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

<table>
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<td>Most challenging exercise</td>
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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.
| 1 | Countable and uncountable nouns; articles | Countable and uncountable nouns Articles: a/an/some/any/the/no article | 6 |
| 2 | Quantifiers | (Not) much, (not) many, several, lots, a lot of, (a) few, (a) little Too much, too many, (not) enough | 11 |
| 3 | Pronouns | Reflexive and emphatic pronouns: myself, etc. Indefinite pronouns: someone, everywhere, etc. | 16 |

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| 10 | Reporting verbs + object + the infinitive | Common reporting verbs; reporting a request; reporting an order | 61 |
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Countable and uncountable nouns

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
- Have you got an umbrella? C
- Where are the keys? U
- It takes time to learn a language. U
- We need 300 grams of sugar. C

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.

- furniture
  a. a table
  b. two chairs
  c. 
  d. 

- 
  a. 
  b. 
  c. 
  d. 

- 
  a. 
  b. 
  c. 
  d. 

- 
  a. 
  b. 
  c. 
  d. 

3. 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.
- Could I have two box / boxes of matches?
- It's / They're good news! We won!
- His feet was / were very dirty.
- The rings are made of golds / gold.
- Kindness is / are important.
- Six vanilla ice-cream / ice-creams, please.
- You can read a newspaper / newspaper while I get the drinks.
- 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
- a bit / piece / litre of information
- a spoonful / slice / bag of sugar
- a drop / bottle / piece of water
- a block of cheese / milk / wood
- a feeling of sadness / oxygen / excitement
- a jar of honey / jam / energy
- a packet of crisps / juice / biscuits
- 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.

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

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.

1 ______ glass
2 ______ water
3 ______ people
4 ______ wheel
5 ______ pollution
6 ______ elephant

________ orange juice
7. Listen to these sentences. How is the pronounced? Is it /ɔi:/ or /əʊ/? Circle the pronunciation you hear. Answer the question, then listen again and repeat.

1. She had the tickets.
   a /ɔi:/ b /əʊ/
2. We saw the elephants.
   a /ɔi:/ b /əʊ/
3. I washed the uniform.
   a /ɔi:/ b /əʊ/
4. He's selling the MP3 players.
   a /ɔi:/ b /əʊ/
5. When do we always pronounce the as /ɔi:??
   a before a vowel sound
   b before a vowel letter

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

   a I found a ring. ✓
   b I found some rings. ☐
   a I can see a plane. ☐
   b I can see the plane. ◐
   a He made chairs. ☐
   b He made the chairs. ◐
   a We've got an idea. ☐
   b We've got some ideas. ◐
   a Those are eggs. ◐
   b Those are the eggs. ☐
   a Open the window. ◐
   b Open a window. ☐
   a It's the university. ◐
   b It's a university. ☐
   a It was the hour before bedtime. ☐
   b It was an hour before bedtime. ◐

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

   1. 'I bought some magazines for you.'
      'Thanks. Where are they?'
      'In the living room.'
   2. '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.'
   3. 'What's that? Is it _______ pen?'
      'No, it's _______ torch I told you about.'

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

   a They're skiing in the Alps.
   b I'd like to speak to _______ manager.
   c I don't usually like _______ tomatoes but I like _______ tomatoes my grandfather grows.
   d These two colours make _______ blue.
   e It lives in _______ Mediterranean Sea.
   f Can you play _______ piano?
   g It's made of _______ butter and _______ oil.
   h What time do you have _______ lunch?
   i Look at _______ moon!
   j She comes from _______ Philippines.
   k They had _______ fun yesterday.

11. 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.

   a Which continent is it?
   b Which country is it?
   c What's in the big pots?
   d 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?

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<th>Race 2</th>
<th>Race 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a food</td>
<td>a colour</td>
<td>a natural substance or material</td>
</tr>
<tr>
<td>a river, sea or desert</td>
<td>a man-made substance or material</td>
<td>a lake, island or continent</td>
</tr>
<tr>
<td>a country</td>
<td>a group of islands or states</td>
<td>a drink</td>
</tr>
</tbody>
</table>

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

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

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 …
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. ______ many / Lots of people asked about tickets, but on the night very ______ a few / few people came. It was disappointing.

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

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

Ben: Great! ______ A 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.

butter bread 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.

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

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

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!
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!**

---

**2.2** Listen. What are they talking about? Match speakers 1–6 to a–f.

- a holiday
- a bag
- a restaurant
- an ice-cream
- a plane journey
- a film

---

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

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

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

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

**Exercise 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.

<table>
<thead>
<tr>
<th>Option</th>
<th>Cost</th>
<th>Your Decision</th>
<th>Your pair’s decision</th>
<th>Your group’s decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay for improvements to the school grounds – more benches, trees and flowers</td>
<td>£100–£2000</td>
<td>Yes or no? What things? How much? £ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy new computers for the school</td>
<td>£250 for one computer</td>
<td>Yes or no? How many computers? £ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy new sports equipment for the school</td>
<td>£300–£2000</td>
<td>Yes or no? How much? £ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite a famous person to come and speak to the school</td>
<td>£500</td>
<td>Yes or no? Who? £ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize a trip for 40 pupils to a national sporting event</td>
<td>£1000</td>
<td>£ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize a trip for two pupils to an international sporting event</td>
<td>£2000</td>
<td>£ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save some money for next year</td>
<td>??</td>
<td>Yes or no? How much? £ _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another idea</td>
<td>£ _____</td>
<td>£ _____</td>
<td>£ _____</td>
<td></td>
</tr>
<tr>
<td>Total cost</td>
<td>£ _____</td>
<td>£ _____</td>
<td>£ _____</td>
<td></td>
</tr>
</tbody>
</table>
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 [much] any. Other people don't need [very] good friends – just two or three. For them, ten friends is [lots] of.

Tick ✔ the best answers for you then compare your answers with [two] different friends. You'll be surprised at how different your answers are!

1. Friends – [how] do you need?
   - More than 50.
   - A few – three or four.
   - About fifteen.

2. Sleep – [how] 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 [how] about two hours a day.
   - I need [much] about an hour a day.
   - No, I need very [little] about half an hour a day, or less.

4. Chocolate – how much do you eat a day?
   - [A bit]! I must try to stop.
   - A bit, but not much.
   - I don't eat [any].

14. Read the questionnaire again. Listen to two people talking about their answers.

Write F for Frank and A for Alison.

1. Who needs a lot of friends? 
2. Who doesn't need much sleep?
3. Who eats some chocolate every day?

 Tick ✔ your own answers to the questionnaire. Then talk about your answers in small groups.

15. 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.
I can use reflexive, emphatic and indefinite pronouns.

Reflexive and emphatic pronouns

Reflexive and emphatic pronouns have the same form.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Reflexive/pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>itself</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>ourselves</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Reflexive pronoun</th>
<th>(Object)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>cut</td>
<td>myself</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>taught</td>
<td>ourselves</td>
<td>Italian</td>
</tr>
</tbody>
</table>

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 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.
   - _____ can teach himself.
   - Are _____ proud of themselves?
   - _____ introduced ourselves.
   - _____ must look after yourselves.
   - _____ was by itself.
   - _____ hurt herself.
   - Can _____ see yourself in this photo?
   - _____ 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
     ____________________________ .
   - by / was / himself / he
     ____________________________ .
   - make / at home / yourselves
     ____________________________ !
   - are / they / themselves / behaving
     ____________________________ ?

4 Circle the correct option.

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.
   - I surprised ________ by getting all the answers correct.
   - Did Billy behave ________?
   - We made this ________.
   - My sister hurt ________ at the park.
   - The cat saw ________ in the glass.
   - Help ________ to biscuits, Mary!
   - The children went to the shops by ________.
   - 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?

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)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Questions Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person/people</td>
<td>someone/ somebody</td>
</tr>
<tr>
<td>A thing/things</td>
<td>something</td>
</tr>
<tr>
<td>A place/places</td>
<td>somewhere</td>
</tr>
</tbody>
</table>

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.'

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?

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
9 Complete each sentence with an indefinite pronoun using a word from each box.

<table>
<thead>
<tr>
<th>any</th>
<th>any</th>
<th>every</th>
<th>no</th>
<th>no</th>
<th>some</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>one</td>
<td>thing</td>
<td>thing</td>
<td>where</td>
<td>where</td>
<td></td>
</tr>
</tbody>
</table>

- There isn't **anything** special in there – just a few old clothes.
1. Where is __________? Have they all gone?
2. Ow! I've got __________ in my eye.
3. __________’s open. All the shops are closed today.
4. He needs __________ to live.
5. I didn’t know __________ at the meeting.
6. The phone rang but __________ answered.

10 Circle the correct option.
- Nobody want / wants it.
1. Can I have **something else** / **else something** for lunch?
2. Are / Is everyone ready?
3. There was nothing I **could** / **could do**.
4. ‘Where have you been?’ ‘**Anywhere** / **Nowhere**.’
5. Have you bought anything for / to Angie?
6. She needs someone for / to talk to.

11 3.4 Listen to four conversations. What are the people doing? Choose from a-f.

1. c a  buying train tickets
2. b looking at old photos
3. c walking in the countryside
4. d shopping for food
5. e playing a game
6. f planning a trip to another country

12 3.4 Listen again and complete the summaries with these words and phrases.

somewhere anyone everywhere everything anywhere she met on holiday in India for breakfast to stop

Conversation 1
- The boys can’t see **anyone**
1. They want to find somewhere __________.
2. They can’t see __________ good.

Conversation 2
3. The boy’s thinking of __________, not something.

Conversation 3
4. The girls haven’t got __________.
5. They need to get something __________.

Conversation 4
6. The woman was somewhere __________ in 1986.
7. Linda is someone __________.
8. She hasn’t been __________.

13 Work in teams. Do the quiz. Which team can finish first?

**Write the name of:**

- something fast. a car
- something blue.
- something sweet.
- something yellow.
- something dangerous.
- somewhere hot.
- somewhere cold.
- somewhere dry.
- somewhere wet.
- someone tall.
- someone famous.
- someone funny.
- someone clever.

14 Talk in small groups. Take turns to choose a topic from the list and talk about it for one minute.

- someone I admire
- someone who lives in my street
- someone in my family
- something that makes me angry
- something I want to have one day
- something I want to do one day
- something I’d like right now
- somewhere special in my country
- somewhere I’d like to visit
Hi, Frank, Julia, Oscar, Ted and Mary!
Please make yourselves at home here for the week.
I've left 1________ for your supper in the fridge. I'm sorry there's 2________ in the fruit basket, but the greengrocer in the village is very good.
Help 3________ to the cake on the table.
(I hope you like it. I made it 4________!) 

There are lots of interesting places around here. You can go 5________ different every day!
You don't need to do 6________ when you leave. Just close the door and leave the key under the flowerpot.
Enjoy 7________!

Catherine

PS Don't worry about the cat. It can look after 8________!

You are Frank from exercise 15. Write a thank you note to Catherine. Include three or more of these phrases.

we went somewhere to eat
we met someone interesting
we couldn't see anyone
Ted went out by himself
he ate something bad
Julia found something strange
we saw something amazing / strange
Unfortunately, Oscar cut himself

Dear Catherine
Thank you! We've had a wonderful week here.
On Monday, we met someone very interesting. He...

Read each other's thank you notes from exercise 16. Who had the most interesting week?

Self-evaluation Rate your progress.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18

Pronouns
1. Read the text and questions below. For each question, tick A, B, C or D.

**Rice**

Rice is one of the most popular foods in the world. How much do you know about it?

**Uses**

The main use for rice is as a staple food, like bread and pasta. People eat it with meat or fish and vegetables as the main part of a meal. People also use rice to make paper, drinks, snacks, make-up and toothpaste.

**White rice or brown?**

Most people prefer white rice, but brown rice is better for us because it contains more fibre, which helps our bodies digest food. It also contains more minerals and B vitamins. Many people don’t eat enough fibre, so we should choose brown rice when we can.

**Rice figures**

- People have been growing and eating rice for more than 5,000 years.
- In 2003, the world produced 589 million tons of rice.
- To produce one kilo of rice, you need around 2,000 litres of water.
- Nobody knows exactly how many varieties of rice plants there are, but the figure is about 40,000.

**World famous rice dishes**

Some popular rice dishes from around the world include Chinese fried rice, Spanish paella, Italian risotto and Turkish pilav rice.

**Exam preparation**

Units 1–3

---

1. What is the writer’s main purpose in writing this text?
   - A [ ] to explain why people like rice
   - B [x] to present a variety of facts about rice
   - C [ ] to describe how people use rice in different ways
   - D [ ] to encourage people to eat brown rice

2. According to the text, which of these is a ‘staple’ food?
   - A [ ] meat
   - B [x] fish
   - C [ ] bread
   - D [ ] snacks

3. Someone has identified the exact
   - A [ ] year that people started eating rice.
   - B [x] number of tons of rice that the world produced in 2003.
   - C [ ] number of rice plant varieties.
   - D [ ] quantity of water a farmer needs to produce a kilo of rice.

4. According to the text, white rice
   - A [x] tastes good in Chinese fried rice and other rice dishes from around the world.
   - B [ ] helps our bodies digest food.
   - C [ ] contains lots of minerals and B vitamins.
   - D [ ] doesn’t contain enough fibre for a healthy diet, compared to brown rice.
Look at the text in each question. What does it say? Tick ✓ A, B or C.

1 People should
A ☐ take what they want.
B ☐ help other people.
C ☐ wait for help.

2 A ☐ Too many people have bought tickets for the concert.
B ☐ Nobody has bought a ticket for the concert.
C ☐ Some people (but not enough people) have bought tickets for the concert.

3 A ☐ The library doesn’t have enough books.
B ☐ The library has too many books.
C ☐ The library has few books.

4 A ☐ Iris herself is going to speak to Dave’s class teacher.
B ☐ The head teacher spoke to himself.
C ☐ Iris spoke to the head teacher and no one else about Dave’s progress.

5 Jenny
A ☐ will go to the cinema, but she won’t go with anybody.
B ☐ will go to the cinema with some friends.
C ☐ will go to the cinema with Bella.

Katie thinks Ben should tell
A ☐ his teacher.
B ✓ any teacher – it’s not important which teacher.
C ☐ her teacher.

Help yourself to juice or water!

Thanks for all the old books that you have given us. Please don’t bring us any more now, because we haven’t got anywhere to keep them and we have already had to give some to a different school.

Thank you again.

Manor School Library

I spoke to the head teacher himself about Dave’s exam results, and he’s going to talk to Dave’s class teacher about it tomorrow.

See you later.

Iris

Hi Bella

It’s no problem. I’ll go to the cinema by myself.

Jenny

CONCERT CANCELLED
(Because we haven’t sold any tickets!)
7.30pm
3 Read the text below and choose the correct option for each space. Choose – if no word is needed. Write A, B, C or D.

The Maasai are ▶ B ▶ group of about half a million people who live in 1 ▶ Kenya and Northern Tanzania. They regularly move around from place to place.

2 ▶ knows the exact origins of the Maasai people. 3 ▶ historians say they come from Egypt or from North Africa. The Maasai 4 ▶ say they come from a valley in the north of Africa.

Maasai people own large numbers of 5 ▶ , goats and cows. They follow their animals around, looking for grass and water.

Maasai men are very tall. Every Maasai 6 ▶ wears a red checked blanket and has a long stick which he holds in front of 7 ▶.

Maasai women construct homes for their group. They also milk the cows and cook, and they have to go to the well every day and bring back enough water 8 ▶ their families.

These days the traditional Maasai ways are changing. 9 ▶ Maasai people live in permanent homes in towns and 10 ▶ . They sell things like jewellery or do paid work.

4 Read the text. Complete the text using the words in capitals. Make changes to the words if necessary.

There are sixteen ▶ people coming for lunch tomorrow and there are lots of 1 ▶ to do. Let’s get the table ready today so that we have enough 2 ▶ for everything tomorrow.

James, could you put the 3 ▶ , forks, spoons and 4 ▶ on the table?

We also need mats on the table because the 5 ▶ will be hot.

Kate, three young 6 ▶ are coming. They’ll be sitting at that end of the table. Could you find some 7 ▶ and coloured 8 ▶ for them?

Finally Vicky, can you go and find a 9 ▶ ? You can put some 10 ▶ from the garden in it tomorrow. Thanks, everyone.

5 You are going to meet an English friend, Jane, at the airport on Friday. You have never met her before. Write an email. In your email you should:

- tell Jane who will be with you at the airport
- describe yourself
- ask Jane to describe herself.

Write 35–45 words.
Listening

6 R1.1 You will hear an event organizer talking to a group of people about an Art Day. Complete the information in the poster.

ART DAY
June 10th
A day for families!
Everyone’s welcome, including 1_____.
Expert help for beginners.
More experienced artists can work in groups or by 2_____.

Materials
We will provide 3______ that you need:
paint, 4______, paper and card, clay,
special coloured inks (New!!)

Price: £5.00 per 5______

What to bring
An apron or some old clothes
(NB: Even a 6______ of ink will leave a permanent mark. We have warned you!)
A 7______ of bags or boxes
Enjoy 8______!

7 R1.2 You will hear a conversation between Carla and Toby about a holiday. Decide if each sentence below is correct or incorrect. Circle yes if it is correct or no if it is incorrect.

Carla thinks Toby has changed his hair. yes / no
1 Toby cut his hair himself. yes / no
2 Toby’s mum’s family lives in the centre of Paris. yes / no
3 Toby can’t remember the name of the river. yes / no
4 Toby is flying to Paris with his brother. yes / no
5 Toby will know someone at the airport. yes / no
6 Carla doesn’t know anyone French. yes / no
7 Toby has got enough money to go to the hairdresser’s. yes / no
8 Carla doesn’t think she can do anything to make Toby’s hair look better. yes / no

Speaking

8 Work in pairs. Look at these photographs of people doing a sport. Take turns to talk about what you can see in your pictures.

9 Work in pairs. Ask and answer these questions.
- How much physical exercise do you do every week?
- Do you prefer to do sports by yourself or with other people?
- Do you think you get enough exercise?
- Do you live a healthy lifestyle? Why? Why not?
- What do you eat too much of?
- What don’t you eat enough of?
Revisión de tenses

I can recognize and use present and past tenses.

Present simple

We use the present simple to talk about regular actions and states that don’t change.

To form the present simple affirmative of the he/she/it form of regular verbs, we add -s to the infinitive.

We use do and does in negative and question forms.

For more information on spelling rules, see page 189.

Regular actions include habits and routines.
She has sandwiches for lunch.
He doesn’t play computer games.
They start school at nine o’clock.

States that don’t change include personal and scientific facts, and opinions.
He comes from Mexico.
Kangaroos don’t eat meat.
He doesn’t like reading magazines.
‘Do you think Max is OK?’ ‘Yes, I do.’

1 Work in pairs. Complete the sentences with the correct form of the verbs in brackets.

- Milk comes (come) from cows.
- Tigers don’t live (live) in the jungle.
- The sun rises (rise) in the west.
- Bees make (make) honey.
- Spain has (have) a border with France.
- Pandas eat (eat) meat.
- Oranges grow (grow) on trees.
- Water boils (boil) at 90°C.
- A triangle has (have) three sides.
- This symbol (&) means (mean) ‘and’.

2 Complete the questions with do or does.

- Do you watch TV after school?
- Does your best friend have blue eyes?
- Do you like football?
- Does your best friend know your family?
- Does your bedroom have white walls?
- Do you help with jobs around the house?
- Do you and your family go on holiday every year?
- Do your parents speak English?
- Where do you do your homework?
- What is your first name mean?

3 Work in pairs. Interview your partner using the questions in exercise 2. Use the present simple to give extra information.

Has your best friend got blue eyes?
No, she hasn’t. She’s got brown eyes.

4 Write about your partner. Use the information from exercise 3. Then read your sentences to other students.

Julia hasn’t got blue eyes.
She’s got brown eyes.
Present continuous

We use the present continuous to talk about situations and events that are happening at or around the time of speaking.

To form the present continuous we use the present simple form of be + the -ing form of the main verb.

For more information on the spelling of -ing forms, see page 189.

We use the present continuous when the situation or event is in progress right now.

He's wearing a white shirt.
I'm not using the computer at the moment.

We also use the present continuous to talk about temporary situations.

Are you preparing for your exams this week?
Yes, we are.

We use the present continuous to talk about future plans and arrangements.

I'm having lunch at Dave's house tomorrow.

For more information on uses of the present continuous, see Unit 5.

**5** 4.1 Look at the picture and listen. Is the information correct or not? Say the correct information.

**6** Game Play in groups. One person chooses a classmate. The other students can ask three questions to guess who it is.

OK, I'm ready. It's a girl.
Is she wearing black shoes?

**7** Complete the sentences with the present continuous form of the verb in brackets.

I'm studying (study) eight different subjects.

1. In English we _________ (revise) present and past tenses at the moment.
2. In literature we _________ (read) short stories by a Russian writer.
3. In music I _________ (prepare) a piece for a concert.
4. In science we _________ (learn) about energy and electricity.
5. In maths we _________ (do) algebra.
6. In sport I _________ (improve) my swimming times.
7. In history I _________ (write) about the kings and queens of Spain.
8. In art, the teacher _________ (help) me with a large painting.

**8** Talk with a partner. What subjects are you studying this year? What are you doing in each subject? Use these verbs.

write read revise learn study
learn about practise improve design

This year I'm studying maths, English, art, history, geography, information technology and science. In maths we're learning about probability. In English I'm...
Past simple

We use the past simple to talk about past events, states, situations and habits in a finished time period.

My grandfather travelled around South America in 1972.
People didn’t drive cars 200 years ago.
The box contained some money.

We use the past simple when we talk about a sequence of past actions.
I had breakfast, cleaned my teeth and left the house.

To form the past simple of regular verbs we add -ed to the infinitive form.
James walked here.
We planned the holiday last year.
She studied French.

We form questions and negatives with did and didn’t.
‘Did you see Amy?’ ‘No, we didn’t.’
‘I didn’t meet Paul.’

Many verbs in the past simple are irregular.
go → went, eat → ate, see → saw

For more information on the spelling of past simple regular verbs, see page 189.

We often use past time expressions with the past simple.
yesterday, three days ago, last week/month/year, in 2006

For more information on past tenses, see Unit 6.

9 4.2 What did Linda do at the weekend? What didn’t she do? Listen and tick ✔ and cross ✗ the activities.

TO DO THIS WEEKEND:
Do my homework ✔
Phone Tanya ✗
Go swimming
Buy a present for Cathy
Buy postcards for school project
Get DVDs from library
Finish my book
Relax!

10 Write sentences about Linda’s weekend.
Check your answers with a partner.

Linda did her homework. She didn’t phone Tanya.

11 Complete the text with the past simple form of the verbs in brackets.

Amazing World Records

SPORT: In 1999, a man from the USA rode (ride) backwards on a unicycle for 109 km.

FILM: In 2006, an Indian boy directed (direct) a full-length film. He (be) just nine years old.

SPORT: In 2010, a Danish man swam (swim) under ice for 72m. He (not use) any special equipment.

TRAVEL: In June 2005, a 71-year-old man from Japan became (become) the oldest person to sail around the world non-stop. His trip took (take) 233 days.

12 Prepare questions about other world records. Student A turn to page 180. Student B turn to page 183.

13 Work in pairs. Take turns to ask and answer your questions.

14 Game. Work in pairs. Guess what your partner did or didn’t do at different times. Win two points for each correct guess. Use the words in the box.

have use see watch do buy eat make ride run sing paint climb

yesterday at the weekend last week last year in 2011 2009 in 2007

You didn’t go swimming last week.
That’s true. Two points for you. My turn. You used a computer yesterday.

That’s not true. I didn’t use a computer yesterday. No points for you!
Past continuous

We use the past continuous to talk about past situations and activities that continued for some time.

To form the past continuous we use the past simple form of be + the -ing form of the main verb.
‘Was Tom wearing a hat?’ ‘Yes, he was.’
We weren’t talking about you. We were talking about the film.

For more information on the spelling of -ing forms, see page 189.

We use the past continuous to talk about activities that were in progress around a particular point of time in the past.
They were sitting here five minutes ago.
She wasn’t feeling well at the start of the lesson.
What were you doing at half past six last night?

15 Complete the sentences with the past continuous form of the verb in brackets.

- Leo was playing (play) the guitar.
1 I ____________ (think) about you yesterday.
2 We ____________ (sit) at the back of the cinema.
3 You ____________ (not/wear) any shoes!
4 Tony ____________ (walk) and I ____________ (run).
5 I ____________ (not/expect) that!
6 ____________ (they/watch) us?
7 What ____________ (happen) at ten o’clock?
8 When I arrived, Molly ____________ (leave).

16 Circle the correct option.

- It snowed / was snowing when I [looked] / was looking out of the window.
1 He found / was finding the money when he looked / was looking for his keys.
2 I met / was meeting Ryan while I helped / was helping his brother.
3 While we cleaned / were cleaning the car I had / was having a good idea.
4 Tanya dropped / was dropping the plate when she dried / was drying it.
5 I thought / was thinking about it a lot while I walked / was walking to school.
6 When I read / was reading the newspaper I saw / was seeing this advertisement.

17 Write questions using the past simple and past continuous.

- you/talk about school/while you/have dinner last night?
  Did you talk about school while you were having dinner last night?
1 you/listen to music/while you/do/your homework yesterday?

- 2 it/rain/when you/wake up this morning?

- 3 you/listen to the radio/while you/have breakfast today?

- 4 you/see/anything interesting/when you/travel to school this morning?

- 5 what/your friends/do/when you/arrive/at school today?

18 Work in pairs. Ask and answer the questions in exercise 17.

Did you talk about school while you were having dinner last night?

No, I didn’t. I had dinner with my sister because my dad was working. We talked about a TV programme.
Life-saving teenager

15-year-old Henry Putman comes / is coming / was coming from a small seaside village. He loves / is loving / loved the water and he regularly swims / was swimming / swum in the sea with his friends.

