

Oxford
Grammar 5
for Schools



Rachel Godfrey

All the grammar you need
for Cambridge English:
Preliminary for Schools

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Introduction

Oxford Grammar for Schools helps students develop a detailed understanding of grammar form and use in context, and inspires them to have fun with English through personalized activities, games and role play. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples, all of which are level-appropriate. The exercises build from controlled activities up to more communicative and productive skills-based activities. In each unit there are several speaking activities where students work with each other to use English with improved accuracy and confidence. The extended writing activities also encourage students to use language in realistic situations.

Each unit begins with a 'Can do' statement, which summarizes what students will be able to achieve on completion of the unit. At the end of each unit is a self-evaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation.









At the end of the book there are nine pages of extra information for the information gap activities, a reference section containing form tables, and an irregular verb list.

Students can use the *Oxford Grammar for Schools* series in class with any coursebook to support and reinforce their grammar study. The Teacher's Book includes all the answers and audio scripts. There are also photocopiable tests for every Student's Book unit, and two review tests which can be used at the end of school terms or at any other appropriate time.

Student's DVD-ROM

The Student's DVD-ROM includes all the exercises in the Student's Book, as well as all the audio recordings for the listening and pronunciation activities. Students can access extra scored interactive activities, giving them motivating additional practice for homework. These can be printed. The teacher can also use the DVD-ROM on an interactive whiteboard in class.

Key to the symbols

 0.0 (= 0.0 track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	Introductory exercise
	Moderately challenging exercise
	Most challenging exercise

A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.

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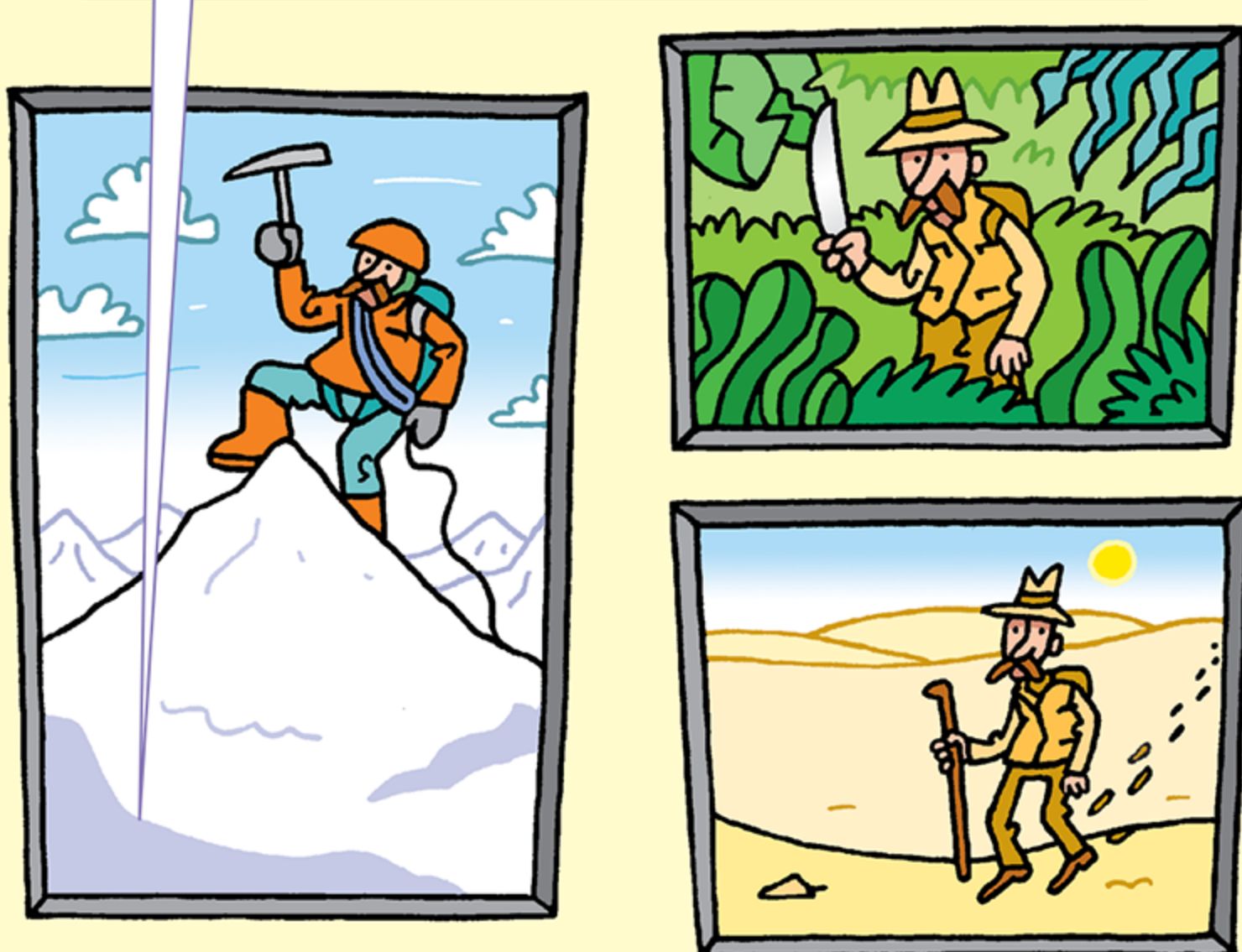
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1 Countable and uncountable nouns; articles

I can use countable and uncountable nouns; I can use articles.

Countable and uncountable nouns

My uncle's **an** explorer. He's climbed **Mount Everest**, crossed the **Gobi Desert**, ridden across the **USA** on a motorbike and travelled across **Africa** in a hot air balloon but he's never sailed any of the lakes or seas of the world.



Why not?

He hates water!



We use countable nouns to talk about things (people, animals, objects, ideas, events) which we can count.

Countable nouns have singular and plural forms.
friend → *friends* *class* → *classes* *family* → *families*
tomato → *tomatoes* *wife* → *wives*

There are some irregular plural forms.
man → *men* *woman* → *women* *child* → *children*
person → *people* *foot* → *feet* *tooth* → *teeth*
sheep → *sheep* *mouse* → *mice* *goose* → *geese*
radio → *radios*

We use uncountable nouns to talk about substances and forces which can't be counted: *rice*, *water*, *weather*, *electricity*, *space*.

This includes many

- foods and liquids: *cheese*, *meat*, *butter*, *sugar*, *milk*, *juice*
- man-made and natural materials: *glass*, *glue*, *wood*, *blood*, *mud*, *oxygen*
- general ideas: *wealth*, *information*, *beauty*, *advice*, *money*
- grouping words: *furniture*, *traffic*, *accommodation*, *news*
- feelings: *happiness*, *sadness*, *confusion*

Uncountable nouns don't have plural forms. We can often use a countable noun + **of** before them to express quantity.



a drop
of water



a slice
of cheese



a block
of ice



a jar
of jam

Some more examples include: *a kilo of rice*, *a piece of information*, *a feeling of sadness*.

