.	The man <i>who</i> teaches Maths is my tutor.	the second subject
The printer is old. + It jams constantly.	The printer <i>which</i> jams constantly is old.	<i>it</i>
The student is here. + Her project won.	The student <i>whose</i> project won is here.	<i>her</i>

The relative pronoun replaces the subject, so the verb follows immediately.

Common trap

COMMON TRAP

Keeping the second subject, which leaves two subjects in one clause.

× the man *who* he teaches Maths → ✓ the man *who teaches* Maths

× the printer *which* it jams → ✓ the printer *which jams*

× the student *whose* her project won → ✓ the student *whose project* won

× the lab *where* I work there → ✓ the lab *where I work*

NOTES

- *That* cannot follow a comma. In a defining clause it is common in speech: “the one *that* works”.
- The verb agrees with the noun before the pronoun: “the engineers *who design*”, but “the engineer *who designs*”.
- *Where* is used for places, not *which* alone: “the room *where* we meet”.

Unit 99 — Practice

A — Join with a relative pronoun

Join each pair using a relative pronoun.

1. The woman is my manager. She sits by the window.
2. The printer is broken. It arrived last week.
3. The student is here. Her project won the prize.
4. The lab is closed. We used to work there.
5. The man is my uncle. He drives a taxi.
6. The machine is expensive. It makes the parts.
7. The technician is on leave. He services our printers.
8. The room is small. We hold workshops there.
9. The book is useful. It explains the basics.
10. The engineer is new. She designed this circuit.

B — Fill in the blanks

Complete each sentence with a relative pronoun.

1. The woman _____ sits by the window is my manager.
2. The printer _____ arrived last week is broken.
3. The student _____ project won the prize is here.
4. The lab _____ we used to work is closed.
5. The machine _____ makes the parts is expensive.
6. The technician _____ services our printers is on leave.
7. The room _____ we hold workshops is small.
8. The engineer _____ designed this circuit is new.
9. The man _____ drives a taxi is my uncle.
10. The book _____ explains the basics is useful.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. “the man who he teaches Maths”
2. “the printer which it jams”
3. “the student whose her project won”
4. “the lab where I work there”
5. “the engineers who designs the parts”
6. “the machine who makes the parts”
7. “the room which we meet”
8. “the man which drives a taxi”
9. “the book who explains the basics”
10. “the woman whose she sits by the window”

D — Contextual cloze

Complete the passage with a relative pronoun.

Maya is the person (1) _____ runs the workshop. The machine (2) _____ jams constantly is in the corner. The student (3) _____ project won the prize is called Sara. The room (4) _____ we hold inductions is on the third floor. Ken is the technician (5) _____ services all the printers. The tool (6) _____ costs the most is rarely used. The member (7) _____ laptop was stolen has reported it. The lab (8) _____ we work is being renovated. The book (9) _____ explains the safety rules is on the shelf. And the person (10) _____ designed the poster is a first-year student.

Unit 100: Relative Clauses: Objects and Omission

When the relative pronoun is the **object** of the clause, English usually drops it altogether. This is one of the few places where a word can simply disappear.

GRAMMAR FORMULA

Form	Example	Natural?	Note
with pronoun	the book <i>which</i> I bought	correct, formal	
pronoun omitted	the book I bought	most natural	object position
with <i>who</i>	the man <i>who</i> I met	correct	
omitted	the man I met	very common	object position
subject — cannot omit	the man <i>who</i> called	required	subject position

How to tell subject from object

Clause	Position	Can omit?
the man <i>who</i> called me	subject of <i>called</i>	no
the man <i>I</i> called	object of <i>called</i>	yes
the printer <i>which</i> broke	subject of <i>broke</i>	no
the printer <i>I</i> bought	object of <i>bought</i>	yes

The test: is there already a subject after the relative pronoun? If yes, the pronoun is the object and can be dropped.

Common trap

COMMON TRAP

Omitting a subject pronoun, which leaves the clause without a subject.

- × the man called me (meaning: the man *who* called me) → ✓ the man *who* called me
- × the printer broke is in the corner → ✓ the printer *which* broke is in the corner
- × the book I bought it → ✓ the book *I* bought (no *it*)
- × the man who I met him → ✓ the man *I* met

NOTES

- Never keep the object pronoun after the relative clause: “the book *I* bought”, not “the book I bought *it*”.
- In formal writing, *whom* replaces *who* in object position: “the man *whom* I met”.
- *That* can be omitted in the same way: “the one *I* chose” or “the one *that* I chose”.

Unit 100 — Practice

A — Omit the relative pronoun where possible

Rewrite each phrase, leaving out the pronoun if it can be left out.

1. the book which I bought
2. the man who called me
3. the printer which broke
4. the tool that I use
5. the student who won
6. the film which we saw
7. the woman who wrote it
8. the part that failed
9. the notes that she took
10. the engineer who designed it

B — Fill in the blanks with the correct form

Complete each sentence, adding or omitting the relative pronoun.

1. The book _____ I bought is on the desk.
2. The man _____ called me was very polite.
3. The printer _____ broke is in the corner.
4. The tool _____ I use most is the small one.
5. The student _____ won is from Macau.
6. The film _____ we saw was excellent.
7. The woman _____ wrote it is a journalist.
8. The part _____ failed has been replaced.
9. The notes _____ she took are useful.
10. The engineer _____ designed it has left.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "the man called me" (meaning: the man who called me)
2. "the printer broke is in the corner"
3. "the book I bought it"
4. "the man who I met him"
5. "the tool that I use it"
6. "the student won is from Macau"
7. "the film we saw it"
8. "the woman who wrote it her name is Sara"
9. "the part failed has been replaced"
10. "the engineer who designed it he has left"

D — Contextual cloze

Complete the passage. Omit the relative pronoun where possible.

The machine (1) _____ broke last week has been replaced. The report (2) _____ Maya wrote is on the desk. The technician (3) _____ called us arrived at nine. The parts (4) _____ we ordered have not come. The member (5) _____ complained was right. The tool (6) _____ cost the most is rarely used. The poster (7) _____ she designed is on the wall. The student (8) _____ won the prize is called Sara. The room (9) _____ we use most is the smallest one. And the person (10) _____ I asked did not know.

Unit 101: Time Prepositions: Precise Rules

Unit 87 gave the basic rule. This unit covers the **exceptions** — the phrases that break the pattern and that examiners test because they are memorable.

GRAMMAR FORMULA

Phrase	Correct form	Why	Incorrect
night	at night	fixed	in the night
the weekend	at / on the weekend	both accepted	
Christmas	at Christmas	the period	in Christmas
Christmas Day	on Christmas Day	a single day	
a specific morning	on Monday morning	day takes <i>on</i>	in Monday morning
next / last / this	no preposition	determiner already	in next week
a period ahead	in three days	how long until	after three days
a deadline	by Friday	not later than	until Friday (that means start after)

At, on and in by size

Preposition	Size of the time	Examples
<i>at</i>	a point	at 6, at noon, at night, at the weekend
<i>on</i>	a day or date	on Monday, on 5 May, on Friday night
<i>in</i>	a period	in June, in 2024, in the morning, in winter

Common trap

COMMON TRAP

Using *in* for a named day, and adding a preposition where none is needed.

- ✗ in Monday morning → ✓ *on* Monday morning
- ✗ in next week → ✓ *next* week
- ✗ in Christmas → ✓ *at* Christmas (period) / *on* Christmas Day
- ✗ on the morning → ✓ *in* the morning
- ✗ until Friday (meaning: deadline) → ✓ *by* Friday

NOTES

- *By* + time is a deadline; *until* + time means the action continues to that moment. “Finish it *by* Friday” versus “wait *until* Friday”.
- *At the end* and *in the end* are different: *at the end* means at the final point of something; *in the end* means finally.
- No preposition with *today*, *tomorrow*, *yesterday*, *tonight*.

Unit 101 — Practice

A — Choose the correct form

Complete each phrase.

1. _____ Monday morning
2. _____ next week
3. _____ Christmas
4. _____ Christmas Day
5. _____ the morning
6. _____ night
7. _____ three days
8. _____ Friday (deadline)
9. _____ yesterday
10. _____ the weekend

B — Fill in the blanks

Complete each sentence with the correct preposition, or nothing.

1. The session starts _____ Monday morning.
2. I'll see you _____ next week.
3. We usually visit family _____ Christmas.
4. The lab is closed _____ Christmas Day.
5. She works best _____ the morning.
6. He never works _____ night.
7. The parts arrive _____ three days.
8. Please finish it _____ Friday.
9. I saw her _____ yesterday.
10. We meet _____ the weekend.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The session starts in Monday morning."
2. "I'll see you in next week."
3. "We usually visit family in Christmas."
4. "The lab is closed in Christmas Day."
5. "She works best on the morning."
6. "He never works in night."
7. "The parts arrive after three days." (meaning: in three days' time)
8. "Please finish it until Friday."
9. "I saw her in yesterday."
10. "We meet in the weekend."

D — Contextual cloze

Complete the passage with the correct preposition, or nothing.

The workshop starts (1) _____ Monday morning (2) _____ nine. "I'll send the sheet (3) _____ next week," Maya says. "And the parts arrive (4) _____ three days." "We need them (5) _____ Friday." "They'll be here." The lab is closed (6) _____ Christmas Day, but open (7) _____ Christmas generally. "I never work (8) _____ night," she adds. "But I'm usually here (9) _____ the morning." They meet (10) _____ the weekend to plan.

Unit 102: Duration: From, To, Until, Since, For

These five describe how long something lasts and where it starts and ends. The choice depends on whether the period is finished or still continuing.

GRAMMAR FORMULA

Word	Meaning	Tense it takes	Example
<i>from ... to</i>	start and end	any	from nine <i>to</i> five
<i>until / till</i>	up to but not including the end	any	wait <i>until</i> six
<i>since</i>	a starting point reaching now	present perfect	since 2022
<i>for</i>	a length of time	any	for three hours
<i>during</i>	inside a named period	any	during the summer

Finished or continuing

Sentence	Period	Tense used
I <i>worked</i> there <i>for</i> two years.	finished	past simple
I <i>have worked</i> there <i>for</i> two years.	still continuing	present perfect
I <i>have lived</i> here <i>since</i> 2022.	still continuing	present perfect
I <i>lived</i> there <i>from</i> 2019 <i>to</i> 2021.	finished with both ends	past simple

Common trap

COMMON TRAP

Using *since* with a length, *for* with a point, or *during* where *while* belongs.

× I have worked here *since* three years. → ✓ I have worked here *for* three years.

× I have worked here *for* 2022. → ✓ I have worked here *since* 2022.

× I fell asleep *during* I was reading. → ✓ I fell asleep *while* I was reading.

× It takes *from* nine *until* five. → ✓ It takes *from* nine *to* five.

During is followed by a noun; *while* is followed by a clause.

NOTES

- *Until* and *till* are the same; *till* is informal. *Until* is more common in writing.
- *By* is a deadline, not a duration: "Finish it *by* six" means before six, not up to six.
- *Over* also describes a period: "over the summer", "over three years".

Unit 102 — Practice

A — Choose the correct word

Complete each sentence.

1. I have worked here _____ three years.
2. I have lived here _____ 2022.
3. The shop opens _____ nine to five.
4. Wait _____ six o'clock.
5. I fell asleep _____ the film.
6. I fell asleep _____ I was watching the film.
7. She studied there _____ two years. (finished)
8. We meet _____ the summer.
9. He has been ill _____ Monday.
10. Finish it _____ Friday. (deadline)

B — Fill in the blanks

Complete each sentence with **for**, **since**, **until**, **from**, **to**, **during** or **while**.

1. I have known her _____ 2019.
2. I have known her _____ six years.
3. The workshop runs _____ nine _____ five.
4. Wait here _____ I come back.
5. He slept _____ the journey.
6. He slept _____ he was travelling.
7. We lived there _____ 2015 _____ 2018.
8. She has been a member _____ last year.
9. I haven't seen him _____ months.
10. Please finish it _____ Friday.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I have worked here since three years."
2. "I have worked here for 2022."
3. "I fell asleep during I was reading."
4. "It takes from nine until five."
5. "I have lived here for 2022."
6. "She studied there since two years."
7. "We meet while the summer."
8. "He has been ill for Monday."
9. "Wait for six o'clock."
10. "Finish it until Friday." (deadline)

D — Contextual cloze

Complete the passage with the correct preposition.

Maya has worked at the lab (1) _____ 2023. She has run workshops (2) _____ over two years. Sessions usually run (3) _____ two (4) _____ five. "Wait (5) _____ I finish this print," she says. "I once fell asleep (6) _____ a session." "Really?" "Yes — it was late and I had been working (7) _____ eight in the morning." "You should go home earlier." "I will. And I need to finish the report (8) _____ Friday." "Shall I help?" "That would be good. I have known you (9) _____ university, after all." "True. And we have never argued (10) _____ all that time."

Unit 103: Time Range: Before, After, During, While

These four place an event relative to another period. The choice depends on whether what follows is a **noun** or a **clause**.

GRAMMAR FORMULA

Word	Followed by	Meaning	Example
<i>before</i>	noun or clause	earlier than	before the meeting / before we meet
<i>after</i>	noun or clause	later than	after lunch / after we eat
<i>during</i>	noun only	inside a period	during the meeting
<i>while</i>	clause only	at the same time as	while we were meeting

Noun or clause

Correct	Incorrect	Why
during the film	during we watched the film	<i>during</i> takes a noun
while we watched the film	while the film	<i>while</i> takes a clause
before the session	before the session started	either form works
after lunch	after we had lunch	either form works

During and *while* mean the same thing, but the grammar is different. This is one of the most common errors in the paper.

Common trap

COMMON TRAP

Using *during* with a clause, and *while* with a noun.

- × I fell asleep during I was reading. → ✓ I fell asleep *while* I was reading.
- × It rained while the night. → ✓ It rained *during* the night.
- × During we waited, it rained. → ✓ *While* we waited, it rained.
- × He called me during I was out. → ✓ He called me *while* I was out.

NOTES

- *During* is followed by **the** or a possessive: “during *the* session”, “during *my* holiday”.
- *While* can be shortened in speech: “*While* waiting, I read the manual.”
- *Before* and *after* also work as prepositions of place: “the shop before the bridge”.

Unit 103 — Practice

A — Choose during or while

Complete each sentence.

1. I fell asleep _____ the film.
2. I fell asleep _____ I was watching the film.
3. He called _____ the meeting.
4. He called _____ we were meeting.
5. It rained _____ the night.
6. It rained _____ we were sleeping.
7. She read the manual _____ the induction.
8. She read the manual _____ she waited.
9. Don't talk _____ the test.
10. Don't talk _____ you are taking the test.

B — Fill in the blanks

Complete each sentence with **before**, **after**, **during** or **while**.

1. Read the sheet _____ you start.
2. We went home _____ the session.
3. He fell asleep _____ the talk.
4. She called _____ I was out.
5. _____ finishing, check your work.
6. _____ we waited, it started raining.
7. We met _____ lunch.
8. Don't use your phone _____ the induction.
9. _____ you leave, sign out.
10. He arrived _____ everyone else.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I fell asleep during I was reading."
2. "It rained while the night."
3. "During we waited, it rained."
4. "He called me during I was out."
5. "Read the sheet before you will start."
6. "We went home after the session finished." (**already correct — write "correct"**)
7. "While the film, he fell asleep."
8. "She called while the meeting."
9. "Don't talk during you are taking the test."
10. "After we had lunch, we left." (**already correct — write "correct"**)

D — Contextual cloze

Complete the passage with **before**, **after**, **during** or **while**.

(1) _____ the session starts, read the safety sheet. Don't use headphones (2) _____ the induction. (3) _____ we were setting up, the first students arrived. "Please wait outside (4) _____ I finish," Maya said. (5) _____ the break, she checked the machines. (6) _____ everyone had returned, they began the second part. One student fell asleep (7) _____ the demonstration. "It happens (8) _____ long sessions," Maya said. (9) _____ the workshop ended, they cleaned up. (10) _____ locking up, check the windows.

Unit 104: Place Prepositions: Spatial Rules

Unit 88 gave the basic contrast. This unit covers the **logic** behind it: *in* is about being contained, *on* is about being in contact with a surface, and *at* is about being at a point.

GRAMMAR FORMULA

Preposition	Mental picture	Examples	Note
<i>in</i>	inside a container or area	in a box, in a room, in Hong Kong	a space with boundaries
<i>on</i>	touching a surface	on the table, on the wall, on the floor	contact
<i>at</i>	at a point or a site	at the door, at the station, at the corner	a location, not a space

The same place, different picture

Phrase	Picture	Why
at the corner	the meeting point	a point in space
in the corner	inside the room's corner	contained
on the corner	the corner of a street surface	contact
at the door	standing by it	a point
on the door	a notice attached to it	contact
in the door	in the doorway	a space

Common trap

COMMON TRAP

Choosing by translation rather than by picture.

× She is in the door. (meaning: standing at it) → ✓ She is *at the door*.

× The notice is at the wall. → ✓ The notice is *on the wall*.

× He is in the corner of the street. → ✓ He is *at the corner* of the street.

× I'll meet you in the entrance. (meaning: the meeting point) → ✓ I'll meet you *at the entrance*.

NOTES

- *At* is used for public places seen as a service: "at the bank", "at the dentist", "at the station".
- *On* is used for public transport and floors: "on the bus", "on the third floor".
- Parts of the body take *in* or *on* depending on the surface: a ring *on* my finger, a pain *in* my back.

Unit 104 — Practice

A — Choose in, on or at

Complete each phrase, thinking about the picture.

1. _____ the corner of the street (meeting point)
2. _____ the corner of the room
3. _____ the door (standing by it)
4. _____ the door (attached to it)
5. _____ the wall
6. _____ the box
7. _____ the station
8. _____ the third floor
9. _____ the bus
10. _____ the ceiling

B — Fill in the blanks

Complete each sentence with **in**, **on** or **at**.

1. The notice is _____ the wall.
2. I'll meet you _____ the entrance.
3. She's waiting _____ the door.
4. The tools are _____ that box.
5. He's _____ the third floor.
6. We met _____ the corner of the street.
7. There's a crack _____ the ceiling.
8. I'll see you _____ the station.
9. We were _____ the bus for an hour.
10. She sat _____ the corner of the room.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She is in the door." (meaning: standing at it)
2. "The notice is at the wall."
3. "He is in the corner of the street." (meeting point)
4. "I'll meet you in the entrance." (meeting point)
5. "The books are in the shelf."
6. "There's a poster at the wall."
7. "We met in the corner of the street."
8. "She's waiting in the door."
9. "The printers are in the third floor."
10. "We were in the bus for an hour."

D — Contextual cloze

Complete the passage with **in**, **on** or **at**.

Maya is waiting (1) _____ the entrance. There's a notice (2) _____ the door, and a poster (3) _____ the wall beside it. The tools are (4) _____ a box (5) _____ the shelf. "I'll meet you (6) _____ the corner of the street," she says. "The lab is (7) _____ the third floor." Ken arrives (8) _____ the same time. "I left my bag (9) _____ the bus," he says. "And I think my keys are (10) _____ the bottom of it."

Unit 105: Movement versus Position

The same three prepositions — *to*, *in*, *at* — look similar but answer different questions. *To* is for movement, *in* and *at* are for position, and the verb tells you which you need.

GRAMMAR FORMULA

Verb type	Question	Preposition	Example
movement	where to?	<i>to</i>	I went <i>to</i> the lab.
movement in	into what?	<i>into</i>	I walked <i>into</i> the lab.
arrival	where?	<i>at</i> / <i>in</i>	I arrived <i>at</i> the lab.
position	where?	<i>in</i> / <i>at</i>	I was <i>in</i> the lab.
home	no preposition	—	I went <i>home</i> .

Verbs that take *at* or *in* after arrival

Verb	Preposition	Example
<i>arrive</i>	<i>at</i> a building, <i>in</i> a city	arrive <i>at</i> the airport / <i>in</i> Hong Kong
<i>get</i>	<i>to</i> a place	get <i>to</i> the station
<i>reach</i>	no preposition	reach the station
<i>go</i>	<i>to</i> / <i>home</i>	go <i>to</i> work / go <i>home</i>

Common trap

COMMON TRAP

Using *in* where movement is meant, and adding *to* before *home*.