One day, Henry and his friends played / play / were playing on the beach when they heard / are hearing / were hearing shouts from someone. They saw / was seeing a boy in the sea and he called / was calling / called for help,’ said Henry. ‘He sounded very scared.’

Henry wore / was wearing / is wearing swimming shorts. He's going / was going / went straight into the water while his friends called / were calling / call the emergency services.

Complete the second part of the article with the present simple, present continuous, past simple or past continuous form of the verbs in brackets.

The boy in the water was 12-year-old Jamie Jones. ‘At first I was enjoying (enjoy) the rough sea,’ Jamie said later. ‘Then the water started (start) to pull me and I got frightened, so I shouted (shout) for help.

‘Suddenly I saw (see) Henry in the water near me. I was very happy to see him. ‘The sea here is very rough and dangerous,’ he explained to me.

‘I can’t help you swim back to the beach, but a man came (come) here in a boat. He’ll take us to the beach.’ While we were waiting (wait) for the boat, Henry chatted (chat) to me and kept me calm.’ I believed (believe) he saved my life.

The experience has had a big effect on Henry. ‘A few weeks ago, I didn’t know (not know) what job I’d like to do. Now, I want (want) to train as a lifeguard. I’ll meet a lifeguard at the local swimming pool next week and she’s going to talk to me about the job.’
I can use the present simple and the present continuous to talk about present and future time.

### Present simple or present continuous?

We use the present simple to talk about events that are repeated or true for a long period of time. This includes:
- habits and routines: *Pete cleans his room every weekend.*
- scientific facts: *Lemons don't grow in cold countries.*
- permanent situations: *We live on Baker Road.*
- opinions, beliefs, and states: *He loves talking about films.*
  *This product contains nuts.*

We often use adverbs of frequency and other time expressions when we use the present simple to talk about habits and routines: *always, usually, often, sometimes, rarely, hardly ever, never; every hour/day/week/month/year; once/twice/three times an hour/day/week/month/year.*

We put adverbs of frequency before the main verb or after *be.*
*He's always late.*

We put other time expressions at the end of the sentence.
*He never wastes money.*
*Suzy comes here on Wednesday afternoons.*

We also use the present simple to talk about timetabled future events.
*The next bus leaves at 6.15 p.m.*

We use the present continuous to talk about events that are true for a short period of time. This includes:
- actions in progress at the time of speaking: *He isn't wearing a hat.*
- temporary situations: *She's helping Henry a lot this week.*
  *We aren't learning French this year.*
- changing situations: *The lessons are getting more difficult.*
  *The leaves are turning orange.*

There are some expressions that mean ‘now’ or ‘about now’ that we often use with the present continuous: *these days, this week, at the moment, nowadays.*

These expressions can go at the beginning or the end of the sentence.
*He's living in Spain nowadays.*
*At the moment the computer isn't working.*

We can use the adverb *still* before the main verb with both tenses to emphasize that a situation hasn't changed or continues longer than expected.
*They still play tennis every day.*
*Why are you still sitting there?*

We also use the present continuous to talk about future plans and arrangements. In these sentences we use a future time expression.
*I'm meeting Alison on Friday afternoon.*
*Are you coming on Thursday?* 'Yes, I am.'
5.1 Listen and choose the best option to complete the sentences.

1. The show finishes at half past _b_.
   - a seven
   - b eight
   - c nine

2. He isn't wearing glasses _a_.
   - a today
   - b this week
   - c at the moment

3. Tim and George meet _a_.
   - a every day
   - b on Mondays
   - c twice a week

4. Fish _b_ close their eyes.
   - a never
   - b hardly ever
   - c rarely

5. Claire's playing tennis _c_.
   - a at the moment
   - b this evening
   - c every day this week

5.1 Circle the correct options. Then listen again and check. Then act the conversations with a partner.

A Hello, Hanford Theatre. Can I help you?
B Yes, I'm coming to the show Up and Up this evening. What time does it finish? Is it finishing?
A At half past eight.

Conversation 1
A Where are your glasses?
B What do you mean?
A You usually _wear_ glasses.
B Yes, but I don't always wear glasses. I _wear_ them for reading, that's all.
A But you _read_ a magazine now!
B I _only look_ at the pictures at the moment.

Conversation 2
A What _do you do_ this afternoon, Tim?
B I _meet_ my friend George. We _play_ chess every Monday.
A Really? I _still don't understand_ the rules of chess!

Conversation 3
A Here's an interesting fact for you. A fish never _closes_ its eyes.
B Really?
A No. It _has_ a clear covering over its eyes. It _doesn't have_ eyelids like other animals.
B Amazing!

Conversation 4
A Have you got any plans for this evening, Claire?
B Yes, I _play_ tennis with a friend.
A How often _do you play_?
B Once or twice a week.

3 Match the uses (a-f) to the sentences (1–6).

1. Our new house has a red door. ___
2. Mandy's taking some photos of the new house. ___
3. Leo's coming to see us next week. ___
4. Leo's train arrives at 5.30 in the morning. ___
5. I go swimming on Mondays and Thursdays. ___
6. This week I'm going swimming on Tuesday, Thursday and Friday. ___
7. Your hair's getting longer! ___
8. People's hair grows at night. ___

**Present simple**
- a a habit/routine
- b a timetabled future event
- c a permanent situation
- d a scientific fact
- e an opinion

**Present continuous**
- e a changing situation
- f a future plan/arrangement
- g a temporary situation
- h an action in progress at the time of speaking

4 Complete the sentences with the present simple or present continuous form of the verb in brackets.

1. I _visit_ (visit) the dentist twice a year.
2. She _likes_ (like) cold weather.
3. We usually have hot meals but this week we _have_ (have) sandwiches.
4. Giraffes _sleep_ (sleep) for three or four hours a day.
5. What _you do_ (you do) this afternoon?
6. It _never rains_ (hardly ever/rain) here.
7. My sister _has_ (not have got) black hair.
8. Molly _gets_ (get) hungry. I'll make her a snack.
State verbs and action verbs

State verbs are a group of verbs which give information about mental or emotional states or about fixed physical properties. We rarely use them in a continuous form.

I agree.
‘Nightmare’ means ‘bad dream’.

State verbs include:
- opinions and desires
  love, hate, like, want, need, believe, prefer, agree
  Toby wants to go now.
  I don’t need any help.
- impressions and sensations
  seem, appear, feel, see, hear, smell, sound, taste
  That doesn’t seem right.
  Do you hear a bell ringing?

<table>
<thead>
<tr>
<th>State meaning</th>
<th>Action meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>= behaviour</td>
</tr>
<tr>
<td></td>
<td>She’s being funny.</td>
</tr>
<tr>
<td>have</td>
<td>= process/experience</td>
</tr>
<tr>
<td></td>
<td>He has a phone.</td>
</tr>
<tr>
<td>think</td>
<td>= mental process</td>
</tr>
<tr>
<td></td>
<td>I think she’s here.</td>
</tr>
<tr>
<td>appear</td>
<td>= public performance</td>
</tr>
<tr>
<td></td>
<td>It appears to be correct.</td>
</tr>
<tr>
<td></td>
<td>Jess is appearing on TV tonight.</td>
</tr>
<tr>
<td>taste / smell / look</td>
<td>= physical process</td>
</tr>
<tr>
<td></td>
<td>That smells good.</td>
</tr>
<tr>
<td></td>
<td>She’s smelling the flowers.</td>
</tr>
<tr>
<td>see</td>
<td>= meeting</td>
</tr>
<tr>
<td></td>
<td>I see land. I see!</td>
</tr>
<tr>
<td>say</td>
<td>= spoken text</td>
</tr>
<tr>
<td></td>
<td>What does that sign say?</td>
</tr>
<tr>
<td></td>
<td>What’s that man saying?</td>
</tr>
</tbody>
</table>
5.2 Listen and tick ✓ the correct answer.

- a Portugal □
- b India □
- c Argentina ✓
- 1 a lemon □
- b a potato □
- c a book □
- 2 a flowers □
- b rocks □
- c animals □
- 3 a rice □
- b coffee □
- c tea □
- 4 a the past □
- b the present □
- c the future □
- 5 a music □
- b love □
- c money □

5.3 Complete the conversation with the correct form of the verb in brackets. Then listen and check.

A What are you doing (you/do)?
B 'I 1 _______ (watch) that man over there.
A Oh yes! What 2 _______ (he/do)?
B 1 _______ (not/know).
A 4 _______ (he/dig)?
B Yes, and now he 5 _______ (jump) up and down!
A Shall we go and talk to him?
B That 6 _______ (depend). 7 _______ (he/look) happy?
A Yes, I 8 _______ (think) so.
B Wait a minute ... He 9 _______ (come) this way ... He 10 _______ (want) to talk to us ... He 11 _______ (hold) a box in his hand ...
A I hope it 12 _______ (contain) treasure!
Exercise 11

Work in pairs. Choose one person in the scene below but don’t tell other pairs who it is. Choose seven or more of these questions and make notes. Use your imagination!

What’s his/her name? __________
Where does he/she live? __________
What does he/she do every day? __________
Where is he/she going now? __________
How is he/she feeling? __________
What is he/she thinking about? __________
What does he/she smell, see and hear in the street? __________
What’s happening in his/her life at the moment? __________
What does he/she want? __________
What does he/she need? __________
What does he/she look like? __________
What’s he/she wearing? __________

Exercise 12

Write about your chosen person from exercise 11.

Her name’s Betty. She works in an office all day but now it’s lunchtime and she’s walking to her favourite café. She’s thinking about ...

Exercise 13

Show your finished text to other pairs. Can they find your person in the photo?

Is it this woman? She’s wearing a blue scarf.

No, it isn’t her. That woman looks happy, but Betty is feeling sad. Try again!

Self-evaluation  Rate your progress.

😊😊😊😊😊

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13
I can talk about past events using the past simple and continuous, the past perfect, the present perfect simple and continuous and used to.

Present perfect, past simple, past continuous, past perfect

When we talk about the past we usually use more than one tense.

Present perfect

We can use the present perfect simple (have/has + past participle) to give general information about recent events or to talk about past events when the time is not specified.

Have you heard? Ted’s broken his leg!

We use other tenses to give the details of a past event. Ted broke his leg when he was skiing. He had only had two skiing lessons.

For more information on the past simple and the past continuous, see Unit 4.

We use the present perfect simple to show that a past event has a connection to the present.

Vicky’s won! Fantastic! (= I’m happy now.)
She’s worked here since 2011. (= She works here now.)

Time expressions

We use the present perfect simple with adverbs and time expressions like just, already, yet, today, still, this week and this year to talk about events that happened at some point in a period of time up to now.

I’ve taken about 50 photos today.
We still haven’t phoned Angie.

We use ever and never to talk about events and experiences at any time in the past when we don’t specify the time.

Have you ever swum in a river?
Harry’s never ridden a bike.

We also use the present perfect simple with since and for when we talk about situations that started at a point of time in the past and still continue. We use since with a point in time and for with a period of time.

Anna’s had a computer since 2002.
They’ve lived there for five years.

Past perfect

We use the past perfect to show that one past event happened before another past event.

We can only use when with the past perfect to say that one thing finished before another.

When he’d finished his work, he had lunch.

When one short action follows another, we can use the past simple for both.

When she arrived, the meeting began.

We can also use just, already, yet, never, still, for and since with the past perfect.

I had just started my homework when the phone rang.
1 6.1 Listen to the conversations and number the pictures.

Write present perfect sentences. Add the time expression in the correct place.

- She/tell/me. (just)
  She's just told me.
  1 the rain/stop? (yet)
  2 Edward/not clean/his shoes. (still)
  3 you/make/a cake? (ever)
  4 They/not leave/the park. (yet)
  5 Bella/break/her arm. (three times)
  6 I/remember/the answer! (just)
  7 We/talk/about it. (never)
  8 He/live/in that house. (for 20 years)

Circle the correct options.
- They/went/’ve been to Spain last year.
  1 I didn’t eat / haven’t eaten anything yesterday.
  2 I bought /’ve bought this dictionary a long time ago.
  3 Look, someone painted /’s painted the door.
     It’s blue now.
  4 My grandparents got married / have got married in 1969.
  5 Oh no! Lily fell over /’s fallen over.
  6 Did you ever go / Have you ever been to an ice-skating party when you were a child?
  7 I’ve got two snakes. Fortunately, they never bit /’ve never bitten me!
  8 Did you ever drink / Have you ever drunk green tea? It’s very nice.

Write five present perfect sentences about yourself. Use the ideas in the box and today, just and lots of times. Write some true sentences and some false sentences.

- see a rainbow eat rabbit use a computer
- make a mistake in English go ice skating
- see a spider go on a bus fall off my bike
- ask someone a question cook a meal fly a kite

- I’ve been ice skating lots of times.
- I’ve never cooked a meal.

Work in groups. Read your sentences from exercise 4 to your group. The other students can ask one past simple question. Can they spot the false sentences?

I’ve just seen a rainbow. Where did you see it?
Over there, by those trees. That’s not true!
No, it’s not true.

Match the answers (a–h) to the questions (1–8).

1 Why did you leave the cinema? ___
  a Because I’d heard it before.
  b Because I’d already spoken to her.
  c Because I’d never done it before.
  d Because I’d seen the film before.
  e Because she’d changed her hairstyle.
  f Because I’d just eaten a big piece of chocolate cake.
  g Because I hadn’t finished it.
  h Because I’d just been swimming.

2 Why didn’t you want any lunch? ___
3 Why was your hair wet? ___
4 Why didn’t you recognize Louise? ___
5 Why didn’t you laugh at my joke? ___
6 Why didn’t you show him your painting? ___
7 Why didn’t you phone her? ___
8 Why did you find it so difficult? ___

The past
Complete the sentences with the past perfect form of the verb in brackets.

1. ‘Did you catch the bus OK?’
   No, I had just left (just/leave) when we got to the bus stop.

2. ‘Was Ronny OK yesterday?’
   No, he wasn’t. Jason (give) him some bad news.

3. ‘How long had you been at the station when I got there?’
   I (just/arrive).

4. ‘I had to call the police yesterday.’
   ‘Why? What (happen)?’

5. ‘Did you know about their news?’
   ‘No, I didn’t. They (keep) it a secret from me!’

6. ‘Did he recognize the ring?’
   No, he didn’t. He (never/see) it before.

Complete the text with the correct form of the verbs in brackets.

7. *Have you ever heard* (you/ever/hear) of the Tunguska event?

   On 30th June 1908, there (be) a big explosion in Russia. It (happen) at about 7.15 in the morning, when many people (sleep).

   Some people (hear) an enormous bang and others also (see) a bright flash of light.

   Later, they (discover) that the force of the explosion (knock) down about 80 million trees. It (break) the windows of many houses, too.

   It was a very mysterious event. For many years after the explosion, scientists (not/understand) what (happen) that day.

   Now, scientists believe that a large meteoroid (explode) at about 7 km above the Earth.

Work in groups. Look at the questions in exercise 6. How many answers with the past perfect can you think of? You have five minutes.

8. **GAME**

   **Why did you leave the cinema?**

   Because I remembered I had left my bag on the bus.

Circle the correct answer to complete the conversation.

9. Ed: *Have you seen / Had you seen* George today?
   Frank: No. Why?
   Ed: I was just seeing / ve just seen him on TV.
   Frank: Really?
   Ed: Yes. I ve had / was having a drink in a café and the TV was on. Suddenly I ve seen / saw George on a quiz show!
   Frank: Wow! I ve / d never been on TV.
   Ed: No, me neither. Was he telling / Had he told you about being on TV?
   Frank: No. I didn’t know / haven’t known anything about it.
   Ed: It’s strange...
   Frank: And did he answer / has he answered all the questions?
   Ed: I don’t know. I hadn’t seen / didn’t see the end of the programme! I had to go and get my bus!

Listen to Oscar talking about his experience. Imagine you are Oscar and answer the questions.

10. **6.2** Listen to Oscar talking about his experience. Imagine you are Oscar and answer the questions.

   **What kind of experience have you had?**
   *I’ve been to hospital in a different country.*
   1. When and where did it happen?
   2. Who was with you?
   3. What happened?
   4. How did you feel?
   5. Has it happened again since then?

Make notes about an experience you have had. Answer the questions in exercise 11. Then work in groups. Take turns to tell your stories.

11. *I’ve seen monkeys in the wild. It was last summer when I was travelling with my family in South America. A guide took us into the rainforest and we...*
We use the present perfect continuous (subject + has/have + been + verb + -ing) when we talk about an activity that started in the past and is still happening now. We use it to focus on the activity and how long it’s lasted.

You’ve been watching TV since six o’clock this morning!

We use the present perfect simple when we focus on the completion or result of actions.

I’ve watched six different TV programmes and I’ve learnt a lot of things.

We use the present perfect continuous to talk about the effects of a recent activity if it is not completed. It might be continuing now or it might continue in the future.

I’m not surprised he’s tired. He’s been swimming for 45 minutes.

We don’t use the present perfect continuous when we talk about quantity.

He’s been trying tried six times.

We don’t use the present perfect continuous with state verbs.

It’s been existing existed for 200 years.

We often use recently and lately with the present perfect continuous.

He’s been feeling ill recently.

We can’t use ever, never, already, yet or still with the present perfect continuous.

Write questions with the present perfect continuous.

1. Have you been watching a lot of television lately?
2. Have you been sleeping well recently?
3. What sports have you been doing lately?
4. Have you been preparing for a test or exam recently?
5. What colour pen have you been using in this lesson?
6. Have your best friend been learning a new sport or activity recently?

Work in pairs. Ask and answer the questions in exercise 15.

Have you been watching a lot of television lately?

No, but I watched the news last night.

Circle the correct options.

1. Has the letter arrived / been arriving?
   - Has the letter arrived?

2. He’s broken / been breaking his leg.

3. I’ve tired / I’ve been tired because I’ve walked / I’ve been walking since eight o’clock this morning.

4. Have you eaten / have you been eating?

5. I’ve known / I’ve been knowing Jenny for many years.

6. You’ve sung / you’ve been singing that song all day!
Used to and be/get used to

We use used to + the infinitive to talk about things that were true in the past, or happened regularly in the past but which aren't true now, or don't happen now.

The form is the same for all persons, singular and plural.
I used to play the piano every day.
He used to write funny stories.

We use did + use to (NOT used to) in questions and negatives.
Did you use to have long hair?
They didn't use to like football.

We use be used to + verb + ing to talk about regular actions and habits which feel normal for us. Be used to + verb + ing means 'This habit isn't a problem for me.'
I'm used to getting up at five o'clock every day.

We can also use get used to to talk about things that are becoming more normal for us.
I'm getting used to having breakfast early.

We can also use be used to and get used to to talk about the past and the future.
I wasn't used to living in a big city.
You'll get used to wearing a uniform.

**17 6.4 Look at the picture and complete the sentences with used to or didn't use to and the correct form of the verb in brackets. Then listen and check.**

I'm Emily Banning. I'm 79 years old.
I used to go (go) to a big school in the town centre. I can remember it clearly. It was very different to your school today. We didn't use to have (have) a school uniform but we all wore smart clothes. All the boys wore ties.

The classes at my school were big. There were more than 35 pupils in my class. We sat at big tables. At your school you sit with your friends, but for us it was one table for one child. Our classroom was very simple. There were a lot of pictures on the walls and we certainly (have) computers in the classroom or in the school.

**18 6.4 Listen again. How do we pronounce used to? Tick a or b.**

a /'juːst ʃuː/ b /'juːstə/

**19 Circle the correct answers.**

- He didn't use / used to like sport.
  1 I didn't use to have / having any breakfast.
  2 She's not used to work / working in public.
  3 They wasn't / didn't use to have a car.
  4 I'll get used to speak / speaking English.
  5 Did / Were you use to play in the street when you were a child?
Complete the second sentence so that it means the same as the first. Use **used to** and **be or get used to** and the correct form of a verb from the box. Write one word in each gap.

<table>
<thead>
<tr>
<th>like</th>
<th>live</th>
<th>sing</th>
<th>eat</th>
<th>go</th>
<th>write</th>
<th>be</th>
<th>swim</th>
</tr>
</thead>
</table>

1. She lived in a flat but now she lives in a house. 
   She **used to** live in a flat.
2. He swims every day now. It doesn’t feel normal for him.
   He **isn’t used to** swimming every day.
3. **She used to** live in a flat.
4. He **isn’t used to** swimming, every day.
5. This café was cheap but now it’s expensive.
   This café **used to** be cheap.
6. They ate with a knife and fork and it didn’t feel normal for them.
   They **used to** eat with a knife and fork.
7. **I go** to school by bus now and it’s feeling more normal.
   I **used to** go to school by bus.
8. We sang a lot at our old school but we don’t sing much now.
   We **used to** sing a lot at our old school.
9. I like carrots now but I didn’t like them before.
   I **didn’t used to** like carrots.
10. You don’t like writing with a black pen but it will seem normal soon.
    You **used to** write with a black pen.

Interview a parent or grandparent about his or her schooldays. If he or she can speak English, use English. If not, use your first language. Make notes on his or her answers.

1. **Where** did you go to school?
2. Did you **use** to wear a uniform?

Write a short report about your interview in exercise 24. Use the past simple, the past continuous, the past perfect and used to.

My grandfather went to Lichfield School. He **used** to wear a uniform. The uniform **was** grey trousers, a white shirt and a red jacket.

Self-evaluation  Rate your progress.

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Will, be going to and present continuous

We use will/won’t + the infinitive to predict future actions and events with some certainty, based on our knowledge, opinions and experience.

It will be his birthday next month.
That medicine won’t help. It’s for babies and young children, not teenagers.

We also use will when we make quick decisions about the future and when we make offers.
I’ll have a cheese and ham pizza, please.
I’ll get a chair for you.

To make an offer or suggestion as a question, we use Shall I …? and Shall we…?
Shall I get a chair for you?
Shall we leave now?

We use be going to + the infinitive when we talk about future events that are based on decisions that we have already made.
Jack’s going to learn French next year.
Are you going to phone Sandra?

We also use be going to to predict future actions and events based on evidence that we can see, smell, hear or feel at the time of speaking.
Look at the time! We’re going to be late.
Oh dear, listen to Milly. She’s going to start crying in a minute.

We use the present continuous when we talk about future plans and arrangements with other people or organizations.
Are you meeting Jason tomorrow?
I’m doing my piano exam on Monday.

Circle the correct option.

1. ‘The phone’s ringing!’
   ‘I’ll get / I’m going to get it.’
   1 ‘Why have you got that bucket?’
   ‘I’m going to wash / I’ll wash the car.’
2. ‘Shall / Will I help you?’
   ‘No, I’m OK, thanks.’
3. I think I’m sitting / I’ll sit here for five minutes.
4. ‘What are we eating / shall we eat? Some pasta?’
5. It’ll be / It’s being summer soon.
6. Frank won’t / isn’t going to want to come with us.
   He doesn’t like museums.
7. ‘You can sit here. I’m getting / I’ll get off now.’
8. ‘Have you chosen a colour for your bedroom?’
   ‘Yes, we’re going to paint / I’ll paint it blue.’
9. ‘Do you want a drink with your meal?’
   ‘I’m going to / I’ll have some apple juice, please.’

Game
Work in pairs. Take turns to mime preparing for the future actions and guess what your partner is going to do.
Student A turn to page 181.
Student B turn to page 183.

You’re going to play the piano.
No.
Are you going to write something on the computer?
Yes, that’s right.
Present simple with a future meaning

We can join two parts of a sentence about the future with the linking words before, after, as soon as, by the time, until, when or while. These linking words show when one action or event will happen in relation to the other action or event.

We use the present simple with a future meaning after these linking words.

I’ll speak to Dave. Then I’ll phone you.
→ I’ll speak to Dave before I phone you.
He’s going to leave. I’ll be sad then.
→ I’ll be sad when he leaves.

before/after = earlier than/later than
I’ll start looking for a job before/after I leave school.

as soon as = immediately after
I’ll call you as soon as it arrives.

by the time = before
You’ll be asleep by the time I get home.

until = up to the time that
We’re going to stay here until it gets dark.

when = at or after the time
I’ll tell you when I remember.

while = during/in the time
We’ll talk about it while we have lunch.

*3 7.1 Which pictures go together? Listen to conversations 1–3 and number the pictures. There are two pictures for each conversation.

4 Circle the correct answers.

- I’ll stay / stay until the others’ll come / come home.

1 Are you going to sit / Do you sit there while I do / I’m going to do all the work?
2 ‘What do you think of this rain?’
   ‘I don’t like it. I’ll be / I’m very happy while / when it stops.’
3 You don’t / won’t know what she thinks until you ask / you’ll ask her.
4 ‘Have a good trip!’
   ‘Thanks. By the time / As soon as you wake up tomorrow, I’ll be / I’m in Paris!’
5 I’m going to learn / I learn to drive when I’m / I’ll be seventeen.
6 When / Until I’m twenty my dad will be / is fifty.
Complete the sentences with the phrases in the box.

while I ride until you press as soon as I see
by the time she gets as soon as she gets
when she hears about before you eat
until you shout ‘Stop!’ while you cook

It won’t start until you press that button.
1 Isabel will definitely laugh ____________ this!
2 I’ll stop ____________ a red light.
3 Martin’s going to take some photos ____________ down the hill.
4 Shall I wash the pots and pans ____________?
5 Are you going to wash your hands ____________?
6 The meal will be cold ____________ home.
7 I’ll keep running ____________.
8 Rosy’s going to change her clothes ____________ home.

Complete the sentences with your predictions and intentions. Use the verbs in the box to help you.

help get practise play be do buy
learn wear save stop

When I’m about 25 I’m going to ____________ a good job.
I’ll be ____________ when my brother is 25.
I’m not going to ____________ a uniform when I leave school.
1 As soon as I get home this evening I’m going to ____________ .
2 I won’t ____________ before I’m 21.
3 When I leave school I’m going to ____________ .
4 When I wake up next weekend I’ll ____________ .
5 Before I go to sleep tonight I’m going to ____________ .
6 I won’t ____________ until I’m very old.
7 I’ll ____________ when I’m very old.
8 I’m going to ____________ as soon as I get a job.