Some nouns can be countable or uncountable, with different meanings.

- Put **newspaper** on the floor. (= material, U)
Can you get me a **newspaper**? (= object, C)
Sorry, we haven't got **time** for lunch. (= general idea, U)
Ring the bell three **times** (= event, action, C)
Plants need **light** and **water**. (= natural force, U)
How many **lights** have you got in your bedroom? (= object, C)
You've got **apple juice** on your shirt. (= liquid, U)
Would you like an **apple juice**? (= a glass of apple juice, C)

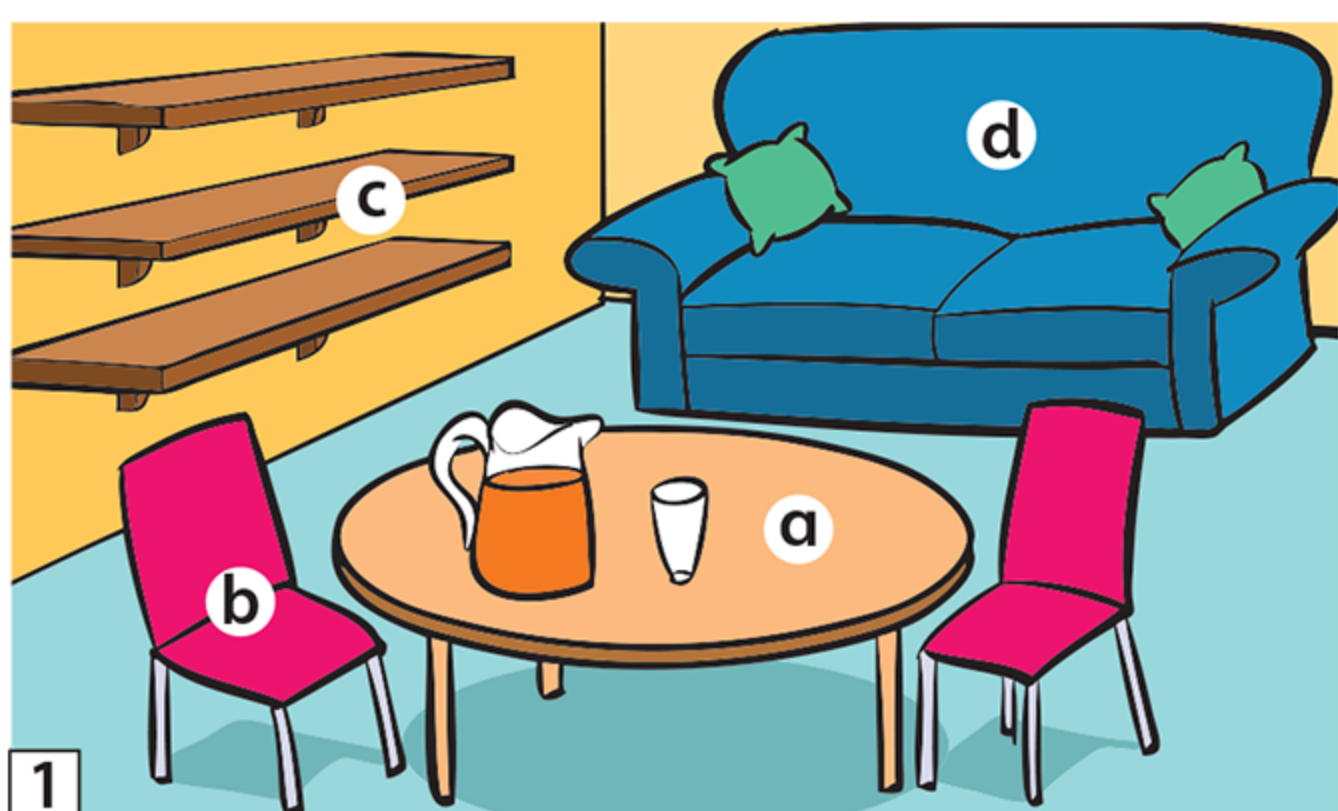
Other nouns which can be uncountable or countable include *business*, *exercise*, *experience*, *glass*, *hair*, *iron*, *life*, *noise*, *sport*.

* 1 Are the underlined nouns countable (C) or uncountable (U)?

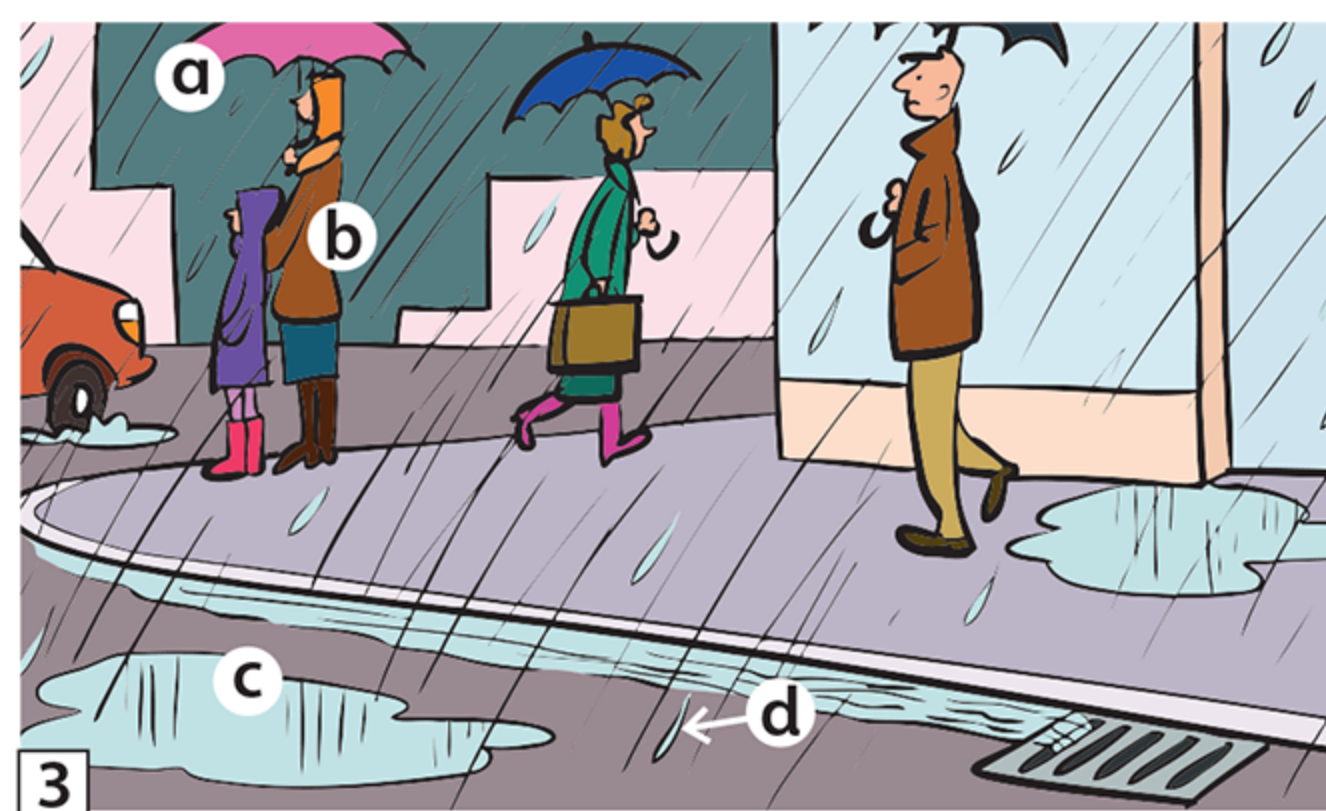
- ▶ I've got a good idea! c
- ▶ Was the weather good? u
- 1 Have you got an umbrella? ____
- 2 Where are the keys? ____
- 3 It takes time to learn a language. ____
- 4 We need 300 grams of sugar. ____
- 5 Is it made of glass? ____
- 6 He's phoned them six times. ____
- 7 Look at the people over there. ____
- 8 There's mud on the floor. ____
- 9 What are your hopes for the future? ____
- 10 Could I have a glass of water? ____