- × I went in the lab. → ✓ I went *into* the lab. (movement)
- × We arrived to the station. → ✓ We arrived *at* the station.
- × I'm going to home. → ✓ I'm going *home*.
- × She reached to the door. → ✓ She *reached* the door.

NOTES

- *Arrive in* is for cities and countries; *arrive at* is for buildings and events.
- *Get to* is informal and very common: "How do I *get to* Central?"
- *Reach* takes a direct object with no preposition, which makes it easy to get wrong.

Unit 105 — Practice

A — Choose the correct preposition

Complete each sentence.

1. I went _____ the lab.
2. I was _____ the lab.
3. We arrived _____ the airport at six.
4. She arrived _____ Hong Kong yesterday.
5. How do I get _____ Central?
6. He reached _____ the door first.
7. I'm going _____ home now.
8. She walked _____ the room.
9. They live _____ Fanling.
10. We arrived _____ the party late.

B — Fill in the blanks

Complete each sentence with **to**, **in**, **at**, **into** or nothing.

1. I went _____ the workshop.
2. She was _____ the workshop.
3. We arrived _____ the station.
4. He arrived _____ Japan last week.
5. How do I get _____ the airport?
6. She reached _____ the platform.
7. I'm going _____ home.
8. He walked _____ the room.
9. They live _____ Kowloon.
10. We arrived _____ the meeting early.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "I went in the lab."
2. "We arrived to the station."
3. "I'm going to home."
4. "She reached to the door."
5. "He arrived at Hong Kong."
6. "How do I get the airport?"
7. "They live at Fanling."
8. "She walked to the room and sat down." (meaning: movement inside)
9. "We arrived in the party late."
10. "I was to the workshop."

D — Contextual cloze

Complete the passage with **to**, **in**, **at**, **into** or nothing.

Maya went (1) _____ the workshop early. She arrived (2) _____ the building at eight and walked (3) _____ the main room. Ken was already (4) _____ the corridor. "How did you get (5) _____ here so quickly?" she asked. "I live (6) _____ Fanling, and I reached (7) _____ the station in twenty minutes." "I'm going (8) _____ home after this." "So am I. We should arrive (9) _____ the station before six." "Let's hope we don't arrive (10) _____ the wrong platform."

Unit 106: Spatial Positions

These prepositions describe where something is relative to something else. They do not involve contact or containment, so they sit outside the *in / on / at* system.

GRAMMAR FORMULA

Preposition	Meaning	Example	Opposite
<i>under</i>	below something	under the desk	over
<i>behind</i>	at the back of	behind the building	in front of
<i>in front of</i>	before something	in front of the door	behind
<i>opposite</i>	facing, across from	opposite the station	next to
<i>next to</i>	beside	next to the printer	opposite
<i>between</i>	in the middle of two	between the two doors	—
<i>among</i>	in the middle of many	among the boxes	—
<i>above / below</i>	higher or lower, not touching	above the shelf	—
<i>beside</i>	at the side of	beside the window	—
<i>near</i>	close to	near the entrance	far from

Between and among

Preposition	Used for	Example
<i>between</i>	two things, or named items	between the printer <i>and</i> the shelf
<i>among</i>	three or more, not named	among the members
<i>between</i>	also for relationships	between you and me

Consecutive *between* phrases add *and*: “*between* the printer *and* the wall”, never “*between* the printer to the wall”.

Common trap

COMMON TRAP

Using *under* for *below* and vice versa, and confusing *opposite* with *in front of*.

- × The picture is under the shelf. (meaning: lower, not touching) → ✓ The picture is *below* the shelf.
- × She sat in front of me, across the table. (facing me) → ✓ She sat *opposite* me.
- × between the printer to the wall → ✓ between the printer *and* the wall
- × among the two rooms → ✓ *between* the two rooms

Under means directly below and often touching or covered; *below* means lower but not necessarily directly underneath. *Opposite* means facing across from; *in front of* means in the space ahead of something.

NOTES

- *Opposite* does not take *to* in everyday English: “opposite the station”, not “opposite to the station”.
- *Next to* and *beside* are almost the same; *beside* is slightly more formal.
- *In the middle of* takes a singular noun: “in the middle of the room”.

Unit 106 — Practice

A — Choose the correct preposition

Complete each sentence.

1. The cat is _____ the desk. (directly below, touching)
2. The temperature is _____ zero. (lower)
3. The café is _____ the station. (facing it)
4. She sat _____ me. (beside)
5. The keys are _____ the printer and the shelf.
6. He is popular _____ his colleagues. (many)
7. The bank is _____ the post office. (facing across)
8. There's a lamp _____ the desk. (higher, not touching)
9. She stood _____ the door. (ahead of it)
10. The shop is _____ the entrance. (close to)

B — Fill in the blanks

Complete each sentence with a suitable preposition of position.

1. The box is _____ the table.
2. She sat _____ the window.
3. The bank is _____ the post office.
4. The keys are _____ the two printers.
5. He is the tallest _____ the group.
6. The cat is _____ the sofa.
7. There's a lamp _____ the desk.
8. She stood _____ the door.
9. The café is _____ the station.
10. My flat is _____ the university.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The picture is under the shelf." (meaning: lower, not touching)
2. "She sat in front of me, across the table." (meaning: facing me)
3. "between the printer to the wall"
4. "among the two rooms"
5. "The café is opposite to the station."
6. "He is popular between his colleagues."
7. "The keys are between the printer or the shelf."
8. "She stood in the front of the door."
9. "The shop is near of the entrance."
10. "There's a lamp over the desk." (meaning: higher, not touching — already correct, write "correct")

D — Contextual cloze

Complete the passage with a suitable preposition of position.

Maya is describing the workshop. "The printer is (1) _____ the window," she says. "The tools are (2) _____ the shelf, in the box. The door is (3) _____ the fire exit — you can see one from the other." "Is the lasercutter (4) _____ the resin printer and the wall?" "Exactly. And the component bank is (5) _____ the two benches." "What's (6) _____ the sink?" "A cupboard. The notice board is (7) _____ the corridor, (8) _____ the main entrance." "And the café?" "It's (9) _____ the station, about two minutes away. There's a bench (10) _____ the building if you want to sit outside."

Unit 107: Directional Prepositions

These describe the **path** of a movement, not just its destination. The verb usually stays the same; the particle tells you the shape of the journey.

GRAMMAR FORMULA

Preposition	Path	Example	Note
<i>up / down</i>	vertical movement	walk <i>up</i> the hill	also <i>upstairs</i>
<i>over</i>	above something	jump <i>over</i> the wall	not through it
<i>through</i>	inside and out	walk <i>through</i> the tunnel	enclosed
<i>across</i>	side to side on a surface	swim <i>across</i> the river	flat surface
<i>into</i>	entering	walk <i>into</i> the room	from outside
<i>out of</i>	leaving	come <i>out of</i> the lab	from inside
<i>along</i>	following a line	walk <i>along</i> the road	a path, not crossing
<i>around</i>	circling	walk <i>around</i> the block	a closed loop

Through, across and over

Preposition	Where the movement is	Example
<i>through</i>	inside something	through the tunnel / through the crowd
<i>across</i>	on the surface, side to side	across the road / across the field
<i>over</i>	above, not touching	over the fence / over the bridge

The difference matters: you swim *across* a river (on the surface) but walk *through* a forest (among the trees).

Common trap

COMMON TRAP

Choosing by destination instead of by path.

- × walk over the tunnel → ✓ walk *through* the tunnel
- × swim through the river → ✓ swim *across* the river
- × jump through the wall → ✓ jump *over* the wall
- × walk across the forest → ✓ walk *through* the forest

NOTES

- *Up* and *down* also work as adverbs without a noun: “She looked *up*.”
- *Along* takes a line, not a place: “along the road”, not “along the station”.
- *Around* can be approximate: “around ten people” means about ten.

Unit 107 — Practice

A — Choose the correct preposition

Complete each sentence.

1. We walked _____ the tunnel.
2. She swam _____ the river.
3. He jumped _____ the fence.
4. We walked _____ the forest.
5. They climbed _____ the hill.
6. She ran _____ the road.
7. He walked _____ the room.
8. She came _____ the building.
9. We walked _____ the river for an hour.
10. They walked _____ the block.

B — Fill in the blanks

Complete each sentence with a suitable directional preposition.

1. We drove _____ the tunnel.
2. She swam _____ the lake.
3. The cat jumped _____ the wall.
4. He walked _____ the corridor.
5. They climbed _____ the stairs.
6. She ran _____ the street.
7. We walked _____ the park.
8. He came _____ the office.
9. We walked _____ the beach.
10. They drove _____ the roundabout.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. “walk over the tunnel”
2. “swim through the river”
3. “jump through the wall”
4. “walk across the forest”
5. “She looked at the sky and then up.” (meaning: raised her eyes)
6. “We walked along the station.”
7. “He climbed through the hill.”
8. “She ran over the road to the other side.”
9. “They went into the building and out from it.”
10. “We drove around the tunnel.”

D — Contextual cloze

Complete the passage with a suitable directional preposition.

Maya walked (1) _____ the corridor and (2) _____ the main workshop. “I cycled (3) _____ the bridge this morning,” she said. “It’s faster than going (4) _____ the tunnel.” Ken was carrying a box (5) _____ the store room. “Go (6) _____ the stairs and turn left,” she said. Later they walked (7) _____ the campus to the station, passing (8) _____ the sports centre. “I once swam (9) _____ the harbour,” Ken said. “Never again.” They went (10) _____ the station and bought tickets.

Unit 108: Fixed Prepositional Expressions

Some prepositional phrases are fixed — the preposition cannot be changed, and there is no logic to memorise. These are the ones that appear most often in exams.

GRAMMAR FORMULA

Expression	Meaning	Example	Note
<i>on time</i>	punctual, not early or late	The train left <i>on time</i> .	compare <i>in time</i>
<i>in time</i>	early enough	We arrived <i>in time</i> to catch it.	before the deadline
<i>at times</i>	sometimes	He is difficult <i>at times</i> .	
<i>by mistake</i>	accidentally	I deleted it <i>by mistake</i> .	
<i>on purpose</i>	deliberately	He did it <i>on purpose</i> .	opposite of <i>by mistake</i>
<i>by chance</i>	accidentally, luckily	I found it <i>by chance</i> .	
<i>in advance</i>	beforehand	Book <i>in advance</i> .	
<i>at least</i>	no less than	It takes <i>at least</i> an hour.	
<i>in charge of</i>	responsible for	She is <i>in charge of</i> the lab.	
<i>on behalf of</i>	representing	I write <i>on behalf of</i> the team.	
<i>with regard to</i>	about	<i>With regard to</i> your email...	formal
<i>about to</i>	just going to	I was <i>about to</i> call.	no time to spare

The pairs most often confused

Pair	Difference	Example
<i>on time</i> / <i>in time</i>	punctual / early enough	arrived <i>on time</i> / arrived <i>in time</i>
<i>at the end</i> / <i>in the end</i>	at the final point / finally	at the end of the film / in the end, we left
<i>by mistake</i> / <i>on purpose</i>	accidentally / deliberately	sent it <i>by mistake</i> / did it <i>on purpose</i>
<i>in charge of</i> / <i>in front of</i>	responsible / position	<i>in charge of</i> the lab

NOTES

- *In time* and *on time* both involve timing, but *in time* means you are not late for something; *on time* means you are exactly at the scheduled moment.
- *About to* takes an infinitive: "I was *about to leave*."
- *On behalf of* is used in formal writing and speeches; *instead of* is different — it means substitution.

Unit 108 — Practice

A — Choose the correct expression

Complete each sentence.

1. The train left _____ time. (exactly on schedule)
2. We arrived _____ time to catch it. (early enough)
3. He is difficult _____ times.
4. I deleted the file _____ mistake.
5. She did it _____ purpose.
6. I found it _____ chance.
7. Please book _____ advance.
8. It takes _____ least an hour.
9. She is _____ charge of the lab.
10. I write _____ behalf of the team.

B — Fill in the blanks

Complete each sentence with the correct preposition.

1. The workshop started _____ time.
2. We got there _____ time to help.
3. He laughs _____ times.
4. I sent it _____ mistake.
5. She broke it _____ purpose.
6. We met _____ chance.
7. Book _____ advance.
8. It costs _____ least fifty dollars.
9. He is _____ charge of bookings.
10. I was _____ to call you.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The train left in time." (meaning: on schedule)
2. "We arrived on time to catch it." (meaning: early enough)
3. "I deleted it at mistake."
4. "She did it by purpose."
5. "I found it on chance."
6. "Book at advance."
7. "It takes at less an hour."
8. "She is on charge of the lab."
9. "I write in behalf of the team."
10. "I was about call you."

D — Contextual cloze

Complete the passage with the correct preposition.

The session started (1) _____ time, which was unusual. Maya is (2) _____ charge of bookings, so she always plans (3) _____ advance. "We arrived (4) _____ time to set up," she said. "At (5) _____ an hour is enough." Ken broke a cable (6) _____ mistake, but he found another one (7) _____ chance in a drawer. "I was (8) _____ to cancel the session," Maya said. "I write (9) _____ behalf of the team to thank you for coming. And be careful (10) _____ the resin — it stains."

Unit 109: Adjective + Preposition

Many adjectives are fixed to one particular preposition. Changing it sounds wrong even when the meaning is clear, so these have to be learned as pairs.

GRAMMAR FORMULA

Group	Preposition	Adjectives	Example
feelings	<i>about</i>	worried, excited, nervous, happy	worried <i>about</i> the exam
interest	<i>in</i>	interested, involved	interested <i>in</i> design
ability	<i>at</i>	good, bad, brilliant, hopeless	good <i>at</i> explaining
similarity	<i>to</i>	similar, identical, married	similar <i>to</i> the old one
difference	<i>from</i>	different	different <i>from</i> mine
need	<i>for</i>	ready, responsible, famous	ready <i>for</i> the test
behaviour	<i>with</i>	angry, pleased, satisfied	pleased <i>with</i> the result
caring	<i>of</i>	afraid, proud, tired, capable	proud <i>of</i> the work

The pairs worth memorising

Adjective + preposition	Example	Common mistake
<i>good at</i>	good at maths	good in maths
<i>interested in</i>	interested in art	interested on art
<i>different from</i>	different from mine	different than mine (AmE ok)
<i>afraid of</i>	afraid of heights	afraid from heights
<i>proud of</i>	proud of you	proud for you
<i>ready for</i>	ready for the test	ready to the test
<i>angry with</i> (a person), <i>about</i> (a thing)	angry with him / about the delay	angry on
<i>responsible for</i>	responsible for bookings	responsible of

NOTES

- *Angry with* takes a person; *angry about* takes a situation. Both are correct in context.
- *Tired of* means fed up; *tired from* means physically exhausted.
- Some adjectives take no preposition: *aware*, *full*, *certain* when followed by a clause.

Unit 109 — Practice

A — Choose the correct preposition

Complete each sentence.

1. She is good _____ maths.
2. He is interested _____ design.
3. This is different _____ the old one.
4. She is afraid _____ heights.
5. I'm proud _____ your work.
6. Are you ready _____ the test?
7. He is angry _____ the delay.
8. She is responsible _____ bookings.
9. They are worried _____ the deadline.
10. I'm tired _____ waiting.
11. This one is similar _____ that.
12. She is married _____ a teacher.

B — Fill in the blanks

Complete each sentence with the correct preposition.

1. He is brilliant _____ explaining things.
2. I'm nervous _____ the interview.
3. She is involved _____ three projects.
4. Their design is identical _____ ours.
5. We are pleased _____ the result.
6. She is capable _____ finishing on time.
7. I'm tired _____ the noise.
8. He is famous _____ his posters.
9. Are you satisfied _____ the service?
10. She is happy _____ her new role.
11. This is very different _____ what I expected.
12. He is hopeless _____ cooking.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She is good in maths."
2. "He is interested on design."
3. "She is afraid from heights."
4. "I'm proud for your work."
5. "Are you ready to the test?"
6. "He is angry on the delay."
7. "She is responsible of bookings."
8. "I'm tired to waiting."
9. "This one is similar with that."
10. "She is married with a teacher."

D — Contextual cloze

Complete the passage with the correct preposition.

Maya is very good (1) _____ explaining things. She is interested (2) _____ design, and she is proud (3) _____ the work the lab has done. "I'm worried (4) _____ the budget," she says. "It's different (5) _____ what we planned." Ken is responsible (6) _____ bookings, and he is often tired (7) _____ repeating himself. "Are you ready (8) _____ the new term?" she asks. "Almost. I'm still nervous (9) _____ the first session." "Don't be. You're brilliant (10) _____ this."

Unit 110: Verb + Preposition

Like adjectives, many verbs are fixed to one preposition. The verb and preposition form a unit, and the preposition is not optional.

GRAMMAR FORMULA

Verb	Preposition	Meaning	Example
<i>depend</i>	<i>on</i>	rely on	It depends <i>on</i> the weather.
<i>belong</i>	<i>to</i>	be owned by	It belongs <i>to</i> the lab.
<i>listen</i>	<i>to</i>	pay attention	Listen <i>to</i> me.
<i>wait</i>	<i>for</i>	expect	Wait <i>for</i> the light.
<i>look</i>	<i>at / for / after</i>	direct eyes / search / care	look <i>for</i> the key
<i>arrive</i>	<i>at / in</i>	reach	arrive <i>at</i> the station
<i>apologise</i>	<i>for</i>	say sorry	apologise <i>for</i> the delay
<i>succeed</i>	<i>in</i>	achieve	succeed <i>in</i> finding it
<i>apply</i>	<i>for</i>	request formally	apply <i>for</i> a job
<i>complain</i>	<i>about</i>	express dissatisfaction	complain <i>about</i> the noise

Verbs with more than one preposition

Verb	Preposition	Different meaning
<i>look after</i>	care for	look after the lab
<i>look for</i>	search	look for the key
<i>look at</i>	direct your eyes	look at the screen
<i>hear from</i>	receive news	hear from her
<i>hear of</i>	know of	hear of that place
<i>talk to / talk about</i>	speak to a person / discuss a topic	talk to Ken / about the plan

NOTES

- *Listen to*, *wait for* and *depend on* are the three most commonly missed.
- Some verbs take a direct object with no preposition: *discuss*, *enter*, *reach*, *answer*. “Discuss the plan”, not “discuss about the plan”.
- *Apologise for* takes a thing or an *-ing* form: “apologise *for being* late”.

Unit 110 — Practice

A — Choose the correct preposition

Complete each sentence.

1. It depends _____ the weather.
2. This belongs _____ the lab.
3. Listen _____ me carefully.
4. Wait _____ the light to change.
5. I'm looking _____ my keys.
6. We arrived _____ the station early.
7. She apologised _____ being late.
8. He succeeded _____ finding it.
9. I applied _____ the job.
10. They complained _____ the noise.
11. She looks _____ the machines.
12. We discussed _____ the plan. (no preposition)

B — Fill in the blanks

Complete each sentence with the correct preposition, or nothing.

1. I'm waiting _____ the results.
2. She depends _____ her phone too much.
3. This folder belongs _____ Sara.
4. Please listen _____ the instructions.
5. He apologised _____ breaking it.
6. They succeeded _____ finishing early.
7. I complained _____ the noise.
8. She applied _____ a scholarship.
9. We discussed _____ the budget.
10. I haven't heard _____ her for weeks.
11. He arrived _____ Hong Kong on Monday.
12. Who looks _____ the equipment?

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "It depends of the weather."
2. "This belongs in the lab."
3. "Listen me carefully."
4. "Wait the light to change."
5. "I'm looking my keys."
6. "She apologised of being late."
7. "He succeeded to find it."
8. "I applied to the job."
9. "They complained for the noise."
10. "We discussed about the plan."

D — Contextual cloze

Complete the passage with the correct preposition, or nothing.