GAME Play in groups. Take turns to read out sentences from exercise 6 without the time clause. The first person to guess the correct time clause wins two points.

I’ll be ____________ ...

You’ll be ____________ when your brother is 25!

That’s right. Two points for you.

7.2 Complete the dialogue with the phrases in the box. Then listen and check. Practise the dialogue with a partner.

I go I’ve got are you doing Are you
What about I’m visiting Shall we I’ll come
I’ll phone Are you going to I’m busy

Rosy: Shall we ____________ arrange a time to talk
about the project together?
Lucy: OK. What ____________ on Monday
afternoon?
Rosy: ____________ my cousins.
Lucy: ____________ free on Tuesday morning?
Rosy: ____________ an appointment with the
dentist at half past ten. ____________
Tuesday afternoon?
Rosy: I ____________ in the afternoon, I’m
afraid.
Lucy: Shall we meet before ____________ to
the dentist? You can come to my house.
Rosy: OK. ____________ to your house at
about nine o’clock.
Lucy: ____________ ask Alice, too?
Rosy: Yes, I ____________ her now.

Work in pairs. Student A turn to page 181. Student B turn to page 184. Arrange to do the activities with your partner.

Let’s go fishing together in the holidays.

Good idea. How about Tuesday afternoon?

I’m going to do my homework on
Tuesday afternoon. I know. I’ll do my
homework in the morning and we can
go fishing in the afternoon.

Good idea.
Future continuous and future perfect

We use the future continuous (subject + will + be + verb + -ing) to talk about situations and events that will be in progress at a time in the future.

We'll be walking home at four o'clock.

Mr Smith won't be teaching us this time next year.

'Will you be doing your homework at five o'clock this afternoon?' 'Yes, I will./No, I won't.'

We can also use the future continuous to talk about a single action which will happen because it is part of a bigger future plan or schedule.

The runners will be leaving here at six o'clock tomorrow morning. (will leave/are leaving are also possible here.)

We use the future perfect (subject + will + have + past participle) when we predict events that will be completed before a specific time in the future.

The film will have finished by eight o'clock.

I won't have had lunch before I see you.

'Will you have finished that book by the end of the week?' 'Yes, I will./No, I won't.'

10 7.3 Listen to the sentences, then answer the question about pronunciation.

He won't have eaten.
I'll have paid for it by then.
It'll have finished by Friday.
They won't have met her before the party.

How do we pronounce have in future perfect sentences? Tick a or b.

a /hæv/ ☐ b /həv/ ☐

11 7.4 Listen and circle T (true), F (false) or DK (don't know).

Tim's going to leave school at five o'clock. T / F / DK

1 Jess and her family will finish eating dinner after six o'clock. T / F / DK

2 The coach will be arriving in Liverpool at about six o'clock. T / F / DK

3 Ryan's going to finish painting the wall tomorrow. T / F / DK

4 Anna's never visited New York before. T / F / DK

5 Max's flight to China departs some time before ten o'clock tomorrow. T / F / DK

12 7.4 Circle the correct option. Then listen again and check.

'Will you still be at school at five o'clock, Tim?'

'a No, I'll be leaving / I'll have left by then. I usually leave at about half past four.'

1 'Can I phone you at six o'clock, Jess?'

b 'I think we'll be eating / I'll have eaten dinner at six. Could you phone a bit later?'

'Of course.'

2 'Is it a very long journey?'

'a Yes. It will take about six hours but we'll be stopping / have stopped four times on the way.'

3 'How are you getting on, Ryan?'

b 'I'm afraid I won't be finishing / won't have finished painting the wall by the end of the day.'

4 'Anna's going to New York next week.'

a 'Really? She'll be visiting / I'll have visited New York three times! She's already been there twice.'

5 'Are you all ready for tomorrow, Max?'

a 'Yes, thanks. Just think! At ten o'clock tomorrow I'll be flying / I'll have flown to China.'

b 'I'll be reading / I'll have read a book or maybe I'll be watching / I'll have watched a film!'
13 Which tense? Complete the questions with the future continuous or future perfect form of the verb in brackets.

- will you be studying (you / study) at this school six months from now?
- (you / do) your homework) by eight o’clock this evening?
- What (you / do) at three o’clock tomorrow morning?
- (you / change) your hairstyle by April next year?
- Where (you / live) three years from now?
- What (you / do) five years from now?
- (you / find) a job by the time you’re 25?
- (you / become) famous by the time you’re 30?
- (people / live) on the moon in the year 3000?
- (robots / do) more work than people in the year 3500?
- (computers / become) more powerful than people by the year 4000?

14 Use the questions from exercise 13 to interview a partner.

Will you be studying here six months from now? No, I won’t be studying here because it will be the holidays! I’ll be relaxing.

15 Read the email. Choose the best option to complete the sentences.

Hi there, how are you?
I’m writing because I ___ in your area next week and I’d love to see you. Will it be possible? What ___ next week?
I ___ on holiday to the mountains with my family.
We ___ friends there. We ___ through your town on Tuesday afternoon, and Mum says we can stop for an hour.

What do you think? ___ your exams by then?
Dad says we ___ to your town at about half past two. I can phone you when we ___ nearly there.

Paul

PS We ___ through your town again on Saturday morning. Will you be at home?

PPS Do you think you ___ all your exams? And what ___ next year?

16 Write an email in reply to Paul. Include this information:
- your plans for next week
- your plans for Tuesday
- your plans for Saturday
- your predictions about your exams
1 Read the text and questions below. For each question, tick A, B, C or D.

Martin Paul
Winner of the Young Achiever Award 2012

I won the Young Achiever Award in 2012, when I was 20. At the time, I was working as a football trainer with young people in the local community.

I left school at sixteen with only a few qualifications. I applied for a place at college but I didn’t get it. There were no jobs that I could do. The future looked difficult.

I’m not an academic person, but I’ve always loved sport – football in particular. I had a fantastic sports teacher at school. One day I realized that I wanted to develop other people’s sporting ability, the same way my teacher had helped me.

I offered free football lessons to young people in the local community. They liked my lessons and more people came. Eventually I built a team. I didn’t get any money but I loved the work.

Then someone nominated me for the Young Achiever Award. To my surprise, I won it. It’s been brilliant. I still do the football coaching, but now the local council pays me for the work.

The award has given me confidence. Next year I’ll be returning to formal education. I’ve got a place on a Sports Science course at the local college.

What’s the writer’s main purpose in writing this text?
A ☐ to explain what the Young Achiever Award is
B ☐ to say how people helped him win the Young Achiever Award
C ☐ to talk about other people who have won the Young Achiever Award
D ☑ to describe how he won the Young Achiever Award

1 At the age of sixteen, Martin
A ☐ didn’t want to go to college.
B ☑ was teaching football to young people.
C ☐ hadn’t got many qualifications.
D ☐ won the Young Achiever Award.

2 What might Martin say about his school sports teacher?
A ☐ He used to give me academic work.
B ☐ He didn’t believe that I was good at sport.
C ☐ I didn’t like his lessons.
D ☐ I think his style of sports training was very good.

3 What might Martin say about the football lessons he gives?
A ☐ People didn’t use to pay me.
B ☐ I’m not used to people paying me.
C ☐ A lot of people came to the lessons when I started.
D ☐ The local council has never paid me.

4 What might Martin say about his Young Achiever’s Award?
A ☐ It hasn’t changed my life.
B ☐ It’s already changed my life.
C ☐ It’s going to change my life.
D ☐ It isn’t going to change my life.

5 What might Martin say about his future?
A ☐ I think I won’t enjoy college.
B ☐ I’m going to find a job as soon as I can.
C ☐ I’m going to study Sports Science.
D ☑ I’ll be living in another town next year.
Look at the sentences below about wind power. Read the text to decide if the sentences are true or false.

1. Wind farmers don’t work with plants and animals. (true/false)
2. Wind machines need winds of 40kph or more. (true/false)
3. The blades of a wind machine usually measure six metres across. (true/false)
4. People have been using wind machines on farms for more than 5,500 years. (true/false)
5. When engineers invented windmills in Europe, farmers in other countries were already using them. (true/false)
6. In July 1887, many people were producing electricity from wind machines. (true/false)
7. Before the 1970s, oil wasn’t expensive for countries outside the Middle East. (true/false)
8. In the 1990s, scientists understood that the use of oil and gas had already damaged the environment. (true/false)
9. countries haven’t built wind farms since the 1990s. (true/false)
10. Argentina will be using electricity from wind power in the future. (true/false)

The power of the wind
A clean energy source that will never end

Wind farms aren’t agricultural farms with plants and animals. They’re large collections of modern wind machines. They produce power for national electricity systems. Energy companies build wind farms on big open spaces where the wind regularly blows at 20kph or more. Each wind machine is very big, with blades that are about 60 metres across.

The early history of wind power
People have been using the wind as an energy source for thousands of years. Sailors first used the wind for sailing boats more than 5,500 years ago.

Around 1,300 years ago, in an area of Iran and Afghanistan, engineers built the first wind machines.

Farmers used some of these early machines to pump water and others as ‘windmills’ to make flour. Windmills then became popular across the Middle East and China.

European engineers didn’t invent windmills until later, in the 12th century.

From wind power to electricity
A Scottish engineer first turned wind power into electricity in July 1887, and in the early 20th century people started to heat and light individual buildings with electricity from wind machines.

However, the construction of large-scale wind farms didn’t start until the late 20th century.

The development of wind farms
In the 1970s, oil became very expensive. Countries outside the Middle East started looking for different forms of energy.

Then in the 1990s, people started to care more about the environment. Scientists and governments recognized the damage to the environment that the use of oil and had already done.

Since the 1990s, more and more countries have built wind farms for a clean, green energy source.

Plans for Argentina
At the moment, Argentina is planning to build the biggest wind farm in South America. It will be buying wind machines from China and installing them in the south of the country.
Face blindness

‘I often forget names but I __ forget a face.’

We’re all used to __ this. But why is it true?

Probably, like most people, your brain __ the memory of thousands of faces. This __ that you recognize people you __ before.

And __ you hear the name of a person that you know, an image of their face will appear in your mind.

For about 2% of the population, however, everybody’s faces __ to be the same, or very similar.

Emily Roberts has had this problem __ she was a child but she’s only known the name for it __ a few weeks. ‘I __ about memory on the internet when I saw an article about ‘face blindness’.

‘I realized at that moment that other people have this problem. Since then I’ve joined a face blindness support group, and I __ getting help and advice in the future.’

A still B ever C never D already

1 A hears B hearing C heard D hear
2 A got B used to have C has D’s having
3 A has meant B meant C ‘s meaning D means
4 A met B ‘ve met C ‘re meeting D ‘d met
5 A since B by C while D when
6 A are appearing B appeared C have been appearing D appear
7 A for B since C yet D still
8 A since B already C for D just
9 A was reading B ‘d read C ‘ve read D will have read
10 A ‘m going to B ‘ll be C ‘m D ‘ve been

Writing

4 Complete the second sentence so that it means the same as the first. Use no more than three words.

- When did you start learning the clarinet?
  How long have you __ learning __ the clarinet?

1 We decided to walk home, then the rain started.
   We __________ already decided to walk home when the rain started.

2 I’ve eaten two sandwiches but I want more food.
   I’ve eaten two sandwiches but I’m __________ hungry.

3 We always pass the supermarket so we’ll pass it soon.
   We __________ passing the supermarket soon.

4 It will close, then we’ll get home.
   It __________ closed before we get home.

5 We’ll get home and then I’ll cook some eggs.
   I’ll cook some eggs __________ we get home.

5 An English friend, Jack, is coming to visit your town next Wednesday. Write an email to Jack.
   You should:
   • tell him how you feel about his visit
   • tell him about your plans for next Wednesday
   • suggest that you meet at the Top Café

Write 35–45 words.

6 This is part of a letter you receive from an English friend.

What’s your favourite sport? How long have you been doing it? How often do you do it? When are you next going to do it? Have you ever won a prize or got a certificate for your favourite sport? Have you ever had an accident while you were doing your favourite sport?

Write a letter, answering your friend’s questions.
Listening

8 **R2.1** Listen and tick the correct picture, A, B or C.

- Which is Ronny now?

1 How’s the man feeling?

2 What’s the woman describing?

3 What did Amy see when she arrived home?

4 Where is the plane at the moment?

5 Where’s Tim now?

6 Which suitcases are Max’s?

9 **R2.2** You will hear a man called Theo talking about his paintings. For each question, listen and choose the correct answer A, B or C.

- The paintings in the Skylight Gallery
  A have come from Japan.
  B are usually in Japan.
  C will be in a gallery in Japan.

1 Theo is going to give
  A two or three presentations.
  B a short presentation.
  C a very long presentation.

2 Theo painted ‘Forest Green (I)’
  A when he was a boy.
  B in Canada.
  C in his studio.

3 What does Theo say about ‘Forest Green (I)’?
  A He still likes it.
  B He used to like it but he doesn’t like it now.
  C He prefers his other paintings of Dean Forest.

4 Libby woke up
  A after Theo had finished ‘Girl’.
  B while Theo was painting ‘Girl’.
  C when Theo took a photo of her.

5 Which is true about ‘Dots and Lines’?
  A It’s been famous for 30 years.
  B it will have been in eighteen different countries.
  C Leo painted it after he’d left art school.

6 What does Leo say about ‘Dots and Lines’?
  A He doesn’t like it.
  B It hasn’t got dots and lines on it.
  C He knows why people like it.

Speaking

10 Work in pairs. Look at these photographs of people looking at things. Take turns to talk about what you can see in your pictures.
The -ing form is like a noun. We often use it to talk about activities when we think about the actual process of the activity.

It can be the subject or the object of a sentence.
My favourite sport is swimming.
Assembling a book case is difficult.

We use the -ing form after go to talk about sports and other activities.
go swimming, go fishing, go running, go shopping

We use it after verbs like love, like, enjoy, don't mind, hate, can't stand to talk about how we feel about different activities.
I love organizing my DVDs.

We use the -ing form after the verbs try, start and finish.
Can I try doing that?
When will you finish painting it?

We also use it in spend/take time doing something.
Oliver spent three hours fixing his bike.

We use the -ing form after see and hear somebody or something when we see or hear only part of an activity in progress.
I heard you playing the piano this morning when I passed your house. It sounded really nice.
(= I heard part of the process.)
We saw Mike fixing the roof. He looked very busy.
(= We saw part of the process.)

We can use the -ing form after prepositions.
This is a special bag for carrying water.
We need to find a way of fixing the door.
Mandy's good at drawing people.
He's used to sleeping on the floor.

This includes many common adjective + preposition combinations such as afraid of, famous for, fed up with, interested in, useful for and many common verb + preposition combinations such as apologize for, look forward to, rely on, succeed in, think about.
He's famous for crossing the Atlantic by hot air balloon.

We use the -ing form after these expressions of evaluation: it's worth, it's no use/good, there's no point.
There's no point asking Ronny. He won't know.

What can you see? Complete the sentences with the -ing forms of the verbs below.
play chess ski take photos paint swim skip

1 I can see someone painting.
2 I can see someone ____________
3 I can see someone ____________
4 I can see someone ____________
5 I can see two people ____________
2 8.1 What can you hear? Listen and write.

- I can hear someone kicking a ball.
- I can hear someone __________ a shower.
- I can hear someone __________.
- I can hear someone __________ the guitar.
- I can hear someone __________.
- I can hear someone __________ a horse.

3 GAME What can you remember? Work in pairs.
Cover exercises 1 and 2. How many activities can you remember? Use saw and heard.

I saw someone painting.
I heard someone kicking a ball.

4 Complete the sentences with the -ing form of the verb in brackets.

- I'm not used to getting up before six o'clock. (get)
- I feel like _____ for a long walk. (go)
- They went _____ last year. (camp)
- I spend a lot of time _____ . (read)
- Her favourite pastime is _____ shells on the beach. (collect)
- Jason isn't interested in _____ films. (watch)
- I use these gloves for ____ . (cycle)
- Amy saw you _____ in the garden. (work)
- She was busy _____ all morning. (cook)
- Can you start _____ the washing-up? (do)
- It's always worth _____ a friend for advice. (ask)

5 8.2 Listen and complete the table.

<table>
<thead>
<tr>
<th>Paul likes</th>
<th>He isn't very good at</th>
<th>He doesn't like</th>
<th>He spends a lot of time</th>
<th>He's never tried</th>
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<tr>
<td>taking photos</td>
<td>or</td>
<td>or</td>
<td>and</td>
<td>or</td>
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6 GAME Work in groups. Complete the table with two true answers and one false answer in each column. Compare your answers. Can the others find the false answer?

<table>
<thead>
<tr>
<th>I like</th>
<th>I'm not very good at</th>
<th>I don't like</th>
<th>I spend a lot of time</th>
<th>I've never tried</th>
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I like meeting my friends, collecting shells on the beach and kicking a ball.

I don't think it's true that you like collecting shells on the beach!

You're right! That one's not true.

7 What's important to you? What's not? Complete the phrases with the -ing form of the verbs in the box. Then put a tick (✓) or a cross (✗) in the boxes.

- having lots of friends
- one or two good friends
- healthy
- well at school
- time with your family
- lots of possessions (DVDs, clothes, a computer, etc)

<table>
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<tr>
<th>be</th>
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8 What's important to you? Order the things in exercise 7 from 1 (very important) to 6 (not important). Then discuss your answers in small groups.

- Having lots of friends is the most important thing for me, because I spend a lot of time talking to my friends and I like knowing different kinds of people.
- For me, doing well at school is the most important thing because ...
The infinitive without to and with to

We use the infinitive without to after modal verbs. They should talk more.

We also use the infinitive without to after the verbs make and let.
Why did you let him eat that? Don’t make me laugh!

We also use the infinitive without to after see and hear somebody or something when we talk about a short action or when we see or hear all of an activity.
Louise broke the plate! I saw her drop it.

We use the infinitive with to after many verbs connected with thinking and planning (like want, would like, plan, hope, intend, decide, arrange and promise).
Mary hopes to study engineering.
I’ve arranged to meet Andrew later.

We also use the infinitive with to to express purpose.
I’m going to Spain to see my grandfather.
He used a knife to open the box.

We use the infinitive with to with some adjectives (crazy, delighted, difficult, easy, fascinating, funny, great, happy, impossible, nice, OK, pleased, right, sad, sorry, surprised, wonderful, wrong).
It’s crazy to pay so much money for a bottle of water!
I was surprised to see you at school today.

We can also use the adjectives easy, difficult, impossible with for + someone + the infinitive with to.
It’s difficult for me to answer that question.

We use the infinitive with to after verbs like ask, know, learn, understand + a question word.
I’m not sure where to put this chair.
I know how to fix that.

*10 Circle the correct option.

You must promise be / to be careful.
1. It’s wonderful see / to see you again.
2. The medicine will make you feel / to feel better.
3. They’ve decided buy / to buy a new one.
4. Are you OK? I saw you fall / to fall.
5. Jack let me borrow / to borrow his coat.
6. We could phone / to phone Milly.
7. I did it save / to save time.
8. That looks impossible open / to open.
9. I don’t know what do / to do.
10. It’s not easy for me speak / to speak in public.

*11 Complete the sentences with the infinitive of the verb in brackets with or without to.

Can you walk_______ on your hands? (walk)
1. What are you planning _________ tomorrow? (do)
2. Are you good at making people _________? (laugh)
3. How often do you use chopsticks _________ rice or noodles? (eat)
4. Do you let your friends _________ your books? (borrow)
5. Do you know how _________ pasta? (cook)
6. Is it ever OK _________ to someone? (lie)
7. Is it difficult for you _________ up in the morning? (get)

*12 Work in pairs. Ask and answer the questions in exercise 11.

*13 GAME ‘I know how to...’ Work in small groups.
What practical skills do you have? Use the ideas in the box.

- Change/replace:
  a plug/a tyre/a battery/a light bulb
- Cook/make:
  eggs/bread/pizza/pasta/a meal/a smoothie/ice cream
- Mend/repair:
  clothes/a bicycle/a computer
- Clean/wash:
  clothes/dishes/a car/a floor/a carpet

Jason knows how to change an electrical plug.
The infinitive with **to** or **-ing**

We use the **-ing** form after love, like, hate, enjoy, don’t mind, can’t stand and certain other verbs, including admit, avoid, deny, fancy, finish, imagine, miss, practise, regret, risk, suggest.

I don’t regret leaving.
He avoids talking about it.

With like, love, prefer and hate we can use either a to-infinitive or an -ing form. However, like + to can also mean we have a habit of doing something even if we may not enjoy it.

I **like to check** my homework carefully.

We use the infinitive form with to after want, would like, plan, hope, intend, decide, arrange, promise and certain other verbs including afford, agree, begin, deserve, expect, forget, learn, manage, need, offer, pretend, promise, refuse, seem, would prefer.

I **agreed to buy** it.
You could offer to help her.

After the verbs stop, try and remember we can use either the -ing form or the infinitive form with to, but the meaning is different.

Let’s **stop looking** at the map. (= We are looking at the map. I don’t want to look at the map.)
Let’s **stop to look** at the map. (= I want to stop because I want to look at the map.)
I **tried to get** the paint off my T-shirt. (= I couldn’t get the paint off my T-shirt) (an attempt)
I **tried washing** my T-shirt in very hot water. (= I washed my T-shirt but it didn’t have the result I wanted.) (an experiment)
I **don’t remember closing** the door. (= Did I close it or not? I don’t know.)
I **didn’t remember to close** the door. (= I know that I didn’t do it.)

**14** Choose the correct form.

► She refuses to **discuss** discussing it.
1 I can’t imagine to **live / living** there.
2 He’s pretending to be / being sad.
3 You need to practise to **hit / hitting** the ball.
4 Do you fancy to **meet / meeting** at the park?
5 I don’t intend to **take / taking** the exam.
6 Do you promise to **stay / staying** here?
7 He can’t stand to **wait / waiting** for people.
8 Ryan has arranged to **visit / visiting** them.
9 I’d prefer to **go / going** by bus.

**15** Complete the sentences with the correct form of the verbs in brackets.

► Does Mike enjoy **acting**? (act)
1 I don’t mind **to-infinitive** for help. (ask)
2 It’s starting **to-infinitive**. (rain)
3 I think Alice deserves **to-infinitive**. (win)
4 He practised **to-infinitive** his name. (write)
5 I hate **to-infinitive** late. (be)
6 Did you manage **to-infinitive** to her? (speak)
7 We can’t risk **to-infinitive** now. (stop)
8 They refused **to-infinitive** me a reason. (give)
9 Let’s stop **to-infinitive** about this now. We’ve said everything. (talk)
10 You need **to-infinitive** the door now. (open)
11 We tried **to-infinitive** the computer on and off again, but that didn’t help. (switch)
12 We’re aiming **to-infinitive** at two. (leave)

**16** Complete the text with the infinitive or **-ing** form of the verbs in brackets.

**Shopping** - If you want **to go** 1. **(shop)** then it’s fascinating 2. **(explore)** the Riverside area. Expect 3. **(see)** high prices in the shops: this isn’t a cheap part of town! For a different shopping experience, spend some time 4. **(walk)** around Central Market. It’s not worth 5. **(go)** after one o’clock, though. Most of the stalls start closing at midday. At the Crafts Centre there are shops and workshops where you can 6. **(see)** people 7. **(make)** ceramics and jewellery.

**Transport** - 8. **(travel)** by underground is expensive, and you’ll miss 9. **(see)** many interesting sights. We suggest 10. **(take)** the bus or the tram. The water taxis are also an excellent way of 11. **(get)** about.

**Security** - Avoid 12. **(walk)** around the city on your own late at night. Remember 13. **(keep)** your identity card with you at all times.

**Would you like 14. **(know)** more?** - Visit our website 15. **(read)** about the history of this exciting city.
Self-evaluation  Rate your progress.

It's worth... There's no point...
You can see people... Spend some time...
Avoid... A good/great place to...
The best place to... Remember...

My city is a wonderful place to explore. The best way of seeing the main sights is to take an open-top bus tour. After that you should spend some time walking around the Old Town, where you can see people doing their everyday activities.

SHOPPING
It's worth taking a bus to the City Market, where...

Work in pairs. Complete the sentences with verbs in the infinitive with or without to, or the -ing form. Compare your answers with another pair.

Most people need ____________, ____________, and ____________ every day.

In life, you can't avoid ____________, ____________, or ____________.

Very few people find it easy ____________, ____________, or ____________.

Most people want ____________, ____________, and ____________.

__________, ____________, and ____________
are the best ways of staying happy.

We wrote, 'Most people need to eat, to drink and to talk to someone every day.'
Reported speech

We can use direct speech or reported speech when we talk or write about things people said in the past.

In direct speech we use quotation marks and the exact words that somebody said.

*Martin said, ‘I’m sorry I’m late. I missed the bus. It won’t happen again.’*

In reported speech we give the meaning of what the person said, without quotation marks. We use a reporting verb like say (that), tell someone (that), explain (that) or promise (that).

*Martin said that he was sorry he was late. He had missed the bus. He promised it wouldn’t happen again.*

We usually change the direct speech one tense back in reported speech.

See page 189 for a summary of changes.

However, we don’t have to change the tense when the reporting is soon after the speaking and the statement is still true now.

*‘What’s the matter with Max?’ ‘He said he’s hungry.’* (= he’s still hungry now)

We also change possessives and pronouns.

*Polly said, ‘You can use my camera to take a photo of yourself.’*  
*Polly said that I could use her camera to take a photo of myself.*

*‘You can use these chairs.’*  
*She said I could use those chairs.*

Time and place references usually change, too.

*Jason said, ‘I can meet you here tomorrow.’*  
*Jason said that he could meet me there the next day.*

See page 189 for a summary of changes.

**1** Complete the sentences with said or told.

> 1. Julia ___ she would help me.
   2. You ___ you didn’t need it.
   3. Beth and Carla ___ me that I’d won a prize.
   4. He ___ he was sorry.
   5. They ___ him they were coming.
   6. Kim ___ that Edward had to go home.
   7. Max ___ he couldn’t remember.
   8. You ___ I should buy it.
2 Complete the reported speech with the correct form of the verb from the direct speech.