* 2 Work in pairs. Label the pictures with the words in the box. Use *a, an* or a number with the countable nouns. Use a plural form where necessary. Numbers 1–4 are vocabulary topics.

bus car chair boy drop of rain furniture people lorry man motorbike
puddle girl weather raincoat sofa shelf table transport umbrella woman



- 1 furniture
a a table
b two chairs
c _____
d _____
- 2 _____
a _____
b _____
c _____
d _____



- 3 _____
a _____
b _____
c _____
d _____
- 4 _____
a _____
b _____
c _____
d _____



* 3 GAME Vocabulary mind map game. Work in teams.

How many countable nouns can you think of for these topics? You have five minutes!



money education music water



* 4 1.1 Circle the correct option. Then listen and check.

- ▶ There were ten mouses / mice.
- 1 Could I have two box / boxes of matches?
- 2 It's / They're good news! We won!
- 3 His feet was / were very dirty.
- 4 The rings are made of golds / gold.
- 5 Kindness is / are important.
- 6 Six vanilla ice-cream / ice-creams, please.
- 7 You can read a newspaper / newspaper while I get the drinks.
- 8 I'd like a bedroom with more space / spaces. It's very small.

* 5 Circle the two correct words in each line.

- ▶ a slice / piece / drop of cake
- 1 a bit / piece / litre of information
- 2 a spoonful / slice / bag of sugar
- 3 a drop / bottle / piece of water
- 4 a block of cheese / milk / wood
- 5 a feeling of sadness / oxygen / excitement
- 6 a jar of honey / jam / energy
- 7 a packet of crisps / juice / biscuits
- 8 a carton / packet / box of eggs

A, an, some, any, the, no article

A and **an** are indefinite articles. We use them when it is not important which particular noun or nouns we're talking about. We use **any** instead of **some** in negative sentences and some questions.

<i>a / an + singular countable nouns</i>	<i>some / any + plural countable nouns</i>	<i>some / any + uncountable nouns</i>
I'll get a bowl of rice. I'd like an orange , please.	I'll get some bowls of rice. I'd like some oranges , please. There aren't any trees .	I'll get some rice . I'd like some orange juice , please. Is there any space ?

We usually use **some**, not **any**, in polite requests and offers.
*Could I have / Would you like **some** crisps?*

We use **the** with countable and uncountable nouns when it is important or clear which thing, things, person or people we are talking about. This can be because we have already talked about them before.
*We saw **some green birds** and **some brown birds**.
The green birds were beautiful.*

We also use **the** when there is information afterwards to identify the noun.
*I'd like **the oranges that are in your bag**.
Ankara is **the capital city of Turkey**.*

We use **the** when the noun is the only one in the world or in the place where we are.
*I saw it on **the internet**.
Let's ask **the teacher**.*

We also use **the** with musical instruments.
*He plays **the piano/the drums/the violin**.*

We use **the** with names of rivers, seas, mountain ranges, deserts and groups of islands or states.
*It's a photo of **the Amazon/the Pacific Ocean/the Andes /the Sahara/the Canaries/the United Arab Emirates**.*

We use **no article** with plural countable nouns and uncountable nouns when we are talking in general.
*He likes **books and films**.
Bread is made of **flour, water, yeast and salt**.*

We use **no article** before colours, sports, activities and meals.
*Let's have **breakfast**.
I don't like **yellow**.*

We use **no article** before countries, mountains, lakes, islands and continents.
*This is **Canada/Mount Fuji/Lake Geneva/Madagascar/Asia** (but **The USA/The UK**).*

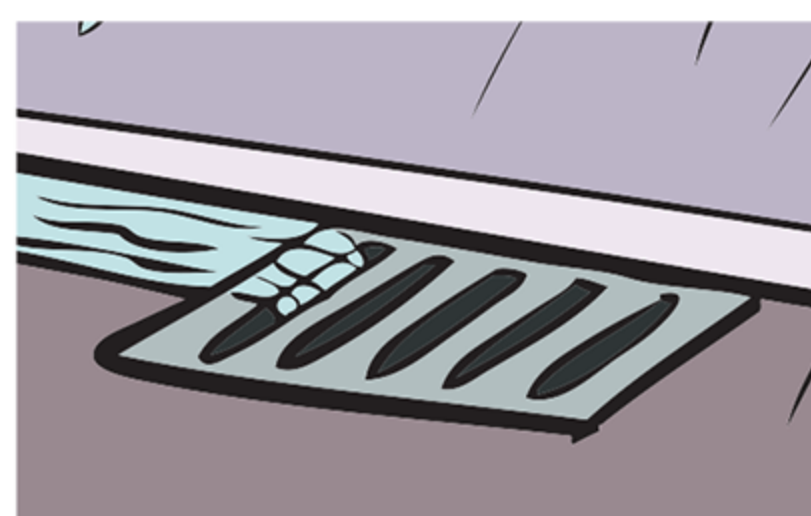
We also use **no article** before places when the function of the place is more important than the building. When the building is more important we use an article.
*Ted's at **school**. (= the place where you have lessons)
The school's on fire! (= the building itself)*

This rule also applies to *prison, hospital and university*.
*My brother's in **hospital** for an operation.
The bus stops at **the hospital**.*