"It depends (1) _____ the supplier," Maya says. "We're waiting (2) _____ a reply." She apologised (3) _____ the delay, and complained (4) _____ the slow service. Ken is looking (5) _____ the missing cable, and he also looks (6) _____ the resin printer. "I applied (7) _____ the course," he says. "And I succeeded (8) _____ getting a place." "Good. Listen (9) _____ me — we need to discuss (10) _____ the schedule."

Unit 111: Phrasal Verbs: Intransitive and Inseparable

A phrasal verb is a verb plus a particle that together mean something new. Some phrasal verbs **never** take an object, and some can never be split.

GRAMMAR FORMULA

Type	Object?	Can split?	Example
intransitive	no object	n/a	The car <i>broke down</i> .
inseparable	object after particle	no	I <i>look after</i> my sister.
separable	object after verb	yes	I <i>turned on</i> the light.

Intransitive phrasal verbs

Phrasal verb	Meaning	Example
<i>break down</i>	stop working	The printer <i>broke down</i> .
<i>get up</i>	rise from bed	I <i>get up</i> at seven.
<i>wake up</i>	stop sleeping	She <i>woke up</i> late.
<i>grow up</i>	become an adult	He <i>grew up</i> in Macau.
<i>show up</i>	arrive	Nobody <i>showed up</i> .
<i>turn up</i>	arrive, often unexpectedly	She <i>turned up</i> at six.
<i>go off</i>	explode, or ring	The alarm <i>went off</i> .
<i>take off</i>	leave the ground	The plane <i>took off</i> .

Inseparable phrasal verbs

These take an object, but the object must come **after** the particle.

Phrasal verb	Meaning	Example
<i>look after</i>	take care of	She <i>looks after</i> the machines.
<i>look into</i>	investigate	We'll <i>look into</i> the fault.
<i>get over</i>	recover from	He <i>got over</i> the cold.
<i>run into</i>	meet by chance	I <i>ran into</i> Ken.
<i>deal with</i>	handle	Who <i>deals with</i> bookings?
<i>come across</i>	find by chance	I <i>came across</i> an old photo.
<i>carry on</i>	continue	Please <i>carry on</i> .

NOTES

- Intransitive phrasal verbs have no passive: “The car broke down” — never “The car was broken down.”
- With inseparable verbs, a pronoun still goes after the particle: “look after *it*”, not “look it after”.
- Some verbs work both ways with different meanings: *take off* (leave the ground) and *take off* (remove clothing, separable).

Unit 111 — Practice

A — Choose the correct phrasal verb

Complete each sentence with a phrasal verb from the list. *break down · get up · show up · go off · take off · look after · look into · get over · run into · deal with*

1. My alarm _____ at six every morning.
2. The printer _____ again yesterday.
3. Nobody _____ for the meeting.
4. She _____ at seven, even on Sundays.
5. The plane _____ on time.
6. Who _____ the equipment?
7. We'll _____ the fault tomorrow.
8. He _____ his cold quickly.
9. I _____ an old friend in the street.
10. She _____ the bookings.

B — Fill in the blanks with the correct particle

1. The car broke _____ on the motorway.
2. I get _____ at seven.
3. Nobody showed _____ for the workshop.
4. The alarm went _____ at midnight.
5. She looks _____ the resin printer.
6. We'll look _____ the problem.
7. He got _____ the flu quickly.
8. I ran _____ an old classmate.
9. Who deals _____ the bookings?
10. Please carry _____ without me.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "The car was broken down." (meaning: it stopped working)
2. "She looks the machines after."
3. "We'll look the fault into."
4. "He got the cold over."
5. "I ran Ken into."
6. "Who deals bookings with?"
7. "Nobody showed for the meeting up."
8. "Please carry without me on."
9. "The alarm went at midnight off."
10. "I came an old photo across."

D — Contextual cloze

Complete the passage with the correct particle.

The lab's main printer broke (1) _____ last week. Nobody showed (2) _____ to fix it, so Maya looked (3) _____ the problem herself. She ran (4) _____ an old manual in a drawer, which helped. "I'll deal (5) _____ the supplier tomorrow," she said. "And I'll carry (6) _____ with the other repairs meanwhile." Ken got (7) _____ his cold and came back on Thursday. He looks (8) _____ the electronics bench, and he is very careful. "I get (9) _____ at six," he says, "so I can start early." The alarm went (10) _____ at five on his first day back.

Unit 112: Separable Phrasal Verbs

In a separable phrasal verb, the object may go either between the verb and the particle or after the particle. There is one absolute rule: **a pronoun must go in the middle**.

GRAMMAR FORMULA

Object type	Position	Correct	Incorrect
a noun	either	turn on <i>the light</i> / turn <i>the light</i> on	turn on it
a pronoun	middle only	turn <i>it</i> on	turn on it
long phrase	after the particle	turn on <i>the light by the door</i>	turn the light by the door on

Common separable verbs

Phrasal verb	Meaning	With a pronoun
<i>turn on / off</i>	start or stop a device	turn <i>it</i> on
<i>switch on / off</i>	same, more formal	switch <i>it</i> off
<i>pick up</i>	collect	pick <i>her</i> up
<i>put on</i>	wear	put <i>them</i> on
<i>take off</i>	remove	take <i>it</i> off
<i>write down</i>	record on paper	write <i>it</i> down
<i>throw away</i>	discard	throw <i>them</i> away
<i>fill in</i>	complete a form	fill <i>it</i> in
<i>fill out</i>	complete, American	fill <i>it</i> out
<i>point out</i>	indicate	point <i>it</i> out
<i>carry out</i>	perform	carry <i>it</i> out
<i>give up</i>	stop trying, or quit	give <i>it</i> up

Common trap

COMMON TRAP

Putting a pronoun after the particle — the single most tested rule with phrasal verbs.

- × Turn on it. → ✓ Turn *it* on.
- × Pick up her. → ✓ Pick *her* up.
- × Write down it. → ✓ Write *it* down.
- × Throw away them. → ✓ Throw *them* away.

NOTES

- With a long object, English prefers the particle last: “turn on *the machine in the corner*”.
- Some separable verbs have an inseparable twin with a different meaning — *take off* (remove, separable) and *take off* (leave the ground, intransitive).
- In the passive, the particle stays with the verb: “The light *was turned on*.”

Unit 112 — Practice

A — Rewrite with a pronoun

Rewrite each sentence replacing the object with a pronoun.

1. Turn on the printer.
2. Pick up the parcel.
3. Write down the number.
4. Put on your goggles.
5. Take off your shoes.
6. Throw away the broken cable.
7. Fill in the form.
8. Point out the error.
9. Give up the idea.
10. Carry out the test.

B — Choose the correct position

Complete each sentence with the object in the correct position.

1. Please turn _____ (the light) on.
2. Pick _____ (her) up at six.
3. Write _____ (it) down.
4. Put _____ (your goggles) on.
5. Take _____ (them) off.
6. Throw _____ (the old cable) away.
7. Fill _____ (it) in, please.
8. Point _____ (the mistake) out.
9. Don't give _____ (it) up.
10. Carry _____ (the test) out.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Turn on it."
2. "Pick up her at six."
3. "Write down it."
4. "Throw away them."
5. "Take off them."
6. "Fill in it, please."
7. "Point out it."
8. "Give up it."
9. "Put on them."
10. "Carry out it."

D — Contextual cloze

Complete the passage, placing each object correctly.

"Please turn (1) _____ (the lights) on," Maya said. Ken picked (2) _____ (the parcel) up from the desk and wrote (3) _____ (the number) down. "Put (4) _____ (your goggles) on first," she added. "And take (5) _____ (your coat) off — it's warm in here." They threw (6) _____ (the broken cable) away and filled (7) _____ (the form) in. "Point (8) _____ (the fault) out to me," Maya said. "Don't give (9) _____ (it) up yet." Finally they carried (10) _____ (the test) out.

Unit 113: Phrasal Verbs in Daily Routines

These are the phrasal verbs of everyday life — getting up, getting dressed, switching things on and off. They are almost all separable, so the pronoun rule from Unit 112 applies.

GRAMMAR FORMULA

Phrasal verb	Meaning	Separable?	Example
<i>get up</i>	rise from bed	no object	I <i>get up</i> at seven.
<i>wake up</i>	stop sleeping	both	She <i>woke up</i> early. / I <i>woke her up</i> .
<i>put on</i>	dress in	yes	<i>put on</i> a coat / <i>put it on</i>
<i>take off</i>	remove	yes	<i>take off</i> your shoes / <i>take them off</i>
<i>turn on / off</i>	start or stop a device	yes	turn <i>it off</i>
<i>switch on / off</i>	same, formal	yes	switch <i>them on</i>
<i>tidy up</i>	make neat	both	tidy <i>up</i> the desk / tidy <i>it up</i>
<i>wash up</i>	wash the dishes	both	wash <i>up</i> / wash <i>them up</i>
<i>throw away</i>	discard	yes	throw <i>it away</i>
<i>run out of</i>	have none left	no split	We <i>ran out of</i> paper.
<i>look for</i>	search	no split	looking <i>for</i> my keys

Separable or not

Phrasal verb	Can the object go in the middle?	With a pronoun
<i>turn off</i>	yes	turn <i>it</i> off
<i>throw away</i>	yes	throw <i>it</i> away
<i>look for</i>	no	look for <i>it</i>
<i>run out of</i>	no	run out of <i>it</i>
<i>wake up</i>	yes, when you wake someone	wake <i>her</i> up

NOTES

- *Run out of* always keeps its three parts together: “We’ve *run out of* milk.”
- *Wake up* is intransitive alone (“I *woke up*”) and separable with a person (“I *woke him up*”).
- *Wash up* in British English means wash the dishes; in American English it means wash your hands.

Unit 113 — Practice

A — Complete with the correct phrasal verb

1. I _____ at seven every day.
2. She _____ late and missed the bus.
3. _____ your shoes before you come in.
4. Please _____ the lights when you leave.
5. We've _____ paper again.
6. I'm _____ my keys.
7. He _____ the broken parts.
8. Can you _____ the desk?
9. She _____ her coat and left.
10. They _____ the dishes after dinner.

B — Fill in the blanks with the correct particle

1. I get _____ at six.
2. She woke _____ suddenly.
3. Put _____ your goggles.
4. Take _____ your coat.
5. Turn _____ the printer.
6. We ran _____ of filament.
7. I'm looking _____ my notes.
8. Please tidy _____ the bench.
9. Throw _____ the old parts.
10. Switch _____ the lights.
11. She washed _____ the cups.
12. He put _____ his shoes.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Turn off it, please."
2. "Throw away them."
3. "Wake up her at seven."
4. "I'm looking my keys for."
5. "We've run of paper out."
6. "Put on it."
7. "Take off them."
8. "Tidy up it."
9. "Switch on them."
10. "He put his coat on." (already correct — write "correct")

D — Contextual cloze

Complete the passage with the correct particle.

Maya gets (1) _____ at six and wakes her brother (2) _____ at seven. She puts (3) _____ her coat and takes (4) _____ her boots by the door. At the lab she turns (5) _____ the machines and looks (6) _____ the day's bookings. "We've run (7) _____ of resin," Ken says. "I'll order some." She tidies (8) _____ the benches and throws (9) _____ the empty bottles. "Don't forget to wash (10) _____ before you go," she says.

Unit 114: Phrasal Verbs in Social Contexts

These phrasal verbs describe relationships and the way people behave towards each other. Most are inseparable, and several are three-part verbs.

GRAMMAR FORMULA

Phrasal verb	Meaning	Separable?	Example
<i>look after</i>	take care of	no	She <i>looks after</i> her brother.
<i>get on with</i>	have a good relationship	no, three parts	I <i>get on with</i> Ken.
<i>fall out with</i>	argue and stop being friendly	no, three parts	He <i>fell out with</i> Sara.
<i>make up</i>	become friends again	no object	They <i>made up</i> the next day.
<i>get together</i>	meet socially	no object	We <i>get together</i> on Fridays.
<i>give up</i>	stop, or quit	yes	She <i>gave up</i> smoking. / gave <i>it up</i>
<i>find out</i>	discover	yes	I <i>found out</i> the truth. / found <i>it out</i>
<i>put up with</i>	tolerate	no, three parts	I can't <i>put up with</i> the noise.
<i>look up to</i>	admire	no, three parts	She <i>looks up to</i> her tutor.
<i>take after</i>	resemble a relative	no	He <i>takes after</i> his father.

Three-part verbs

Phrasal verb	Meaning	Note
<i>get on with</i>	have a good relationship	never split
<i>put up with</i>	tolerate	never split
<i>look forward to</i>	anticipate with pleasure	takes <i>-ing</i>
<i>look up to</i>	admire	never split
<i>fall out with</i>	quarrel with	never split

These cannot be separated even with a pronoun: “put up with *it*”, never “put *it* up with”.

NOTES

- *Get on with* takes a person; *get on with* a task means to continue working on it.
- *Make up* has several meanings: reconcile, invent a story, or apply cosmetics.
- *Look forward to* is followed by an *-ing* form: “look forward to *seeing* you”.

Unit 114 — Practice

A — Complete with the correct phrasal verb

1. She _____ her younger brother while their parents work.
2. I _____ my flatmate very well.
3. They _____ last year but made up quickly.
4. We usually _____ on Fridays after work.
5. He can't _____ the noise any longer.
6. She _____ her older sister.
7. I _____ that the room was double-booked.
8. Please don't _____ now — we're nearly finished.
9. They _____ a story about the missing keys.
10. She _____ her supervisor a lot.

B — Fill in the blanks with the correct particle

1. She looks _____ her brother.
2. I get _____ well with Ken.
3. They fell _____ last month.
4. We get _____ twice a month.
5. I can't put _____ with the noise.
6. She looks up _____ her tutor.
7. He takes _____ his father.
8. I found _____ the truth eventually.
9. Don't give _____ yet.
10. I look forward _____ seeing you.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "She looks her brother after."
2. "I can't put it up with."
3. "She looks up her tutor to."
4. "I get well on with Ken."
5. "They fell with each other out."
6. "I look forward to see you."
7. "He looks after it well." (**already correct — write "correct"**)
8. "We get on with on Fridays." (meaning: meet socially)
9. "Don't give up it."
10. "I found out it yesterday."

D — Contextual cloze

Complete the passage with the correct particle.

Maya looks (1) _____ her younger cousin at weekends. They get (2) _____ very well, although they fell (3) _____ once over a borrowed book. "I can't put (4) _____ with people who don't return things," she jokes. Ken gets (5) _____ with the whole team. He looks up (6) _____ the senior technician, and takes (7) _____ his father in that respect. "We get (8) _____ every Friday," he says. "And I found (9) _____ something useful last week." "What?" "That the lab has a spare key. Don't give (10) _____ on the old printer yet — it might work."

Unit 115: Phrasal Verbs: Review and Separation

This final unit brings together everything from Units 111–114 and drills the one rule that matters most: **where the object goes**.

GRAMMAR FORMULA

Decision path for any phrasal verb:

Step	Question	If yes	If no
1	Does it take an object?	continue	it is intransitive — nothing to separate
2	Is the object a pronoun?	it must go in the middle: <i>turn it on</i>	continue
3	Can the verb be separated?	either position works	object goes after the particle
4	Is the object very long?	put the particle last	either position works

The four categories

Category	Example	Object position
intransitive	The printer <i>broke down</i> .	none
inseparable	She <i>looks after</i> it.	after the particle
three-part	I <i>put up with</i> it.	after the whole verb
separable	Turn <i>it on</i> . / Turn on <i>the light</i> .	pronoun in the middle

The twenty verbs worth knowing

Phrasal verb	Meaning	Category
<i>turn on / off</i>	start or stop a device	separable
<i>pick up</i>	collect	separable
<i>put on / take off</i>	dress / undress	separable
<i>find out</i>	discover	separable
<i>give up</i>	quit	separable
<i>write down</i>	record	separable
<i>throw away</i>	discard	separable
<i>look after</i>	care for	inseparable
<i>look into</i>	investigate	inseparable
<i>get over</i>	recover	inseparable
<i>run into</i>	meet by chance	inseparable
<i>deal with</i>	handle	inseparable
<i>get on with</i>	relate well to	three-part
<i>put up with</i>	tolerate	three-part
<i>look forward to</i>	anticipate	three-part
<i>break down</i>	stop working	intransitive
<i>get up</i>	rise	intransitive
<i>show up</i>	arrive	intransitive
<i>go off</i>	ring or explode	intransitive
<i>run out of</i>	have none left	three-part

NOTES

- Test yourself by substituting *it*: if “turn it on” sounds right and “turn on it” does not, the verb is separable.
- Learn phrasal verbs in context sentences, never as bare lists — the same verb often has several meanings.
- In formal writing, prefer a single-word verb where one exists: *postpone* instead of *put off*, *tolerate* instead of *put up with*.

Unit 115 — Practice

A — Classify each phrasal verb

Write **I** for intransitive, **N** for inseparable, **T** for three-part or **S** for separable.

1. break down → _____
2. turn on → _____
3. look after → _____
4. put up with → _____
5. get up → _____
6. find out → _____
7. get on with → _____
8. show up → _____
9. pick up → _____
10. run out of → _____

B — Place the object correctly

Rewrite each sentence with the object in the correct position.

1. Turn on it.
2. Pick up her at six.
3. Look after it carefully.
4. Put up with it for now.
5. Write down them.
6. Give up it.
7. Find out it.
8. Get on with her.
9. Throw away them.
10. Look forward to it.

C — Spot the error

Each sentence contains one error. Write the corrected sentence.

1. "Turn on it."
2. "Pick up her at six."
3. "She looks it after."
4. "I can't put it up with."
5. "Write down them."
6. "Give up it."
7. "Find out it."
8. "I get on her with."
9. "The printer was broken down."
10. "We ran out it of."

D — Contextual cloze

Complete the passage with the correct particle.

It was the last day of term. The main printer broke (1) _____ again, so Maya had to find (2) _____ what was wrong. "Turn (3) _____ the power first," she said. Ken picked (4) _____ the manual and wrote (5) _____ the error code. "We've run (6) _____ of the spare part," he said. "Can you put (7) _____ with the old one until Monday?" "I'll have to. Show (8) _____ early tomorrow and we'll look at it." "I get on (9) _____ the service team, so I'll ask them too." "Good. And don't give (10) _____ on it — it's fixable."

Answer key

Answers are given in the order the questions appear. Where more than one form is correct, the most natural one is given first.

Unit 01 — Verb ‘To Be’: Present Affirmative and Negative

Section A — Sentence transformation

1. He is not the lead developer.	2. The datasets aren't corrupted.
3. I'm not available for the review.	4. Is she responsible for quality?
5. Are they at the conference?	6. The server isn't stable.
7. You aren't the project owner.	8. Are we late for the meeting?
9. It isn't a temporary fix.	10. Is he your supervisor?

Section B — Fill in the blanks

1. are	2. am	3. Is
4. are	5. is	6. are
7. Are	8. is	9. are
10. is		

Section C — Spot the error

1. She is very tired after the trip.	2. The reports are on your desk.
3. You're the first person to arrive.	4. It isn't a problem.
5. They are waiting outside.	6. I agree with you.
7. He works at the airport.	8. correct
9. correct	10. The keys are in the drawer.

Section D — Contextual cloze

1. is	2. is	3. are
4. aren't (are not)	5. are	6. are
7. is	8. is	9. are
10. is		

Unit 02 — Verb ‘To Be’: Questions and Short Answers

Section A — Make the question

1. Is she your tutor?	2. Are they from Macau?
3. Is the lift broken?	4. Which is your locker?
5. Why is he late again?	6. When is the meeting?
7. Are you in charge?	8. Is this the right platform?
9. Who is next?	10. Where is my bag?

Section B — Short answers

1. No, she isn't.	2. Yes, I am.	3. Yes, it is.
4. No, they aren't.	5. Yes, you are.	6. No, it isn't.
7. Yes, you are.	8. No, he isn't.	9. No, we aren't.
10. Yes, it is.		