- 'I want to stop,' she said.
  She said that she **wanted** to stop.
- 'Jack's waiting for you,' he said.
  He said that Jack **was waiting** for me.
- 'I won't tell anyone,' I promised.
  You promised you **wouldn't** tell anyone.
- 'You must stay in the boat,' they said.
  They said that we **must stay** in the boat.
- 'We were on the bus at the time,' Alison said.
  Alison told me that they **were** on the bus at the time.
- 'I gave the picture to Jenny,' he explained.
  He explained that he **gave** the picture to Jenny.
- 'I've finished,' she said.
  She told me that she **had finished**.
- 'We can help you tomorrow,' he said.
  He said that they **would help** me the next day.
- 'You shouldn't open it,' they said.
  They told us that we **shouldn't open** it.

3 Look at the direct speech and complete the reported speech. Use eight words from the box.

Then me that himself before day those next there myself you her

- I'm going to the beach today.
  Jason said he was going to the beach that **day**.
- I'll come back tomorrow.
  He said he would come back the **next** day.
- I can fix it now.
  Molly said she could fix it **now**.
- Heidi phoned this morning.
  She told me that Heidi had phoned **this** morning.
- Ed and Kate are looking at you.
  She said that Ed and Kate were looking at **you**.
- I feel comfortable here.
  He told me that he felt comfortable **here**.

4 What did they actually say? Listen and tick the direct speech that matches the reported speech.

- He said, ___
  - 'The ladder has broken.' ✓
  - 'The ladder will break.' □

- She said, ___
  - 'I'll phone him tomorrow.' □
  - 'I'll phone you this evening.' □

- He said, ___
  - 'They're busy.' □
  - 'I'm busy.' □

- She said, ___
  - 'I'll buy it next year.' □
  - 'I bought it last year.' □

- They said, ___
  - 'We're going to stay here.' □
  - 'We went there.' □

- She said, ___
  - 'It happened yesterday.' □
  - 'It happened two days ago.' □

- He said, ___
  - 'I wouldn't see anything with those glasses.' □
  - 'I can't see anything with these glasses.' □
5 9.2 He said … She said … Listen and report what the two speakers said.

I'm sorry.

I'm sorry. He said he was sorry. She said she was sorry.

6 Complete the reported speech.

‘We’ll bring the book tomorrow,’ they said.
They told me that they would bring the book the next day, but they didn’t.
1 He said to me, ‘You and I should meet again.’
He said that ____________________.
2 ‘I missed the bus,’ she explained.
She explained that ____________________.
3 You said, ‘I’m waiting for the bus.’
You said that ____________________.
4 ‘I’ll do it this afternoon,’ he promised.
He promised yesterday that ____________________, but he didn’t.
5 ‘You can help me,’ he said.
He said that ____________________.
6 ‘We’ve already introduced ourselves,’ they explained.
They explained that ____________________.
7 ‘I’ve got some money,’ she said.
She said that ____________________.
8 ‘It’s not here,’ he told me.
He told me that ____________________.

7 Game

Work in pairs. Complete the sentences with information about yourself, and read them to a partner. Report your partner’s sentences to a different partner. How much information can you remember?

I’ve never ____________________.
I need to ____________________.
I’m going to ____________________.
I didn’t ____________________ yesterday.
I can’t ____________________.
I’d like to ____________________.
I must ____________________.
I haven’t ____________________ recently.

8 9.3 Read the notes Max wrote after he went to Manor ice rink today. Then listen to what the man said yesterday. Tick ✓ if the information was correct.

THURSDAY 26 APRIL
Tried Manor ice rink this morning:
small ____________________
staff ____________________
lots of other skaters ____________________
ticket cost £9.00 ____________________
after 45 minutes a member of staff said, ‘You have to get off the ice now.’

9 Max phones the ice rink to complain. Role play the conversation using your notes from exercise 8.

Good morning, Manor ice rink. Can I help you?

Yes, I’m phoning because I was very disappointed when I used the ice rink yesterday. I phoned you on Wednesday and you told me that the ice rink was very nice but ...
Reported questions

We use reported questions when we talk about questions in past conversations.

The tense usually changes back in reported questions, and reported questions don't have quotation marks
or a question mark.

Reported questions use statement word order
(subject before verb) and not question word order.
She asked (me), 'Can you swim?'
She asked me if I could swim.
'When's it going to start?' she asked (us).
She asked us when it was going to start.

In reported information questions, we use the same
question word as in the direct speech.
'What would you like to do tomorrow?' she asked Vicky.
She asked Vicky what she would like to do the next day.

In reported yes/no questions we add if or whether
after asked (+ object).
'Are you going to stay here?' he asked.
He asked if/whether I was going to stay there.
'Will it hurt?' Andy asked the doctor.
Andy asked the doctor if/whether it would hurt.

Because reported questions use statement word
order, we don't use do, does or did in reported
yes/no questions.
She asked, 'Do you know him?'
She asked if/whether we knew him.
(He asked if we did know him.)

We use the same reported question pattern when
we use phrases like Could you tell me...? or Do you know...? and Let's ask ... The tense doesn't change in
these sentences.
Could you tell me what time the supermarket opens?
(Could you tell me what time does the supermarket open?)
Let's ask someone what time it is.
(Let's ask someone what is the time.)

We sometimes report questions and conversations
in a summary sentence.
I asked Elizabeth about her family.
She told me about her grandparents.

**10** Circle the correct words.

- They asked me where was my passport /
  my passport was.
1  He asked what did I do / I had done at the
  weekend.
2  Let's ask the teacher what this word means /
   does this word mean.
3  She asked me if would I / whether I would ever
   come back.
4  I asked her whether / about her plans for the
   future.
5  Could you tell me if / where Ash Road is?
6  I asked how long / to her how long it would take.
7  Let's ask the teacher if / about she can help us.
8  Jamie asked Tony was Iris doing / what Iris was
doing.

**11** Complete the questions that the speakers asked.

- She asked if I had been to Egypt.
  'Have you been to Egypt?' she asked.
1  They asked him if he was going to the match.
  '______________________.' they asked him.
2  She asked Mary what she would like to eat.
  '______________________.' she asked Mary.
3  Andy asked the dentist if it would hurt.
  '______________________.' Andy asked the dentist.
4  The teacher asked whether I would change seats.
  '______________________.' asked the teacher.
5  He asked us if we needed a lift.
  '______________________.' he asked us.
6  My mum asked me if I could tidy my room.
  '______________________.' she asked me.
7  The interviewer asked if I had ever written my
   own project.
  '______________________.' he asked me.
8  The student asked what happens when you heat
   the mixture.
  '______________________.' the student asked.
People are answering questions.

Listen and tick the two questions each person talks about.

1 a How many people are there in your family? ☐
   b Do you live in a house or a flat? ☐
   c How long have you lived there? ☐
   d Do you have a garden? ☐

2 a Do you like swimming? ☐
   b How often do you go swimming? ☐
   c Have you ever swum in the sea? ☐
   d Have you ever swum in a river? ☐

3 a What are you going to do tomorrow? ☐
   b What are you planning to do next weekend? ☐
   c What will you be doing 20 years from now? ☐
   d Where will you be living five years from now? ☐

4 a How often do you listen to music? ☐
   b What’s your favourite kind of music? ☐
   c Can you play a musical instrument? ☐
   d Have you ever been to a live concert? ☐

5 a What’s your favourite meal? ☐
   b Do you ever cook for your family? ☐
   c When do you eat the main meal of the day? ☐
   d Who do you eat the main meal of the day with? ☐

6 a What do you usually wear at the weekend? ☐
   b What did you wear last weekend? ☐
   c How many pairs of jeans have you got? ☐
   d How many pairs of trainers have you got? ☐

Write the reported questions.

- ‘How long have you lived here?’ she asked them.
  She asked them how long they had lived there.
  1 ‘Where have you been?’ the teacher asked her.

- 2 ‘Are you feeling OK?’ Mandy asked me.

- 3 ‘Have you got a football?’ Angie asked them.

- 4 ‘What time’s the next bus?’ Sam asked.

- 5 ‘What will happen next?’ Bella asked him.

- 6 ‘Can you help me?’ he asked.

- 7 ‘What should I do?’ I asked him.

- 8 ‘How did you hurt yourself?’ they asked him.

Work in four groups. Write the reported questions. Look at the example.

Group A Turn to page 181.
Group B Turn to page 184.
Group C Turn to page 185.
Group D Turn to page 186.

Where does it hurt?
How often do you clean your teeth?
She asked me where it hurt.
She asked me how often I cleaned my teeth.

Work in groups of four, one from each group in exercise 14. Read your reported questions. Can the others guess where you were?

She asked me where it hurt.
Were you at the doctor’s?
**Exercise 16**

Choose six questions from exercise 12 to ask six different people. Then talk in pairs about the results.

- I asked Gemma if she had a garden.
- Billy asked me what I wore last weekend.

**Exercise 17**

Choose two topics (eight questions) from exercise 12. Interview two different classmates using Can/Could you tell me... questions and direct questions. Write down their answers.

- George, could you tell me how often you listen to music?
  - Every day.
  - And what's your favourite kind of music?
  - I like all kinds of music, but my favourite is traditional folk music.

**Exercise 18**

Use reported speech to write about the information you collected in exercise 17.

- I asked George about his music habits. He told me that he listens to music every day. He said that his favourite kind of music is traditional folk music, but that he likes all kinds of music.

**Exercise 19**

Use reported speech to answer these questions. Then discuss your answers in small groups.

- Have you ever asked a stranger for help in the street? What did you ask him/her? Was the stranger helpful?
- What's the nicest thing anyone has ever said to you?
- Have you ever said something really stupid? What did you say?
- When did you last ask a teacher something? What did you ask? What did he/she answer?
- What's the last thing you said to someone in your family this morning?
  - Someone once asked me if she could borrow the shoes that I was wearing. I said no, because I needed them.

**Self-evaluation**

Rate your progress.

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Other reporting verbs include: advise, allow, encourage, instruct, invite, order, persuade, remind, want, warn

Sentences with reporting verbs follow this pattern: reporting verb + object + the infinitive form.
Gemma *reminded* Dave *to post* the letter.
Ronny *invited* us *to stay* for lunch.

We can make the reporting verb negative or the infinitive form negative, depending on the meaning.

- Negative reporting verb
  Tony said, ‘Walk to the tree.’ [Tony *didn’t ask* me *to run* to the tree. He *asked* me to walk to the tree.]

- Negative infinitive verb (not + the infinitive)
The teacher said, ‘Don’t run in school!’ [The teacher *told* me *not to run* in school.]

These are some of the common reporting verbs:

- **advise** to tell somebody what you think they should do
- **allow** to say that somebody can do something
- **encourage** to say positive things to make somebody feel confident about doing something
- **instruct** to give somebody information about how to do something
- **invite** to ask somebody to do something or come somewhere (a party, your house)
- **order** to tell somebody firmly to do something (stronger than told)
- **persuade** to get somebody to do what you want or to believe something
- **remind** to make somebody remember something
- **warn** to tell somebody about difficulties or problems that might happen

1 **10.1 Look at the direct speech then circle the correct answer. Then listen and check.**

- My friend often says ‘Can you wait for me?’
  My friend often **asks** / tells me to wait for him.
1 ‘Close your books,’ the teacher said.
  The teacher **asked** / **told** us to close our books.
2 I’m going to say, ‘Can you stay?’
  I’m going to **ask** / **tell** him to stay.
3 Claire always says, ‘Could you carry the bags, please?’
  Claire always **asks** / **tells** me to carry the bags.
4 The receptionist has already said, ‘Please don’t eat here.’
  The receptionist has already **asked** / **told** you not to eat here.
5 George said, ‘Don’t phone me.’
  George **didn’t tell** me / **told** me **not to** phone him.
6 She’s saying, ‘Talk about it.’
  She isn’t telling them to write / isn’t telling them **not to** talk about it.
2 Listen and complete the sentences with the correct form of these verbs.

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<th>Verb</th>
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<tr>
<td>listen</td>
<td>He asked Max to listen about it.</td>
<td>She asked Sam to close the window.</td>
<td>He told Max to close the window.</td>
<td>He asked William to close the letter again.</td>
<td>She asked Mary to close the window.</td>
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<td>get</td>
<td>She told Kate to get close about it.</td>
<td>He told Sally to get close about it.</td>
<td>She told Kate to get close about it.</td>
<td>She told Sally to get close about it.</td>
<td>She told Mary to get close about it.</td>
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<td>close</td>
<td>She asked Sam to close the window.</td>
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<td>read</td>
<td>He told Max to read.</td>
<td>She asked Sam to read.</td>
<td>He told Max to read.</td>
<td>He asked William to read.</td>
<td>She asked Mary to read.</td>
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<td>jump</td>
<td>He told Max to jump.</td>
<td>She asked Sam to jump.</td>
<td>He told Max to jump.</td>
<td>He asked William to jump.</td>
<td>She asked Mary to jump.</td>
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<td>not</td>
<td>She asked Sam not to jump.</td>
<td>He told Max not to jump.</td>
<td>She told Kate not to jump.</td>
<td>He told Sally not to jump.</td>
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<td>He asked William not to worry.</td>
<td>She asked Mary not to worry.</td>
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</table>

3 Work in pairs. Student A give three instructions and make three requests using the verbs in the box. Student B report the speech back to Student A using You asked me to … and You told me to …

verbs: open close put count (not) look (not) write (not) say

4 Read what the people are saying, then complete sentences 1–5 with these phrases.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed</td>
<td>He allowed them to use the garden.</td>
<td>She allowed them to use the garden.</td>
<td>He allowed them to use the garden.</td>
<td>She allowed them to use the garden.</td>
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</tr>
<tr>
<td>to use</td>
<td>He allowed them to use the garden.</td>
<td>She allowed them to use the garden.</td>
<td>He allowed them to use the garden.</td>
<td>She allowed them to use the garden.</td>
<td>She allowed them to use the garden.</td>
</tr>
<tr>
<td>wanted</td>
<td>He wanted them to buy the water bottles.</td>
<td>She wanted them to buy the water bottles.</td>
<td>He wanted them to buy the water bottles.</td>
<td>She wanted them to buy the water bottles.</td>
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<tr>
<td>to buy</td>
<td>He wanted them to buy the water bottles.</td>
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<td>She wanted them to buy the water bottles.</td>
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</tr>
<tr>
<td>encouraged</td>
<td>He encouraged them to swim with him.</td>
<td>She encouraged them to swim with him.</td>
<td>He encouraged them to swim with him.</td>
<td>She encouraged them to swim with him.</td>
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</tr>
<tr>
<td>to swim</td>
<td>He encouraged them to swim with him.</td>
<td>She encouraged them to swim with him.</td>
<td>He encouraged them to swim with him.</td>
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</tr>
<tr>
<td>invited</td>
<td>He invited them to sit with him.</td>
<td>She invited them to sit with him.</td>
<td>He invited them to sit with him.</td>
<td>She invited them to sit with him.</td>
<td>She invited them to sit with him.</td>
</tr>
<tr>
<td>to sit</td>
<td>He invited them to sit with him.</td>
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<td>She invited them to sit with him.</td>
<td>She invited them to sit with him.</td>
</tr>
<tr>
<td>reminded</td>
<td>He reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
<td>He reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
</tr>
<tr>
<td>to take</td>
<td>He reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
<td>He reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
<td>She reminded them to take the medicine.</td>
</tr>
<tr>
<td>ordered</td>
<td>He ordered them to go into his office.</td>
<td>She ordered them to go into her office.</td>
<td>He ordered them to go into his office.</td>
<td>She ordered them to go into her office.</td>
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</tr>
<tr>
<td>to go</td>
<td>He ordered them to go into his office.</td>
<td>She ordered them to go into her office.</td>
<td>He ordered them to go into his office.</td>
<td>She ordered them to go into her office.</td>
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</tr>
<tr>
<td>to give</td>
<td>He ordered them to give him the letter.</td>
<td>She ordered them to give him the letter.</td>
<td>He ordered them to give him the letter.</td>
<td>She ordered them to give him the letter.</td>
<td>She ordered them to give him the letter.</td>
</tr>
<tr>
<td>the letter</td>
<td>He ordered them to give him the letter.</td>
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<td>She ordered them to give him the letter.</td>
</tr>
</tbody>
</table>

5 Listen and circle the answer.

<table>
<thead>
<tr>
<th>Verb</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's</td>
<td>He's ordering Bella to run faster.</td>
<td>He's advising Suzy to wear / not to wear the blue jacket.</td>
<td>He's reminding her / She's reminding him to take some medicine.</td>
<td>He's ordering someone to read / to give him the letter.</td>
<td>He's instructing him to go / not to go into her office.</td>
</tr>
<tr>
<td>encouraging</td>
<td>He's encouraging Bella to run faster.</td>
<td>He's advising Suzy to wear / not to wear the blue jacket.</td>
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</tr>
<tr>
<td>advised</td>
<td>He's advising Suzy to wear / not to wear the blue jacket.</td>
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<td>He's reminding her / She's reminding him to take some medicine.</td>
</tr>
<tr>
<td>instructing</td>
<td>He's instructing him to go / not to go into her office.</td>
<td>He's instructing him to go / not to go into her office.</td>
<td>He's instructing him to go / not to go into her office.</td>
<td>He's instructing him to go / not to go into her office.</td>
<td>He's instructing him to go / not to go into her office.</td>
</tr>
<tr>
<td>allowed</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
</tr>
<tr>
<td>persuading</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
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<td>She allowed / persuaded Milly to show her the photo.</td>
<td>She allowed / persuaded Milly to show her the photo.</td>
</tr>
<tr>
<td>invited</td>
<td>He's inviting / persuading Sam to go fishing with him and his friends.</td>
<td>He's inviting / persuading Sam to go fishing with him and his friends.</td>
<td>He's inviting / persuading Sam to go fishing with him and his friends.</td>
<td>He's inviting / persuading Sam to go fishing with him and his friends.</td>
<td>He's inviting / persuading Sam to go fishing with him and his friends.</td>
</tr>
</tbody>
</table>
6. **10.4 What did the person say? Tick the correct answer.**
   - a. ‘You can eat red meat every day.’ ☐
   - b. ‘You should eat red meat every day.’ ☑

1 a. ‘You can use the computer.’ ☐
   - b. ‘You can’t use the computer.’ ☑

2 a. ‘Don’t go near! It’s dangerous.’ ☐
   - b. ‘Could you please not go near it?’ ☐

3 a. ‘I think you should probably stand in two lines.’ ☐
   - b. ‘OK everyone, stand in two lines!’ ☑

4 a. ‘Yes, you can go on the grass.’ ☐
   - b. ‘Don’t forget to go on the grass!’ ☑

5 a. ‘Please can you open it?’ ☐
   - b. ‘Please don’t open it!’ ☑

6 a. ‘Jason and Tim, what happened?’ ☐
   - b. ‘Jason, what happened?’ ☑

7. **Complete the questions with the words below.**
   - allow
   - invite
   - persuade
   - a stranger
   - you
   - to do
   - to give
   - to help
   - to play

8. **Ask and answer the questions from exercise 7 in small groups.**

   **Do you ever invite your friends to eat at your home?**
   - No, but I sometimes invite my friends to eat at my home.

9. **Write your answers to the questions in exercise 7, giving details and examples.**

   **HOW DO I INTERACT WITH DIFFERENT PEOPLE?**
   I sometimes invite my friends to watch films at my house. Last week I invited my friends Katie and Molly to come and watch a comedy at my house, and we had a really good evening together.

10. **Write six more sentences about how people interact using the verbs in the box.**

   - advise
   - ask
   - allow
   - encourage
   - instruct
   - invite
   - persuade
   - remind
   - tell
   - warn

   **Parents often ask children to help with the housework.**
   - Teachers
   - Students
   - Doctors
   - Dentists
   - Bus drivers

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**Self-evaluation**  Rate your progress.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
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</tbody>
</table>
Sentences with **it**

I can use *it* in a variety of sentence structures.

We usually use *it* as a pronoun for things, actions and ideas.

- I don't like this pen. Do you want it? *(it = this pen)*
- I opened the window. It was a mistake! *(it = opening the window)*
- *Do you like walking in the rain?* *I love it!* *(it = walking in the rain)*

We also use *it* as an 'empty' pronoun in other sentence structures.

We use *it* in the following pattern to give opinions.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th><em>be</em>, <em>seem</em>, <em>feel</em></th>
<th>adjective</th>
<th><em>to + infinitive</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>it</em></td>
<td>'s</td>
<td>nice</td>
<td>to meet you.</td>
</tr>
<tr>
<td><em>it</em></td>
<td>feels</td>
<td>good</td>
<td>to be home again.</td>
</tr>
</tbody>
</table>

We use *it* to talk about a person when the person is unknown, or when we identify ourselves to someone who can't see us.

- *Who's that?* *It's me, Amy.*
- *Hello? Is someone there? Who is it?*

We use *it + be* to talk about the weather.

- It's snowing.

- It was sunny.

We use *it + be* to talk about distance.

- It's about 100km to London from here.
- *(There's about 100km to London from here.)*
- It was a five-minute walk from the hotel to the beach.

We use *it + be* to talk about clock time.

- It's half past ten.

We use *it + take* when we say how much time a person needs to complete an action.

- *It takes me twenty minutes to get to school.*

<table>
<thead>
<tr>
<th><em>it</em></th>
<th><em>take</em></th>
<th><em>object</em></th>
<th><em>time</em></th>
<th><em>to + infinitive</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>it</em></td>
<td>I'll take</td>
<td>me</td>
<td>ten minutes</td>
<td>to copy it.</td>
</tr>
<tr>
<td><em>it</em></td>
<td>took</td>
<td>Ryan</td>
<td>two days</td>
<td>to get here.</td>
</tr>
</tbody>
</table>

We also use the same structure but with no object *(it + takes + time)* when we say how much time an action takes for most people.

- It only takes two minutes to complete this questionnaire.

In questions and negatives we can use *it + take* *(+ object) + long + to infinitive.*

- *Will it take (you) long to fix my bike?* *(a long time)*
- *It won't take (me) long to finish the book.*

We use *it* to talk about the weather.

- It's snowing.

- It was sunny.
1 11.1 Listen and number the pictures from 1–6.

- Is it far to the Sports Centre?
- It takes me ___ minutes to walk there.
- Yes, it’s ___!
- I think it must be ___.
- The train takes about six hours. It’s ___!
- Later we have a very special guest joining us – it’s the very popular ___, Ernie Webber!
- It’s ___ to find that.

2 11.1 Listen again and complete the sentences with the words below.

- Is it far to the Sports Centre?
- It takes me ___ minutes to walk there.
- Yes, it’s ___!
- I think it must be ___.
- The train takes about six hours. It’s ___!
- Later we have a very special guest joining us – it’s the very popular ___, Ernie Webber!
- It’s ___ to find that.

3 Work in pairs. How far is it to these places from where you are now?

- How far is it to the nearest supermarket/bank? ___ metres.
- How far is it to New York? ___ kilometres.
- How far is it to the city centre? ___ minutes.

4 Match a–i to 1–8.

- Look at the view!
- What was the weather like? ___
- I’m Gemma. ___
- Did it take you a long time? ___
- Do you like skateboarding? ___
- How did this happen? ___
- Who’s that? ___
- How long is the journey? ___
- What’s the time? ___

a It’s Martin.
b No, it took about 45 minutes.
c It’s five past eight.
d It’s beautiful!
e It was cold and clear.
f It’s nice to meet you.
g I don’t know anything about it.
h I’ve never tried it.
i It’s a ten-hour flight.

5 Work in small groups. Take turns to say one of the sentences 1–8 in exercise 4. The others in the group all give a different response, using it where possible.

- Look at the view!
- It’s amazing! I love it!
- I think it’s raining over there.

6 Cross out the wrong answer.

- It feels / has /’s good to be in the fresh air.
- It’s a twenty-minute bus ride / five-minute walk / half an hour.
- ‘What was the weather like?’ ‘It was a lot of fog / raining / very nice.’
- It doesn’t take long / me a long time / a ten-minute bike ride.
- ‘Where’s the shop you were talking about?’ ‘It’s 75 kilometres from here / a map on the noticeboard / difficult to explain.’
- There’s a sandwich on the table and it’s for you / there’s a drink in the fridge / it’s a salad in the fridge.
- ‘What’s that noise?’ ‘There’s Milly. / There’s a big football match at the park. / It’s Toby.’
7 Add it or there.
- Is it Sunday today?
  1 'I'll use Henry's bike.'
    '______ would be good to ask him first.'
  2 ______'s a spider on the wall and I don't like _______.
  3 ______'s the first day of summer today.
  4 That was interesting, wasn't ______?
  5 ______ was early in the morning and ______ wasn't anyone around.
  6 ______'s about 100 km from here to Tokyo.
  7 'Don't worry. ______ won't take long to clean that up.'
  8 '______'ll be about 40 people here.'

8 11.2 Complete the voicemail with the missing words. Then listen and check.

Hi, it's Cathy here. I'm in the car with Dad. ______'s raining really heavily and ______'s a lot of traffic. ______'s moving very slowly. ______'s fifteen miles to Oxford from here. Dad thinks it's going to ______ us at least half an hour to get to you, but it's difficult ______ say really, because the traffic's so bad. I'm sorry we're going to be late but ______'s nothing we can do about ______. I'll call again in a while. Bye for now.

9 You're travelling to meet a friend and you're going to be late. Make notes to answer these questions, then write a voicemail to your friend.

Where are you?
What time is it?
Where are you travelling to?
Why are you late?
How long is it going to take you to get there?
How will it feel to arrive at your destination?

Hi, it's Toby here. It's about half past two and I'm on the bus to the museum. It's really annoying because there was a ...
Some verbs (like make, give, send and offer) can have two objects. Ann’s taking a box of chocolate biscuits to Rosy. Ann’s taking Rosy a box of chocolate biscuits.