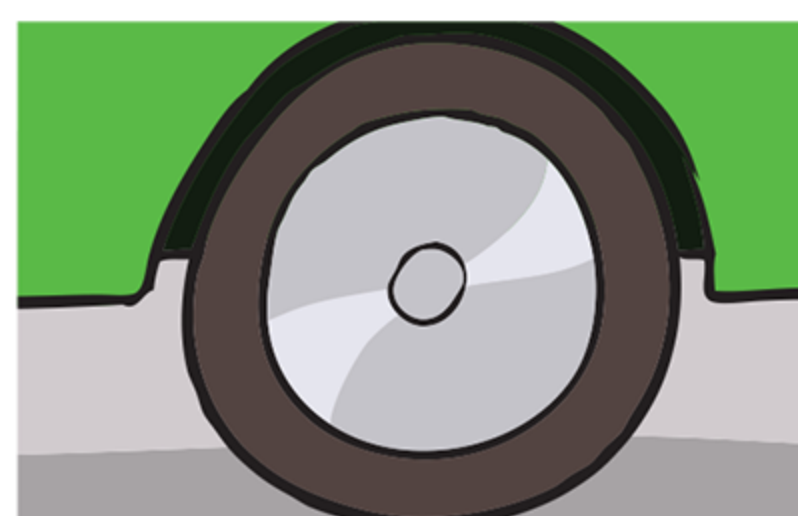
* 6 Look at the pictures and write *a, an* or *some*.



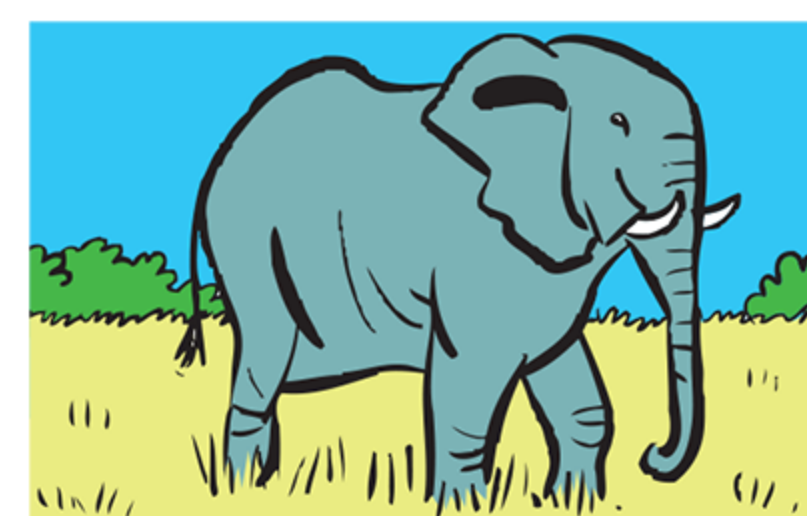
▶ some orange juice



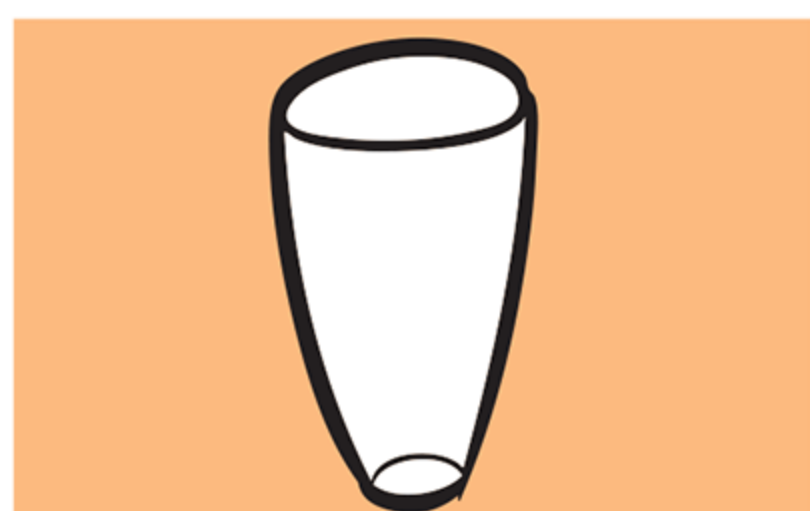
2 _____ water



4 _____ wheel



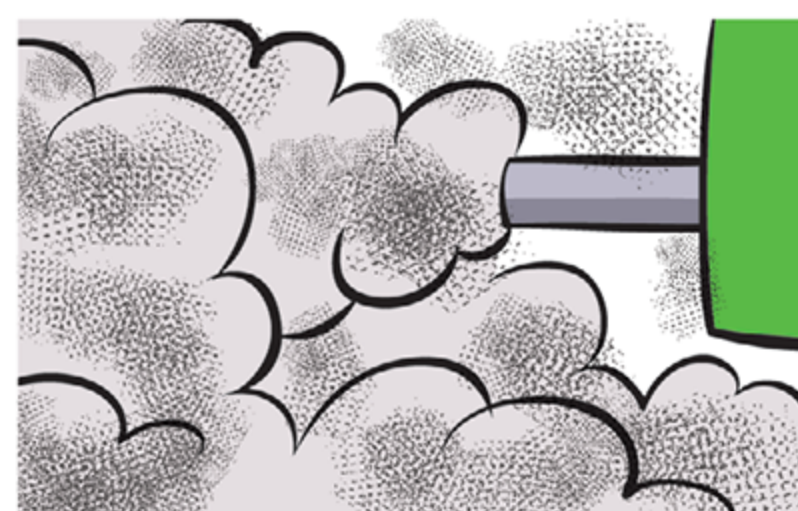
6 _____ elephant



1 _____ glass



3 _____ people



5 _____ pollution



7 _____ plants

* 7 **1.2** Listen to these sentences. How is *the* pronounced? Is it /ði:/ or /ðə/? Circle the pronunciation you hear. Answer the question, then listen again and repeat.

1 *She had the tickets.* a /ði:/ b /ðə/

2 *We saw the elephants.* a /ði:/ b /ðə/

3 *I washed the uniform.* a /ði:/ b /ðə/

4 *He's selling the MP3 players.* a /ði:/ b /ðə/

5 When do we always pronounce *the* as /ði:/?
a before a vowel sound
b before a vowel letter

* 8 **1.3** What do the speakers say? Listen and tick ✓ a or b.

▶ a I found a ring.
b I found some rings.

1 a I can see a plane.
b I can see the plane.

2 a He made chairs.
b He made the chairs.

3 a We've got an idea.
b We've got some ideas.

4 a Those are eggs.
b Those are the eggs.

5 a Open the window.
b Open a window.

6 a It's the university.
b It's a university.

7 a It was the hour before bedtime.
b It was an hour before bedtime.

* 9 **1.4** Complete the conversations with *a, an, the, any* or *some*. Then listen and check.

▶ 'I bought some magazines for you.'
'Thanks. Where are they?'
'In the living room.'

1 'Can I have _____ piece of toast with _____ butter, please?'
'Yes, of course.'
'Is there _____ jam?'
'No, I'm afraid not. Do you want _____ apple?'
'No, thanks.'