Section C — Spot the error

1. Are you busy now?	2. Where is she?
3. Is he your brother? Yes, he is.	4. Is it expensive?

5. Who is that?	6. Are you tired? Yes, I am.
7. What are you doing?	8. Are they coming?
9. How much is it?	10. Is this seat free? No, it isn't.

Section D – Contextual cloze

1. Is	2. is	3. How
4. Are	5. am	6. Where
7. Are	8. Is	9. is
10. is		

Unit 03 – Present Continuous: Actions in Progress

Section A – Sentence transformation

1. She is reading a book.	2. They are playing football.
3. I am writing a report.	4. He is running in the park.
5. We are waiting for the bus.	6. The baby isn't sleeping.
7. You aren't listening to me.	8. It is raining.
9. She is lying on the sofa.	10. The children are making a mess.

Section B – Fill in the blanks

1. is shining	2. am waiting	3. aren't sleeping
4. are ... laughing	5. is writing	6. aren't listening
7. is boiling	8. is sitting	9. are studying
10. is running		

Section C – Spot the error

1. She is eating lunch now.	2. Look — it is raining.
3. He knows the answer.	4. They are working late.
5. I am writing a letter.	6. She is sitting on the chair.
7. We don't understand this.	8. correct
9. He is running in the park.	10. I want a coffee.

Section D – Contextual cloze

1. is serving	2. is making	3. are taking
4. is checking	5. is preparing	6. is unloading
7. is working	8. is sleeping	9. aren't waiting
10. are standing		

Unit 04 – Present Continuous: Questions and Answers

Section A – Make the question

1. Is she reading a novel?	2. Are they watching a film?
3. Is he repairing the printer?	4. Who are you waiting for?
5. Why is the bus stopping here?	6. Am I holding it wrong?
7. Where are the children playing?	8. Why is she crying?
9. When are we meeting?	10. What are they building?

Section B – Short answers

1. No, she isn't.	2. Yes, they are.	3. No, you aren't.
4. Yes, it is.	5. Yes, I am.	6. No, he isn't.

7. Yes, you are.	8. No, it isn't.	9. No, they aren't.
10. Yes, she is.		

Section C – Spot the error

1. What are you doing?	2. Are you working today?
3. Where is she going?	4. Are they waiting outside?
5. Are you listening? Yes, I am.	6. Who is singing?
7. Why is he laughing?	8. Is she writing a letter?
9. Are you waiting for me? No, I'm not.	10. How long are you staying?

Section D – Contextual cloze

1. Are	2. are	3. What
4. Is	5. is	6. Who
7. is	8. Is	9. is
10. Are		

Unit 05 – Present Simple: Routines and General Facts

Section A – Sentence transformation

1. He goes to school by bus.	2. She studies every evening.
3. My father watches the news at nine.	4. My sister plays the guitar.
5. The bank opens at ten.	6. He catches the 7:30 train.
7. The boy does his homework.	8. She carries the boxes upstairs.
9. He flies to Tokyo twice a year.	10. She has two brothers.

Section B – Fill in the blanks

1. reads	2. closes	3. freezes
4. watches	5. forget	6. leaves
7. studies	8. go	9. teaches
10. rains		

Section C – Spot the error

1. He works in a bank.	2. She studies every night.
3. They work here.	4. My brother watches TV all day.
5. The shop opens at nine.	6. He carries the boxes.
7. Water boils at 100 degrees.	8. I go to school by bus.
9. She always eats breakfast at seven.	10. My father flies to Tokyo twice a year.

Section D – Contextual cloze

1. gets up	2. has	3. leave
4. takes	5. studies	6. works
7. eat	8. watches	9. reads
10. goes		

Unit 06 – Present Simple: Negatives and the Auxiliary

Section A – Make the negative

1. He doesn't work on Saturdays.	2. They don't live in Sai Kung.
3. She doesn't study French.	4. I don't know the answer.
5. My brother doesn't play the piano.	6. The shop doesn't open on Sundays.

7. We don't need any help.	8. It doesn't cost a hundred dollars.
9. You don't walk to work.	10. My parents don't drive to the office.

Section B – Fill in the blanks

1. doesn't like	2. don't understand	3. doesn't play
4. don't live	5. doesn't stop	6. don't have
7. doesn't eat	8. doesn't matter	9. don't need
10. don't go		

Section C – Spot the error

1. He doesn't like coffee.	2. She doesn't study here.
3. They don't know the answer.	4. I don't understand.
5. My brother doesn't drive.	6. He doesn't work on Fridays.
7. The shop doesn't open on Sunday.	8. We don't have any milk.
9. She doesn't go to the gym.	10. It doesn't cost much.

Section D – Contextual cloze

1. doesn't get up	2. doesn't eat	3. doesn't need
4. don't agree	5. don't argue	6. doesn't work
7. doesn't answer	8. don't want	9. don't see
10. doesn't come		

Unit 07 – Present Simple: Questions and Short Answers

Section A – Make the question

1. Does she work in a hospital?	2. Do they live in Yuen Long?
3. Does he play the violin?	4. How do you know the manager?
5. When does the shop open?	6. Where does she study?
7. Where do they sell tickets?	8. How does he go to work?
9. How much does the course cost?	10. Do you want a receipt?

Section B – Short answers

1. Yes, she does.	2. No, they don't.	3. Yes, I do.
4. No, it doesn't.	5. No, we don't.	6. Yes, he does.
7. No, they don't.	8. Yes, you do.	9. No, she doesn't.
10. Yes, we do.		

Section C – Spot the error

1. Does he work in a bank?	2. Does she like coffee?
3. Where does she live?	4. How much does it cost?
5. Do they know the answer?	6. Does he play football?
7. What time does the shop open?	8. Does she go to the gym?
9. Why are you late?	10. Does the train stop here?

Section D – Contextual cloze

1. Does	2. does	3. How
4. Do	5. don't	6. Who
7. does	8. Do	9. does
10. Does		

Unit 08 — Present Continuous vs Present Simple

Section A — Choose the correct tense

1. usually walk ... am taking	2. doesn't like ... is ordering
3. is smiling	4. reads
5. are staying	6. knows
7. are revising	8. boils
9. are ... laughing	10. teaches

Section B — Fill in the blanks

1. catches ... is driving	2. don't understand
3. is knocking	4. opens
5. are building	6. wants
7. are meeting	8. belongs
9. is boiling	10. call

Section C — Spot the error

1. I know the answer.	2. She wants a coffee.
3. Look — it is raining.	4. He belongs to the club.
5. They don't understand the question.	6. I am drinking coffee right now.
7. She usually walks to work.	8. He has two brothers.
9. We need more time.	10. The baby is sleeping at the moment.

Section D — Contextual cloze

1. works	2. is helping
3. starts	4. is starting
5. don't mind	6. is preparing
7. wants	8. knows
9. feels	10. doesn't usually work

Unit 09 — Possession: Have and Have Got

Section A — Sentence transformation

1. I have got a spare ticket.	2. She has got two sisters.
3. They don't have a flat in Shatin.	4. He hasn't got a bicycle.
5. Do you have my number?	6. Has she got a laptop?
7. We haven't got enough time.	8. Does my brother have a beard?
9. Have you got an idea?	10. The room doesn't have a balcony.

Section B — Fill in the blanks

1. have	2. doesn't have	3. Have
4. don't have	5. has	6. Do
7. has	8. haven't	9. has
10. Has		

Section C — Spot the error

1. Have you got a pen?	2. I don't have time.
3. He doesn't have a car.	4. Does she have a brother?
5. She has two sisters.	6. I have a new laptop.
7. They haven't got any milk.	8. Does he have a driving licence?

9. We haven't got a spare room.	10. My sister has a shower every morning.
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Section D – Contextual cloze

1. has	2. has	3. has
4. doesn't have	5. has	6. doesn't have
7. Have ... got	8. have	9. Has ... got
10. hasn't		

Unit 10 – Past Simple of 'To Be': Was and Were

A – Sentence transformation

1. I wasn't at home last night.	2. She wasn't in the library.
3. Were they late for the lecture?	4. Was he the group leader?
5. We weren't ready at eight.	6. Was the shop closed?
7. You weren't quite tired.	8. Was it a good film?
9. My parents weren't teachers.	10. Were there twenty people?

B – Fill in the blanks

1. was	2. were	3. was
4. Were	5. was	6. were
7. was	8. were	9. was
10. Were		

C – Spot the error

1. They were late for the meeting.	2. I was at home all day.
3. Were you at the party?	4. He wasn't happy about it.
5. There were three people waiting.	6. The shops were closed on Sunday.
7. We weren't ready.	8. Were they your classmates?
9. It was a difficult year.	10. My sister was at university then.

D – Contextual cloze

1. was	2. was	3. were
4. were	5. was	6. was
7. were	8. was	9. were
10. was		

Unit 11 – Past Simple: Regular and Irregular Verbs

A – Write the past form

1. went	2. bought	3. took
4. studied	5. made	6. stopped
7. knew	8. lived	9. thought
10. carried	11. saw	12. planned
13. got	14. decided	15. came
16. opened		

B – Fill in the blanks

1. went	2. bought	3. studied
4. took	5. saw	6. opened
7. made	8. stopped	9. thought

10. carried		
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C — Spot the error

1. I went to the market yesterday.	2. She bought a new phone.
3. He took the bus to work.	4. We saw a good film last night.
5. They studied all weekend.	6. I stopped at the red light.
7. She knew the answer.	8. He lived in Macau for a year.
9. We carried the bags together.	10. She made a cake for his birthday.

D — Contextual cloze

1. went	2. took	3. arrived
4. planned	5. knew	6. saw
7. bought	8. lost	9. stayed
10. came		

Unit 12 — Past Simple: Negatives and Questions

A — Make the negative

1. She didn't go to the library.	2. They didn't see the exhibition.
3. I didn't finish the report.	4. We didn't eat there.
5. He didn't tell me.	6. The train didn't leave at nine.
7. You didn't bring your notes.	8. She didn't know the answer.
9. They didn't come.	10. I didn't have enough time.

B — Make the question

1. Did he pass the exam?	2. Did they arrive on Friday?
3. Where did you buy the tickets?	4. Why did she leave early?
5. Where did we meet your brother?	6. When did the film start?
7. Did I say something wrong?	8. Which one did he choose?
9. How long did they stay?	10. Did you see the notice?

C — Spot the error

1. Did you go to the party?	2. She didn't finish her homework.
3. Was he at home?	4. I didn't see the sign.
5. Did they arrive on time?	6. We didn't go to the beach.
7. Where did you go last night?	8. Did she buy the tickets?
9. He didn't know the answer.	10. Why did you leave so early?

D — Contextual cloze

1. did	2. didn't prepare	3. forgot
4. did ... ask	5. asked	6. didn't explain
7. dropped	8. get	9. didn't say
10. didn't give		

Unit 13 — Past Continuous: Actions in Progress

A — Sentence transformation

1. I was reading a book at nine.	2. They were playing football.
3. She was writing an email.	4. We were waiting for the bus.
5. He was repairing the printer.	6. The children were sleeping.

7. You were listening to music.	8. It was raining all day.
9. My sister was studying.	10. The dog was running round the garden.

B – Fill in the blanks

1. was having	2. were waiting	3. wasn't listening
4. were ... doing	5. was setting	6. weren't working
7. was talking	8. Were ... studying	9. was crying
10. was thinking		

C – Spot the error

1. At nine I was doing my homework.	2. They were waiting outside.
3. She knew the answer.	4. While she was cooking, I was reading.
5. I was watching television.	6. He was talking on the phone.
7. We weren't listening.	8. What were you doing at eight?
9. The children were sleeping.	10. It was raining all morning.

D – Contextual cloze

1. was studying	2. was cooking	3. was fixing
4. was falling	5. were arguing	6. weren't shouting
7. wasn't doing	8. was watching	9. was expecting
10. was speaking		

Unit 14 – Interrupted Actions: When and While

A – Join the sentences

1. I was having a shower when the doorbell rang.
2. She was driving home when she saw the accident.
3. They were eating dinner when the lights went out.
4. He was repairing the printer when the manager called.
5. We were waiting outside when it started to snow.
6. I was reading while my brother was watching television.
7. The students were revising when the teacher came in.
8. She was crossing the road when a cyclist stopped suddenly.
9. They were talking quietly when I fell asleep.
10. We were walking in the park when we met an old friend.

B – Fill in the blanks

1. was walking ... saw	2. was cooking ... rang
3. were waiting ... started	4. fell ... was reading
5. were having ... called	6. wasn't listening ... was explaining
7. saw ... was driving	8. was crying ... arrived
9. were arguing ... left	10. broke ... was playing

C – Spot the error

1. I was walking home when it started to rain.	2. While I was cooking, the phone rang.
3. When she arrived, we were having dinner.	4. They were talking when I arrived.
5. She knew the answer when he asked.	6. While I was walking, I saw a fox.
7. He fell asleep while he was reading.	8. When I was having a shower, the doorbell rang.
9. We were having dinner when you called.	10. While they were arguing, I left the room.

D – Contextual cloze

1. was working	2. buzzed	3. was looking
4. knocked	5. answered	6. was rising
7. were flickering	8. decided	9. was waiting
10. came		

Unit 15 – Present Perfect: Form and Life Experience

A – Write the past participle

1. written	2. spoken	3. taken
4. begun	5. eaten	6. chosen
7. broken	8. forgotten	9. driven
10. given	11. left	12. shown

B – Fill in the blanks

1. have never been	2. has finished	3. haven't arrived
4. Have ... eaten	5. has broken	6. have known
7. hasn't started	8. have lost	9. has written
10. Have ... seen		

C – Spot the error

1. I have been to Japan twice.	2. She has written three books.
3. I saw him yesterday.	4. He finished it last week.
5. We have met before.	6. They have already eaten.
7. I have known her for years.	8. She hasn't come yet.
9. Have you ever been there?	10. He has taken my umbrella.

D – Contextual cloze

1. have worked	2. have managed	3. have just finished
4. Have ... worked	5. haven't had	6. have travelled
7. have ... brought	8. have put	9. haven't seen
10. have received		

Unit 16 – Present Perfect: Just, Already and Yet

A – Rewrite with the word in brackets

1. He has just left.	2. They have already arrived.
3. I have just finished the report.	4. She has already eaten.
5. We haven't decided yet.	6. Have you spoken to him yet?
7. The bus has just gone.	8. He has already told me the news.
9. They haven't replied yet.	10. Has she booked the tickets yet?

B – Fill in the blanks

1. just	2. yet	3. just
4. yet	5. already	6. yet
7. already	8. yet	9. just
10. yet		

C – Spot the error

1. She has just finished.	2. I have already eaten lunch.
3. I have already finished.	4. He has arrived already.
5. correct	6. He has just gone out.
7. We haven't decided yet.	8. Has she called yet?
9. They have just arrived.	10. correct

D — Contextual cloze

1. yet	2. just	3. already
4. yet	5. yet	6. already
7. yet	8. already	9. yet
10. already		

Unit 17 — Present Perfect: Ever and Never

A — Make the question

1. Have you ever visited Japan?	2. Has she ever tried sushi?
3. Have they ever met a famous person?	4. Has he ever lost his passport?
5. Have you ever seen the northern lights?	6. Have we ever eaten at that restaurant?
7. Has she ever driven a manual car?	8. Have they ever lived abroad?
9. Have you ever broken a bone?	10. Has he ever won a competition?

B — Fill in the blanks

1. never	2. ever	3. never
4. ever	5. never	6. ever
7. ever	8. never	9. ever
10. never		

C — Spot the error

1. Have you ever been to Japan?	2. I have never eaten sushi.
3. Have you ever been there?	4. He has never gone abroad.
5. I have been to Korea.	6. She has never eaten durian.
7. Have you ever seen a whale?	8. We have never met him.
9. Has she ever tried skiing?	10. He has never written a letter.

D — Contextual cloze

1. ever	2. never
3. have travelled	4. climbed
5. never tried	6. seen
7. have never forgotten	8. taken
9. have never managed	10. ever heard

Unit 18 — Present Perfect Duration: How Long

A — Choose for or since

1. for	2. since	3. since
4. for	5. since	6. for
7. since	8. for	9. since
10. for		

B — Fill in the blanks

1. since	2. for	3. for
4. since	5. since	6. for
7. since	8. for	9. since
10. for		

C — Spot the error

1. I have lived here for six years.	2. She has worked here for three years.
3. We have known each other since 2020.	4. How long have you worked here?
5. I haven't seen him since last week.	6. They have been married for ten years.
7. He has been ill for three days.	8. How long have you been studying English?
9. I have lived in Fanling since I was born.	10. She has waited for two hours.

D — Contextual cloze

1. has worked	2. for	3. has known
4. since	5. have ... been	6. have drawn
7. since	8. haven't had	9. since
10. haven't heard		

Unit 19 — Time Markers: For, Since and Ago

A — Choose the correct marker

1. ago	2. since	3. for
4. ago	5. since	6. for
7. ago	8. since	9. for
10. ago		

B — Fill in the blanks

1. have lived	2. moved	3. have been
4. started	5. have known	6. saw
7. has worked	8. haven't met	9. left
10. haven't eaten		

C — Spot the error

1. I have lived here for a year.	2. I moved here a year ago.
3. She has been ill since Monday.	4. We met two years ago.
5. He started work three months ago.	6. I have known her for ten years.
7. They have been married for ten years.	8. She left the company a month ago.
9. I haven't eaten since breakfast.	10. We have been friends since 2015.

D — Contextual cloze

1. have ... been	2. joined	3. ago
4. haven't missed	5. since	6. only started
7. have been	8. for	9. opened
10. has changed		

Unit 20 — Present Perfect or Past Simple

A — Choose the correct tense

1. saw	2. has lived	3. met
4. have just arrived	5. hasn't finished	6. visited

7. has grown	8. broke	9. Have you ever tried
10. haven't eaten		

B – Fill in the blanks

1. have never been ... went	2. has called
3. called	4. have known
5. got	6. haven't seen
7. left	8. Have ... finished
9. has been	10. stayed

C – Spot the error

1. I saw him yesterday.	2. She finished it last week.
3. They arrived two hours ago.	4. We met in 2020.
5. I haven't seen him since Monday.	6. He was ill last month.
7. We went to Japan in 2019.	8. She started her job three months ago.
9. I ate sushi last Friday.	10. They lived there for ten years before moving.

D – Contextual cloze

1. joined	2. has run	3. Have ... ever taught
4. was	5. didn't go	6. happened
7. broke	8. have always brought	9. has bought
10. haven't tested		

Unit 21 – The Passive Voice: Present and Past Simple

A – Change to the passive

1. The machines are checked every morning.	2. The library was built in 2010.
3. My bicycle was stolen last night.	4. These printers are repaired in Kwun Tong.
5. Tea is grown in the hills above the city.	6. This report was written by a student.
7. The sauce is prepared daily.	8. The samples were collected on Monday.
9. The door was left open.	10. Every prototype was tested twice.

B – Fill in the blanks

1. will be published	2. was built	3. is spoken
4. be signed	5. is cleaned	6. was sold
7. is grown	8. are delivered	9. is updated
10. were sold		

C – Spot the error

1. The report was written by Sara.	2. English is spoken all over the world.
3. It was built in 2019.	4. The machines are checked every day.
5. The window was broken by the storm.	6. These cars are made in Japan.
7. The samples were collected on Monday.	8. The letter was sent yesterday.
9. He was born in 2005.	10. The trees were planted last spring.

D – Contextual cloze

1. was opened	2. have been run	3. is checked
4. are reported	5. were installed	6. are trained
7. are ordered	8. is approved	9. was increased

10. was added		
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Unit 22 – The Passive Voice: Continuous and Perfect

A – Change to the passive

1. The road is being widened.	2. The prototype was being tested all morning.
3. The equipment has been moved.	4. The report had been finished before Friday.
5. New lights are being installed.	6. The data was being checked when I left.
7. The cable has been stolen.	8. The parts had already been delivered.
9. The sauce is being prepared now.	10. The bridge was being repaired all night.