Sentences with verbs with two objects can follow two different patterns.

### Pattern 1

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>direct object (thing)</th>
<th>to/for + object (person/people)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary I’ve</td>
<td>teaches left</td>
<td>music</td>
<td>some pizza to children for you.</td>
</tr>
</tbody>
</table>

### Pattern 2

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>indirect object (person/people)</th>
<th>direct object (thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary I’ve</td>
<td>teaches left</td>
<td>children you</td>
<td>music some pizza.</td>
</tr>
</tbody>
</table>

In pattern 1 we always use to or for with the second object.

We use to after the verbs bring, give, lend, offer, pass, send, teach, tell, throw, sell, show, write.

We use for after buy, choose, cook, fetch, find, get, leave, make, order, save.

Let’s send Peter a message.
Let’s send a message to Peter.
Could you order me a salad, please?
Could you order a salad for me, please?

When the direct object is a pronoun, we usually use pattern 1.

‘We can’t send her biscuits.’
‘No, but I can take them to her.’

‘We can’t send her biscuits.’
‘No, but I can take her them.’

1 What did Tanya send to her friends? Write sentences in pattern 1.

- a letter / Leo
  
  She sent a letter to Leo.

1 a parcel / Polly

2 an email / Emily

3 a postcard / Peter

4 a text message / Tom

5 a smoke signal / Sidney
12.1 Change the sentences from exercise 1 to pattern 2. Then listen, check and repeat.

She sent Leo a letter.
1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________
5 ____________________________

12.2 Listen and number the pictures from 1–6.

a ____________________________

b ____________________________

c ____________________________

d ____________________________

e ____________________________

f ____________________________

12.2 Match a–g to 1–7. Then listen again and check.

1 Shall I fetch ____________________________?
2 I'm making ____________________________
3 Can you pass ____________________________
4 I've left ____________________________
5 Did you offer ____________________________
6 I've picked ____________________________
7 I'll give ____________________________

a some food in the fridge for you.

b her these flowers.

c her a scarf.

d them to her later.

e Pete your old bike?

f me the salt, please?

g it for you?

You and the people around you

Give and take

Who did you last send an email to?
1 When did someone last ________________ a letter?
2 When did you last ________________ a letter?
3 Have you ever ________________ flowers?
4 Have you ever ________________ to someone? What was it?
5 Do you ever ________________ your books, DVDs and CDs?
6 Do you ever make ________________? What kind of things?

Who does it?
7 Do you make your own breakfast in the morning or does someone make ________________?
8 Do you choose your own clothes or does someone choose ________________?

What do you remember?
9 Who taught ________________ two years ago?
10 When did someone last read ________________?
6 Use the questionnaire in exercise 5 to interview a partner.

Who did you last send an email to?

My friend violet.

7 ‘Me and the people around me.’ Write about you, your family and friends. Use some of the ideas from the questionnaire.

I have a big family, and a lot of my cousins live abroad. One of my cousins often writes me letters. A few weeks ago she sent me a long letter and some photos.

8 Complete the sentences with to or for.

- I made a paper hat for Tim.
- Let’s send these photos to Annie.
- I’ll leave a message for Kate.
- Can you give this box for Jason?
- Shall I lend €100 for Emily?
- She’s ordered a pizza for you.
- I’d like to show your drawings for Max.
- I’ll find some socks for Toby.
- Let’s pick some cherries for Jess.
- Shall I choose a book for you?
- You have to throw the ball for Iris.
- Pass the scissors for Frank.

9 Talk in pairs. Change the sentences in exercise 8 to pattern 2.

I made Tim a paper hat.

Let’s send Annie these photos.

10 **GAME** 12.3 Work in groups. Close your books. Listen to the beginning of the sentences from exercise 8. The first team to call out the correct answer wins a point.

I made Tim...

A paper hat!

11 Are the sentences and questions correct ✓ or incorrect ✗? Correct the mistakes.

- Are you tired? Shall I read you a story? ✓
- Mary might like this painting. Let’s offer it her. ✗
- Shall I put these pictures in the bin or shall I save Alison them? ✓
- Carrie works with children. She teaches them art.
- I need the bread. Can you pass me it?
- My glasses are upstairs. Can you fetch me them?
- I’m really hungry. Could you get me some chips?
- That’s a nice song. Can you teach us it?
- Jason enjoyed looking at that book today. Perhaps you could lend it him for a couple of days.
- You sit there. I’ll bring you a drink.

12 **GAME** Work in small groups. You have five minutes. How many true sentences can you make with the words below? You can add adverbs of time and frequency.

<table>
<thead>
<tr>
<th>banks</th>
<th>libraries</th>
<th>I shops</th>
<th>some people</th>
<th>my friend</th>
<th>chefs</th>
<th>my brother/sister</th>
<th>lend</th>
<th>give</th>
<th>make</th>
<th>tell</th>
<th>sell</th>
<th>write</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>books</td>
<td>presents</td>
<td>stories</td>
<td>jokes</td>
<td>emails</td>
<td>letters</td>
<td>clothes</td>
<td>meals</td>
<td>postcards</td>
<td>things</td>
<td>people</td>
<td>children</td>
<td>me</td>
</tr>
</tbody>
</table>

Banks lend money to people.
I’ve never given my brother flowers.
My friend sent me a present last week.

Self-evaluation Rate your progress.

 يون 12 69
1 The people below are looking for a new club. Read about eight clubs and decide which club would be most suitable for each person.

1 Kim wants to join a sports club. She’d like to know how to improve her fitness level.

Mandy loves reading. She’d like to make some new friends but she finds it difficult to start conversations with people.

Tim’s already very good at cooking and playing chess. He’d like to push himself to a higher level of skill now.

A Lightbox Film Club
It’s fascinating to discover the techniques that film directors use and to learn about the history of some of the world’s most famous films.

At the Lightbox Film Club we invite expert speakers to come and talk about different aspects of film making.
Phone Paul on 466713.

B The Rayford Runners
Running with a group encourages people to stick to a regular training programme. It also helps some people run faster.

The Rayford Runners meet once a week. We run in groups according to fitness level. Our training coach can advise you how to improve your technique.

C Gourmet Cooking Club
Do you spend a lot of time cooking? Would you like to improve your skills?

Well, at the Gourmet Cooking Club you can do just that. Watch a professional chef cook a complicated three-course meal – then try to do the same yourself. And you get to eat the food afterwards!

D Card Craft
At Card Craft, we arrange for experts to come and show our members different ways of making greetings cards for special occasions.

You’ll be able to learn how to make all sorts of cards. It’s amazing just how many different kinds of techniques there are.

3 Julia likes spending time outdoors. She would like to do some physical activity, but she doesn’t like doing sports.

Ronny loves watching films. He isn’t interested in knowing how films are made but he’d love to spend time talking about films with other people.

E The Norley Bookworms
The Norley Bookworms is a small friendly group. We meet every four weeks to talk about our ‘Book of the Month’.

‘I enjoy talking about books with this group, and it’s interesting to have conversations about topics and themes that you don’t talk about every day!’ Heidi

‘Being part of this book club has made me read books that I might not normally choose to read.’ Alex

F Chess for Beginners
It will probably take you a lifetime to become an expert at this game, but it only takes a few weeks to learn the basic moves.

At this new club you can learn to play the game, then practise playing with people the same level as you.

G Green Space Club
The Green Space Club is beginning to change our city!

We meet at different locations in the city and transform waste land into green gardens by planting vegetables and flowers.

Give us your time and energy and in return the Green Space Club will give you an amazing ‘eco’ experience!

H The Midas Film Club
What’s the point in watching a fantastic film and then just going home? At the Midas Film Club we watch films on the big screen together, then go the cinema café to discuss the film informally.
My Arctic Trek  by Jason Archer

Two years ago I trekked across the Arctic with a group of other young people. We wanted to raise money for charity and this seemed like an exciting way of doing it. All our families and friends supported us by promising to give us money if we completed the trip.

The trek took us five days and it was the most amazing challenge of my life. The organizers had told us it would be difficult, but I never imagined just how tough it would be. We crossed huge areas of snow and frozen lakes on foot. And it was so cold! The temperature went as low as minus 30°C, and there were winds of 100 mph which made it feel even colder. There were days that I couldn’t imagine ever feeling warm again.

I didn’t expect to see much wildlife there, but one day we saw two polar bears playing together. It was wonderful to watch them, but unfortunately they saw us watching them, stopped playing and walked away.

Billy, one of our guides, had done the trek many times before. When I asked him if he’d had any frightening experiences, he told us about the time he’d woken up in the night and felt the ice moving underneath him. When he opened his tent and looked out he saw that the ice was breaking up. He’d actually felt the water splashing on his face. For a moment he’d thought that he had become separated from the group, but then someone threw him a rope and he’d managed to get to safety.

Hearing Billy talk about the ice like that made the effects of global warming and rising temperatures seem very real to me. The sea ice is melting more quickly than ever before. The Arctic is a unique and beautiful place, and it’s terrible to imagine it changing for ever.

What is the writer’s main purpose in writing this text?

A  to persuade other people to do an Arctic trek
B  to describe why he did the trek and what he saw and heard about
C  to teach people how to stay safe in cold temperatures
D  to encourage people not to visit the Arctic

1 Why did Jason do the trek?

A  to make money for charity
B  to make people think about the problems of rising sea temperatures
C  to see polar bears playing in the snow
D  to meet people who knew the Arctic well

2 What would a reader learn about Jason from the text?

A  He thinks it isn’t worth asking people to give money to charity.
B  He avoids doing things that are difficult.
C  He enjoys adventure and is interested in nature and the environment.
D  He regrets doing the trek.

3 What does Jason say about the trip?

A  Trekking on the snow and ice was easier than he expected it to be.
B  I didn’t like stopping to look at the polar bears because I wanted to keep walking.
C  The organizers told us it would be easy but it was really difficult.
D  I would encourage other people to do it.

4 What did Jason learn from Billy’s story?

A  how to survive in cold water
B  how to throw a rope to someone to save their life
C  that the ice in the Arctic may not be as strong as it looks
D  that it will be a long time before global warming changes the Arctic

5 What would Jason probably say?

A  My family refused to give me any money for charity because they didn’t want me to do the trek.
B  Seeing two polar bears was very frightening.
C  Billy felt the ice moving but he couldn’t see anything.
D  It’s important for people to find a way of stopping global warming.
Silver Jewellery-making Workshop

Thank you for joining us on our next Silver Jewellery-making Workshop. By the end of the day, you’ll have the confidence to make beautiful gifts for all your friends!

This one-day workshop will teach you all the basic skills you need to produce a piece of silver jewellery from start to finish.

We will be a short talk about how you can sell your jewellery online. We’ll also give you advice on the best way to sell your work for sale.

We suggest some designs with you so that you can start working without delay.

The tutor, Jenny Lake, has taught Art and Design adults for many years. You will be able to see her a ring from the initial design to the final product.

Remember some ideas for designs with you to the workshop!

A enrol B enrolling C enrolled D to enrol
1 A to B for C by D at
2 A you B to you C for you D your
3 A to produce B producing C produced D for to produce
4 A We B You C It D There
5 A sell B selling C to sell D sold
6 A of presenting B present C presented D presenting
7 A whether you brought B bringing C to bring D if you brought
8 A for B to C at D about
9 A to make B making C make D made
10 A bringing B bring C to bring D brought

Help! I’m finding it impossible to sit and study for two hours every night.
I see my brothers and want time with them. I hear people and I don’t want to miss anything interesting.

Are you trying in the kitchen or living room with people around you? It must difficult for you your work well. You need a quiet place.

I agree. Don’t let yourself distracted by people around you. in a noisy place is difficult for anyone. Also, don’t make yourself at your desk for too long. After 45 minutes stop and have a short break.

Complete the second sentence so that it means the same as the first sentence. Use no more than three words.

1 I saw Ann. She was writing a letter to Kate. I saw Ann writing a letter to Kate.
2 I asked her, ‘What are you writing?’ I asked her writing.
3 ‘You should send a postcard to Charlie too,’ I said to Ann. I persuaded Charlie a postcard.
4 ‘I’ll buy you the postcard,’ I said. I said that I’d buy the her.
5 ‘You can choose it,’ I said. I let it.
6 We didn’t drive to the post office. There was no point to the post office.
7 It was only a fifteen-minute walk there. It only took us walk there.

Your friend Gemma met your friend Polly yesterday, and she liked her very much. Write an email to Polly. In your email, you should

- tell Polly what Gemma said about her
- suggest going somewhere together next week
- tell Polly that you’re planning to send her something and explain what it is

Write 35–45 words.
ABBEY GUEST HOUSE

Welcome Dinner

This is what some of our previous guests have said about the Welcome Dinner:

'A fantastic evening!'

'We're so pleased that we were able to come along. We made some new friends who we hope will be our friends for ever!'

Price: An extra £10 per person.

Meals

Breakfast (Garden Room): 7.30–9.00 a.m.
Lunch (Waterlily Room): 12.00–2.00 p.m.
Evening meals (Peacock Restaurant): 6.00 p.m. to midnight
We can bring you in your room. Please speak to Reception.

Local attractions

Visit the Botanical Gardens (a 5-minute walk)
Hear people tell traditional stories in the Market House
Would you like to try out the local language?
Visit the Language Café, 27 Park Street.
Fireworks, every evening, 10 p.m. Main Square

Local transport

Buses for the city centre leave here every 15 minutes.
We suggest that you avoid being in town at these times: 8.30–9.30, 4.30–5.30.

Speaking

Work in pairs. Turn to page 188. Take turns to talk about what you can see in your pictures.
Ability (can, can’t, could, be able to, managed to)

A modal verb shows the speaker’s attitude or opinion towards a fact, event or activity. The main verb is always in the infinitive form.

We use the modal verb can + the infinitive when we talk about an ability or skill in the present.
I can speak French.
I can’t open it.
Can you get it?

We use could or was/were able to when we talk about a general skill or ability in the past.
Amy could ski when she was a child. = Amy was able to ski when she was a child.
I couldn’t swim six years ago. = I wasn’t able to swim six years ago.
Could they read when they started school? = Were they able to read when they started school?

We use was/were able to, but not could, when there was an opportunity to do something at a particular moment in the past.
Fortunately, we were able to get home before it started raining.
Fortunately, we could get home before it started raining.

But in negative sentences we can use either couldn’t or wasn’t/weren’t able to.
Unfortunately, we couldn’t get home before it started raining. = Unfortunately, we weren’t able to get home before it started raining.

She wasn’t able to finish all the exam questions in the time available. = She couldn’t finish all the exam questions in the time available.

We can use managed to + the infinitive for difficult achievements.
We eventually managed to start the car.
He didn’t manage to swim across the river.

To predict future ability we use be able to with will or be going to.
You’ll be able to see the stage from here.
I’m not going to be able to come on Friday.

We also use be able to after used to, want to, would like/love to and with the present and past perfect.
He used to be able to run very fast.
I’d love to be able to ski.
I’ve never been able to draw people’s faces.

Modifiers

To modify the degree of ability with can, could and be able to we use (quite/very) well and not … at all.
My grandmother was able to paint very well.
(= a very good painter)
I can speak French quite well. (= a good French speaker)
I couldn’t hear you very well. (= not good)
I can’t sing at all. (= a bad singer)

To modify the degree of difficulty we can use easily.
I can easily do that. / I can do that easily.
They were easily able to see us. They were able to see us easily. (= with no problems)
1. **13.1 Listen and tick the correct answer.**

- How many balls can he juggle?
  a. Two.   
  b. Three. ✓
  c. Four.   

1. How well can Mandy do a handstand?
  a. Very well.   
  b. Quite well.   
  c. Not at all.   

2. When were they playing tennis?
  a. In the morning.   
  b. In the afternoon.   
  c. In the evening.   

3. How well can she swim?
  a. Very well.   
  b. Quite well.   
  c. Not at all.   

4. Can Dad fix the gate?
  a. Yes, no problem.   
  b. Yes, but it will be difficult.   
  c. He doesn't know.   

5. Did Heidi get into the house?
  a. Yes, through the front door.   
  b. Yes, through the bathroom window.   
  c. No. She didn't manage to get in.   

2. **GAME Work in two groups. Make a list.**

You have five minutes. Which group has the longest list?

**Group 1**

What can animals do that people can't do?

- Birds can fly.

What can people do that computers can't do?

- People can walk.

**Group 2**

What can people do that animals can't do?

- People can write books.

What can computers do that people can't do?

- Computers can store lots of information.

3. **13.2 Write the sentences in the correct order. Then listen and check.**

- open/the box/we/managed to  
  we managed to open the box.

1. play golf/I'd like to/be able to  
   ____________

2. can't/he/at all/swim  
   ____________

3. quite well/used to/be able to/she/play  
   ____________

4. able to/draw/I've/always/been  
   ____________

5. very well/they/do it/couldn't  
   ____________

6. speak to Pete/were/you/able to  
   ____________

4. **Circle the correct answer.**

- Can / Could you read when you were three?
  1. He's never been able to / could hear very well.
  2. Could / Did you manage to finish it?
  3. She can quite well speak Italian / speak Italian quite well.

4. We could / couldn't fix it at all. It was completely broken.

5. I can well / easily carry that. It isn't heavy.

6. Suddenly, the goalkeeper moved away from the goal and I could / was able to kick the ball into the back of the net.

5. **13.3 Listen to Jenny talking, and circle T (true) or (F) false.**

- Charlie managed to climb a tree for the first time this morning. T / F
  1. Charlie couldn't climb very high in the tree at the park. T / F
  2. He couldn't shout to Jenny. T / F
  3. Jenny has always been able to climb trees. T / F
  4. Jenny was able to help her little brother. T / F
  5. Jenny would like to be able to do rock-climbing. T / F
13.3 Complete the story with the words in the box. Listen and check.

This morning, I took my little brother Charlie to the park and he got stuck up a tree.
This surprised me because usually he **can** climb things easily. Today, he climbed up very high, but then his shirt got caught on a branch and he **1** move at all.

‘Help!’ he shouted. ‘I **2** get down!’ He sounded really scared.
I hate heights. I’ve never **3** go up tall buildings because I **4** look down. It makes me feel sick.
I **5** even stand on a chair!
But when I heard Charlie’s frightened shouts I felt different, and I **6** climb up to him. **7** to free his shirt and we climbed down the tree together.
I hope the experience has changed me for ever. Will I **8** go up tall buildings now? I don’t know, but I hope I can. I’d like to try rock-climbing, too.

Work in pairs. How well can you do these things? Tell your partner. Use the words in the boxes.

- not at all  quite easily
- very easily  quite/very well

mend a bicycle tyr
change an electric plug
write a computer programme
read a map
build and light a fire
cook a meal for six people

play tennis/football/another sport
juggle
walk on your hands
swim underwater
dive
ski
play a musical instrument
sing
read

I can’t change a bicycle tyre at all but I can easily read a map.
I can’t walk on my hands at all. I can play golf quite well.

Which things in exercise 7 would you like to be able to do? Write five sentences.

I’d like to be able to read a map.
I’d love to be able to swim underwater.

Work in groups. Read your sentences. Can you find someone with the same sentences as you?

I’d love to be able to read a map.
I can do that. I’d like to be able to juggle.
Me too!

Complete the questionnaire. Tick the things that are true for you and cross the things that are not true. Then discuss your answers with a partner.

3 I’ve been able to speak English since I was five years old. [ ]
4 I can use an English-English dictionary very easily. [ ]
5 I can understand films in English quite easily. [ ]
6 I can spell words in English **quite** well. [√]
7 I can **very** well. [ ]
8 I could ________________ when I was ten years old. [ ]
9 I’d like to be able to ________________. [ ]

I can’t understand films in English **very** well.
That’s true for me too, but I watched a film in English a few weeks ago and I managed to understand some of it.

Talk in different groups. What can your friends and family do?

My friend Leo can play the guitar very well.
My brother can write computer programmes.
Requests (can, could, would, may)

We use can, could and would to make polite requests. We use them in different ways and with different degrees of formality.

We use Can you ...? to make simple requests, and/or when the relationship between the speaker and the listener is informal.
‘Can you come with me?’ ‘Of course.’

We also use Can I/we ...? to request permission informally.
‘Can I use your pen?’ ‘Yes, of course.’

We use Could you ...? to make requests that are more difficult for the listener to fulfill, and/or when the relationship between the speaker and the listener is more formal.
‘Could you do this exercise again, please?’ ‘All right.’
‘Excuse me, could you tell me the way to the station?’ ‘I’m sorry, I don’t know this area.’

We use Could I/we ...? or May I/we ...? to request permission in more formal situations or when we don’t know the listener.
‘Could I ask you a question?’ ‘Certainly.’
‘Excuse me, could we sit here?’ ‘I’m afraid these seats are taken.’
‘May we leave now?’ ‘Yes, that’s fine.’

We can also use Would you + mind + verb + -ing ...? to make polite requests.
‘Would you mind closing the door, please?’ ‘Not at all.’

We can also use Would you ...? like Could you ...?
‘Would you close the door, please?’ ‘Yes, of course.’

To request permission, we use would with mind + if I + past simple.
‘Would you mind if I opened the window?’ ‘Actually, I’d like to keep it closed.’

12  13.4 Where are the conversations? Listen and number the places 1–6.

a at home  d in a library
b in a restaurant  e in a shop
c on a train  f in the street

13 Circle the correct option.

‘Could you pass / passing the bread, please?’
1 Can you / Would you mind come here for a minute?
2 ‘Can you / I sit here?’ ‘Sure, go ahead.
3 Would you be / being quiet, please?
4 Would you mind if I move / moved these books?
5 ‘Can I / Could you speak more slowly, please?’ ‘Yes, of course. Sorry.’
6 Excuse me, would you mind answered / answering some questions?

14 Complete the polite requests. Use the word in brackets. Use no more than three words.

I want to come with you! (can)

1 Help us with these boxes!
   ________________ us with these boxes, please? (could)
2 I want to see your passport!
   ________________ your passport, please?
   (could)
3 Say that again, please.
   Would __________ that again? (mind)
4 Get me some water!
   ________________ get me some water, please? (would)
5 We want to see the photos.
   ________________ the photos, please?
   (may)
6 I want to use your pen. (used)
   Would you mind ________________ your pen?
Match the request (a–f) and the response (g–l) to each picture 1–6.

Requests
a) Could you come and hold the ladder for me?
b) Would you mind turning your music down?
c) Could you get rid of that for me?
d) May I use it now?
e) Would you give me a hand with these stones?
f) Would you mind if I put this in your basket?

Responses
g) I'm afraid the engineer wasn't able to fix it today. It's still not working.
h) I'll be able to help you later but I'm not wearing the right clothes at the moment.
i) He can't hear you!
j) Sorry, but I've never been able to go near spiders!
k) I'd love to be able to help but I'm a bit busy at the moment.
l) No, don't do that! I won't be able to see anything!

Work with a partner. Look at the pictures in exercise 15 but cover sentences a–l. How many conversations can you remember?

Could you get rid of that for me?

Sorry, but I've never been able to go near spiders!
Must, have to, need to, can

We use the modal verbs **must, have to, can** and **need to** + the infinitive when we talk about necessity, obligation and freedom to act now and in the future.

<table>
<thead>
<tr>
<th>Obligation and necessity (= Do this.)</th>
<th>Prohibition (= Don't do this)</th>
</tr>
</thead>
<tbody>
<tr>
<td>must need to</td>
<td>mustn't</td>
</tr>
<tr>
<td>should have got to</td>
<td>shouldn't</td>
</tr>
<tr>
<td>have to</td>
<td>can't</td>
</tr>
</tbody>
</table>

**No obligation/necessity** (= It's not important to do this.)

<table>
<thead>
<tr>
<th>Permission/freedom (= It's OK to do this.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>don't have to</td>
</tr>
<tr>
<td>don't need to</td>
</tr>
<tr>
<td>needn't</td>
</tr>
</tbody>
</table>

We use **must, mustn't** and **can't** to talk about rules and to give orders.

- You must stop at the yellow line.
- You mustn't run with the ball.
- We can't talk in the library.

We also use **must** and **mustn't** to give ourselves and others strong advice.

- I must remember to bring some water.
- You mustn't worry so much!

We use **can** and **may** to say that something is permitted. **May** is more formal than **can**.

- You can leave your books on the shelf this evening.
- To ask about permission we use **Can ...?**
- Can you wear jewellery to school?

We use **should** and **shouldn't** to give advice or suggest action for other people. It expresses an opinion.

- I think he should ask a friend for help. You shouldn't eat that.

We use **have to** to talk about rules.

- He has to wear black shoes for school.

We also use **have to** when a situation means that there is no other choice for action.

- We have to climb over the wall because there isn't a gate.

We use **need to** to talk about things that are personally important, necessary or urgent.

- I need to go now. My bus leaves at six.

**Have got to** is similar to **need to**, but it is more informal and also more urgent.

- Is that the time? I've got to go!
- We've got to tell the teacher about this.

When there is no obligation or necessity we use **don't have to, don't need to** and **needn't**.

- I don't need to get up early tomorrow – it's the first day of the school holidays! You needn't worry about that.

When we ask about obligation we use **Do/Does ... have to ... ?**

- Do you have to do homework every day?