2 'What's that? Is it _____ pen?'
'No, it's _____ torch I told you about.'

3 'I can see _____ butterflies.'
'Where?'
'Over there, by _____ trees.'

4 'Did you have _____ swimming lesson today?'
'No, because there was _____ problem with _____ water.'

5 'We need _____ sugar for this dessert.'
'Do we need a lot?'
'No, just _____ spoonful of brown sugar.'

6 'Look, I got _____ new plates. Do you like _____ design?'
'Yes. I like _____ little blue flowers in _____ middle.'
'Me too. Unfortunately there weren't _____ cups or bowls in the same style.'

*10 Complete the sentences with *the* or – (no article).

▶ They're skiing in the Alps.
1 I'd like to speak to _____ manager.
2 I don't usually like _____ tomatoes but I like _____ tomatoes my grandfather grows.
3 These two colours make _____ blue.
4 It lives in _____ Mediterranean Sea.
5 Can you play _____ piano?
6 It's made of _____ butter and _____ oil.
7 What time do you have _____ lunch?
8 Look at _____ moon!
9 She comes from _____ Philippines.
10 They had _____ fun yesterday.

*11 **1.5** Work in small groups. Look at the photo and write the answers to the questions. Guess if you don't know. Then listen and check.



▶ Which continent is it?
South America X

1 Which continent is it?

2 Which country is it?

3 What's in the big pots?

4 What are the men going to do next?

*12 **1.5** Turn to page 180. Complete the audio script with *a, an, the, some* or – (no article). Then listen again and check.

*13 **GAME** Play in groups. Write one word for each letter of the alphabet. Words must be from one of these categories. Use an article where necessary. Which team can finish first?

Race 1	<i>a food</i> <i>a river, sea or desert</i> <i>a group of mountains</i> <i>a country</i>	Race 2	<i>a colour</i> <i>a man-made substance or material</i> <i>a group of islands or states</i>	Race 3	<i>a natural substance or material</i> <i>a lake, island or continent</i> <i>a job</i> <i>a drink</i>
---------------	---	---------------	---	---------------	--

Race 1: A – the Andes, B – bread, C – Chile, D – ...

*14 Complete the questionnaire. Then compare your opinions in small groups.

What do YOU think?

Decide if these things are:
Very important ✓✓ Important ✓ Not important ✗

love good health money
 fashion friends education
 physical exercise the environment cars
 the internet food and drink the sea
 fun and laughter computers music books
 a special person a special place a sport or other activity

Who? Where? What?

Very important ✓✓ Important ✓ Not important ✗

good health money
 friends education
 the environment

What's important in life?
What do you think?

I think good health is important, and education. Money's not important.

But money's very important for food and drink, for good health.

*15 Choose three or four things, people or places, and write about why they are important to you. Use the nouns from exercise 14 or your own ideas.

WHAT'S IMPORTANT IN MY LIFE?

Friends, good health, music and football are very important to me.

I have three good friends at school and other friends at the music club that I go to. They are important to me for different reasons.

My friend Sidney is a ...

Self-evaluation Rate your progress.

😊 😊😊 😊😊😊

1			
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2 Quantifiers

I can describe quantity; I can talk about problems of quantity.

(Not) much, (not) many, several, lots, a lot of, (a) few, (a) little



We often use **some** and **any** with countable and uncountable nouns, but when we want to give more information about quantities, we use other quantifiers.

uncountable nouns

much a little/a bit of little/not much

uncountable nouns and plural countable nouns

lots of/a lot of no

plural countable nouns

many a couple of several
few/not many a few

In questions about quantity we use **much** and **many**.
*Were there **many** people at the park?*
*How **much** time do we have?*

We also use **much** and **many** in negative sentences.
*There **aren't many** cups.*
*I **don't need much** time.*

To talk about very large quantities we use **a lot of/ lots of + noun** (countable or uncountable).
*There were **lots of/a lot of** people at the park.*
*We've got **lots of/a lot of** time.*

We can use **a lot** on its own.
*350 people? That's **a lot**!*

To talk about quite large numbers – about three or four – we can use **several + countable noun**.
***Several** people want to buy this house.*
*I've spoken to Jim **several** times.*

To talk about small quantities we can use **a couple of + countable noun** and **a bit of + uncountable noun**.
*We need **a couple of** plates. (= two)*
*There's **a bit of** water on the floor. (= a small amount)*

We can also use **(a) little** and **(a) few**.

A few and **a little** have a positive meaning.
*It's OK. We still have **a little** water.*
*Are you hungry? I think I have **a few** biscuits in my bag.*

Few and **little** (without **a**) have a negative meaning.
*I'm afraid I've made **little** progress this afternoon.*
*They planted a lot of seeds but **few** plants grew.*

*** 1 Complete the description with the quantifiers in the box.**

several a couple of a few

▶ We've got several bottles, a few glasses and a couple of spoons.

many several much

1 We had _____ pots of paint but didn't have _____ paintbrushes and we didn't have _____ paper.

a little a lot of several a few

2 Only _____ people came to the meeting, but we only had _____ space because there was _____ furniture and _____ large boxes in the room.

a lot of much a couple of a bit of

3 We've got _____ tomato sauce, _____ green peppers and _____ mushrooms but we haven't got _____ cheese.

*** 2 2.1 Circle the correct options to complete the conversation. Then listen and check.**

Ben: How was your concert, Jason?

Did ▶ many / much people come?

Jason: No. ¹Many / Lots of people asked about tickets, but on the night very ²a few / few people came. It was disappointing.

Ben: What a shame. You spent ³much / a lot of time practising, didn't you?

Jason: Yes, but we had ⁴no / a little time to practise with Leo, our new violinist. On the positive side, Leo was fantastic. He hasn't played in public ⁵a few / many times, but he was brilliant! ⁶A couple of / Few people from the local newspaper wanted to talk to him afterwards.

Ben: Great! ⁷A little / Little publicity would be a good thing, you know.

*** 3 What's different? Work in pairs. Student A turn to page 180. Student B turn to page 183. Can you find eight more differences in three minutes?**



In my picture there's a lot of shampoo.

In my picture there isn't much shampoo.

*** 4 GAME What do you need? Discuss the questions in pairs, using quantifiers, the words in the box and your own ideas.**

bread butter a cloth eggs flour fruit
gift wrap glue matches paper ribbon
salt scissors soap sticky tape string sugar
tennis balls tennis rackets water wood

What do you need ...

... to play tennis?

... to make a picnic for 20 people?

... to wash a very dirty car?

... to make a cake?

... to build and light a fire?

... to wrap a present?

... to make your favourite drink?

To play tennis, you need a couple of tennis rackets and lots of tennis balls.

*** 5 Write about three more activities and what you need to do them. Use quantifiers. Keep your activities secret.**



To catch a fish, you need a fishing line and a bit of meat or cheese.