B – Fill in the blanks

1. is being widened	2. has already been signed
3. were being cleaned	4. is being installed
5. have not been published	6. was being tested
7. had been sent	8. has been taught
9. will be replaced	10. is being checked

C – Spot the error

1. The road is being repaired at the moment.	2. The form has been signed.
3. The room was being cleaned.	4. It has been checked twice.
5. The bridge is being repaired.	6. The results have been published.
7. The lights were installed yesterday.	8. A new system is being installed.
9. The data has already been analysed.	10. The labs were being cleaned when we arrived.

D – Contextual cloze

1. is being repaired	2. was called
3. have already been ordered	4. is being checked
5. hasn't been fixed	6. has been jammed
7. were cancelled	8. was moved
9. are being delivered	10. will be tested

Unit 23 – Auxiliaries: Be, Have and Do

A – Name the auxiliary

1. is	2. have	3. was
4. has + been	5. do	6. has + been
7. does	8. were	9. had
10. can		

B – Fill in the blanks

1. has	2. Did	3. was
4. have	5. has	6. Does
7. were	8. do	9. have
10. Are		

C – Spot the error

1. Are you ready?	2. Did you see the notice?
3. She can swim well.	4. Does she have a car?
5. She has not been working.	6. Has the form been signed?

7. He can't drive.	8. They have been waiting.
9. Is it checked every day?	10. She did not go.

D – Contextual cloze

1. have	2. was	3. Has
4. has	5. was	6. have
7. are	8. Have	9. have
10. has		

Unit 24 – Verb Forms: Regular and Irregular

A – Give all five forms

1. writing / written	2. choosing / chosen
3. beginning / begun	4. carrying / carried
5. forgetting / forgotten	6. planning / planned
7. speaking / spoken	8. hiding / hidden
9. travelling / travelled	10. breaking / broken
11. lying / lain	12. winning / won

B – Choose the correct form

1. written	2. carried	3. spoken
4. planning	5. broken	6. stopped
7. chosen	8. running	9. hidden
10. forgotten		

C – Spot the error

1. She has written three reports.	2. He was planning to leave.
3. I have never spoken to him.	4. The glass was broken by the wind.
5. They were running in the park.	6. The letter was hidden in a drawer.
7. She lay on the sofa yesterday.	8. We stopped at a small hotel.
9. He has forgotten his password.	10. They carried the boxes upstairs.

D – Contextual cloze

1. began	2. finished	3. chose
4. bought	5. forgot	6. was planning
7. spoken	8. written	9. shown
10. hidden		

Unit 25 – Future Plans: Present Continuous and Going To

A – Choose the best form

1. am seeing	2. is going to rain	3. will get
4. are meeting	5. is going to study	6. will be
7. are moving	8. will carry	9. is starting
10. will call		

B – Fill in the blanks

1. leaves	2. are having	3. are going to drop
4. won't forget	5. is flying	6. will be
7. are going to build	8. am going	9. are ... doing

10. close		
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C — Spot the error

1. I am seeing the dentist at 3 p.m. tomorrow.	2. I am meeting Bo tonight.
3. It is going to rain.	4. She is going to start a course.
5. correct	6. We are going to move in June.
7. The train leaves at 8:15 every day.	8. He is going to start a new job.
9. I am meeting Sara at seven.	10. They are going to build a library.

D — Contextual cloze

1. is meeting	2. runs	3. are ... going to do
4. am going to order	5. are moving	6. will be
7. are going to need	8. will ask	9. will get
10. are eating		

Unit 26 — Going To: Plans and Predictions

A — Make sentences with going to

1. I'm going to apply for the internship.	2. She's going to study medicine.
3. They're going to move to a bigger flat.	4. We aren't going to sell the car.
5. He isn't going to come to the meeting.	6. Are you going to take the train?
7. Is she going to bring her laptop?	8. I'm not going to forget your birthday.
9. The team is going to launch the product in June.	10. It's going to rain this afternoon.

B — Fill in the blanks

1. is going to rain	2. am going to start
3. isn't going to apply	4. are ... going to do
5. are going to build	6. aren't going to finish
7. Is ... going to bring	8. is going to run out of
9. am going to ask	10. isn't going to be

C — Spot the error

1. She is going to start a course.	2. I'm going to apply.
3. He is going to be late.	4. They are going to move.
5. We aren't going to sell the car.	6. I am seeing the dentist at 3 p.m. tomorrow.
7. She is going to study medicine.	8. Are you going to take the train?
9. It is going to rain this afternoon.	10. He isn't going to come.

D — Contextual cloze

1. am going to apply	2. are ... going to study
3. am not going to take	4. am going to rent
5. are going to be	6. aren't going to fill
7. going to come	8. is going to meet
9. are going to move	10. is going to be

Unit 27 — Will and Shall

A — Make the sentence

1. I will call you tonight.	2. She won't be at the meeting.
3. They will arrive around six.	4. Will you help me with this?

5. He won't forget the keys.	6. The train will leave from platform 3.
7. I won't tell anyone.	8. Will you pass the salt?
9. It will be cold tomorrow.	10. She will send the file this evening.

B – Fill in the blanks

1. will get	2. won't mind	3. will rain
4. Will ... help	5. will be	6. won't finish
7. Will ... come	8. will pay	9. won't arrive
10. will carry		

C – Spot the error

1. She will help you.	2. I will be able to finish it.
3. He will come tomorrow.	4. Will she call?
5. They won't come.	6. I will not forget.
7. She will arrive at six.	8. Will you wait here?
9. He will leave.	10. We will be finished by then.

D – Contextual cloze

1. will call	2. won't be	3. will ... take
4. Will ... run	5. will improvise	6. will send
7. will borrow	8. won't be	9. will work
10. won't notice		

Unit 28 – Time Clauses and the Future

A – Join the sentences

1. When I get home, I will call you.	2. As soon as she arrives, we will start the meeting.
3. Before you leave the lab, turn off the lights.	4. After we finish the report, we will send it.
5. If it rains, we will move the event indoors.	6. While you are in Taipei, you should visit the museum.
7. As soon as he finishes his degree, he will apply.	8. When the parts arrive, we will begin the repair.
9. As soon as I hear from them, I will let you know.	10. When you get there, call me.

B – Fill in the blanks

1. get ... will call	2. arrives ... will start
3. will wait ... finish	4. rains ... will stay
5. leave ... turn	6. graduates ... will look
7. will send ... is	8. are ... will tidy
9. gets ... will have finished	10. will tell ... know

C – Spot the error

1. When I get home, I will call you.	2. I'll wait until she arrives.
3. As soon as he finishes, we'll leave.	4. If it rains, we'll stay in.
5. Before you leave, turn off the lights.	6. We will start when she comes.
7. After he graduates, he will look for work.	8. While you are out, I'll tidy up.

9. I will tell you the moment I know.	10. By the time she gets here, we will have finished.
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D – Contextual cloze

1. arrive	2. will start	3. will send
4. get	5. is	6. will have to
7. uses	8. needs	9. are setting up
10. will print		

Unit 29 – Modals: Possibility and Uncertainty

A – Rewrite with the modal given

1. It might rain tomorrow.	2. She may be at home.
3. They could know the answer.	4. He might have forgotten the meeting.
5. The train may be late.	6. We might finish early.
7. She could have taken the wrong bus.	8. It may not work without power.
9. They might still be waiting.	10. He may have missed the deadline.

B – Fill in the blanks

1. may / might	2. may / might	3. may / might have
4. may not	5. may / might	6. may / might
7. may / might	8. may / might	9. may / might
10. may / might		

C – Spot the error

1. She might come.	2. I might not go.
3. He may be late.	4. It could rain later.
5. She might have forgotten the meeting.	6. They may not know.
7. He might have missed it.	8. It may rain tomorrow.
9. She might have taken the wrong bus.	10. We might be able to finish early.

D – Contextual cloze

1. may / might	2. may / might	3. could
4. may / might	5. may not have	6. may / might
7. may / might	8. could	9. may / might
10. will		

Unit 30 – Modals: Ability and Permission

A – Choose can, could or be able to

1. can	2. could	3. were able to
4. may be able to	5. couldn't	6. Could
7. will be able to	8. was able to	9. can / may
10. couldn't		

B – Fill in the blanks

1. could	2. couldn't	3. was able
4. Can / May	5. will be able	6. couldn't
7. Could / Can	8. can	9. will be able to
10. could		

C — Spot the error

1. She can drive.	2. He can play the guitar.
3. I couldn't sleep.	4. We were able to finish the report yesterday.
5. They can join us later.	6. She can speak three languages.
7. I can't come tomorrow.	8. He could swim at four.
9. Will you be able to help me?	10. She couldn't open the jar.

D — Contextual cloze

1. can	2. can	3. can
4. could	5. Can	6. can
7. have to	8. couldn't	9. will be able
10. can		

Unit 31 — Modals: Necessity and Prohibition

A

1. must	2. don't have to	3. mustn't
4. must	5. doesn't have to	6. must
7. mustn't	8. don't have to	9. must
10. mustn't		

B

1. have to get up	2. doesn't have to work
3. Do ... have to travel	4. have to pay
5. doesn't have to bring	6. have to leave
7. don't have to wait	8. has to resit
9. Does ... have to wear	10. have to finish

C

1. She must go now.	2. He doesn't have to work late.
3. You don't have to bring a ticket.	4. I mustn't touch that.
5. Do you have to leave now?	6. They must register first.
7. You mustn't smoke here.	8. correct
9. We must wear goggles.	10. He doesn't have to come.

D

1. must	2. mustn't	3. have to
4. don't have to	5. must	6. mustn't
7. have to	8. don't have to	9. must
10. must		

Unit 32 — Modals: Advice and Recommendation

A

1. You should go to bed earlier.	2. He should make a timetable.
3. She should check under the sofa.	4. They shouldn't spend so much on takeaway.
5. You should ask the teacher.	6. You should back up your files weekly.
7. He shouldn't apply for twelve jobs.	8. We should leave earlier.
9. She should read every day.	10. You should speak to the office.

B

1. should	2. shouldn't	3. had better
4. should	5. should	6. Should
7. ought	8. shouldn't	9. had better
10. should		

C

1. You should rest.	2. She should call him.
3. You ought to rest.	4. You had better go now.
5. He should apply earlier.	6. I should have booked earlier.
7. You had better not be late.	8. She ought to apply now.
9. We should leave soon.	10. What should I do?

D

1. should	2. shouldn't	3. should
4. should	5. should	6. shouldn't
7. had better	8. should	9. should
10. shouldn't		

Unit 33 – Obligation: Have To and Has To**A**

1. I had to register today.	2. She had to resit the exam.
3. We will have to postpone the event.	4. He has had to show his ID.
5. They had to pay in advance.	6. I will have to get up early.
7. She doesn't have to work weekends.	8. Do you have to book?
9. He didn't have to wear a uniform.	10. We won't have to finish by Friday.

B

1. have to get up	2. doesn't have to work
3. had to resit	4. Do ... have to sign
5. has to wear	6. had to wait
7. don't have to pay	8. have to leave
9. doesn't have to come	10. Does ... have to travel

C

1. She doesn't have to go.	2. He has to go now.
3. Does she have to pay?	4. You mustn't smoke here.
5. I didn't have to work.	6. They have to leave early.
7. We don't have to book.	8. Does he have to wear a uniform?
9. She had to resit the exam.	10. I have to get up early.

D

1. had to move	2. had to share
3. had to book	4. have to
5. don't have to worry	6. has had to be fixed
7. will have to install	8. won't have to queue
9. have to pay	10. have to be inducted

Unit 34 – Polite Offers: Would You Like and I'd Like

A

1. I'd like a cup of tea.	2. She'd like to book a room.
3. Would you like to come with us?	4. He'd like a receipt.
5. They'd like to speak to the manager.	6. I'd like to apply for the course.
7. Would you like anything to eat?	8. We'd like two tickets for Friday.
9. She'd like to leave early today.	10. I'd like to ask a question.

B

1. would like	2. Would ... like	3. would rather
4. wouldn't like	5. Would ... like	6. would rather
7. would like	8. would ... like	9. Would ... like
10. would rather		

C

1. I'd like to start now.	2. Would you like to come with us?
3. I'd rather walk.	4. She would like a receipt.
5. Would you like a coffee?	6. I'd like to book a room.
7. He would rather stay home.	8. Would you like some water?
9. I'd like to ask a question.	10. We would like to visit the museum.

D

1. would	2. would like	3. would
4. would rather	5. Would ... like	6. would rather
7. Would ... like	8. would like	9. Would ... like
10. would like		

Unit 35 – Imperatives and Suggestions

A

1. Close the window.	2. Don't touch the wires.
3. Wait outside.	4. Sign in first.
5. Read the safety sheet.	6. Don't leave the door open.
7. Check the level first.	8. Don't use the machine alone.
9. Label your samples.	10. Don't eat in the lab.

B

1. Close	2. Don't touch	3. Wait
4. Don't leave	5. Read	6. Let's not rush
7. Let	8. Be	9. Don't forget
10. Let's start		

C

1. Close the door.	2. Don't touch it.
3. Let's not rush.	4. Please wait here.
5. Close the window, please.	6. Don't touch the wires.
7. Let's start now.	8. Let's not be late.
9. Please sign here.	10. Don't leave the door open.

D

1. Sign	2. Don't enter	3. Wear
4. Don't leave	5. Ask	6. Let's keep
7. Don't use	8. Report	9. Let's clean
10. enjoy		

Unit 36 – Past Habits: Used To**A**

1. I used to live in Fanling.	2. She used to smoke.
3. There used to be a bookshop on this corner.	4. We used to visit our grandparents every Sunday.
5. He used to play football for the school team.	6. My parents used to have a small shop.
7. I used to walk to school every day.	8. They used to own two dogs.
9. She used to work in a bank.	10. We used to go camping every summer.

B

1. used to cycle	2. didn't use to like	3. Did ... use to live
4. used to be	5. am used	6. didn't use to have
7. used to play	8. used to go	9. didn't use to work
10. Did ... use to own		

C

1. I didn't use to like coffee.	2. She used to live in Macau.
3. Did she use to work here?	4. I am used to running early.
5. I visited Taipei last year.	6. There used to be a shop here.
7. He didn't use to play football.	8. correct
9. I used to walk to school.	10. She used to work in a bank.

D

1. used to be	2. used to be	3. use to
4. used to be	5. develops	6. used to have
7. didn't use to queue	8. increased	9. bought
10. didn't expect		

Unit 37 – There Is and There Are**A**

1. is	2. are	3. is
4. are	5. is	6. are
7. is	8. are	9. is
10. is		

B

1. There is	2. There aren't	3. There are
4. There isn't	5. There is	6. There are
7. There isn't	8. There are	9. There is
10. There aren't		

C

1. There is a lot of work today.	2. There are two options.
3. There is some milk in the fridge.	4. There are a lot of people here.
5. There are three workshops this week.	6. There isn't a printer in this room.
7. There is no paper left.	8. There is a pen and two notebooks.
9. Are there two technicians on duty?	10. There aren't any chairs.

D

1. there	2. there are	3. there is
4. There is	5. There are	6. there is
7. are there	8. There is	9. Is there
10. There is		

Unit 38 – There Is Across the Tenses

A

1. There was a queue.	2. There were two lifts.
3. There has been a delay.	4. There have been three applicants.
5. There will be a fee.	6. There will be four sessions.
7. There had been a problem.	8. There was a warning on the wall.
9. There have been no tickets left.	10. There won't be a café here.

B

1. There were	2. There has been	3. There have been
4. There had been	5. There will be	6. Have there been
7. There was	8. There have been	9. There is
10. There were		

C

1. There have been many changes.	2. There were two messages.
3. There will be a fee.	4. There is a problem.
5. There was a storm last night.	6. There has been a delay.
7. There are three workshops next week.	8. There won't be any charge.
9. There was no warning.	10. There have been two applications.

D

1. there was	2. there have been	3. there was
4. there was	5. there were	6. there are
7. there will be	8. there been	9. There have been
10. there is		

Unit 39 – The Dummy Subject It

A

1. It	2. There	3. It
4. There	5. It	6. There
7. It	8. There	9. It
10. There		

B

1. It is eight o'clock.	2. It is Tuesday.
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3. It is hard to say no.	4. It is clear that he works hard.
5. It is about twelve km to Central.	6. It is getting colder.
7. It will be difficult to meet the deadline.	8. It is agreed that the plan is risky.
9. It costs nothing to ask.	10. It is the third of June today.

C

1. It is very cold today.	2. It is hard to say.
3. It is raining.	4. There are a lot of people here.
5. It is ten kilometres to the airport.	6. It has been raining all day.
7. It is difficult to explain.	8. It is half past six.
9. It was a strange noise.	10. There are two ways to do this.

D

1. It	2. There	3. It
4. It	5. There	6. is it
7. It	8. There	9. It
10. it		

Unit 40 – Short Responses and Auxiliaries

A

1. Yes, I am.	2. No, she hasn't.	3. Yes, they do.
4. No, he didn't.	5. Yes, I can.	6. No, it isn't.
7. Yes, they were.	8. No, I haven't.	9. Yes, it does.
10. No, I won't.		

B

1. am	2. hasn't	3. do
4. didn't	5. can	6. isn't
7. should	8. doesn't	9. will
10. weren't		

C

1. Yes, I do.	2. Yes, she has.	3. Yes, I am.
4. Yes, they did.	5. No, it isn't.	6. Yes, I can.
7. No, I haven't.	8. No, she doesn't.	9. Yes, they were.
10. No, he won't.		

D

1. have	2. do	3. hasn't
4. did	5. aren't	6. can
7. will	8. won't	9. doesn't
10. should		

Unit 41 – Echo Questions and Interest Markers

A

1. Have you?	2. Is she?	3. Didn't they?
4. Can't you?	5. Has he?	6. Don't you?
7. Are they?	8. Wouldn't she?	9. Have you?

10. Does he?		
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B

1. Are	2. Doesn't	3. Have
4. Can't	5. Did	6. Would
7. Was	8. Shouldn't	9. Has
10. Will		

C

1. Do you?	2. Is she?	3. Have you?
4. Are you?	5. Didn't they?	6. Does he?
7. Can't you?	8. Is she?	9. Have you?
10. Were they?		

D

1. Have	2. Are	3. Can't
4. Did	5. Is	6. Didn't
7. don't	8. Have	9. Did
10. Would		

Unit 42 – Agreeing: So, Neither, Too and Either

A

1. So do I. / I do too.	2. Neither can I. / I can't either.
3. So have I. / I have too.	4. So did I. / I did too.
5. Neither do I. / I don't either.	6. So am I. / I am too.
7. So do I. / I do too.	8. Neither did I. / I didn't either.
9. So have I. / I have too.	10. Neither was I. / I wasn't either.

B

1. do	2. can	3. have
4. do	5. did	6. am
7. do	8. should	9. was
10. am		

C

1. I don't like it either.	2. I like it too.
3. So do I.	4. Neither can I.
5. Neither do I.	6. So can I.
7. Neither have I.	8. Neither did we.
9. So am I.	10. I can't either.

D

1. So have	2. have	3. either
4. have	5. am	6. have
7. would	8. either	9. can
10. too		

Unit 43 – Negatives and Contractions

A

1. She isn't ready.	2. They can't swim.
3. He hasn't finished.	4. We don't work here.
5. She didn't work here.	6. I won't help.
7. It doesn't cost a lot.	8. They aren't waiting.
9. He doesn't go to school.	10. We hadn't left.

B

1. isn't	2. can't	3. hasn't
4. don't work	5. didn't go	6. can't
7. doesn't matter	8. weren't listening	9. doesn't like
10. haven't seen		

C

1. He doesn't like it.	2. She didn't go.	3. I can't swim.
4. They won't come.	5. She is not ready.	6. I'm not sure.
7. We don't work here.	8. He hasn't finished.	9. It doesn't matter.
10. They didn't come.		

D

1. don't have to	2. can't	3. don't understand
4. isn't	5. hasn't finished	6. won't
7. didn't know	8. doesn't matter	9. doesn't start
10. don't pay		

Unit 44 – Question Formation and Word Order

A

1. Does she work in a hospital?	2. Are they waiting outside?
3. Can he drive a manual car?	4. Where did you go?
5. When has she finished the report?	6. Where do they live?
7. How does he take the ferry?	8. How much does the course cost?
9. Should we book early?	10. Why was she late again?