When we ask about specific necessity we use **Do/Does ... need to ... ?**

- Do I need to bring this book tomorrow?
1 Match functions a–h to sentences 1–8.
   1 You must hit the ball into that area. __ a 
   2 You must come for lunch one day! __ b
   3 You can stay here until five o’clock. __ c
   4 You should buy a dictionary. __ d
   5 You have to have a passport to go to another country. __ e
   6 You don’t need to finish it now. __ f
   7 We have to clean our shoes every day. __ g
   8 Emily has to wear glasses. __ h
   a an international rule
   b a family rule
   c giving permission
   d an invitation
   e a medical necessity
   f advice
   g a sports rule
   h free from obligation

2 14.1 Where are the conversations? Listen and number the places 1–6.
   a in a café _____ d on a train _____
   b in the street _____ e at reception _____
   c at home _____ f at school _____

3 14.2 Complete these sentences from exercise 2 with the verb in brackets and a verb from the box.
   Then listen and check.

   change cross eat have have see sign
   stay tidy use watch

   I ________ eggs. (can’t)
   1 You __________ inside the building. (must)
   2 You __________ when the man is red. (mustn’t)
   3 __________ a DVD? (may/l)
   4 You __________ at the next station. (will have to)
   5 __________ here? (I have to)
   6 You __________ a black pen. (don’t have to)
   7 You __________ your room first. (need to)
   8 I __________ some tests at the hospital soon. (have got to)
   9 __________ your ticket, please? (can/l)
   10 You __________ a short break now. (can)

4 Circle the correct options.
   ▶ You can / need to be here at six o’clock tomorrow morning. Don’t be late!
   1 I think we should / have to leave now. It’s getting late.
   2 Can I / Do I have to watch the football match this evening? I really want to.
   3 You can’t / needn’t bring your books to school tomorrow. You only need a notebook and pen.
   4 Attention! You should / must stop at the yellow line! Do not cross the yellow line!
   5 Farmers have got to / have to work every day of the year.
   6 You can / should take it home. Would you like to? You decide.
   7 You mustn’t / don’t have to do that! It’s dangerous!
   8 Sorry. You don’t need to / can’t wear shoes in the house.
   9 Can I / Do I have to wear this hat? I really don’t like it.
   10 You mustn’t / don’t need to pay. It’s free to enter.

5 Complete Jack’s sentences with the best words from the box.

must mustn’t should can’t ’ve got to may didn’t have to

   ▶ Jack → his cousin:
   ‘We ________ eat sweets at our school. Can you?’
   1 Jack → his teacher:
   ‘Excuse me, __________ I go to the bathroom?’
   2 Jack → a friend:
   ‘Sorry, I can’t talk now. I __________ take this book to the library.’
   3 Jack → his little brother:
   ‘No! You __________ play with my phone.’
   4 Jack → Jack:
   ‘It’s not fair! My little brother __________ get up early every day!’
   5 Jack → a friend:
   ‘I think you __________ try again.’
   6 Jack → Jack:
   ‘I __________ remember to phone Charlie this afternoon! Why do I always forget?’
Work in groups. Choose a job. Can the others guess what it is? Ask questions with Can you ... ? and Do you have to ... ?

**Jobs**
- footballer
- doctor
- lawyer
- builder
- shop assistant
- writer
- taxi driver
- driver
- accountant
- musician
- waiter
- police officer
- nurse

**Can ...**
- work at home
- make a lot of money
- wear whatever you like
- have long holidays

**Has to ...**
- sit down a lot
- run a lot
- walk a lot
- wear a uniform
- wear smart clothes
- retire at a young age
- write a lot of reports and emails
- get up early
- work in an office
- work at night

---

**GAME**

<table>
<thead>
<tr>
<th>Can you work at home?</th>
<th>No, I can't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have to wear a uniform?</td>
<td>No, I don't.</td>
</tr>
<tr>
<td>Are you a lawyer?</td>
<td>Yes, I am.</td>
</tr>
</tbody>
</table>

---

**GAME**

Tick the sentences that are true for you. Then work in groups to find people who ticked the same sentences.

- I have to make my bed every day.
- I have to help clean the house.
- I don't have to help with the cooking.
- I've got to have a haircut soon.
- I must tidy my bedroom this evening!
- I need to go to the library soon.
- I can't watch more than three hours' television every day.
- I can't go out with my friends every evening.
- That's the same as me! And I have to help clean the house.
- I don't have to do that.

---

Work in groups. Look at the signs. How many of the rules can you write in five minutes?

- You mustn't park here.
- You can cycle here.
 Had to, needed to, needn’t have, couldn’t

We use had to, needed to and couldn’t + the infinitive when we talk about necessity, obligation and freedom to act in the past.

We can use had to for any past obligation or necessity. We can use needed to for any past necessity.

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<tr>
<td>needed to</td>
<td></td>
</tr>
</tbody>
</table>

They had to wear black shoes. (= It was the rule.)
We had to climb over the wall. (= We had no choice.)
We had to/needed to post the letter. (= It was important to us.)
I couldn’t use my computer on the plane.

<table>
<thead>
<tr>
<th>No obligation /necessity</th>
<th>Permission /freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn’t have to</td>
<td>could</td>
</tr>
<tr>
<td>didn’t need to</td>
<td></td>
</tr>
</tbody>
</table>

We didn’t have to do homework at primary school.
I didn’t need to go to the doctor because I felt better this morning.
We could choose what we wanted to eat.

We use needn’t have + the past participle when we say in the present that a completed past action was unnecessary.

Needn’t have is different from didn’t need to.
We didn’t need to take food. (= It wasn’t necessary to take food. We knew that. ☺)
We needn’t have taken the food. Nobody ate it. (= It wasn’t necessary to take the food. We didn’t know that. ☺)

Listen and tick the correct answers.

9. Why didn’t Fred play with friends after school?
   a. He didn’t want to. ☐
   b. He had to work. ☑
   c. He didn’t have any friends. ☐

1. Why did Milly give flowers to Amy?
   a. She wanted to. ☐
   b. She had to. ☐
   c. Amy had asked for flowers. ☑

2. What did Carrie do at the music studio?
   a. She watched people play and record music. ☐
   b. She played different musical instruments and used the recording equipment. ☑
   c. She used the recording equipment. ☐

3. What did Ted do today?
   a. He went to the library but it was closed. ☐
   b. He went to the library. ☑
   c. He went to school. ☐

4. Why didn’t Alice pay?
   a. She didn’t want to. ☐
   b. She couldn’t because she didn’t have any money. ☑
   c. She didn’t need to. ☐

5. Why didn’t Ann see the film?
   a. She couldn’t because of her age. ☐
   b. She didn’t want to. ☐
   c. She had to do her homework. ☑

6. How did they get to the station?
   a. They ran. ☐
   b. They walked. ☑
   c. They took a taxi. ☑
**10** Circle the correct option.

- I could [ ] didn’t have to / needed to write this report, but I wanted to. I chose to do it.
- 1 Toby had to go / needn’t have gone / couldn’t go to school yesterday because he had a hospital appointment. He was at the hospital all day.
- 2 ‘You’ve got so many things in your bag!’
  ‘I know. And I had to take / needn’t have taken / couldn’t take my umbrella because it didn’t rain at all!’
- 3 We couldn’t / had to / didn’t need to use our dictionaries in the exam. We had to leave them in our bags.
- 4 I didn’t need to wake up / needn’t have woken up / had to wake up early because it’s the holidays. I stayed in bed until half past nine!
- 5 The hotel restaurant was fantastic. We couldn’t / had to / could eat anything that we wanted.
- 6 ‘You missed the end of the film!’
  ‘I know. I couldn’t / could / had to leave early because of my bus.’

**11** Complete the second sentence so that it means the same as the first. Use a modal verb from the box.

- can’t  
couldn’t  
didn’t have to  
may  
mustn’t  
needn’t have  
should

- You mustn’t swim here.
  You _______ swim ______ here.

1 Can I use your dictionary?
   _______ _______ your dictionary?

2 We didn’t wear jeans because it was prohibited.
   _______ _______ jeans.

3 You can’t open it yet.
   You _______ it yet.

4 There was no obligation to buy the picture.
   We _______ the picture.

5 In my opinion it would be a good idea for you to say ‘sorry’.
   I think you _______ say ‘sorry’.

6 I watered the garden but it wasn’t necessary because it rained later.
   I _______ the garden because it rained later.

**Self-evaluation  Rate your progress.**
Plans, predictions and guesses

I can use modal verbs to discuss plans, to make predictions and to speculate and guess about present situations.

Making plans (shall, could, would)

A modal verb shows the speaker's attitude or opinion towards a fact, event or activity.

* We **could** take a taxi. (suggesting a plan)
* That **would** be expensive.
* There **might** be a bus.
* There **won't** be any buses at this time of night.
* We **could** walk.
* I **don't** know ... We **might** get lost. We **could** ask someone for directions.
* **Shall** I ask that taxi driver? He must know.
* That **would** be great.

We use *shall* in **shall we ...?** when we ask questions about plans.

* **What time shall** we meet? **Shall** we leave soon?

To reply to questions with *shall* we usually use **Let's ...** or **How about ...?**

* **What shall** we do? ‘Let's phone Martin.’
* or ‘**How about** phoning Martin?’

We use *would* in **I'd like to ...** and **Would you like to ...?** to talk about preferences for plans.

* **What time would** you like to start?
* **I'd** like to stay at home this afternoon.

We use *That* **would/wouldn't** be when we respond to suggestions for plans.

* **That would** be nice/great/wonderful/fantastic!
* **That would** be good/better/the best thing to do!
* **That would** be difficult/very expensive.
* **That wouldn't** be easy.

As well as the modals *shall*, *could* and *would*, we also use **Let's...** and **Why don't ...?** to make suggestions and plans.

* **Let's** stop at five o'clock.
* **Why don't** we go to the beach?

**1 15.1** Listen. What are the people talking about? Match conversations 1–6 to a–f.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>a room</td>
<td>a piece of homework</td>
<td>a holiday</td>
<td>an afternoon activity</td>
<td>a visit to a friend</td>
<td>a broken vase</td>
</tr>
</tbody>
</table>
2 15.2 Listen to the sentences and circle the correct options. Then listen again and repeat.

Shall I bring some food this evening?
what shall we do?
1 Shall is stressed / not stressed.
I could make some sandwiches.
we could ask for help.
2 Could is stressed / not stressed.
that would be fantastic!
That would be difficult.
3 Would is stressed / not stressed.

3 GAME Work in groups. What could you do with these things? Which group has the most ideas?

- eggs
- milk
- flour
- sugar
- butter
- chocolate
- paint
- scissors
- sticks
- string
- glue
- a camera
- six bags of potatoes
- a wooden box
- wheels
- string

We could make chocolate biscuits.
We could eat the chocolate and drink the milk!

4 Circle the correct answer.

▸ I shall /’d like to go to the library tomorrow.
1 ‘We could / would invite Jenny.’ ‘That’s a good idea.’
2 ‘Why don’t we keep it a secret?’ ‘That wouldn’t / couldn’t be very kind.’
3 ‘What shall / would we give her?’ ‘How about some flowers?’
4 ‘A walk in the forest?’ ‘Yes, why not? That would / shall be nice.’
5 ‘Shall we play some music?’ ‘Yes, we shall / let’s.’
6 Could / Would you like to come with us?

5 15.3 Complete the conversations with the words in the box. Listen and check. Then practise the conversation in pairs.

don’t could could like would shall shall shall would would

Ivy: __________ we go for a walk tomorrow?
Sue: That 1 ______ be nice.
Ivy: Where 2 ______ we go?
Sue: We 3 ______ walk to the lake.
Ivy: Yes, and we 4 ______ go swimming.
Sue: I don’t know … I think the water 5 ______ be very cold!
Ivy: 6 ______ I bring a picnic?
Sue: That 7 ______ be lovely.
Ivy: I’d 8 ______ to invite Julia to come with us.
Shall I ask her?
Sue: Yes, of course. Why 9 ______ we ask Katy, too?

6 Role play. Work in pairs. What are you going to do? Have three conversations and make plans. Use shall, could and would. Use your own ideas.

Conversation 1
What / we give / Anna?
bike? DVD? computer game?

Conversation 2
Where / we stay / on holiday?
at a luxury hotel? at a campsite?

Conversation 3
What / we do / at the weekend?
play football? read books?

What shall we give Anna?
We could give her a book.
That would be a good idea.
**Predictions (might, may, will)**

We use **might** when we make predictions about the future.

We use **will** and **won’t** when we are sure about a prediction.

You’ll love it! (= I’m sure.)

Bill won’t know the answer. (= I’m sure.)

We use **probably** and **definitely** to modify predictions. We put these adverbs after **will** but before **won’t**.

They’ll **probably** win. (= I’m almost sure.)

They’ll **definitely** win. (= I’m 100% sure.)

It **probably** won’t rain. (= I’m almost sure.)

It **definitely** won’t rain. (= I’m 100% sure.)

We use **may** when we aren’t sure about a prediction.

The bag **might** break. (= It’s possible.)

The bag **might not** break. (= It’s possible.)

Karen **may** want to talk about it. (= It’s possible.)

Karen **may not** want to talk about it. (= It’s possible.)

We use **may** and **might** in the same way, but **may** is slightly more formal than **might**.

We can use **I expect** and **I think** before predictions with **might**, **may** and **will** to show that the prediction is our opinion.

I expect he’ll be hungry.

I think they **might** buy a new car.

For negative predictions we usually use **I don’t think** and **will**.

I don’t think they’ll agree.

**7 Circle the correct answer.**

- I’ll **probably** / **probably** will go to bed early.
- She definitely won’t / **might not** tell you.
- It won’t **probably** / **probably won’t** finish late.
- This food is very hot and spicy. You **not may** / **may not** like it.
- I expect / It expects it’ll be cold this evening.
- I think she **might not** / **won’t** agree.
- Jason will **definitely** / **definitely** will help you.

**8** 15.4 Optimists (😊) and pessimists (')}.

Match two responses (a–l) to each dialogue 1–5. Then listen and check.

- We’ll take a taxi.
  - a) You won’t find that again.
  - b) She may not pass all her exams.
  - c) You’ll get a wonderful view.
  - d) It’ll be expensive.
  - e) I expect they’ll offer her a place.
  - f) You’ll definitely get it back.
  - g) It’ll help you feel better.
  - h) It’ll be quick.
  - i) He won’t like it.
  - j) It’ll taste horrible.
  - k) He’ll love it.
  - l) I think you might fall.

**9 GAME**

Work in groups. Make optimistic and pessimistic predictions like those in exercises 7 and 8.

- a friend’s tennis match
- the weather tomorrow
- a skiing holiday
- a maths exam
- an appointment with the dentist

**10 Write optimistic predictions about your classmates. Work in groups and share your predictions.**

- I expect Vicki will travel around the world.
Guesses and speculations (*must*, *might*, *could*, *can’t*)

We use *must*, *might* and *can’t* when we guess and speculate about a present situation.

When we guess and speculate about the present circumstances of the situation we use *must/might* (not)/*could/can’t* + the infinitive or *be* + verb + -ing.

A guess about a present event =
‘I’m 99% sure it’s true.’

*That man must be cold.*
*He must be feeling* uncomfortable.

A guess about a present event =
‘I’m 99% sure it’s not true,’

*He can’t be* very happy.
*He can’t be feeling* very good.

A guess about a present event =
‘Maybe. It’s possible.’

*He might need* some help.
*It could be* a fishing competition.
*He might not have* any dry clothes.

We can also guess and speculate about the past action or situation that created the present situation.

To do this, we use *must/might* (not)/*can’t* + have + past participle or *must/might* (not)/*can’t* + have + been + verb + -ing.

A guess about a past event =
‘I’m 99% sure it happened.’

*He must have fallen* in the river.
*He must have been* fishing.

A guess about a past event or activity =
‘I’m 99% sure it didn’t happen.’

*He can’t have wanted* to get wet.

A guess about a past event =
‘Maybe. It’s possible.’

*Somed one might have pushed* him!
*He might have wanted* to get something out of the water.
*He might have been* trying to catch a big fish.
*He might not have been* in a competition.

»11 15.5 Listen. Which three pictures is he talking about?

![Images of various items]

12 15.5 Listen again and answer the question about pronunciation. Then listen and repeat.

Do we pronounce the ‘t’ in *might* be and the ‘d’ in *could* be?  yes / no

13 Game Work in pairs. Take turns to make two sentences about a picture from exercise 11 with *it might be* or *it could be.* Can your partner guess the picture?

*It might be a cup. It could be a plate.*

Is it this picture?

Yes, that’s right.
Circle the correct option.
1. I'm not sure. You must/might/can't be right.
   a. must
   b. might
   c. can't

2. He must/could/can't be a doctor. We don’t really know.

3. I didn’t see them on the bus. They must/walking/walk/be walking to school today.

4. The post office might/must/could not be open at this time of day.

5. It’s got black and white stripes, so it must/might/can’t be a zebra.

6. ‘Why is he asleep at eleven o’clock in the morning? ’ He might not sleep/might not be sleeping/must not be sleeping.

7. £1000! You can’t have joked/must be joking/might have been joking!

8. Were you OK yesterday? You must have felt/might feel/can’t be feeling cold without a jacket.

9. He must have broken/can’t have been breaking/can’t have broken his leg. Look – he’s walking fine!

10. Where did he get that cake? He must buy/have bought/have been buying it.

Complete the sentences with the correct form of the verbs in brackets. Then listen and check.

The lesson was at nine o’clock. He was at the dentist’s at nine o’clock.
He can’t have been (be) at the lesson.

You had your bag on the bus. Now you don’t have it.
You must/leave (must/leave) it on the bus.

She thinks it really happened but she was asleep.
She must/dream (must/dream).

They didn’t come. They might/change (might/change) their minds.

He was talking about it yesterday and he wrote it on his hand.
He can’t/forget (can’t/forget).

The ground was dry. Now it’s very, very wet.
It must/rain (must/rain).

It was working. Now, it isn’t working.
Oh dear. We might/break (might/break) it.

Listen again and answer the question about pronunciation.

How do we pronounce might have, must have and can’t have?
a. /mæt hæv/ /mæst hæv/ /kænt hæv/
b. /mætəv/ /mæstəv/ /kæntəv/

Work in groups. Follow the story trail.

1. Read part one of the story.

There’s a man called Edward who has a job that he loves.
He works outside.
He likes animals, but he doesn’t work with animals.

2. What’s Edward’s job? Guess from the jobs in the box. Use can’t, might or could.

shop assistant zoo keeper artist farmer traffic warden cook office worker gardener builder taxi driver fisherman

He can’t be a cook.
He could be a builder.

3. Now turn to page 181 for part two of the story.

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
1) Look at the text in each question. What does it say? Tick A, B or C.

- **Please show your tickets.**
  - A [ ] You can show your tickets.
  - B [ ] You must show your tickets.
  - C [ ] You could show your tickets.

- I think I might have deleted some photos on the computer.
  - A [ ] I’ve definitely deleted some photos.
  - B [ ] It’s possible that I deleted some photos.
  - C [ ] I might delete some photos.

- Thank you for the biscuits. Actually, I bought some earlier, but no problem – we’ve got lots now and I’m sure George will help me eat them!
  - A [ ] You needn’t have bought the biscuits.
  - B [ ] You were able to buy the biscuits.
  - C [ ] You had to buy the biscuits.

- Please do not open the window.
  - A [ ] You couldn’t open the window.
  - B [ ] You aren’t able to open the window.
  - C [ ] You mustn’t open the window.

- **I probably won’t be home before 9pm, so don’t wait for me at dinner time. See you later.**
  - Bx

- **Hi Suzy**
  - Shall we ask Linda to come with us on Saturday?
  - Claire
  - A [ ] We could ask Linda.
  - B [ ] We must ask Linda.
  - C [ ] We’ll probably ask Linda.

- **Hi Jason**
  - Could you bring some DVDs with you tomorrow?
  - Thanks
  - Mike
  - A [ ] Were you able to bring some DVDs?
  - B [ ] Would you mind bringing some DVDs?
  - C [ ] Do you have to bring some DVDs?
2 Look at the sentences below about astronauts. Read the text to decide if the sentences are true or false.

- The first astronaut travelled into space in 1961. true / false
- 'Astro' means space so 'naut' must mean 'sailor'. true / false
- You have to travel more than 100km into space to be an astronaut. true / false
- More than 520 people must have flown into space in the last fifteen years. true / false
- The pilot has to take command of the whole space mission. true / false
- All mission specialists have to do space walks and repairs. true / false
- A space agency might accept someone with a university degree in mathematics and good eyesight for the selection process. true / false
- A space agency might accept an experienced jet pilot with high blood pressure for the selection process. true / false
- Someone who is 195cm tall can't become an astronaut. true / false
- Mission specialists needn't understand the mechanics of the spacecraft. true / false
- Astronauts in training must spend a lot of time working underwater in a space suit. true / false

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**BEING AN ASTRONAUT: A CAREER IN SPACE**

From the first manned spaceflight in 1961 to trips to the International Space Station in the last fifteen years, more than 520 people from around the world have become astronauts.

The word 'astronaut' comes from the Greek and means 'space sailor'. In official terms, an astronaut is someone who has flown more than 100km into space.

**Hierarchy and duties**

On a space flight there will always be a commander, a pilot and mission specialists.

The commander has responsibility for a whole space mission. The pilot helps the commander to control and operate the spacecraft and other space vehicles. Mission specialists have specific duties in different areas. They might do space walks, experiments or repairs.

**The basic qualifications**

These are the basic qualifications that you need to apply to a space agency.

- You need a university degree in engineering, science or mathematics.
- You need to have 1,000 hours experience as a jet pilot in command.
- You need to pass a physical examination, which covers the following areas:
  - You need to be able to see long distance and things near to you.
  - You can't have high blood pressure.
  - You must be between 158cm and 191cm tall.

Applicants must write a CV that includes all their skills, experience and references.

**The selection process**

The space agency selects about 100 candidates. These candidates have to attend interviews and medical tests for a week.

**The training process**

All astronauts need to train for two years. They have to learn about the mechanics of the spacecraft and how to operate its systems.

They also have to do a lot of training underwater in swimming pools because this is similar to being in space. For this training, the astronauts have to wear space suits.
Diving Detective

Do you believe this story? A man on holiday in France thought he’d lost his camera for ever when he dropped it in a river. But he have worried. A young diver found it and to return to it him.

Andrew Sully was canoeing on a river with his family when he accidentally dropped the camera.

‘Oh no! There be about 100 pictures on there!’ said his wife. ‘We never see them again!’

‘I be able to find it,’ said Andrew, and he dived into the river to look for the camera. Unfortunately, he wasn’t to see anything and he soon stop looking.

Two weeks later, 23-year-old student Kevin was scuba diving in the same river when he found the camera.

He download the photos and then he started his detective work.

‘There were pictures of a man standing by a “Sully” sign, so I guessed the owner be called Sully. There were also photos of a cycling event, and I found Mr Sully on the event website. I to email him a message saying ‘I think I your camera.’

‘My wife and I were very happy to see our camera and all our holiday photos again,’ says Andrew. ‘We like to say a big ‘thank you’ to Kevin. Perhaps we’ll buy him some new diving equipment!’

3. A Can B May C Might D May not
4. A didn’t manage to get everything on the shopping list. I wasn’t able to get everything on the shopping list.
5. A I needed to take a taxi home. B I take a taxi home.
6. A I wasn’t able to use my credit card. B I use my credit card.
7. A I’m 99% sure I left a bag in the taxi. B I left a bag in the taxi.
8. A We’ll to get some more milk tomorrow. B We’ll stop to get some more milk tomorrow.
9. A I bought these biscuits, but now I see that there’s a box of biscuits in the cupboard! B I these biscuits!
10. A Why don’t we try shopping online next time? B Why don’t we try shopping online next time?
11. A I must A bag, a bag in the taxi.
12. A I must A bag, a bag in the taxi.

5. Your friend Martin is coming to stay with you and your family this weekend. Write an email to Martin. In your email, you should:
   - predict what the weather will be like at the weekend
   - ask Martin to bring something
   - suggest an activity for Saturday afternoon

Write 35–45 words.

I thought I couldn’t do it – but in the end I could.

Writing

This is part of a letter that you received from your English friend Andy.

There are lots of rules at our school that we mustn’t break.

How about at your school? What rules do you have?

Write a letter to Andy, telling him about the rules at your school.

Units 13–15 91
Listening

8  R4.1 Listen and choose the correct answer A, B or C.

What does the girl want?

A  
B  
C  

1 What did the boy buy?

A  
B  
C  

2 What is the weather forecast for today?

A  
B  
C  

3 What does the girl think happened?

A  
B  
C  

4 What is the girl going to take with her?

A  
B  
C  

5 What time will Jamie's train probably leave?

A  
B  
C  

6 Which is the woman's list?

A  
B  
C  

9  R4.2 You will hear a conversation between Milly and Ben about a camping trip. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.

Milly and Ben were probably in the garden when Richard rang. yes / no

Ben would like to have lunch now. yes / no

Milly knows that Richard is going out this afternoon. yes / no

Milly, Ben and Richard need to buy tents. yes / no

Ben won't have to buy a sleeping bag. yes / no

Ben hasn't been able to buy a map for the trip. yes / no

Milly needn't have bought plastic cups, plates and bowls. yes / no

Speaking

10 Work in pairs or small groups. You and your friend(s) have to prepare a performance for a show at school. Talk about which equipment you will use and who will use it.
Questions

We use questions to check information, ask for information, make requests, suggestions, offers and invitations.

Yes/no questions and wh- questions usually have the same word order. 
Are you sad? Why are you sad? Did you eat it? When did you eat it?

In short answers to yes/no questions we use the auxiliary verb from the question. 
Was she here yesterday? ‘Yes, she was.’ 
‘Can you see a boat?’ ‘No, I can’t.’ 
‘Have you been working?’ ‘Yes, I have.’

We use the auxiliary verbs do, does and did in questions with the present and past simple. 
‘Do you play tennis?’ ‘Yes, I do.’ 
‘How often do you play tennis?’ 
‘Does it work like this?’ ‘No, it doesn’t.’ 
‘How does it work?’ 
‘Did he phone you?’ ‘Yes, he did.’ 
‘Why did he phone?’

Questions with what and who can follow two different orders.

<table>
<thead>
<tr>
<th>Subject question (who/what + verb)</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who phoned?</td>
<td>Polly phoned.</td>
</tr>
<tr>
<td>What broke?</td>
<td>A cup broke.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object question (who/what + auxiliary verb/ + subject + verb)</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who did you phone?</td>
<td>I phoned Andy.</td>
</tr>
</tbody>
</table>

We use whose to ask about possession. 
‘Whose pen is this?’ ‘It’s mine.’