*** 6 GAME Work in a group. Read out the things you need for your activities in exercise 5. Can the others guess the activities?**

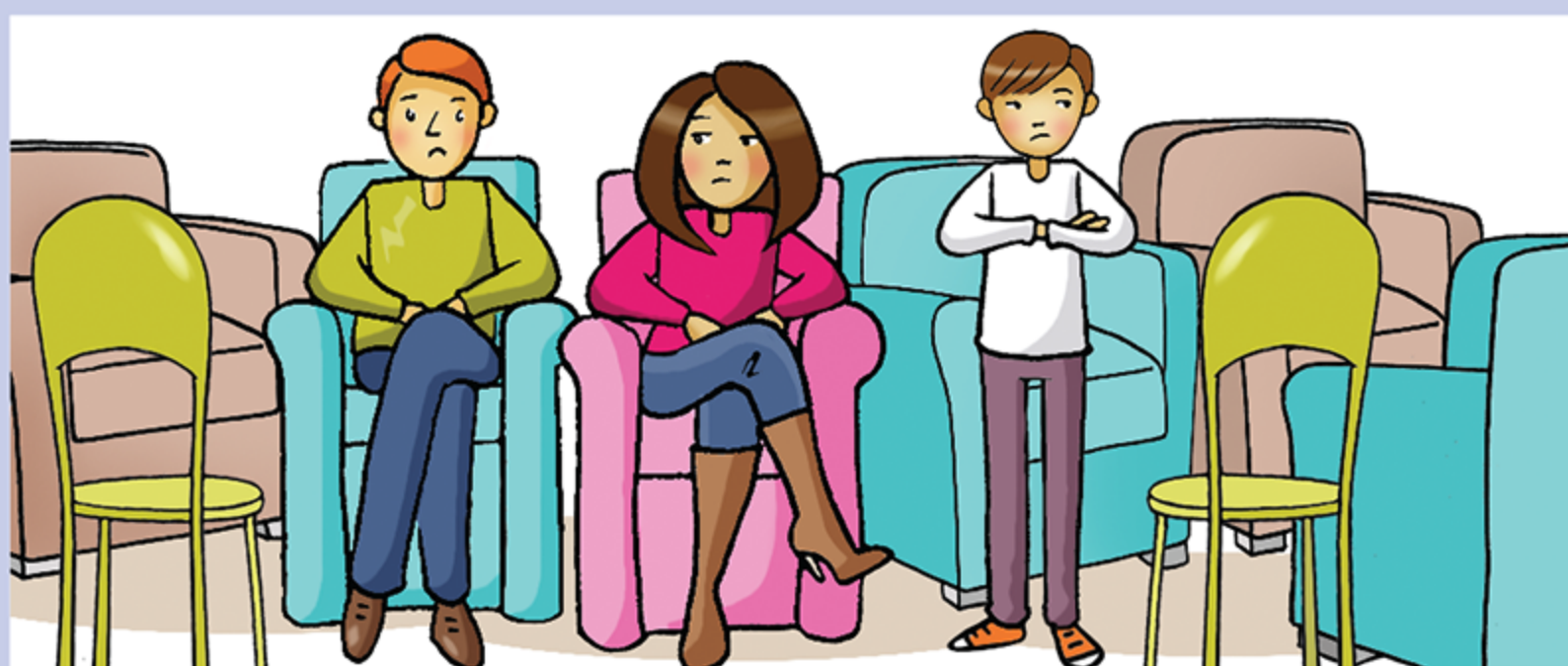
For my first activity, you need a bucket, a special line and a bit of meat or cheese.

Is it fishing?

Yes, that's right!

Too much, too many, enough/not enough

We use **too much**, **too many** and **not enough** to talk and ask about problems of quantity.



There are **too many** chairs.



There are **enough** chairs.



There aren't **enough** chairs.

We can use them without a noun when the meaning is clear.

*I can't eat all this food! I think I've taken **too much**.
The food's nearly all gone. We haven't got **enough**!*

+++ ☹️ **too many + plural countable noun**

You ask **too many** questions!

+++ ☹️ **too much + uncountable noun**

There's **too much** water in the bath.

✓ ☺️ **enough + plural countable or uncountable noun and questions**

I've got **enough** space.
Have you got **enough** batteries?
Are there **enough** books?

--- ☹️ **not enough + plural countable noun or uncountable noun**

I haven't had **enough** breakfast.
He hasn't bought **enough** apples.

We pronounce **enough** as /ɪ'nʌf/.

We often use **for** + noun or pronoun after **enough**.
*There's enough food **for** them.*

We can also add a **to**-infinitive to **enough** to add more information.
*I haven't got enough money **to buy** it now.*

We can combine **enough** + noun + **for** + pronoun + **to** + infinitive.

*There won't be **enough** time **for** us **to have** lunch.
There are **enough** chairs **for** everyone **to sit** down.*

We can also use **too** and **enough** with adjectives.
*It's **too** cold! It's not **big enough**!*

* 7 2.2 Listen. What are they talking about?

Match speakers 1–6 to a–f.

- a a holiday 1
- b a bag _____
- c a restaurant _____
- d an ice-cream _____
- e a plane journey _____
- f a film _____

* 8 2.2 Listen again. Is each person happy or unhappy? Draw ☺️ or ☹️.

- 1 ☹️ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

* 9 2.3 Circle the correct option. Then listen and check.

- ▶ There are too many / much programs on this computer.
- 1 Have you got **enough** / **too much** rice, or would you like some more?
- 2 There isn't **sugar enough** / **enough sugar** to make a cake.
- 3 He's got **too much** / **many** spare time!
- 4 Is there enough hot water **for** / **to me for** / **to** have a bath?
- 5 We don't need any more paper. We've got **enough** / **enough paper**.
- 6 Don't eat any more biscuits. You've already had **too many biscuits** / **too many**.

***10** Complete the sentences with *too much*, *too many* or *enough*.

- ▶ You've got too many clothes. You never wear them!
- 1 There were _____ people in the room. It felt very crowded.
- 2 Are we going to have _____ time? It's getting late.
- 3 There aren't _____ books, I'm afraid. You'll have to share.
- 4 I've eaten _____ chocolate! I feel ill!
- 5 You've put _____ things in this suitcase. I can't close it.
- 6 You can make a skirt with this material, but there isn't _____ for a dress.

***11** Add *for* or *to* to these sentences.

- ▶ I hope we've got enough paint for this wall.
- 1 Is there enough room _____ my bag?
- 2 There are enough chairs _____ ten people.
- 3 There isn't enough ink _____ print that.
- 4 We haven't got enough time _____ go to the shops and the museum.
- 5 I'm sorry, but I haven't got enough _____ you.
- 6 There wasn't enough light _____ me _____ see the words on the page.