B

1. Where do you live?	2. Has she finished?
3. What did you say?	4. Can you help me?
5. Whose bag is this?	6. Why were they waiting?
7. Where does he work?	8. Have you ever been there?
9. When will they arrive?	10. When should we leave?

C

1. Does she work here?	2. Did they see it?
3. Has he finished?	4. Where are you going?
5. What does she want?	6. Why is he late?
7. Can you help me?	8. How much does it cost?
9. When will they arrive?	10. Do you know the answer?

D

1. Do	2. Is	3. isn't
4. What	5. Should	6. does
7. Who	8. does	9. How
10. does		

Unit 45 – Subject and Object Questions**A**

1. Who called you?	2. Who did you call?
3. What caused the error?	4. Who caused the error?
5. What made that noise?	6. Which bus goes to Central?
7. Which bus do you take?	8. Who left a bag here?
9. Who did she tell?	10. Who did the manager tell?

B

1. called	2. did ... call	3. happened
4. did ... do	5. goes	6. did ... take
7. wants	8. did ... ask	9. made
10. did ... say		

C

1. Who called you?	2. Who did you see?
3. What happened?	4. Who wants tea?
5. Which bus goes to Central?	6. Who broke the window?
7. What did you do after that?	8. Who did she ask?
9. Which film won the prize?	10. What made that noise?

D

1. What happened	2. Who set	3. Who did they call
4. Who called	5. What did she say	6. Which door was
7. Who has	8. What do you think	9. Who left
10. what do we do		

Unit 46 – Prepositions in Questions**A**

1. Who are you waiting for?	2. Where does she come from?
3. Who is he talking to?	4. What are you looking for?
5. Who did you give it to?	6. Which company do you work for?
7. What are you thinking about?	8. Who does this bag belong to?
9. Where did you buy it from?	10. What are you worried about?

B

1. for	2. from	3. for
4. to	5. for	6. about
7. to	8. from	9. about
10. to		

C

1. Who are you waiting for?	2. Where does she come from?
3. Who is he talking to?	4. What are you looking for?
5. Who did you speak to?	6. Who did you call?
7. What are you thinking about?	8. correct
9. Who does this bag belong to?	10. Which company do you work for?

D

1. for	2. to	3. in
4. with	5. from	6. with
7. of	8. from	9. to
10. about		

Unit 47 – Question Words: What, Which and How

A

1. What	2. Which	3. What
4. Which	5. What	6. Which
7. What	8. Which	9. Which
10. What		

B

1. How many	2. How much	3. How much
4. How many	5. How much	6. How many
7. How much	8. How many	9. How much
10. How many		

C

1. How much money have we raised?	2. How many members are there?
3. What kind of music do you like?	4. How far is the station?
5. How long does the meeting take?	6. Which of these two do you prefer?
7. How much time do we have?	8. Whose bag is this?
9. How many people came?	10. How far is it from here?

D

1. How	2. Which	3. How
4. How	5. How	6. What
7. How	8. What	9. Which
10. who		

Unit 48 – How Long Does It Take?

A

1. How long does the journey take?	2. How long does the course last?
3. How long has he been in the lab?	4. How long does the induction take?
5. How long has she worked there?	6. How long did it take them to build it?
7. How long has he known her?	8. How long does the repair take?
9. How long have they waited?	10. How long did it take you to learn?

B

1. does ... take	2. takes	3. did ... take
------------------	----------	-----------------

4. took	5. have ... been	6. have been
7. does ... take	8. takes	9. has ... known
10. has known		

C

1. How long does it take to finish?	2. How long did it take you to finish?
3. How long have you worked here?	4. It takes forty minutes.
5. How long does it take?	6. I have worked here for six years.
7. It took me two days to finish it.	8. How long have you known her?
9. How long does it take to get there?	10. We have waited here for an hour.

D

1. does ... take	2. did ... take
3. have ... been in	4. does ... take
5. do ... take	6. How
7. Have	8. Did ... take
9. Have	10. how long does ... take

Unit 49 – Indirect Questions

A

1. Do you know where the workshop is?	2. Could you tell me what time it opens?
3. I wonder if she is a member.	4. I'd like to know if I can book online.
5. Do you know how much it costs?	6. I wonder if he has finished.
7. Can you tell me where you bought it?	8. Do you know if they are coming?
9. I wonder why she left.	10. Could you tell me which bus goes there?

B

1. is	2. starts	3. is
4. costs	5. can	6. bought
7. are coming	8. left	9. goes
10. has finished		

C

1. Do you know where the lab is?	2. Could you tell me what time it starts?
3. I wonder if she is a member.	4. Do you know where she works?
5. I'd like to know if I can book.	6. Can you tell me where you bought it?
7. I wonder whether he has finished.	8. Do you know how much it costs?
9. I wonder why she left.	10. Could you tell me which bus goes there?

D

1. is	2. opens	3. need
4. is	5. costs	6. is
7. can	8. closes	9. changes
10. heard		

Unit 50 – Reported Speech: Tense Backshift

A

1. He said he worked in Central.	2. He said he was waiting for the bus.
----------------------------------	--

3. He said he had seen her the day before.	4. He said he had finished the report.
5. He said he would call me the next day.	6. He said he could drive a manual car.
7. He said he didn't like the design.	8. He said he had been late again.
9. He said he had been waiting for an hour.	10. He said he wanted to leave early.

B

1. worked	2. was waiting	3. had seen
4. had finished	5. would call	6. could
7. didn't like	8. had been	9. had been waiting
10. wanted		

C

1. He said he worked in Central.	2. She said she was waiting for the bus.
3. He said he had finished the report.	4. She said she would call me.
5. He said he could drive.	6. She said that she was tired.
7. He told me he was late.	8. She asked where I lived.
9. He said he had seen her the day before.	10. She said she didn't like it.

D

1. was	2. had approved	3. would arrive
4. had asked	5. had	6. were running
7. had trained	8. was	9. would mention
10. would send		

Unit 51 – Verb Patterns: -ing or Infinitive

A

1. reading	2. to learn	3. writing
4. to leave	5. driving	6. to see
7. meeting	8. to call	9. waiting
10. to move		

B

1. learning	2. organising	3. helping
4. changing	5. hearing	6. waiting
7. paying	8. being	9. finishing
10. getting		

C

1. I enjoy reading.	2. She wants to go home.
3. He finished writing it.	4. We decided to go early.
5. I'm interested in learning Japanese.	6. She's good at cooking.
7. Thank you for helping me.	8. He suggested meeting on Friday.
9. They avoid driving at night.	10. I look forward to hearing from you.

D

1. teaching	2. to run	3. explaining
4. repeating	5. to rush	6. writing
7. to give	8. to help	9. seeing

10. to send		
-------------	--	--

Unit 52 – Infinitive of Purpose

A

1. I went to the shop to buy batteries.	2. She called me to ask a question.
3. He stayed late to finish the report.	4. We left early to avoid the traffic.
5. I'm saving money to buy a laptop.	6. They came to the lab to use the printer.
7. She took a course to improve her English.	8. He wrote it down not to forget it.
9. We arrived early to get good seats.	10. I checked the manual to find the error code.

B

1. to buy	2. for the meeting	3. to stop
4. to ask	5. to learn ... to argue	6. for the back door
7. to finish	8. to avoid	9. for the heavy tools
10. to help		

C

1. I went out to buy milk.	2. This tool is to open the box.
3. She called to ask a question.	4. I'm here to study.
5. He stayed late to finish the report.	6. We left early to avoid traffic.
7. She took a course to improve her English.	8. I checked the manual to find the error.
9. They came to use the printer.	10. I'm saving money to buy a laptop.

D

1. to set	2. for the induction	3. to help
4. to check	5. for the projector	6. to teach
7. to fix	8. to learn	9. for them
10. to avoid		

Unit 53 – Verb + Object + Infinitive

A

1. I asked Ken to wait.	2. She told me to sit down.
3. We expect them to arrive at six.	4. I want you to check the figures.
5. They allowed us to leave early.	6. He reminded me to call my mother.
7. The manager asked her to send the report.	8. I need you to sign this.
9. She persuaded him to apply.	10. They warned us not to touch it.

B

1. to wait	2. wait	3. go
4. to arrive	5. to check	6. to call
7. to send	8. to leave	9. (to) finish
10. to sign		

C

1. I asked him to wait outside.	2. She made me wait.
3. They let us go.	4. I want you to check it.
5. We expect them to arrive at six.	6. He reminded me to call my mother.
7. She allowed us to leave early.	8. They warned us not to touch it.

9. I need you to sign this.	10. She persuaded him to apply.
-----------------------------	---------------------------------

D

1. to prepare	2. to help	3. to check
4. interrupt	5. to finish	6. to keep
7. (to) write	8. to send	9. to leave
10. to present		

Unit 54 — Preposition + -ing

A

1. She's good at cooking.	2. I'm interested in learning photography.
3. I look forward to hearing from you.	4. Instead of calling, he wrote.
5. He apologised for being late.	6. Thank you for helping me.
7. They're tired of waiting.	8. She insisted on paying.
9. We're thinking of moving.	10. He's capable of finishing it alone.

B

1. at explaining	2. in joining	3. for helping
4. for being	5. to seeing	6. of driving
7. of waiting	8. without saying	9. in arguing
10. of finishing		

C

1. She's good at cooking.	2. I'm interested in learning photography.
3. I look forward to hearing from you.	4. Instead of calling, he wrote.
5. He apologised for being late.	6. They're tired of waiting.
7. She insisted on paying.	8. We're thinking of moving.
9. There's no point in arguing.	10. She left without saying anything.

D

1. at explaining	2. in learning	3. of repairing
4. of complaining	5. to working	6. in starting
7. asking	8. for being	9. of prototyping
10. finishing		

Unit 55 — Multi-Use Go

A

1. to	2. swimming	3. on
4. for	5. to	6. for
7. —	8. to	9. shopping
10. on		

B

1. running	2. to	3. for
4. to	5. skiing	6. for
7. stale	8. to	9. for
10. on		

C

1. I'm going home now.	2. We went on holiday in July.
3. Let's go for a drink.	4. She goes shopping every Saturday.
5. The food went bad.	6. He goes swimming twice a week.
7. We went on a trip to Macau.	8. Let's go shopping.
9. She goes home at six.	10. correct

D

1. goes to	2. goes	3. go
4. going on	5. going on	6. going
7. going on	8. go	9. gone
10. to		

Unit 56 – The Many Meanings of Get**A**

1. I received your message this morning.	2. She received a prize for her project.
3. It becomes cold here in December.	4. We arrived at the airport at six.
5. He obtained the job after two interviews.	6. I didn't understand the last question.
7. They obtained permission to build.	8. She developed a reputation for being careful.
9. I received an email from the supplier.	10. We arrived there before the others.

B

1. got ... cut	2. is getting	3. got
4. got ... to help	5. got ... stolen	6. gets
7. get	8. got	9. get
10. get		

C

1. We got to the station at six.	2. I got him to help.
3. I got my hair cut.	4. She is getting used to working nights.
5. Do you get on well with him?	6. I got my phone stolen.
7. It is getting cold.	8. I get the bus home.
9. He got me to help.	10. I don't get the question.

D

1. got ... repaired	2. got	3. get
4. get	5. get	6. get
7. Did you get	8. got	9. got
10. got		

Unit 57 – Collocations: Do and Make**A**

1. do	2. made	3. make
4. does	5. make	6. did
7. made	8. did	9. do
10. made		

B

1. took	2. did	3. makes
4. took	5. do	6. made
7. did	8. does	9. took
10. made		

C

1. I need to do my homework.	2. She made a mistake.
3. Let's make a plan.	4. He did the dishes.
5. I have to do a course.	6. We need to make a decision.
7. She did research on the topic.	8. He took a photograph.
9. They made a profit last year.	10. I took a shower this morning.

D

1. does	2. makes	3. does
4. makes	5. do	6. take
7. made	8. did	9. made
10. takes		

Unit 58 — Have: Possession and Activity

A

1. P	2. A	3. A
4. P	5. A	6. P
7. P	8. A	9. A
10. P		

B

1. have	2. has	3. have
4. does ... have	5. Do ... have	6. have
7. had	8. was having	9. has
10. Does ... have		

C

1. I have a new laptop.	2. She has two sisters.
3. I have breakfast at eight.	4. Do you have a pen?
5. He has a car.	6. We have three printers.
7. She has a shower every morning.	8. I have a headache.
9. They have a big flat.	10. Does she have a minute?

D

1. has	2. has	3. has
4. have	5. have	6. has
7. have	8. had	9. had
10. have		

Unit 59 — Personal Pronouns

A

1. I	2. me	3. She
4. her	5. us	6. We

7. him	8. They	9. them
10. me		

B

1. I	2. us	3. me
4. It	5. her	6. They
7. him	8. its	9. He
10. me		

C

1. I saw her yesterday.	2. This is between you and me.
3. Ken and I went out.	4. Give it to them.
5. She and I are working together.	6. The manager asked us to wait.
7. Sara and I studied together.	8. They invited my sister and me.
9. The lab gave us new keycards.	10. I spoke to him about it.

D

1. her	2. me	3. her
4. She	5. her	6. me
7. us	8. That	9. I
10. us		

Unit 60 – Possessive Determiners

A

1. its	2. They're	3. There
4. Their	5. It's	6. its
7. There	8. their	9. they're
10. its		

B

1. my	2. mine	3. Her
4. hers	5. Our	6. ours
7. Their	8. theirs	9. your
10. yours		

C

1. The lab cleaned its windows.	2. Their work is finished.
3. They're waiting outside.	4. Her report was late.
5. This is mine.	6. The dog wagged its tail.
7. Their project won.	8. It's a very old machine.
9. The bag is hers.	10. Ours is the bigger room.

D

1. my	2. mine	3. its
4. their	5. They're	6. Our
7. its	8. It's	9. yours
10. hers		

Unit 61 – Possessive Pronouns

A

1. my	2. mine	3. Her
4. hers	5. Our	6. ours
7. Their	8. theirs	9. your
10. yours		

B

1. The laptop is mine.	2. The bag is hers.
3. The seats are ours.	4. The tools are theirs.
5. The form is yours.	6. The desk is his.
7. The notes are mine.	8. The jacket is hers.
9. The machines are ours.	10. The project is theirs.

C

1. That bag is mine.	2. The book is hers.
3. Theirs is the red one.	4. This is mine.
5. Yours is on the table.	6. Ours is the bigger room.
7. The laptop is yours.	8. His is the blue one.
9. She is a friend of mine.	10. The keys are ours.

D

1. your	2. hers	3. mine
4. yours	5. Our	6. Mine
7. theirs	8. yours	9. his
10. his		

Unit 62 – Reflexive Pronouns

A

1. myself	2. herself	3. himself
4. ourselves	5. themselves	6. yourself
7. yourselves	8. itself	9. themselves
10. myself		

B

1. herself	2. her	3. himself
4. ourselves	5. themselves	6. me
7. themselves	8. himself	9. myself
10. him		

C

1. She taught herself Japanese.	2. I hurt myself.
3. They enjoyed themselves.	4. Please help yourselves, everyone.
5. Ken and I went out.	6. I feel tired.
7. They helped each other.	8. She made the dress herself.
9. We organised it ourselves.	10. correct

D

1. herself	2. myself	3. me
4. myself	5. ourselves	6. ourselves
7. themselves	8. them	9. themselves
10. ourselves		

Unit 63 – Possessive Nouns: the Apostrophe

A

1. the student's project	2. the students' projects
3. the children's room	4. the boss's office
5. the babies' toys	6. the committee's decision
7. the university's policy	8. a week's holiday
9. today's news	10. James's bag

B

1. It's	2. its	3. It's
4. its	5. It's	6. its
7. It's	8. its	9. it's
10. its		

C

1. The students' work was late.	2. The children's toys are here.
3. It's cold today.	4. The dog wagged its tail.
5. Three printers are broken.	6. The boss's office is upstairs.
7. A week's holiday is not enough.	8. Today's news is worrying.
9. The company's policy has changed.	10. A friend of Ken's is coming.

D

1. lab's	2. members'	3. committee's
4. It's	5. week's	6. director's
7. children's	8. month's	9. Sara's
10. family's		

Unit 64 – Demonstratives

A

1. This	2. These	3. this
4. that	5. These	6. That
7. this	8. this	9. Those
10. these		

B

1. This ... that	2. These	3. That
4. these	5. this	6. These
7. These	8. this ... that	9. Those
10. This		

C

1. This printer is broken.	2. These machines are new.
3. I'm busy this week.	4. I prefer this one.

5. That machine is new.	6. These are my colleagues.
7. Hello, this is Maya speaking.	8. Those instructions are unclear.
9. These tools are old.	10. We met that summer, two years ago.

D

1. This	2. those	3. that
4. This	5. those	6. these
7. Those	8. those	9. this
10. That		

Unit 65 – Indefinite Articles: A and An

A

1. an	2. an	3. a
4. an	5. a	6. an
7. a	8. an	9. a
10. an		

B

1. an	2. an	3. —
4. —	5. an	6. a
7. an	8. —	9. a
10. a		

C

1. She is a university student.	2. He waited an hour.
3. I need information.	4. She bought apples.
5. That's an excellent idea.	6. He is a useful member.
7. We meet twice a week.	8. She gave an honest answer.
9. I have a USB cable.	10. She is a nurse.

D

1. an	2. a	3. an
4. —	5. a	6. an
7. a	8. an	9. a
10. an		

Unit 66 – Regular and Irregular Plurals

A

1. boxes	2. studies	3. children
4. leaves	5. feet	6. watches
7. people	8. roofs	9. teeth
10. days	11. mice	12. analyses
13. sheep	14. photos	15. criteria
16. knives		

B

1. boxes	2. children	3. leaves
4. feet	5. watches	6. people

7. analyses	8. sheep	9. roofs
10. mice		

C

1. There are three boxes here.	2. Two children were waiting.
3. He broke both feet.	4. We bought two watches.
5. Several people complained.	6. The leaves have fallen.
7. I need two knives.	8. Three sheep were in the field.
9. The analyses took a week.	10. My trousers are too long.

D

1. boxes	2. people	3. printers
4. watches	5. knives	6. children
7. criteria	8. analysis	9. feet
10. shelves		

Unit 67 – Countable and Uncountable Nouns

A

1. C	2. U	3. U
4. U	5. C	6. U
7. U	8. C	9. U
10. U		

B

1. information	2. equipment	3. advice
4. is	5. printers	6. news
7. work	8. suggestions	9. money
10. furniture		

C

1. I need some information.	2. She gave me some advice.
3. The equipment is new.	4. There is a lot of research.
5. He has a lot of work.	6. The news is bad.
7. I bought two pieces of furniture.	8. She gave me three pieces of advice.
9. How much money do we need?	10. There is a lot of equipment.

D

1. a lot of	2. some	3. a piece of
4. equipment	5. furniture	6. money
7. news	8. printers	9. progress
10. work		

Unit 68 – Nouns that Change Countability

A

1. U	2. C	3. U
4. C	5. U	6. C
7. U	8. U	9. C
10. C		

B

1. coffees	2. experience	3. room
4. papers	5. paper	6. experience
7. glass	8. waters	9. work
10. chickens		

C

1. I have a lot of work today.	2. I like coffee.
3. She has a lot of experience in teaching.	4. This is a good piece of work.
5. There isn't room for another desk.	6. Could I have two glasses of water?
7. correct	8. It was a very interesting experience.
9. correct	10. I've been there three times.

D

1. coffees	2. paper	3. papers
4. paper	5. experience	6. room
7. furniture	8. experience	9. times
10. work		

Unit 69 – Articles: A, An and The**A**

1. a	2. The	3. an
4. the	5. the	6. a ... The
7. —	8. —	9. an
10. The		

B

1. a ... The	2. —	3. an ... a
4. the	5. a	6. The
7. The	8. —	9. The
10. —		

C

1. I bought a printer. The printer works well.	2. A man came in. The man sat down.
3. She is an engineer at a small firm.	4. I need help.
5. It's the most expensive machine we own.	6. She is the director of the lab.
7. We saw a film. The film was excellent.	8. I need some information about the course.
9. Printers are getting cheaper.	10. She works in an office in Central.