We use what when we ask about a wide choice (many possible answers) and which when we ask about a limited choice (a small number of possible answers).
What’s your favourite day of the week? 
Which day of the week do you prefer? Friday or Saturday?

We often use questions with what + noun and how + adjective. 
What colour are her eyes? 
What time does the film start? 
How far is the station from here? 
How old are you?

If a question has a preposition, the preposition usually goes at the end. 
What’s that bag made of? 
Who are you going to travel with?

Questions with What … for? mean ‘Why?’ 
What did you say that for? 
What did he want the money for?

Questions with What is/was … like? mean ‘Describe him/her/it/them.’ 
What’s the weather like today? 
What were the hotel rooms like?
1. **16.1** Listen to the questions. What are they asking about? Listen and number the pictures.

2. **16.2** Listen, then answer the question about pronunciation. Then listen again and repeat the questions.

3. **16.3** Listen to the questions. Tick the best answer for each question.

4. Complete the questions with the correct question word from the box.

5. Circle the correct options. Practise reading the questions with the correct intonation.

6. Work in pairs. Ask and answer questions and complete your story.

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**Questions and question tags**

**1.** Listen to the questions. What are they asking about? Listen and number the pictures.

**2.** Listen, then answer the question about pronunciation. Then listen again and repeat the questions.

**3.** Complete the questions with the correct question word from the box.

**4.** Listen to the questions. Tick the best answer for each question.

**5.** Circle the correct options. Practise reading the questions with the correct intonation.

**6.** Work in pairs. Ask and answer questions and complete your story.
Quiz: Our Planet

Seas and oceans

- the Atlantic Ocean
- the Pacific Ocean
- the Mediterranean Sea
- the Baltic Sea

Question: How deep is the Baltic Sea?  
Answer: About 55m.

Rivers

- The Mississippi
- The Nile
- The Amazon
- The Yangtze

Question: Where does the Amazon run?  
Answer: Lake Victoria in Tanzania.

Question: How long is the Mississippi?  
Answer: About 6,498km.

Our Universe

Mountains and Lakes

- Lake Geneva
- Cotopaxi
- Mount Everest
- Lake Titicaca

Question: Where is Cotopaxi?  
Answer: In Ecuador.

Question: How high is Mount Everest?  
Answer: 8,848m.

Planets

- Venus
- Pluto
- Mars
- Saturn
- Mercury
- Uranus
- Neptune
- Earth

Question: What do they call the Red Planet?  
Answer: The Red Planet.

Question: How hot is it on the surface of the Red Planet?  
Answer: About 460°C.

Question: How many planets are there in our solar system?  
Answer: About 4.5 billion km.

Capital cities

- Caracas
- La Paz
- Nairobi
- Kathmandu

Question: Where is the capital of Venezuela?  
Answer: In Venezuela.

Question: How high is Kathmandu above sea level?  
Answer: 3,640m above sea level.

Pronunciation

- Has it got six legs?  
  Answer: Am I right?

- Can you and your sister swim?  
  Answer: Will it be OK?

- Does Carla know Alex?  
  Answer: Is Leo coming?

- Does the voice go up or down at the end of each question?
  a Down  
  b Up

Work in pairs. Ask your partner yes/no questions. How many of these short answers can you make your partner say in one minute?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, there is.</th>
<th>No, you aren't.</th>
<th>Yes, it has.</th>
<th>Yes, it hasn't.</th>
<th>Yes, she is.</th>
<th>No, she doesn't.</th>
<th>Yes, I have.</th>
<th>No, I don't.</th>
<th>Yes, you are.</th>
<th>No, he doesn't.</th>
<th>Yes, there are.</th>
<th>No, they aren't.</th>
<th>Yes, there is.</th>
<th>No, there isn't.</th>
<th>Yes, there will.</th>
<th>No, you don't.</th>
<th>Yes, there are.</th>
<th>No, they aren't.</th>
<th>Yes, there is.</th>
<th>No, there isn't.</th>
<th>Yes, there will.</th>
<th>No, you don't.</th>
</tr>
</thead>
</table>
Question tags

A question tag is a short question that we can add to the end of a statement. We form it like this: auxiliary verb + subject.

John's funny, isn't he?

The subject in the tag is the same as the subject in the statement.

You worked yesterday, didn't you?

A negative statement has a positive tag. A positive statement has a negative tag.

Edward can walk to the farm, can't he?  It isn't easy, is it?

Sentences with the present simple or the past simple have do, does or did in the tag.

Antony likes painting, doesn't he?  You don't have any cousins, do you?

Debbie passed her exam, didn't she?

Sentences with an auxiliary verb have the same auxiliary verb in the tag.

We'll see the new baby, won't we?  They can't leave now, can they?

We shouldn't say anything, should we?

Some structures have different tags.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Auxiliary</th>
</tr>
</thead>
<tbody>
<tr>
<td>used to</td>
<td>did</td>
</tr>
<tr>
<td>I am</td>
<td>aren't</td>
</tr>
<tr>
<td>Let's</td>
<td>shall</td>
</tr>
<tr>
<td>have got</td>
<td>have</td>
</tr>
<tr>
<td>Imperative</td>
<td>will</td>
</tr>
</tbody>
</table>

You used to live here, didn't you?

I'm late, aren't I?

Let's stop, shall we?

You've got a bike, haven't you?

Don't tell him, will you?

When the subject in the sentence is this or that, the subject in the tag is it.

That was fun, wasn't it?

When the subject in the sentence is these or those, the subject in the tag is they.

These are your pens, aren't they?

We use question tags with rising intonation when we want to check information that we aren't sure about.

Pandas come from China, don't they?  Your dad's an engineer, isn't he?

We use question tags with falling intonation when we are sure of the answer and we expect the listener to agree with us.

It's cold today, isn't it?  You won't forget to phone, will you?

11 Circle the correct option.

- Kate's got the books, doesn't / hasn't she?
- The bus will stop here, won't / will it?
- They went home, didn't / don't they?
- I'm going to be late, aren't / am not I?
- Max can speak French, doesn't / can't he?
- Let's get some lunch, will / shall we?
- You and I already knew that, didn't we / you?
Listen. Does the question tag rise or fall? Tick ✓ a or b. Listen again and repeat.

- The tickets are expensive, aren't they?
  a  ✓ b

1. Polar bears live at the North Pole, don't they?
   a  ✓ b

2. That isn't a real diamond, is it?
   a  ✓ b

3. Libby's from Australia, isn't she?
   a  ✓ b

4. Lake Geneva's in Switzerland, isn't it?
   a  ✓ b

5. He has told you, hasn't he?
   a  ✓ b

6. You're Brian's daughter, aren't you?
   a  ✓ b

7. They aren't going to win, are they?
   a  ✓ b

8. That wasn't very good, was it?
   a  ✓ b

Complete the sentences with the tags below.

don't they?  can you?  aren't I?  isn't it?  will you?  didn't you?  has it?

- Don't forget, will you?
  1. You can't do it, ____________
  2. I'm sitting in the right place, ____________
  3. This is easy, ____________
  4. Angie and Leo like basketball, ____________
  5. It hasn't got any wheels, ____________
  6. You used to have long hair, ____________

Write the missing tags.

- It used to be here, ____________
  1. It hadn't broken, ____________
  2. Try your best, ____________
  3. You'll work hard, ____________
  4. Don't be late, ____________
  5. That's wrong, ____________
  6. He hasn't seen us, ____________
  7. You and I have finished, ____________
  8. Jason and Carla weren't smiling, ____________

Work in pairs. Use question tags with the correct intonation to check the facts with your partner.

Student A turn to page 182.
Student B turn to page 185.

Helsinki is in Finland, isn't it?  I'm not sure.

Pandas eat bamboo, don't they?  Yes, I think so.

Self-evaluation  Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Relative clauses and exclamatory sentences

I can use defining and non-defining relative clauses; I can use exclamatory sentences.

Defining relative clauses

Defining relative clauses give essential explanatory information about the subject or object of a sentence. The subject or object can be a person, thing or place.

We use the relative pronouns who, which, whose, or that to introduce defining relative clauses.

We use who or that when the defining relative clause gives information about a person.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Essential information</th>
<th>Sentence with defining relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I spoke to the man.'</td>
<td>'Which man?'</td>
<td>'I spoke to the man who/that painted this picture.'</td>
</tr>
</tbody>
</table>

We use which or that when the defining relative clause gives information about a thing or animal.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Essential information</th>
<th>Sentence with defining relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I've eaten the cake.'</td>
<td>'Which cake?'</td>
<td>'I've eaten the cake which/that you made.'</td>
</tr>
</tbody>
</table>

We use whose when the defining relative clause gives information linking a person to another person or thing as a possession.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Essential information</th>
<th>Sentence with defining relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I was helping the girl.'</td>
<td>'Which girl?'</td>
<td>'I was helping the girl whose suitcase broke.'</td>
</tr>
</tbody>
</table>

We use the relative adverb where when the defining relative clause gives information about a place.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Essential information</th>
<th>Sentence with defining relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>'We're going to the café.'</td>
<td>'Which café?'</td>
<td>'We're going to the café where Anna works.'</td>
</tr>
</tbody>
</table>

When the person or thing is the object of the defining relative clause, the relative pronoun (who, which or that) can be omitted.

I spoke to a girl. You met her yesterday.
I spoke to the girl (who/that) you met yesterday.

We can't do this when the person or thing is the subject of the defining relative clause.

I spoke to a girl. She's got eight brothers.
I spoke to a girl who's got eight brothers.

We can never omit the relative pronouns whose and where.
Circle the correct option.

1. He's got a machine who/which makes really good ice-cream.
2. The girl that/who she won the competition is over there.
3. Where's the boy who/whose phone rang during the film?
4. I like those biscuits that/that they have chocolate on top.
5. There are three bridges which/where cross the river.
6. It's a fruit who/monkeys enjoy/monkeys enjoy.
7. That's the museum which/where you can see the king's crowns.
8. Can you tell me who/whose said that?

Subject or object relative pronoun? Find and cross out the object pronouns.

1. I'm listening to the CD which you gave me.
2. Where's the person who works here?
3. Are you going to eat the cake which I made?
4. I know some people who don't eat meat or eggs.
5. The girl who we helped sent me an email.
6. I'll find a pen which works.
7. It's an area of the city which is quite dangerous.
8. Have you found the book that you lost?

Rewrite each pair of sentences as one sentence using a defining relative clause. Omit the relative pronoun where possible.

1. Let's ask that man. He's got a map.
   Let's ask that man who's got a map.
2. That's the lake. We swam there.
3. That's the house. My uncle built it.
4. I'll ask the girl. She painted the picture.
5. Do you like the wall? We painted it.
6. I saw the girl. Her dad is a lawyer.
7. We can find a shop. It sells milk.
8. What happened to the boy? You used to play football with him.

Work in pairs. Student A look at this picture. Student B look at the picture on page 185. Write six questions about your picture with Can you see ...? + a defining relative clause.

- Can you see a window that's broken?
- Can you see a man who's laughing?

Now show your partner your picture and ask your questions. Answer his/her questions. Can you find everything in two minutes?

- Can you see a man who's laughing?

Let me see... Ah yes, he's here.
Non-defining relative clauses

Non-defining relative clauses give non-essential, extra information about the subject or object of a sentence. The subject or object can be a person, thing or place.

We use the relative pronouns who, which, and whose and the relative adverb where to introduce non-defining relative clauses.

We use commas to separate the non-defining relative clause from the main clause.

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Extra information</th>
<th>Sentence with non-defining relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They live in a yurt.</td>
<td>A yurt is a big tent.</td>
<td>They live in a yurt, which is a big tent.</td>
</tr>
<tr>
<td>My brother works in Saudi Arabia.</td>
<td>My brother is a teacher.</td>
<td>My brother, who's a teacher, works in Saudi Arabia.</td>
</tr>
<tr>
<td>That's Paula.</td>
<td>Her mother is a famous singer.</td>
<td>That's Paula, whose mother is a famous singer.</td>
</tr>
<tr>
<td>Naples is a city in the south-west of Italy.</td>
<td>Pizza comes from Naples.</td>
<td>Naples, where pizza comes from, is a city in the south-west of Italy.</td>
</tr>
</tbody>
</table>

We sometimes use a non-defining relative clause to comment on a whole clause.

*She helped me with my homework. That was kind.*  
*She helped me with my homework, which was kind.*

**7** Underline the word or clause that the non-defining relative clause refers to.

- She's passed all her exams, which we're very pleased about.
  1. He grows daffodils, which are yellow flowers.
  2. He was riding a red bike, which his uncle gave him for his birthday.
  3. I broke the cup you gave me, which I'm really sad about.
  4. I took lots of photos, which I'll show you later.
  5. He's lost his passport, which is going to create a lot of problems.

**8** Add the missing commas.

- I ate a samosa, which is a kind of pie from India.
  1. Louise who I’ve known for many years is going to move to Canada.
  2. They gave me a present which was really kind of them.
  3. They live in Slovenia where there are some beautiful mountains.
  4. You need to use saffron which is a very expensive spice.
  5. Edward whose brother is in your class is a really good chess player.
  6. I had a long chat with Tim which was really nice.
  7. My sister who's a musician is playing in a concert this weekend.

**9** Rewrite the sentence to include the information in brackets.

- Vitamin D helps strengthen your bones and teeth. (You get Vitamin D from sunlight.)
  Vitamin D, which you get from sunlight, helps strengthen your bones and teeth.

  1. This is a story about Kate. (You’ll meet her tomorrow.)

  2. We arrived early. (That was good.)

  3. Baklava is very tasty. (Baklava is a Greek dessert.)

  4. Mary speaks Spanish very well. (Mary’s mother is Mexican.)

  5. We went to Fez. (Fez is a city in the north of Morocco.)

  6. Green Street is very busy. (Suzy lives there.)
Exclamatory sentences

We use exclamatory sentences to express our feelings in response to things we see and hear about.

*How strange! What a disaster!*

Exclamatory sentences don’t need a verb. They usually have an exclamation mark.

<table>
<thead>
<tr>
<th>How</th>
<th>+ opinion adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>strange!</td>
</tr>
<tr>
<td></td>
<td>interesting!</td>
</tr>
<tr>
<td></td>
<td>confusing!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>a/an</th>
<th>singular noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>a</td>
<td>day!</td>
</tr>
<tr>
<td></td>
<td>an</td>
<td>opportunity!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>uncountable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>happiness!</td>
</tr>
<tr>
<td></td>
<td>rubbish!</td>
</tr>
</tbody>
</table>

We can also use *What a lot of* + plural or uncountable noun to exclaim at quantity.

*What a lot of people! What a lot of food!*

We sometimes add a verb clause at the end of an exclamatory sentence.

*What difficult questions you ask! How funny you are!*

**10** 17.2 Circle the correct answer. Listen and check, then repeat.

> (What) **What** a delicious meal!

1. **What** / **What** a great film!
2. **What** a strange / strange clothes he wears.
3. **How** / **What** fun!
4. **What** / **How** an idea!
5. **How** / **What** funny!
6. **What** beautiful eyes that she has / she has.

**11** Write the sentences. Add exclamation marks.

> nails / what / long

1. a / day / what / beautiful
2. kind / is / she / how
3. talks / rubbish / what / he
4. books / a lot of / what
5. true / how / is / that

**12** 17.3 Complete the exclamatory sentences with the words in the box. Listen and check, then practise the conversations with a partner.

**a** / **an** what how what **an**

1. what a long day!
2. interesting story!

> ‘I bought this shirt for £2.’

> ‘What **a** bargain! That’s really cheap!’

1. ‘Guess what? We’re going to perform the play at the city theatre next year.’

> ‘**What** exciting!’

2. ‘Tanya’s family are going to travel round Australia in a camper van.’

> ‘I know. What an adventure **what**!’

3. ‘I want to get ill. Then I can stay in bed all day.’

> ‘**What** nonsense! Don’t say that!’

4. ‘5–0! 5–0! What **what** result!’

5. ‘This time last year we were stuck in the car in the snow. Do you remember?’

> ‘Yes. **what** night that was!’

6. ‘There’s a new girl at school. She’s called Apple Dora.’

> ‘**What** unusual name!’

**13** 17.4 Work in groups. Listen. The first group to respond with an appropriate expression from exercise 11 or 12 wins a point.

The sun’s shining. It’s not too hot and not too cold.

*What a beautiful day!*
Work in pairs. Imagine these are your holiday photos. Write about the things, people and places in them. Use relative clauses.

Student A

I went to Sweden on holiday. These people, who we met at the hotel, were really friendly. That’s the mountain we climbed.

Student B

I went to Australia on holiday. This is the place where we stayed. This man, who I met on a fishing trip, was really friendly.


I went to Sweden on holiday. This is the place where we swam every day.

What beautiful blue water!

Choose five of your own photos and write about them with relative clauses.

This is my cousin, who lives in Kuwait.

Bring your photos to class and talk about them. Work in pairs or small groups.

These are some photos I took last summer. This is my cousin, who lives in Kuwait.

Self-evaluation  Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Relative clauses and exclamatory sentences
In the year 2000 historians opened a bottle of perfume which had been underwater in a shipwreck since 1912. Incredibly, the liquid in the bottle was still a strong and beautiful rose perfume.

The bottle, which came from the “Titanic”, was one of several bottles which had belonged to a German perfume-maker who was travelling on the ship. A historian who was in the room when the bottle was opened cried with emotion at the beautiful scent.

Perfume, which has the power to change people’s emotions, has been part of human history for thousands of years. The word ‘perfume’ comes from the Latin words ‘through’ (per) and ‘smoke’ (fumus).

What’s the connection between smoke and perfume? The Mesopotamians, who lived more than 6,000 years ago, burnt wood and resin. This produced pleasant-smelling smoke, or incense, which many people still use today.

Around 3000 BC, the ancient Egyptians found a way to make perfume for the body. They extracted essential oils from plants, flowers and fragrant wood and added it to fat or other oils such as almond oil. Popular scents were rose, cinnamon and sandalwood.

The Egyptians put these perfumes into attractive containers, which they traded with people in other places.

In 2003, archeologists on Cyprus found perfume bottles and mixing jugs which showed that people were making perfume in 2000 BC. They mixed essential oils of pine, cedar and bergamot with olive oil to make their perfumes.

What kind of writing is this?
A □ an opinion article
B □ an advertisement
C ☑ an information article
D □ a story

1 What’s the purpose of the information about the bottle of the perfume from the Titanic?
A □ to show that people who were on the Titanic used perfume
B □ to give information about the history of perfume-making in Germany
C □ to tell a story about recent history which shows the power of perfume
D □ to give an example of an object that archeologists found on the Titanic

2 What question does this text answer?
A □ What did ancient Egyptian perfume bottles look like?
B □ How did perfume-making begin?
C □ Where can I learn more about the history of perfume?
D □ Why did ancient Egyptians use perfume?

3 According to the text, which is true?
A □ Thousands of years ago, people in Egypt and Cyprus made perfume which was made from plant oil.
B □ The Mesopotamians used similar methods but different ingredients.
C □ The Mesopotamians didn’t like oily perfumes for the body.
D □ The ancient Egyptians were the only ancient civilization who used perfume bottles.

4 What’s ‘resin’ (paragraph 4)?
A □ It’s someone who makes perfume.
B □ It’s fragrant smoke which comes from wood.
C □ It’s a substance which you can burn.
D □ It’s an oily perfume which you can put on your body.

5 Why was perfume important for the ancient Egyptians?
A □ It was a business commodity.
B □ Historians and archeologists aren’t sure.
C □ They mixed rose, cinnamon and sandalwood oil with fat or other oil.
D □ They put it into beautiful bottles.
The people below are looking for a website. Read about eight websites and decide which website would be most suitable for each person.

Paul’s thirteen years old. He’s been ill and he wants to watch things that are interesting and funny too.

Amy’s going to leave school next year. She can’t decide what kind of job she’d like to do.

Sidney has a friend whose young brother has a special talent for music. He wants to read the biography of a talented musician.

Cathy needs to find some questions for a school quiz. The theme is sport.

Tony is doing a piece of homework about an event which happened in 1964. He wants photos which will make his project more interesting.

A What will I look like?
How will your face change over the next five years? Ten years? Twenty years? Would you like to know? Upload your photo, add your health information and see the results!

B What’s that song?
You’re out and you hear a new song that you like. What’s it called? You don’t know. Who wrote it? You don’t know. Use the search facility on this website to find it.

C How crazy!
You think you’ve seen everything, don’t you? Well, you haven’t until you’ve seen ‘How crazy!’ It’s a free collection of video clips. You’ll see people doing crazy things you won’t believe! You must be over 12 years old.

D Which career?
What are my skills? What do I enjoy doing? How important is money to me? This website helps you answer these questions and to identify your possible future careers.

E Who said it?
‘Who said it?’ is a website that has hundreds of questions about famous quotations by sports people, film stars, singers and other celebrities. Answer the questions yourself or use the questions to test your friends.

F See where it happened!
This is a website where you can click on a historical event and see photos of the location today and in the past. There are also maps and interesting facts that relate to the locations.

G What a genius!
This is a fascinating website for anyone who is interested in the minds of exceptional individuals. Read the life stories of people whose achievements in the fields of mathematics, art and music make them remarkable. Click on the links to see examples of these amazing individuals’ work.

H Dress me!
Are you interested in clothes and fashion? Enter your personal data into this website and it will tell you the sizes and styles that you should wear.
3 Read the text below and choose the correct word for each space. Write A, B, C or D.

The Blue Star is a kind of starfish \( \text{A}\) is usually completely dark blue or light blue. There are also some Blue Stars which are green, purple, pink, yellow or orange.

\( \text{B}\) do Blue Stars live?
Blue Stars live in coral reefs and sea grass in the Indian Ocean and parts of the Pacific Ocean.

\( \text{C}\) do they look like?
They have five rounded arms with an eye at the end of each arm \( \text{D}\) can identify only light and darkness. Their mouth, \( \text{A}\), is in the centre, is on the underside of the body.

\( \text{B}\) do Blue Stars grow?
Blue Stars can grow up to 30 cm across.

\( \text{A}\) do they eat?
Blue Stars are omnivores, \( \text{B}\) means that they eat plants and animals.

Can Blue Stars grow new arms if their arms break off?
Yes, they \( \text{C}\). In fact, a single broken Blue Star arm can grow into a whole new Blue Star. \( \text{D}\) amazing is that?

4 Complete b so that it means the same as a. Use no more than three words.

\( \text{a}\) I think you’re not busy. Am I right?
\( \text{b}\) You’re not busy, are you ________?

1 a Do you remember Polly? I showed you her photo yesterday.
\( \text{b}\) Do you remember Polly, __________ showed you yesterday?

2 a Polly and I met at this museum.
\( \text{b}\) This is the museum ________ we met.

3 a She bought a book about the museum.
\( \text{b}\) She bought a book about the museum ________ to me.

4 a People don’t often do things like that. I’m sure you agree.
\( \text{b}\) People don’t often do things like that, ________?

5 a She’s a very kind person.
\( \text{b}\) ________ kind person!

5 You’ve heard that your older cousin Mary is going to get married to Bill, who you’ve never met. Write an email to Mary. In your email, you should

\text{- express your feelings in response to Mary’s news}
\text{- ask Mary about the date of the wedding}
\text{- ask Mary other questions about Bill and the wedding}

Write 35–45 words.

Dear Mary
I heard about your wedding plans.
How exciting!

6 This is part of a letter you received from an English friend.

What’s your favourite piece of clothing? Where did it come from? What does it look like? How long have you had it? Why do you like it? How often do you wear it?

Write a letter, answering your friend’s questions.
Listening

7 R5.1 For each question, listen and choose the correct answer A, B or C.

> What’s the woman asking about?

[Images of a volcano, a planet, and a tiger]

1. Who did the boy speak to?

[Images of a girl, a boy, and a woman]

2. What’s the man asking about?

[Images of a fish, a boat, and a ladybug]

3. What time does the train leave?

[Images of three clocks showing different times]

4. How are the two people feeling?

[Images of three faces expressing different emotions]

5. What’s the woman asking about?

[Images of a tree, a mountain, and a castle]

6. Which woman are they talking about?

[Images of three women: one with a pineapple, one with a jester’s hat, and one holding a baby]

8 R5.2 You will hear a conversation between Ryan and his mum Ann, who are at a restaurant. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.

> Ryan and his mum have just ordered fruit salad.

[Image of a woman and a man]

1. Ryan doesn’t like the music the pianist is playing.
   - yes
   - no

2. Ann has never eaten Feijoada.
   - yes
   - no

3. Ann doesn’t eat meat these days.
   - yes
   - no

4. Ann knows the name of the song that the pianist is playing.
   - yes
   - no

5. Ryan is surprised because his pizza is very big.
   - yes
   - no

6. Ryan thinks he won’t want any dessert.
   - yes
   - no

Speaking

9 Work in pairs. Ask and answer questions using these ideas.

Student A

What’s your name?
What’s your surname?
How do you spell it?
Do you like studying English?
Do you think English will be useful for you in the future?
What did you do last weekend?

Student B

Where do you come from?
Are you a student?
Where do you study?
What subjects do you study?
What do you enjoy doing in your free time?
What did you do yesterday evening?

What’s your name? I’m Andrew.
Zero and first conditional

I can use zero and first conditional sentences to explain the consequences of present and future actions.

Zero conditional

We use zero conditional sentences for real situations, to describe how people and things always behave. The result clause explains the automatic consequence of the if clause.

If paper burns, it makes a lot of smoke.
I get thirsty if I don’t drink enough water.

The verb in both clauses of zero conditional sentences is in the present simple. The if clause can come first or second. We use a comma when the if clause comes first.

If I phone Toby after six o’clock, he doesn’t always answer.
This liquid looks blue if light shines on it.

1 18.1 Complete the zero conditional sentences with the phrases in the box. Then listen and check.

if it floats doesn’t break you get purple
I eat a big lunch you don’t keep you get 24

2 Look at the pictures in exercise 1 and cover the sentences. How many of the sentences can you remember?

If you put an apple in water, it floats.

3 Work in pairs. Change some of the clauses in exercise 1 to make new sentences.

if you put a key in water, it doesn’t float.