***12**  **How should your school spend some money? Read the task instructions.**

- 1 Your school has just won £2,000 in prize money. They want to know what students think about how they should use the money.
- 2 Look at the options in the table. Make your own decision, then talk in pairs. Work with two other pairs and reach a decision as a group.

I think the school should buy some new computers with the money.

How many? Just a couple or a lot?

Maybe four.

Ten computers ... That's £1,000 - too much money, I think.

option	cost	your decision	your pair's decision	your group's decision
Pay for improvements to the school grounds – more benches, trees and flowers	£100–£2000	Yes or no? What things? How much? £ _____		
Buy new computers for the school	£250 for one computer	Yes or no? How many computers? £ _____		
Buy new sports equipment for the school	£300–£2000	Yes or no? How much? £ _____		
Invite a famous person to come and speak to the school	£500	Yes or no? Who? £ _____		
Organize a trip for 40 pupils to a national sporting event	£1000	£ _____		
Organize a trip for two pupils to an international sporting event	£2000	£ _____		
Save some money for next year	???	Yes or no? How much? £ _____		
Another idea		£ _____		
Total cost		£ _____	£ _____	£ _____

***13** Read the questionnaire and complete it with the words below.

lots of a bit little many any a few couple a lot
too much too many enough how much how many

What's right for you?

We're all different. Some people love being with people and they need **lots of** friends. For them, ten friends isn't ¹_____. Other people don't need ²_____ good friends – just two or three. For them, ten friends is ³_____.

Tick ✓ the best answers for you then compare your answers with ⁴_____ different friends. You'll be surprised at how different your answers are!

- 1** Friends – ⁵_____ do you need?
More than 50. A few – three or four.
About fifteen. A ⁶_____ of really good friends.
- 2** Sleep – ⁷_____ do you need a night?
Nine hours. Eight hours.
Seven hours. Six hours.
- 3** Time alone, but not asleep – is it important to you?
Yes, I need ⁸_____ – about two hours a day.
I need ⁹_____ – about an hour a day.
No. I need very ¹⁰_____ – about half an hour a day, or less.
- 4** Chocolate – how much do you eat a day?
¹¹_____! I must try to stop.
A bit, but not much. I don't eat ¹²_____.

***14** **2.4** Read the questionnaire again. Listen to two people talking about their answers. Write F for Frank and A for Alison.

- ▶ Who needs a lot of friends? F 2 Who needs a lot of time on his/her own every day? ____
1 Who doesn't need much sleep? ____ 3 Who eats some chocolate every day? ____

***15** Tick ✓ your own answers to the questionnaire. Then talk about your answers in small groups.

How many friends do you need?

A couple of good friends is enough for me.

Really? I need more than 50.

More than 50! That's a lot!

***16** Write about the city, town or village where you live. Do you have enough of these things, too much, or too many? Add your own ideas.

shops markets pollution buses parks
cinemas tourists parking spaces trees flowers

MY TOWN

There are lots of good things about my town. We have a lot of different shops and a couple of excellent markets, too. I can't say that we have a lot of green spaces because we don't get much rain here, but there are several nice parks where people can relax.

Self-evaluation Rate your progress.

1			
2			
3			
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15			
16			

3 Pronouns

I can use reflexive, emphatic and indefinite pronouns.

Reflexive and emphatic pronouns

Reflexive and emphatic pronouns have the same form.

Subject pronoun	Object pronoun	Reflexive/emphatic pronoun
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

We use a reflexive pronoun after a verb when the subject and object of the sentence are the same.

Subject	Verb	Reflexive pronoun	(Object)
I	cut	myself.	
We	taught	ourselves	Italian.

We can use reflexive pronouns after these verbs: *cut, hurt, burn, introduce, teach, tell, make, force, watch, see, surprise.*

*May I introduce **myself**? I'm Mary Roberts.*

*They were tired after the long flight but they forced **themselves** to stay up late.*

We don't use reflexive pronouns after these verbs: *decide, concentrate, wake up, stand up, rest, relax, hurry.*

We can use an emphatic pronoun after the object of a noun to mean 'without help'.

Subject	Verb	Object	Emphatic pronoun
He	made	that giraffe	himself.
They	grew	the flowers	themselves.

We can use emphatic pronouns with this meaning after these verbs: *make, write, design, cook, grow, paint, fix, invent.*

*George grew those flowers **himself**.*

*We managed to fix the computer **ourselves**.*



We can also use an emphatic pronoun after a noun or pronoun, to mean 'this person or thing and no other one'.

*She **herself** said she had made a mistake.*

*I spoke to the director **himself**.*

We use reflexive pronouns after some verb + adjective preposition combinations.

***You** should be proud of **yourself**.*

***Jason** never believed in **himself**.*

However, we use object pronouns, not reflexive pronouns, after prepositions of place.

*I heard a noise **behind me**.*

***We** noticed someone standing **near us**.*

There are some idioms with reflexive pronouns.

*I'm sure they will **behave themselves**! (= be good)*

***Enjoy yourself**! (= have fun)*

***Make yourself at home**. (= behave as if this was your home)*

***Help yourself to hot drinks**. (= take as many as you want)*

*I went to the cinema **by myself**. (= alone)*

*** 1 Complete the sentences with the correct subject pronoun.**

- ▶ It switched itself off.
- 1 _____ can teach himself.
- 2 Are _____ proud of themselves?
- 3 _____ introduced ourselves.
- 4 _____ must look after yourselves.
- 5 _____ was by itself.
- 6 _____ hurt herself.
- 7 Can _____ see yourself in this photo?
- 8 _____ fixed the computer myself.