D

1. a	2. The	3. the
4. an	5. the	6. a
7. The	8. —	9. —
10. —		

Unit 70 – The Definite Article: Special Uses**A**

1. I play the piano.	2. I play tennis.
3. She lives in Japan.	4. She lives in the Netherlands.
5. Everest is very high.	6. The Alps are in Europe.
7. The sun rises in the east.	8. He goes to school every day.
9. He is in hospital.	10. He was in the hospital.

B

1. the	2. —	3. the
4. The	5. —	6. the
7. —	8. The	9. the
10. the		

C

1. I play football.	2. She lives in Japan.
3. He plays the piano.	4. Mount Everest is high.
5. The sun rises at six.	6. He is in hospital.
7. She went to university in 2022.	8. They built a house in the Alps.
9. It's the best solution.	10. He went to bed early.

D

1. the	2. —	3. —
4. the	5. the	6. the
7. the	8. the	9. a
10. the		

Unit 71 – The Zero Article

A

1. —	2. The	3. —
4. the	5. —	6. a
7. —	8. —	9. —
10. —		

B

1. —	2. The	3. —
4. the	5. —	6. The
7. —	8. The	9. —
10. The		

C

1. Printers are expensive.	2. Water is essential for life.
3. I go to bed at eleven.	4. We go to school by bus.
5. She plays tennis.	6. He speaks English well.
7. We have dinner at eight.	8. She is in hospital.
9. He studies physics.	10. They met on Monday.

D

1. —	2. —	3. —
4. —	5. the	6. —

7. The	8. —	9. the
10. —		

Unit 72 — Quantifiers: Some, Any and No

A

1. some	2. any	3. any
4. no	5. any	6. some
7. some	8. any	9. some
10. any		

B

1. a lot of	2. any	3. a lot of
4. some	5. any	6. some
7. any	8. no	9. some
10. some		

C

1. I don't have any questions.	2. I have some questions.
3. There isn't any milk.	4. Would you like some tea?
5. She didn't give me any advice.	6. There aren't any chairs.
7. I need some help with this.	8. There is no milk.
9. Do you have any questions?	10. We don't have any time.

D

1. any	2. some	3. any
4. any	5. some	6. some
7. any	8. some	9. no
10. a lot of		

Unit 73 — Much, Many and A Lot Of

A

1. many	2. much	3. many
4. much	5. many	6. much
7. much	8. many	9. much
10. many		

B

1. a lot of	2. many	3. much
4. a lot of	5. much	6. much
7. a lot of	8. much	9. Many
10. many		

C

1. There aren't many printers.	2. How many members are there?
3. We don't have much time.	4. How much money do you have?
5. There are too many errors.	6. correct
7. There are a lot of people here.	8. How many workshops did you run?
9. She doesn't have much patience.	10. We have a lot of work today.

D

1. many	2. a lot of	3. much
4. many	5. much	6. a lot of
7. much	8. much	9. much
10. a lot of		

Unit 74 — A Few, A Little, Few and Little**A**

1. a few	2. Few	3. a few
4. few	5. a few	6. few
7. a few	8. Few	9. a few
10. Few		

B

1. a little	2. little	3. a little
4. little	5. a few	6. little
7. Few	8. a few	9. little
10. little		

C

1. I have a few questions.	2. There is a little milk.
3. Few people came, unfortunately.	4. Little progress was made, sadly.
5. I have a little money left.	6. There are a few chairs.
7. We have a few options.	8. A few people came and everyone enjoyed it.
9. There is little hope.	10. She has a few friends, and she's happy.

D

1. Few	2. a few	3. little
4. a few	5. a few	6. a little
7. a few	8. a little	9. Few
10. a few		

Unit 75 — Adjective Order**A**

1. an old wooden desk	2. a blue cotton shirt
3. a big red car	4. a beautiful Chinese garden
5. an Italian leather bag	6. a round black table
7. a steel cutting tool	8. a lovely little old house
9. a new metal box	10. a young French woman

B

1. a white cotton dress	2. a big old German car
3. a small old wooden house	4. a steel gardening tool
5. a lovely brown leather bag	6. a young Italian couple
7. a new blue cotton shirt	8. a big round glass table
9. a modern Japanese university	10. a pretty little silver box

C

1. an old wooden desk	2. a blue cotton shirt
3. a big red car	4. a beautiful Chinese garden
5. an Italian leather bag	6. a round black table
7. a steel cutting tool	8. correct
9. a lovely little old house	10. a new metal box

D

1. a brown Italian leather jacket	2. old steel cutting tools
3. a lovely little wooden box	4. a small old Japanese car
5. a large modern white building	6. a round blue glass paperweight
7. a new red cotton cloth	8. metal gardening tools
9. a big black plastic box	10. an old wooden chair

Unit 76 — Comparative Adjectives

A

1. faster	2. bigger	3. easier
4. more expensive	5. better	6. worse
7. hotter	8. happier	9. more reliable
10. thinner	11. more interesting	12. further

B

1. faster	2. more expensive	3. better
4. hotter	5. easier	6. worse
7. bigger	8. more reliable	9. more interesting
10. further		

C

1. This is faster.	2. She is taller than me.
3. It is more expensive than that one.	4. This printer is better.
5. The room is bigger than that one.	6. Today is hotter than yesterday.
7. This is easier.	8. Her work is better than mine.
9. It's further than I thought.	10. The film was more interesting than the book.

D

1. faster	2. more expensive	3. more reliable
4. more reliable	5. older	6. slower
7. better	8. easier	9. more
10. bigger		

Unit 77 — Superlative Adjectives

A

1. the fastest	2. the biggest
3. the easiest	4. the most expensive
5. the best	6. the worst
7. the thinnest	8. the most reliable
9. the most interesting	10. the furthest

B

1. the fastest	2. the most expensive
3. the best	4. the worst
5. the easiest	6. the tallest
7. the most interesting	8. the most reliable
9. the shortest	10. the cheapest

C

1. She is the tallest in the class.	2. This is the fastest printer.
3. It's the cheapest option.	4. He is the best of the three.
5. This is the best solution we have.	6. That was the worst film I've seen.
7. She is the tallest of the three.	8. It's the most reliable machine here.
9. He is the best of the others.	10. This is the easiest way to do it.

D

1. the fastest	2. the most expensive
3. the easiest	4. the most common
5. the biggest	6. the best
7. more successful	8. the most experienced
9. the worst	10. the most difficult

Unit 78 – Comparative Structures: As ... As

A

1. This printer is as fast as the old one.	2. He isn't as experienced as Sara.
3. She is as tall as her brother.	4. This film isn't as interesting as the last one.
5. The train is as quick as the bus.	6. My phone isn't as good as yours.
7. He is as hard-working as his sister.	8. The new room isn't as big as the old one.
9. This exercise is as easy as the last one.	10. Her work isn't as careful as his.

B

1. as ... as	2. as ... as	3. as ... as
4. as ... as	5. as ... as	6. as ... as
7. as ... as	8. as ... as	9. not as ... as
10. as ... as		

C

1. She is as tall as me.	2. He isn't as fast as her.
3. It's twice as fast as the old one.	4. I have as much time as you.
5. This is as good as that.	6. He is as experienced as Sara.
7. correct	8. She works as hard as anyone.
9. There are as many chairs as we need.	10. He isn't as fast as her.

D

1. as fast as	2. as reliable as	3. as expensive as
4. twice as quick as	5. as big as	6. as much
7. as hard as	8. as many	9. as early as
10. as much		

Unit 79 – Both, Either and Neither

A

1. Neither	2. Either	3. Both
4. Neither	5. Both	6. Either
7. either	8. Neither	9. Both
10. Neither		

B

1. are	2. works	3. is
4. came	5. came	6. is
7. are	8. is	9. are
10. is		

C

1. Neither of them works.	2. Either of the printers is fine.
3. Neither of them came.	4. Both of them are new.
5. Both of the machines are broken.	6. Either of the two options is fine.
7. Neither Ken nor Maya came.	8. Both Ken and Maya came.
9. Neither of the printers works.	10. Either of them is acceptable.

D

1. either	2. Neither	3. Both
4. neither	5. Neither	6. Either
7. Both	8. are	9. both
10. neither		

Unit 80 – Quantifiers and Register

A

1. Many	2. a lot of	3. much
4. A great deal of	5. lots of	6. Numerous
7. many	8. a great deal of	9. a lot of
10. much		

B

1. There are many problems with the design.	2. We do not have much time.
3. Many students complained.	4. A great deal of research exists on this.
5. We received many applications.	6. There is little evidence.
7. Many members left.	8. We spent a great deal of money.
9. Many people disagree.	10. There are few options.

C

1. Many applicants were rejected.	2. Many students withdrew.
3. Much effort was wasted.	4. We have a lot of time.
5. There aren't many options.	6. I don't have much patience.
7. A great deal of material was lost.	8. We saw a great many people.
9. There are many problems.	10. She has a lot of information.

D

1. Many	2. a lot of	3. much
4. A great deal of	5. a lot of	6. many

7. A great deal of	8. much	9. much
10. plenty		

Unit 81 – Small Quantities in Use

A

1. a few	2. few	3. a little
4. little	5. a little	6. little
7. Few	8. A few	9. a little
10. little		

B

1. We have a few minutes, so let's start.	2. We have few minutes, so we'll have to hurry.
3. There's a little milk – enough for one cup.	4. There's little milk – we need to buy more.
5. A few people came, and they enjoyed it.	6. Few people came, which was disappointing.
7. There's a little time, so we can check.	8. There's little time, so there's no checking.
9. We made a little progress – better than nothing.	10. We made little progress – almost none.

C

1. We have a few minutes – let's start.	2. We have few minutes – we must hurry.
3. There's a little milk, enough for one cup.	4. There's little milk – we need to buy more.
5. A few people came, and they enjoyed it.	6. Few people came, which was disappointing.
7. There is little hope.	8. We have few chairs.
9. She has a few friends and is happy.	10. It's a little expensive.

D

1. Few	2. little	3. a little
4. a little	5. a few	6. a few
7. Little	8. a few	9. little
10. a little		

Unit 82 – Substitution with One and Ones

A

1. I like the blue one better than the green one.	2. These shoes are cheaper than those ones.
3. Which printer do you mean – the old one or the new one?	4. I'll take the small boxes, not the large ones.
5. She prefers the wooden chair to the metal one.	6. These are my notes; those ones are yours.
7. I need a new cable – this one is broken.	8. He bought two red pens and two blue ones.
9. The front seats are better than the back ones.	10. Which bag is yours – the black one or the brown one?

B

1. one	2. ones	3. one
4. ones	5. ones	6. —
7. one	8. ones	9. one
10. one		

C

1. I like the blue one better than the green one.	2. These are cheaper than those ones.
3. I'll take the small ones.	4. She bought two wooden ones.
5. I prefer fresh bread to stale bread.	6. This is mine.
7. Which one do you want?	8. He bought three red ones.
9. The front ones are better than the back ones.	10. That pen is yours.

D

1. one	2. ones	3. ones
4. ones	5. ones	6. one
7. one	8. ones	9. one
10. one		

Unit 83 – Adjective Position and Modifying Functions**A**

1. I saw a sleeping child.	2. The man was frightened.
3. correct	4. correct
5. He is a living person.	6. correct
7. She is a frightened girl.	8. correct
9. correct	10. He is a sick man.

B

1. useful	2. hot	3. asleep
4. heavy	5. happy	6. strange
7. ill	8. cold	9. bright
10. alive		

C

1. I saw a sleeping child.	2. She is a frightened girl.
3. He is a sick man.	4. The live fish was still moving.
5. He is the main engineer.	6. I bought something useful.
7. correct	8. correct
9. She has only one option.	10. My elder sister lives here.

D

1. anything useful	2. something strange	3. interesting
4. heavy	5. unstable	6. similar
7. alive	8. good	9. only
10. shiny		

Unit 84 – Adverbs of Manner**A**

1. quickly	2. happily	3. gently
4. terribly	5. well	6. fast
7. easily	8. carefully	9. truly
10. possibly		

B

1. carefully	2. well	3. early
4. beautifully	5. fluently	6. smoothly
7. hardly	8. honestly	9. quickly
10. carelessly		

C

1. She works carefully.	2. He did it well.
3. She sings beautifully.	4. He speaks English well.
5. She read the report carefully.	6. She looks happy today.
7. They arrived late.	8. correct
9. He works hard.	10. She answered honestly.

D

1. carefully	2. clearly	3. fluent
4. well	5. patient	6. easily
7. honestly	8. calmly	9. hardly
10. good		

Unit 85 – Comparative Forms: Spelling and Structure

A

1. larger	2. hotter	3. busier
4. more expensive	5. more careful	6. safer
7. narrower	8. more modern	9. cleverer
10. more useful		

B

1. larger	2. hotter	3. busier
4. more expensive	5. more careful	6. safer
7. narrower	8. more modern	9. cleverer
10. more useful		

C

1. This is faster.	2. It is more expensive than that.
3. She is busier this week.	4. The room is larger than the other one.
5. This is hotter than yesterday.	6. He is more careful than his colleague.
7. This route is safer than the other one.	8. Their building is more modern than ours.
9. She is cleverer than she looks.	10. This tool is more useful.

D

1. larger	2. slightly hotter	3. safer
4. safer	5. more modern	6. more expensive
7. busier	8. more careful	9. narrower
10. more useful		

Unit 86 – Comparative Patterns in Sentences

A

1. cheaper	2. slower
3. less reliable	4. the better

5. the earlier	6. faster
7. more experienced	8. the worse
9. longer	10. much more expensive

B

1. lighter	2. smaller	3. more organised
4. cheaper	5. earlier	6. less
7. more	8. hotter	9. more careful
10. sooner		

C

1. It's much cheaper than the other one.
2. This is a bit slower than before.
3. It's less reliable than the old one.
4. The more you practise, the better you get.
5. The sooner we leave, the earlier we arrive.
6. It's no faster than before.
7. She is much more experienced than her colleague.
8. The longer we wait, the worse it gets.
9. This route is slightly longer than before.
10. The more expensive the machine, the more careful we must be.

D

1. lighter	2. quieter	3. easier
4. faster	5. no faster	6. more
7. less	8. higher	9. longer
10. better		

Unit 87 — Prepositions of Time: In, On and At

A

1. at	2. on	3. in
4. at	5. in	6. on
7. in	8. at	9. on
10. in		

B

1. at	2. on	3. in
4. on	5. —	6. at
7. at	8. in	9. in
10. on		

C

1. The workshop starts at nine o'clock.	2. We meet on Tuesdays.
3. She was born in 2006.	4. The session is on Friday morning.
5. I'll see you next week.	6. He arrived at noon.
7. The lab closes at night.	8. The parts arrive in three days.
9. We usually travel in December.	10. The meeting is on 5 May.

D

1. at	2. on	3. in
4. in	5. in	6. at
7. on	8. on	9. in
10. at		

Unit 88 — Prepositions of Place: In, On and At

A

1. in	2. on	3. at
4. in	5. at	6. on
7. in	8. in	9. at
10. on		

B

1. on	2. in	3. at
4. on	5. in	6. in
7. at	8. at	9. on
10. in		

C

1. The keys are on the table.
2. She lives in Hong Kong.
3. There's a poster on the wall.
4. The tools are in that box.
5. I'll wait for you at the entrance.
6. He is in bed with a cold.
7. She studies at university. — correct as written for a student; the error is none, so accept "correct".
8. We were in the station for an hour.
9. There's a mark on the ceiling.
10. She's in school today. — correct for a pupil.

D

1. at	2. in	3. on
4. on	5. at	6. on
7. in	8. on	9. in
10. on		

Unit 89 — Prepositions of Movement

A

1. into	2. to	3. onto
4. off	5. through	6. across
7. along	8. past	9. towards
10. over		

B

1. —	2. into	3. off
4. across	5. out of	6. over
7. past	8. to	9. onto

10. around		
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C

1. She walked into the room and sat down.	2. We drove to the station.
3. He stepped onto the platform.	4. Get off the bus at the next stop.
5. The train went through the tunnel.	6. We walked along the river.
7. I'm going home now.	8. The cat jumped over the wall.
9. They walked around the park and back.	10. She came out of the building.

D

1. into	2. from	3. across
4. through	5. —	6. to
7. aside	8. across	9. along
10. through		

Unit 90 — Conjunctions: And, But, Or, So, Because

A

1. and	2. but	3. or
4. so	5. because	6. and
7. but	8. or	9. because
10. but		

B

1. It's expensive but worth it.	2. The printer broke, so we called the technician.
3. We cancelled the session because few people signed up.	4. Do you want the red one or the blue one?
5. It's small and powerful.	6. She was late, so she missed the start.
7. I like the design, but it's too expensive.	8. We postponed it because the room was unavailable.
9. Would you like water or juice?	10. He works hard and finishes on time.

C

1. It's cheap, but it's slow.	2. It was raining, so we stayed inside.
3. We stayed inside because it was raining.	4. Because it was raining, we stayed in.
5. I left early so that I wouldn't miss the train.	6. She was tired, but she kept working.
7. Take the bus or the train.	8. correct
9. We cancelled it because the room was unavailable.	10. correct

D

1. so	2. but	3. or
4. but	5. and	6. because
7. and	8. so that	9. because
10. and		

Unit 91 — Standard Sentence Word Order

Section A — Put the words in order

1. She finished the report yesterday.	2. We meet in the lab every Friday.
3. He gave the keys to the technician.	4. He walked home slowly last night.
5. I will call you tomorrow.	6. I went to the shop at three yesterday.
7. She signed the form at the desk this morning.	8. He speaks English well.
9. We went to Japan in June.	10. She sent the results by email on Monday.

Section B – Rewrite in standard order

1. I met my friend yesterday.	2. We meet in the lab every Friday.
3. She gave him the keys quickly.	4. I went to the shop at three yesterday.
5. He plays football every weekend.	6. I'll see you at the office tomorrow.
7. They arrived at the station at six.	8. She works hard in the morning.
9. We discussed the plan in the meeting.	10. He finished the report carefully yesterday.

Section C – Spot the error

1. I met my friend yesterday.	2. We meet in the lab every Friday.
3. She gave him the keys quickly.	4. He plays football every weekend.
5. I'll see you tomorrow.	6. They arrived at the station at six.
7. We discussed the plan in the meeting.	8. He finished the report yesterday.
9. correct	10. I went to the shop at three yesterday.

Section D – Contextual cloze

1. runs the workshop in the main room every Thursday	2. gave the safety sheet to each student at the start
3. repaired the printer carefully on Friday	4. meet in the corridor at nine
5. sent the figures by email yesterday	6. will finish the report tomorrow morning
7. walked home slowly after the session	8. will hold the next workshop in the annexe in March
9. speaks English fluently	10. arrived at the station at six

Unit 92 – Position of Frequency Adverbs

Section A – Place the adverb

1. She always walks to work.	2. He is always late.
3. We often eat out.	4. They are usually busy on Mondays.
5. I have never seen such a thing.	6. She rarely complains.
7. He is often tired after work.	8. We sometimes go to the cinema.
9. She has always finished on time.	10. They are never ready.

Section B – Fill in the blanks

1. usually get up	2. is always	3. often have
4. has never been	5. rarely complain	6. sometimes work
7. is usually	8. occasionally meet	9. hardly ever calls
10. have always been		

Section C – Spot the error

1. She always walks to work.	2. He is always late.
3. We often eat out.	4. I have never seen such a thing.
5. She rarely complains.	6. correct
7. We sometimes go to the cinema.	8. They have never been abroad.
9. correct	10. He never eats meat.

Section D – Contextual cloze

1. usually arrives	2. is always
3. often check	4. never leave
5. sometimes arrives	6. rarely misses
7. occasionally work	8. usually prefer
9. often have	10. hardly ever disagree

Unit 93 – Still, Yet and Already

Section A – Choose the word

1. yet	2. still	3. already
4. yet	5. already	6. still
7. yet	8. still	9. already
10. yet		

Section B – Fill in the blanks

1. yet	2. still	3. already
4. yet	5. still	6. any more
7. still	8. already	9. yet
10. any more		

Section C – Spot the error

1. He still hasn't finished.	2. He hasn't called yet.
3. She has already left.	4. I haven't finished yet.
5. He still hasn't called.	6. They still haven't arrived.
7. correct	8. He doesn't work here any more.
9. I haven't eaten yet.	10. The machine is still broken.

Section D – Contextual cloze

1. yet	2. still	3. yet
4. still	5. already	6. already
7. yet	8. yet	9. any more
10. yet		

Unit 94 – Indirect Objects

Section A – Rewrite with to or for

1. She gave the keys to me.	2. He sent the file to her.
3. I bought a gift for him.	4. They showed the plans to us.
5. She cooked dinner for me.	6. He offered a job to her.
7. I'll fetch some water for you.	8. They lent their van to us.
9. She made a cake for him.	10. He promised a place to me.

Section B – Rewrite without the preposition

1. She gave me the keys.	2. He sent her the file.
3. I bought him a gift.	4. They showed us the plans.
5. She cooked me dinner.	6. He offered her a job.
7. I'll fetch you some water.	8. They lent us their van.
9. She made him a cake.	10. He promised me a place.

Section C – Spot the error

1. Give it to me.	2. Send them to her.
3. I bought it for him.	4. He explained the rule to me.
5. She said something to me.	6. Give me the book.
7. They showed us the plans.	8. I'll fetch you some water.
9. He promised me a place.	10. She gave me the keys.

Section D – Contextual cloze

1. gave the keys to Ken	2. sent an email to the department
3. fetch me the safety sheets	4. bought you a spare cable
5. show it to the new member	6. made her an induction pack
7. explain the rules to her	8. send her the form
9. owe you an apology	10. bought some for the lab

Unit 95 – Linking Clauses: Punctuation and Order

Section A – Add punctuation

1. It was late, so we went home.	2. It's cheap, but it's slow.
3. Because it was raining, we stayed inside.	4. Tea, coffee or water.
5. He came and sat down.	6. She studied hard, so she passed.
7. We cancelled it because the room was unavailable.	8. It's expensive and it's worth it.
9. I called because I needed help.	10. She was tired, but she kept working.

Section B – Reorder the clauses

1. Because it was late, we left.	2. Because it was raining, we stayed in.
3. Because she studied hard, she passed.	4. Because I needed help, I called you.
5. Because few people signed up, the session was cancelled.	6. Because he was late, he missed the start.
7. Because the room was unavailable, we postponed it.	8. Because the printer kept jamming, they complained.
9. Because she felt unwell, she left early.	10. Because people asked, we changed the time.

Section C – Spot the error

1. It was late, so we went home.	2. It's cheap, but it's slow.
3. correct	4. It was raining, so we stayed inside.
5. We stayed inside because it was raining.	6. Tea, coffee, or water.
7. correct	8. We cancelled it because the room was unavailable.
9. He came and sat down.	10. I called because I needed help.

Section D – Contextual cloze

1. because	2. but	3. or
4. so	5. If	6. or
7. and	8. because	9. but
10. again		

Unit 96 – Time Conjunctions

Section A – Choose the conjunction

1. When	2. While	3. Before
4. After	5. until	6. As soon as
7. By	8. until	9. While
10. Before		

Section B – Fill in the blanks

1. get	2. was cooking	3. leave
4. had finished	5. stops	6. arrives
7. arrived	8. stopped	9. see
10. start		

Section C – Spot the error

1. When I get home, I'll call you.	2. Wait until she arrives.
3. After he finishes, we'll leave.	4. As soon as it is ready, I'll tell you.
5. I didn't sleep until three.	6. By the time he came, we had eaten.
7. While I cooked, he was reading.	8. Before you leave, sign out.
9. By the time we arrived, they had left.	10. Stay until it stops raining.

Section D – Contextual cloze

1. When	2. until	3. As soon as
4. While	5. As soon as	6. until
7. When	8. After	9. Before
10. before		

Unit 97 – First Conditional

Section A – Complete the first conditional

1. rains ... will cancel	2. study ... will pass
3. calls ... will let	4. will be ... don't hurry
5. see ... tell	6. breaks ... will need
7. finish ... can go	8. won't come ... ask
9. arrive ... will start	10. will help ... want

Section B – Rewrite with if

1. If we don't hurry, we will be late.	2. If you study hard, you will pass.
3. If you touch it, you will break it.	4. If you come early, you will get a seat.
5. If you tell me, I will help you.	6. If you don't book now, you will miss it.
7. If you practise daily, you will improve.	8. If you don't leave now, you will miss the train.
9. If you ask her, she will explain.	10. If you don't water it, it will die.

Section C – Spot the error

1. If it rains, we will cancel.	2. Unless you hurry, we'll be late.
3. If you see him, tell him.	4. If it rains, we will cancel.
5. If you study hard, you will pass.	6. If she doesn't call, tell me.
7. If you finish early, you can go.	8. I will help you if you want.
9. If the parts arrive, we will start.	10. We will be late if we don't hurry.

Section D – Contextual cloze

1. arrive	2. will start	3. don't come
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4. will have to	5. will call	6. want
7. confirm	8. will be able to	9. objects
10. will book		

Unit 98 — Second Conditional

Section A — Complete the second conditional

1. had ... would help	2. knew ... would tell
3. were ... would wait	4. lived ... would visit
5. would buy ... had	6. asked ... would say
7. wouldn't do ... were	8. didn't rain ... would walk
9. could ... had	10. knew ... would tell

Section B — Choose first or second

1. had	2. have
3. were	4. snows
5. knew	6. hear
7. don't hurry	8. didn't hurry
9. studied	10. studies

Section C — Spot the error

1. If I had time, I would help.	2. If she knew, she would tell us.
3. If I were you, I'd wait.	4. If I had known, I would have told you.
5. If we lived closer, we would visit.	6. He would buy a car if he had the money.
7. If I had time, I would help you.	8. If it didn't rain, we would walk.
9. If they asked, I would say yes.	10. I would not do that if I were you.

Section D — Contextual cloze

1. had	2. would build
3. owned	4. would make
5. were	6. would ask
7. wouldn't agree	8. presented
9. would listen	10. were

Unit 99 — Relative Clauses: Subject Pronouns

Section A — Join with a relative pronoun

1. The woman who sits by the window is my manager.	2. The printer which arrived last week is broken.
3. The student whose project won the prize is here.	4. The lab where we used to work is closed.
5. The man who drives a taxi is my uncle.	6. The machine which makes the parts is expensive.
7. The technician who services our printers is on leave.	8. The room where we hold workshops is small.
9. The book which explains the basics is useful.	10. The engineer who designed this circuit is new.

Section B — Fill in the blanks

1. who	2. which	3. whose
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4. where	5. which	6. who
7. where	8. who	9. who
10. which		

Section C – Spot the error

1. the man who teaches Maths	2. the printer which jams
3. the student whose project won	4. the lab where I work
5. the engineers who design the parts	6. the machine which makes the parts
7. the room where we meet	8. the man who drives a taxi
9. the book which explains the basics	10. the woman who sits by the window

Section D – Contextual cloze

1. who	2. which	3. whose
4. where	5. who	6. which
7. whose	8. where	9. which
10. who		

Unit 100 – Relative Clauses: Objects and Omission

Section A – Omit the pronoun

1. the book I bought	2. the man who called me
3. the printer which broke	4. the tool I use
5. the student who won	6. the film we saw
7. the woman who wrote it	8. the part that failed
9. the notes she took	10. the engineer who designed it

Section B – Fill in the blanks

1. – (the book I bought)	2. who
3. which	4. – (the tool I use)
5. who	6. – (the film we saw)
7. who	8. which
9. – (the notes she took)	10. who

Section C – Spot the error

1. the man who called me	2. the printer which broke is in the corner
3. the book I bought	4. the man I met
5. the tool I use	6. the student who won is from Macau
7. the film we saw	8. the woman who wrote it
9. the part which failed has been replaced	10. the engineer who designed it has left

Section D – Contextual cloze

1. which	2. –	3. who
4. –	5. who	6. which
7. –	8. who	9. –
10. –		

Unit 101 – Time Prepositions: Precise Rules

Section A – Choose the correct form

1. on	2. –	3. at
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4. on	5. in	6. at
7. in	8. by	9. —
10. at		

Section B — Fill in the blanks

1. on	2. —	3. at
4. on	5. in	6. at
7. in	8. by	9. —
10. at		

Section C — Spot the error

1. The session starts on Monday morning.	2. I'll see you next week.
3. We usually visit family at Christmas.	4. The lab is closed on Christmas Day.
5. She works best in the morning.	6. He never works at night.
7. The parts arrive in three days.	8. Please finish it by Friday.
9. I saw her yesterday.	10. We meet at the weekend.

Section D — Contextual cloze

1. on	2. at	3. —
4. in	5. by	6. on
7. at	8. at	9. in
10. at		

Unit 102 — Duration: From, To, Until, Since, For

Section A — Choose the correct word

1. for	2. since	3. from
4. until	5. during	6. while
7. for	8. during	9. since
10. by		

Section B — Fill in the blanks

1. since	2. for	3. from ... to
4. until	5. during	6. while
7. from ... to	8. since	9. for
10. by		

Section C — Spot the error

1. I have worked here for three years.	2. I have worked here since 2022.
3. I fell asleep while I was reading.	4. It takes from nine to five.
5. I have lived here since 2022.	6. She studied there for two years.
7. We meet during the summer.	8. He has been ill since Monday.
9. Wait until six o'clock.	10. Finish it by Friday.

Section D — Contextual cloze

1. since	2. for	3. from
4. to	5. until	6. during
7. from	8. by	9. since
10. during		

Unit 103 – Time Range: Before, After, During, While

Section A – Choose during or while

1. during	2. while	3. during
4. while	5. during	6. while
7. during	8. while	9. during
10. while		

Section B – Fill in the blanks

1. before	2. after	3. during
4. while	5. After / Before	6. While
7. after / before	8. during	9. Before
10. after / before		

Section C – Spot the error

1. I fell asleep while I was reading.	2. It rained during the night.
3. While we waited, it rained.	4. He called me while I was out.
5. Read the sheet before you start.	6. correct
7. During the film, he fell asleep.	8. She called during the meeting.
9. Don't talk while you are taking the test.	10. correct

Section D – Contextual cloze

1. Before	2. during	3. While
4. while	5. During	6. After
7. during	8. during	9. After
10. Before		

Unit 104 – Place Prepositions: Spatial Rules

Section A – Choose in, on or at

1. at	2. in	3. at
4. on	5. on	6. in
7. at	8. on	9. on
10. on		

Section B – Fill in the blanks

1. on	2. at	3. at
4. in	5. on	6. at
7. on	8. at	9. on
10. in		

Section C – Spot the error

1. She is at the door.	2. The notice is on the wall.
3. He is at the corner of the street.	4. I'll meet you at the entrance.
5. The books are on the shelf.	6. There's a poster on the wall.
7. We met at the corner of the street.	8. She's waiting at the door.
9. The printers are on the third floor.	10. We were on the bus for an hour.

Section D – Contextual cloze

1. at	2. on	3. on
4. in	5. on	6. at
7. on	8. at	9. on
10. at		

Unit 105 – Movement versus Position

Section A – Choose the correct preposition

1. to	2. in	3. at
4. in	5. to	6. —
7. —	8. into	9. in
10. at		

Section B – Fill in the blanks

1. to	2. in	3. at
4. in	5. to	6. —
7. —	8. into	9. in
10. at		

Section C – Spot the error

1. I went into the lab.	2. We arrived at the station.
3. I'm going home.	4. She reached the door.
5. He arrived in Hong Kong.	6. How do I get to the airport?
7. They live in Fanling.	8. She walked into the room and sat down.
9. We arrived at the party late.	10. I was in the workshop.

Section D – Contextual cloze

1. to	2. at	3. into
4. in	5. —	6. in
7. —	8. —	9. at
10. at		

Unit 106 – Spatial Positions

Section A – Choose the correct preposition

1. under	2. below	3. opposite
4. next to	5. between	6. among
7. opposite	8. above	9. in front of
10. near		

Section B – Fill in the blanks

1. under / below	2. next to / beside	3. opposite
4. between	5. among	6. on / under
7. above / over	8. in front of	9. opposite / near
10. near		

Section C – Spot the error

1. The picture is below the shelf.	2. She sat opposite me.
3. between the printer and the wall	4. between the two rooms
5. The café is opposite the station.	6. He is popular among his colleagues.

7. The keys are between the printer and the shelf.	8. She stood in front of the door.
9. The shop is near the entrance.	10. correct

Section D – Contextual cloze

1. next to	2. under / on	3. opposite
4. between	5. between	6. under
7. in	8. near	9. near / opposite
10. in front of		

Unit 107 – Directional Prepositions

Section A – Choose the correct preposition

1. through	2. across	3. over
4. through	5. up	6. across
7. into	8. out of	9. along
10. around		

Section B – Fill in the blanks

1. through	2. across	3. over
4. along	5. up	6. across
7. around / through	8. out of	9. along
10. around		

Section C – Spot the error

1. walk through the tunnel	2. swim across the river
3. jump over the wall	4. walk through the forest
5. She looked up at the sky.	6. We walked along the road.
7. He climbed up the hill.	8. She ran across the road to the other side.
9. They went into the building and out of it.	10. We drove through the tunnel.

Section D – Contextual cloze

1. along	2. into	3. over
4. through	5. out of	6. up
7. across	8. around	9. across
10. into		

Unit 108 – Fixed Prepositional Expressions

Section A – Choose the correct expression

1. on	2. in	3. at
4. by	5. on	6. by
7. in	8. at	9. in
10. on		

Section B – Fill in the blanks

1. on	2. in	3. at
4. by	5. on	6. by
7. in	8. at	9. in
10. about		

Section C – Spot the error

1. The train left on time.	2. We arrived in time to catch it.
3. I deleted it by mistake.	4. She did it on purpose.
5. I found it by chance.	6. Book in advance.
7. It takes at least an hour.	8. She is in charge of the lab.
9. I write on behalf of the team.	10. I was about to call you.

Section D – Contextual cloze

1. on	2. in	3. in
4. in	5. least	6. by
7. by	8. about	9. on
10. with		

Unit 109 – Adjective + Preposition

Section A – Choose the correct preposition

1. at	2. in	3. from
4. of	5. of	6. for
7. about	8. for	9. about
10. of	11. to	12. to

Section B – Fill in the blanks

1. at	2. about	3. in
4. to	5. with	6. of
7. of	8. for	9. with
10. about	11. from	12. at

Section C – Spot the error

1. She is good at maths.	2. He is interested in design.
3. She is afraid of heights.	4. I'm proud of your work.
5. Are you ready for the test?	6. He is angry about the delay.
7. She is responsible for bookings.	8. I'm tired of waiting.
9. This one is similar to that.	10. She is married to a teacher.

Section D – Contextual cloze

1. at	2. in	3. of
4. about	5. from	6. for
7. of	8. for	9. about
10. at		

Unit 110 – Verb + Preposition

Section A – Choose the correct preposition

1. on	2. to	3. to
4. for	5. for	6. at
7. for	8. in	9. for
10. about	11. after	12. —

Section B – Fill in the blanks

1. for	2. on	3. to
4. to	5. for	6. in
7. about	8. for	9. —
10. from	11. in	12. after

Section C — Spot the error

1. It depends on the weather.	2. This belongs to the lab.
3. Listen to me carefully.	4. Wait for the light to change.
5. I'm looking for my keys.	6. She apologised for being late.
7. He succeeded in finding it.	8. I applied for the job.
9. They complained about the noise.	10. We discussed the plan.

Section D — Contextual cloze

1. on	2. for	3. for
4. about	5. for	6. after
7. for	8. in	9. to
10. —		

Unit 111 — Phrasal Verbs: Intransitive and Inseparable

Section A — Choose the correct phrasal verb

1. goes off	2. broke down
3. showed up	4. gets up
5. took off	6. looks after
7. look into	8. got over
9. ran into	10. deals with

Section B — Fill in the particle

1. down	2. up	3. up
4. off	5. after	6. into
7. over	8. into	9. with
10. on		

Section C — Spot the error

1. The car broke down.	2. She looks after the machines.
3. We'll look into the fault.	4. He got over the cold.
5. I ran into Ken.	6. Who deals with bookings?
7. Nobody showed up for the meeting.	8. Please carry on without me.
9. The alarm went off at midnight.	10. I came across an old photo.

Section D — Contextual cloze

1. down	2. up	3. into
4. across	5. with	6. on
7. over	8. after	9. up
10. off		

Unit 112 — Separable Phrasal Verbs

Section A — Rewrite with a pronoun

1. Turn it on.	2. Pick it up.	3. Write it down.
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4. Put them on.	5. Take them off.	6. Throw it away.
7. Fill it in.	8. Point it out.	9. Give it up.
10. Carry it out.		

Section B – Correct position

1. the light	2. her	3. it
4. your goggles	5. them	6. the old cable
7. it	8. the mistake	9. it
10. the test		

Section C – Spot the error

1. Turn it on.	2. Pick her up at six.	3. Write it down.
4. Throw them away.	5. Take them off.	6. Fill it in, please.
7. Point it out.	8. Give it up.	9. Put them on.
10. Carry it out.		

Section D – Contextual cloze

1. the lights	2. the parcel
3. the number	4. your goggles
5. your coat	6. the broken cable
7. the form	8. the fault
9. it	10. the test

Unit 113 – Phrasal Verbs in Daily Routines

Section A – Complete with the phrasal verb

1. get up	2. woke up
3. Take off	4. turn off
5. run out of	6. looking for
7. threw away	8. tidy up
9. put on	10. washed up

Section B – Fill in the particle

1. up	2. up	3. on
4. off	5. on	6. out
7. for	8. up	9. away
10. on	11. up	12. on

Section C – Spot the error

1. Turn it off, please.	2. Throw them away.
3. Wake her up at seven.	4. I'm looking for my keys.
5. We've run out of paper.	6. Put it on.
7. Take them off.	8. Tidy it up.
9. Switch them on.	10. correct

Section D – Contextual cloze

1. up	2. up	3. on
4. off	5. on	6. for
7. out	8. up	9. away

10. up		
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Unit 114 – Phrasal Verbs in Social Contexts

Section A – Complete with the phrasal verb

1. looks after	2. get on with
3. fell out	4. get together
5. put up with	6. takes after
7. found out	8. give up
9. made up	10. looks up to

Section B – Fill in the particle

1. after	2. on	3. out
4. together	5. up	6. to
7. after	8. out	9. up
10. to		

Section C – Spot the error

1. She looks after her brother.	2. I can't put up with it.
3. She looks up to her tutor.	4. I get on well with Ken.
5. They fell out with each other.	6. I look forward to seeing you.
7. correct	8. We get together on Fridays.
9. Don't give it up.	10. I found it out yesterday.

Section D – Contextual cloze

1. after	2. on	3. out
4. up	5. on	6. to
7. after	8. together	9. out
10. up		

Unit 115 – Phrasal Verbs: Review and Separation

Section A – Classify each phrasal verb

1. I	2. S	3. N
4. T	5. I	6. S
7. T	8. I	9. S
10. T		

Section B – Place the object

1. Turn it on.	2. Pick her up at six.	3. Look after it carefully.
4. Put up with it for now.	5. Write them down.	6. Give it up.
7. Find it out.	8. Get on with her.	9. Throw them away.
10. Look forward to it.		

Section C – Spot the error

1. Turn it on.	2. Pick her up at six.
3. She looks after it.	4. I can't put up with it.
5. Write them down.	6. Give it up.
7. Find it out.	8. I get on with her.
9. The printer broke down.	10. We ran out of it.

Section D – Contextual cloze

1. down	2. out	3. off
4. up	5. down	6. out
7. up	8. up	9. with
10. up		