*** 2 3.1 Listen to the stress in sentences a–g and answer questions 1 and 2. Then listen again and repeat.**

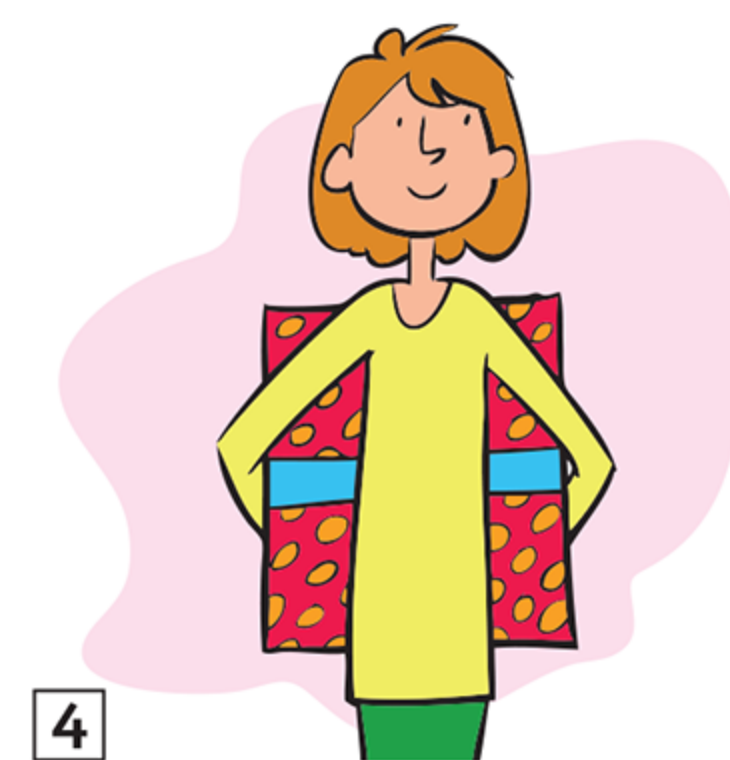
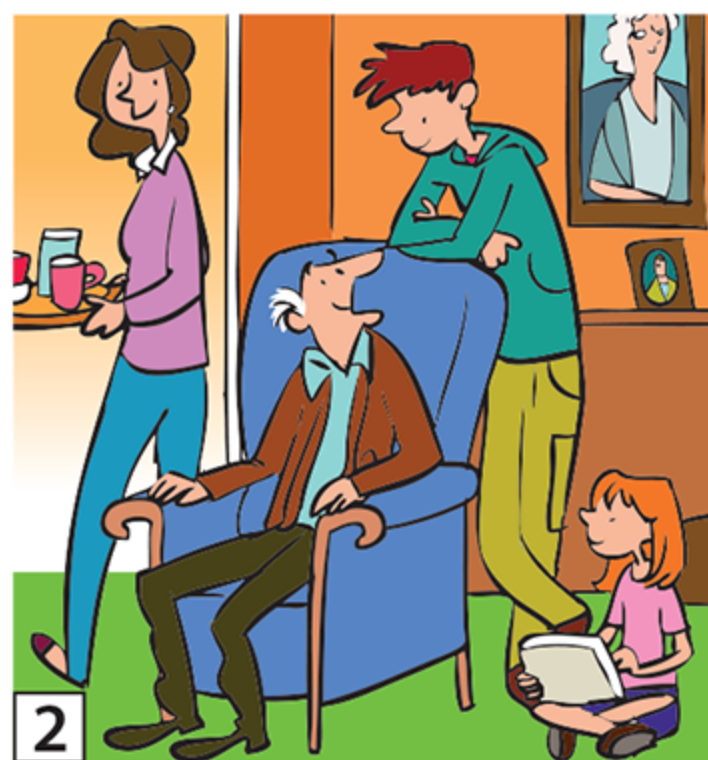
- a She's enjoying herself.
- b I've hurt myself.
- c We filmed ourselves.
- d Did you make that yourself?
- e They invented it themselves.
- f The book itself is good but I didn't like the film.
- g I spoke to the manager himself.

- 1 Do we stress the reflexive pronouns in sentences a–c? **Yes / No**
- 2 Do we stress the emphatic pronouns in sentences d–g? **Yes / No**

*** 3 3.2 Write the idioms with reflexive pronouns. Then listen, check and repeat.**

- ▶ yourself / you / enjoy / did
Did you enjoy yourself _____?
- 1 to / yourself / a cake / help
_____.
- 2 by / was / himself / he
_____.
- 3 make / at home / yourselves
_____!
- 4 are / they / themselves / behaving
_____?

*** 4 Circle the correct option.**



- ▶ The children liked seeing **them** / **themselves** in the mirrors.
- 1 She decorated **herself** the cake / **the cake herself**.
- 2 He likes having his family near **him** / **himself**.
- 3 We watched **us** / **ourselves** on TV.
- 4 She was holding a big box behind **herself** / **her**.
- 5 He isn't enjoying **him** / **himself** today.

*** 5 Cover the sentences in exercise 4. Look at the pictures. How many sentences can you remember?**

*** 6 Complete the sentences with the correct reflexive or emphatic pronouns.**

- ▶ She introduced herself to me.
- 1 I surprised _____ by getting all the answers correct.
- 2 Did Billy behave _____?
- 3 We made this _____.
- 4 My sister hurt _____ at the park.
- 5 The cat saw _____ in the glass.
- 6 Help _____ to biscuits, Mary!
- 7 The children went to the shops by _____.
- 8 The restaurant was nice but the food _____ wasn't very good.

Indefinite pronouns

We use indefinite pronouns when we talk about people, things and places without using their name.
Someone helped me at the station. (= I don't know his/her name.)

He lives somewhere in Australia. (= I don't know exactly where.)

I didn't eat anything yesterday. (= I ate no food.)

Did you see anyone? (= It doesn't matter who.)

We use indefinite pronouns with **some-** in affirmative sentences, and indefinite pronouns with **any-** in questions and negatives.

However, we can use **some-** in questions if we are making a request or an offer.

Can I have something else?

Would you like someone to help you?

	Affirmative	Questions Negatives
A person/ people	someone/ somebody	anyone/ anybody
A thing/ things	something	anything
A place/ places	somewhere	anywhere

We often use adjectives after indefinite pronouns with **some-** and **any-**.

I'd like to live somewhere hot.

Are you doing anything special this weekend?

We can also use **for** + noun, **to** + the infinitive or a defining relative clause after indefinite pronouns with **some-** and **any-**.

We haven't got anything for Beth.

Let's find somewhere to eat.

I can't see anyone I know.

We use indefinite pronouns with **every-** and **no-** to mean *all* and *none*. We use them with a singular verb.

Everyone has gone home. (= all the people)

We saw nothing. (= We didn't see anything.)

Everywhere is closed. (= all places)

I've looked everywhere. (= in all places)

	Meaning 'all'	Meaning 'no' / none'
People	everyone/ everybody	nobody/no one
Things	everything	nothing
Places	everywhere	nowhere

We often use **else** (= other, more) after indefinite pronouns.

Jack's still here, but everyone else has gone home.

(= all the other people have gone)

'Would you like anything else?' 'No, that's all, thanks.'

*7 Tick ✓ the correct indefinite pronoun.

- ▶ Have you found anything?
a anything b everywhere
- 1 I didn't break _____.
a somewhere b anything
- 2 You won't see this _____ else.
a someone b anywhere
- 3 Let's tell _____ our news!
a anybody b everybody
- 4 I'd like to buy _____ for Sally.
a something b anything
- 5 _____ else knows – just you and me.
a Everyone b No one
- 6 Put the money _____ safe.
a somewhere b something

*8 3.3 Listen. Are the underlined vowel sounds the same (S) or different (D)? Listen again and repeat.

- ▶ Nowhere's open. (S) / D
- 1 I can see someone. S / D
- 2 Someone's up there! S / D
- 3 He said something funny. S / D
- 4 He said something wrong. S / D
- 5 There's nothing on the bed. S / D
- 6 There's nothing under the bed. S / D
- 7 Did you catch anything? S / D
- 8 Did you get anything? S / D