1 If you put an apple in a bowl of water, it floats.
2 I feel sleepy if I eat a big lunch.
3 If you add twelve and twelve, ________
4 ________ if you mix red and blue.
5 A ball ________ if you drop it.
4 **GAME**

18.2 Work in groups. Test your mental maths! Listen and do the maths. Which group can call out the correct answer first?

- add (+)
- subtract (-)
- divide (÷)
- multiply (×)

What do you get if you subtract five from 70? 65!

What do you get if you divide 20 by two? Ten!

What do you get if you multiply ten by ten? 100!

What do you get if you add sixteen and sixteen? 32!

---

5 **Talk in groups. Do you agree or disagree with the sentences in exercise 6?**

I think that if a friend is really sad there are lots of things you can do to help them.

Me too.

---

6 Complete the sentences with the correct form of the verb in brackets.

- If a friend **is** (be) sad there **isn’t** (not/be) anything you can do to help.

1. I ________ (not like) it if it ___________ (rain) every day.
2. Everyone __________ (feel) better if they ___________ (take) regular physical exercise.
3. Food ___________ (taste) better if you ___________ (be) really hungry.
4. It ________ (not/matter) if you ___________ (speak) English with the accent of your own language.
5. Most plants ________ (not/grow) well if they ________ (not/have) light and water.
6. Eating sweets ________ (not/give) you energy if you ________ (be) tired.
7. If children ________ (watch) a lot of TV it ________ (make) them more intelligent.
8. If you ________ (cry) at a sad film it ________ (mean) you’re a weak person.

---

8 **Write the clauses below and your own ideas to write ten zero conditional sentences about things that are always true for you.**

I can’t sleep | I feel ill | I feel angry | I shout
I sneeze | I laugh | I go for a run | I close my eyes
I feel dizzy | I have a hot bath

**It’s just the way I am**
If I can’t sleep I read a book.
If I can’t sleep if a clock is ticking.
I shout if someone can’t hear me.

---

9 **Work in small groups. Read out and compare your sentences from exercise 9. How many of your sentences are the same?**

If I can’t sleep I think about a place I like.

---

10 **Talk in groups. Do you agree or disagree with the first four sentences in exercise 6. Do they agree (✓) or disagree (✗) with the sentence?**

<table>
<thead>
<tr>
<th>Andy</th>
<th>Julia</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>✗</td>
</tr>
<tr>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

---

5 **Work in pairs. Write six sums using numbers between 1 and 500. Then test another pair. Make sure you know the answers!**

80 ÷ 2 = 156 - 14 = 17 × 3 =
First conditional

We use first conditional sentences for real situations, when we describe the probable result or consequence of a possible future event. If he puts those leaves on the fire, they will make a lot of smoke.

The verb in the if clause of first conditional sentences is in the present simple. In the result clause we use will/won't + the infinitive form. If you leave now, you won't meet Theo. Those pots will break if you stand on them!

We can also use (not) going to, must/mustn't, should/shouldn't, can/can't, might/might not or the imperative in the result clause. If Jenny phones, can you take a message? You shouldn't go into the sea if you can't swim. Sit here if you want.

We often use the first conditional in negotiations, offers, warnings and when giving advice. 'I'll help you with that, if you like.' 'Yes, please.' 'If I lend you my bike, can I borrow your skateboard?' 'OK, but if you borrow my bike you must be careful with it.' 'If you don't wear a hat you might catch a cold.' 'OK.'

Unless + a positive verb means the same as if + a negative verb. I won't phone you unless there's a problem. (= I won't phone you if there isn't a problem.) Don't eat berries unless you know what they are. (= Don't eat berries if you don't know what they are.)

11 18.4 Where are the conversations? Listen and number the places 1–6.

- a at home
- b on a train
- c in a library
- d in a shop
- e on a beach
- f in a restaurant

12 18.4 Complete the conversations with the phrases in the box. Then listen again and check.

you should have you like you pay it washes off you go you'll feel I'll ask you tidy take you want to can go you bring we'll have to wait

1 'We can go _______ and get a drink at the next station if _______.'

'If I don't know ... There isn't much time, and if we miss the next train, _______ for an hour and get the 4.07 then we'll be late.'

'I suppose so, but if you're very thirsty _______ something to drink.'

2 'If _______ a bit extra you can have it gift-wrapped.'

'No, thanks. It's fine as it is.'

3 'Come and get some more suncream if _______ into the sea again, OK?'

'Why?'

'Because if _______ in the water you might get burnt. And if you get burnt _______ really horrible later.'

4 'If _______ your bedroom now we can all watch a film together later.'

5 'This rice tastes funny, and it's a bit cold.

'Well, if you're not happy with it _______ the waiter to take it back.'

'But will I get another one?'

'Of course! Unless _______ order something different.'

6 'If _______ them back late, you'll have to pay a fine.'

'OK.'

'_______ this leaflet, if you want. It's got all the details.'

13 Work in pairs. Practise the conversations.
Circle the correct answers.
► If you stay here, I'll go/go and get the tickets.
  1 You should ask Tony if you want/will want some help with that.
  2 There'll/won't be enough food unless everyone brings some.
  3 We'll be late unless we don't leave/leave right now.
  4 Don’t/Won’t talk about it if you don’t want to.
  5 Wait a minute! You don’t/shouldn’t have a big meal if you want to go swimming.
  6 There won’t be any left for later if you eat/might eat them all now.

15 18.5 Match the warnings a-f to the results 1–5. Then write the if clause to complete the first conditional sentences. Listen, check your answers and repeat.

a Close your backpack!  b Take an umbrella!

c Don’t touch that frying pan!

d Don’t eat all those sweets!

e Eat your meal!

f Come out of the sea!

► b If you don’t take an umbrella, you might get wet.
  1 ___________ all your things are going to fall out!
  2 ___________ you’ll be hungry later.
  3 ___________ that jellyfish might sting you.
  4 ___________ you’re going to feel horrible.
  5 ___________ you’ll get burnt.

16 Work in pairs. Change the result clauses in exercise 15 to make new sentences. Use will, and might and be going to. Use your imagination!

If you don’t take an umbrella, you might regret it later.

If you don’t take an umbrella, you’ll get wet and then you’ll catch a cold.

If you don’t take an umbrella, it will definitely rain!

17 Add if or unless to the sentences.
► You mustn’t leave the room unless/ a teacher says you can.
  1 ___________ we leave now, we might arrive on time.
  2 I won’t look at your story unless you want me to.
  3 You shouldn’t cross the road unless a car’s coming.
  4 ___________ you sleep now, you won’t be able to sleep tonight.
  5 It won’t work unless you don’t switch it on!
  6 Don’t take that food unless you can eat it all.
  7 I’m not going to take the medicine unless I really need to.
  8 Your book will get wet unless you leave it in the garden.

18 Game Work in small groups. How many different ways can you finish these pieces of advice with if and unless?

Don’t try to climb a mountain...

Don’t try to climb a mountain...

Never jump into a river...

You shouldn’t criticize people...

Don’t wear jeans...

You mustn’t use electrical equipment...

Don’t lend people things ...

Don’t try to climb a mountain ...

... if the weather is bad.

... unless you have an experienced climber with you.

... unless you’re fit and well.

... if you don’t have enough food and water for the journey.
Ask and answer the questions in small groups.

Who will you phone if you need to talk to someone today?

Who will you ask if you need help with your schoolwork?

What will you drink if you’re really thirsty after school?

What will you say if someone asks you how you are today?

What will you do if you’re bored this evening?

Who will you phone if you need to talk to someone today?

I’ll phone my friend Amy. I always phone her if I want to chat about things.

Work in groups of four. Students A and B look at the role cards on this page. Students C and D go to page 186. Discuss who you can help and who can help you. If you ask for help you must offer something.

Student A

Your requests
You want someone to come sea fishing with you.
You want someone to take some photos of you.
You need someone to help you with your computer.

What you can offer
😊 You’ll lend people books and DVDs.
😊 You’ll teach guitar and piano lessons (£3.00 for one hour).

But …
😊 Your back hurts if you do physical work (like lifting heavy things or painting walls).
😊 Your legs hurt if you walk or run a long distance.

Student B

Your requests
You need someone to help you move some heavy boxes.
You want to borrow some books for the weekend.
You want someone to paint your bedroom walls.

What you can offer
😊 You’ll help people who have problems with their computers.
😊 You’ll give free guitar and piano lessons.

But …
😊 You won’t lend any DVDs unless you can borrow some in return.
😊 You’ll only give music lessons if people practise a lot at home.

Can someone come sea fishing with me?

Sorry, I can’t do that. I feel sick if I go on a boat.

I’ll come sea fishing with you if you can lend me some books for the weekend.

Yes, I can lend you some books! Thanks!

Self-evaluation Rate your progress.
Second and third conditional

I can use the second and third conditional sentences to describe the consequences of hypothetical present, future and past events.

Second conditional

We use second conditional sentences when we describe the imagined result or consequence of an unreal or unlikely situation in the present or future. *If this was a real diamond, it would be worth a lot of money.*

The verb in the if clause of second conditional sentences is in the past simple. In the result clause we use *would/wouldn’t + the infinitive of the verb.*

*If I'd had my phone with me I could have called someone. But the reality was, I had no phone, I was completely lost and it was getting dark.*

We often add adverbs like *probably* and *definitely* and phrases like *I think.*

*I think I'd probably call the police if that happened.*

We often use *could* in the if clause.

*You would enjoy it more if you could swim.*

We can also use *could* and *might* in the result clause instead of *would.*

*If we went to the village we could get some eggs.*

*If Vicky wasn't so bossy, she might make more friends.*

We usually use second conditional sentences to imagine situations in everyday life.

*If they offered you the job, would you accept it?*

We also use second conditional sentences to speculate about more unusual hypothetical situations.

*What would happen if there was no carbon dioxide on Earth?*

In more formal writing and speaking we sometimes use *were* instead of *was* after *if.*

*If James were here, we could ask him.*

We always use *were* in the phrase *if I were you ...* for giving advice.

*If I were you, I'd keep it.*

**1 19.1 Listen and number the pictures from 1–6.**
**2** Write the words in the correct order to complete the responses.

- really, really / I’d / scared / be
  I’d be really really scared !
- 1 that / I’d / never / do
  No, ____________________________ .
- 2 angry / be / think / really / I’d
  I ____________________________ .
- 3 I’d / get / you, / the jacket / were / !
  If ____________________________ .
- 4 the prawns / choose / probably
  I’d ____________________________ .
- 5 never / never / we’d / got dark, / see / the stars / it / !
  If ____________________________ !

**3** Match the responses 1–5 from exercise 2 to sentences a–e. Then listen and check.

- How would you feel if you were in the sea and you suddenly realized there was a shark in the water? ▶
  - I like the jacket best, but the T-shirt would probably be more useful. ___
  - How would life be different if it was daylight 24 hours a day? ___
  - If you could eat something from there, what would it be? ___
  - How would you feel if a stranger took your photo in the street? ___
  - If you found a lot of money in a shop, would you keep it? ___

**4** Work in pairs. Act out the conversations. Change some of the answers.

- How would you feel if you were in the sea and you suddenly realized there was a shark in the water?
  - I’d feel terrified!
  - Me too! I’d be so frightened!

**5** Work in small groups. Take turns to read out a problem. The others give advice with *if I were you, I’d ...* Who gives the best advice?

- I get a lot of headaches.
  - I find it hard to get out of bed in the morning.
  - I'm worried about my exams.
  - I don't have many friends.
  - My feet are always cold.
  - I get a lot of backache.
  - I can't run very far or very fast.

- I get a lot of headaches.
  - *If I were you I’d take some medicine.*

- I find it hard to get out of bed in the morning.
  - *If I were you, I’d have my eyes tested.*

- I’m worried about my exams.
  - I think the second piece of advice is best.

**6** Complete the sentences with the correct form of the verb in brackets.

- If she __________ (have) more time she’d learn a language.
  1 If they __________ (live) nearer we might see them more often.
  2 He __________ (not / say) those things if he knew the truth.
  3 If I __________ (not / live) with my family, I’d have to cook my own meals.
  4 Where __________ (you / go) if you could fly?
  5 I think I __________ (enjoy) these songs more if I understood the words.

**7** Talk about the questions in pairs. Then compare your ideas in a group of four.

- In what situation would you ... ?
  - ... climb through a window?
  - ... hide under a table?
  - ... shout in the street?
  - ... paint your face yellow?
  - ... wear all your oldest clothes?
  - ... buy flowers?
  - ... walk backwards?
  - ... get up at four o'clock in the morning?

- In what situation would you climb through a window?
  - I'd do that if I lost my house key and I needed to get in!
Gravity is the force that makes objects heavy. If there weren’t/ wouldn’t be any gravity, the universe simply wouldn’t exist. But if we could/ would experience life without this essential force, what would it be like?

If we didn’t have/ wouldn’t have gravity, nothing would stay on the ground. Our books and pens didn’t/ wouldn’t stay on our desks. Furniture would float up to the ceiling, and cars would fly into space. We hadn’t/ ’d have to fix everything to the ground with strong chains.

People wouldn’t stay on the ground either. We floated/ ’d float around with everything else. And if people and big objects floated/ would float around together, imagine how many accidents happened/ would happen!

Finally, remember that without gravity, all the water in lakes, rivers and seas disappeared/ would disappear and we didn’t/ wouldn’t have any water. Quite simply, if earth didn’t/ wouldn’t have this amazing force, we wouldn’t survive at all.

Work in pairs. Discuss the question below. Make notes of your ideas. Then work with another pair in a group of four and share your ideas.

How would our world be different without these things?

- electricity
- cameras and film cameras
- the internet
- radiation
- space exploration

If there wasn’t any electricity, we’d have to burn gas or candles for light.

We’d burn more wood for heat, so forests would disappear.

People would have to find other sources of power for machines.

Write an essay with the title ‘Imagine a world without computers.’ Use this essay plan to organize your ideas.

Paragraph 1: Introduction
Paragraph 2: The negative consequences of a world without computers
Paragraph 3: The positive consequences of a world without computers
Paragraph 4: Your opinion

A WORLD WITHOUT COMPUTERS
Most people find it difficult to imagine a world without computers. What would the consequences actually be?
Third conditional

We usually use third conditional sentences when we talk about past events or actions that had significantly positive or significantly negative results. If I hadn’t broken my leg I wouldn’t have met Sam. Everything would have been OK if Tanya hadn’t forgotten to bring her passport.

In third conditional sentences we change the facts of the past event and then imagine the result or consequence of the changed facts.
Facts: I had wet hands. I was tired.  
Consequence: I dropped the plate. It broke.  
Imagined different facts: If I hadn’t been tired and if I hadn’t had wet hands ...  
Imagined different consequences: ... I wouldn’t have dropped the plate and it wouldn’t have broken.

We use the past perfect in the if clause and would/ wouldn’t + have + past participle in the result clause.
We’d have got wet if it had rained.  
If he hadn’t shown me the photo, I wouldn’t have believed it!

In these sentences we can use ‘d as the short form of both would and had.  
Would you have done that if you’d been in his position? (’d = had)  
We’d have been late if we hadn’t taken a taxi. (’d = would)

**11 Circle the correct answers.**

- If I’d known / I knew the answer I’d have got full marks.
  1. I would have texted you if I would have / I’d had had my phone.
  2. If Anna got up / had got up earlier she would have caught the bus.
  3. I don’t know what would have happened if you hadn’t / wouldn’t have got home.
  4. Would you have remembered the ticket if they hadn’t asked / didn’t ask to check it?
  5. I wouldn’t have known if they hadn’t have / hadn’t told me.
  6. If I did /I had done more revision I would have got a better mark.
  7. If the teacher had checked the register, he would have realized that she arrived / she had arrived late.
  8. Would you have asked her to help if you knew/ had known she was ill?

**12 Listen and tick ✓ what actually happened.**

If you’d followed the instructions, it wouldn’t have broken.

- a [ ] You followed the instructions.
  - b ✓ You didn’t follow the instructions.
  - c ✓ It broke.
  - d [ ] It didn’t break.

1 a [ ] We helped him.
  - b [ ] We didn’t help him.
  - c [ ] He asked for help.
  - d [ ] He didn’t ask for help.

2 a [ ] I woke up early.
  - b [ ] I didn’t wake up early.
  - c [ ] You phoned me.
  - d [ ] You didn’t phone me.

3 a [ ] I was hungry.
  - b [ ] I wasn’t hungry.
  - c [ ] I ate it.
  - d [ ] I didn’t eat it.

4 a [ ] I missed the bus.
  - b [ ] I didn’t miss the bus.
  - c [ ] I was late.
  - d [ ] I wasn’t late.

5 a [ ] Jack came in.
  - b [ ] Jack didn’t come in.
  - c [ ] The door was open.
  - d [ ] The door wasn’t open.

6 a [ ] Vicky asked the teacher for help.
  - b [ ] Vicky didn’t ask the teacher for help.
  - c [ ] The teacher helped Vicky.
  - d [ ] The teacher didn’t help Vicky.

**13 Listen again and answer the question about pronunciation. Then listen and repeat.**

How do we pronounce would have and wouldn’t have?

- a /wudəv/ /wʌdntəv/ ___
  - b /wud hæv/ /wʌdənt hæv/ ___
Match a–g to 1–6. Then write third conditional sentences, using the correct form of the verb in brackets.

1. If he (have) more time
2. I (say) hello
3. The letter (arrive) by now
4. If you (work) harder
5. If we (not/visit) Fred that day
6. If you (wear) boots

If he’d had more time, he wouldn’t have made so many mistakes.

1. If he (have) more time, he wouldn’t have made so many mistakes.
2. If you (pass) the exam.
3. If she (not/have) her phone with her?
4. He (not/make) so many mistakes.
5. If you (post) on Monday.
6. We (not/meet) Ronny.
7. If you (wear) boots
8. Your feet (get) wet.
9. I (see) you.

Work in large groups. Read the instructions and play the game.

Instructions
1. Work alone. Read the situations on the cards. Imagine what you would have done in each situation, and then imagine what two other people in your group would have done. Make notes.
2. Talk in groups. Did you guess correctly what your friends would have done?

Linda was walking along the side of a big river when she saw a young boy fall into the water. Linda could swim, but not very well. She couldn’t see the boy’s parents and she could see that the boy needed help. There was an old man working in a field nearby.

I would have panicked and shouted for help.

Frank, I think you would have jumped straight into the water.

I don’t know ... Maybe.

Kate, I know you can’t swim so I think you would have called the old man for help.

You’re right!

Max was walking in town when he saw a lot of bank notes sticking out of a cash machine. It was a lot of money. The bank was open and there was nobody near the cash machine.

Iris was in the playground at school when she heard two other pupils saying bad things about her friend Amy. The other pupils were older and bigger than her. They didn’t know that Iris could hear what they were saying. If what the people were saying was true, then it could change Iris and Amy’s friendship forever.

Self-evaluation Rate your progress.

Listen to what happened next. How would you have felt? Did the people react in the same way as anyone in your group?
Wish and if only with past tenses; be glad/pleased (that)

When we are happy about a present or past situation, we can use *I'm glad/pleased (that) + any tense.*

**Situation:** We've finished.
- I'm glad we've finished.

**Situation:** He didn't forget.
- I'm pleased he didn't forget.

Positive clauses stay positive and negative clauses stay negative. There is no shift in tense.

When we are unhappy about the present situation, we use *I wish* or *if only + past simple or continuous* to say how we would like things to be.

**Situation:** We're late.
- I wish we weren't late.

**Situation:** The sun isn't shining.
- If only the sun was shining!

In these structures we can use *were* instead of *was* for all subjects.

* I wish Jack was/were older.

When we are unhappy about, or regret, a past situation, we use *I wish/if only + past perfect* to say how we would like the past to be different.

**Situation:** You told me the answer.
- I wish you hadn't told me the answer.

**Situation:** I broke the computer.
- If only I hadn't broken the computer.

---

1. **Circle the correct options.**
   - I wish my brother's / was here.
   1. If only we have / had a bag.
   2. I wish it isn’t / wasn't so cold.
   3. I'm glad you’re / were feeling better now.
   4. I wish I can / could play the piano.
   5. If only we know / knew the answer!
   6. I'm glad it’s / was Friday today.

2. **Listen and underline the stressed words.**
   1. I wish I wasn’t so hungry.
   2. If only I had my phone.
   3. I'm glad you don’t remember.
   4. I wish I was rich.
   5. I'm glad I'll see you later.

3. **Listen again, then circle the correct answers.**
   1. We stress / don't stress wish, only, nouns, verbs, adjectives and adverbs.
   2. We stress / don't stress positive auxiliary verbs.
   3. We stress / don't stress negative auxiliary verbs.
   4. We stress / don't stress if, pronouns and so.
4 20.2 Complete the sentences with the correct positive or negative form of the verb in brackets. Then listen and check.

Complete the sentences with the correct positive or negative form of the verb in brackets.

Then listen and check.

5 Write sentences about the people in exercise 4. Use He/she wishes ... and He/She’s glad ...

6 Tick (✓) or cross (X) if the facts below are true for you or not. Then write sentences with wish, if only and be glad, making any changes you need to.

Talk about your sentences in small groups. Give extra information.

I'm glad I haven’t got long hair.
I wish it was Friday.
I'm glad the sun’s shining.
I'm pleased I'm not hungry.

I've got long hair. X
It's Friday. ✓

The sun's shining. ✓
I'm hungry. X
I've got an apple in my bag.
I'm sixteen.
I can speak German.
I can ride a bike.

It's the winter.
I've got an older sister.
I can fly.
I know somebody famous.

I'm glad I haven’t got long hair.
I wish I had long hair.
I'm glad the suit's shining.
I'm pleased it isn't Friday.

I wish I had long hair. I've just had it cut but I don't really like it like this.
8 Write the sentences.
- open / the shops / glad / I'm / are
  I'm glad the shops are open.
1 was / Jason / if / here / only
2 taken / I / Tim / wish / a photo / had
3 some sunglasses / wish / I / I / had
4 it / only / if / hadn't / you / dropped
5 enjoyed / glad / yourself / I'm / you
6 I / didn't / wish / Beth / have / problems / so many

9 Are the sentences in exercise 8 about a present or past situation? Circle the correct option.
- present / past 4 present / past
1 present / past 5 present / past
2 present / past 6 present / past
3 present / past

10 20.3 Listen to Billy, Louise and Iris talking about problems. Write B (Billy), L (Louise) and I (Iris) next to the sentences.
- I wish I'd dried my hands.  
  1 I wish I'd been there and seen it myself. __
  2 If only I'd done more work! __
  3 I'm glad Suzy told me where she got it. __
  4 I'm glad someone filmed it. __
  5 I wish I'd gone to bed earlier the night before. __
  6 If only I hadn't broken my arm! __

11 Complete the sentences with the verbs in the box.
be not/drop not/break go not/pick up prepare have

- He wishes he'd been more careful.
  1 He wishes he __________ the dish with wet hands.
  2 He wishes he __________ the dish.
  3 She wishes she __________ better for the exam.
  4 She wishes she __________ a good night's sleep the night before.
  5 She wishes she __________ her arm.
  6 She wishes she __________ to the wedding.

12 Complete the sentences with the words and phrases in the box.

- something else to wear wish I'm glad I'd had a different century I had this century these clothes
I'm glad I chose to wear these clothes this morning.
I wish I'd chosen something else to wear this morning.
I'm glad I had a big breakfast this morning.
I wish I'd had something different for breakfast.

13 Write extra information for the four sentences with wish in exercise 12. It doesn't matter if the sentences are true or false for you.

- I wish I'd chosen something else to wear this morning because this shirt isn't very comfortable and these trousers are too hot.

14 GAME Is it true? Work in groups. Read your sentences to your group. Can the others guess which sentences are true for you?

- I wish I'd chosen something else to wear this morning because this shirt isn't very comfortable and these trousers are too hot.
  You're right. It's not true. I'm glad I chose these clothes today.
Wish + would; would rather + past simple

When we’re unhappy about other people’s actions we can use **wish + would** + the infinitive to explain what we would like to change in the future.

<table>
<thead>
<tr>
<th>subject</th>
<th>wish</th>
<th>object</th>
<th>would(n’t)</th>
<th>base verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>wish</td>
<td>he</td>
<td>would</td>
<td>come</td>
</tr>
<tr>
<td>I</td>
<td>wish</td>
<td>you</td>
<td>wouldn’t</td>
<td>do</td>
</tr>
</tbody>
</table>

With this structure we give a strong, emotional declaration of our feelings.

Fact: *She always shouts.*  
Declaration: *I wish she’d speak more quietly.*

Fact: *You always leave your socks on the floor.*  
Declaration: *I wish you wouldn’t leave your socks on the floor.*

We can also use this structure to talk about objects and the weather.

*I wish it would stop raining!*

When we’re unhappy about another person’s behaviour, we can use **would rather** + past simple to explain what we want the other person to do or not do.

<table>
<thead>
<tr>
<th>subject</th>
<th>‘d rather you</th>
<th>past simple</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>‘d rather you</td>
<td>didn’t do</td>
<td>that.</td>
</tr>
<tr>
<td>We</td>
<td>‘d rather you</td>
<td>left</td>
<td>now.</td>
</tr>
</tbody>
</table>

This structure is softer and more polite than **wish + would**.

*I’d rather you didn’t phone me early in the morning.* (= soft, polite)  
*I wish you wouldn’t phone me so early in the morning!* (= stronger, more emotional, less polite)

We also use this structure when we say ‘no’ to polite requests.

*‘Can I go now, please?’  I’d rather you stayed another ten minutes.’*

**15 Circle the correct option.**

- ‘I wish Mandy wouldn’t’ / I’d rather Mandy didn’t bang the door like that. It drives me crazy!’
- ‘I know! It’s the same every day!’

1 ‘Excuse me. I wish you wouldn’t put / I’d rather you didn’t put your feet on my bag.’
- ‘Oh, I’m so sorry! I didn’t realize what I was doing!’

2 ‘Can I go out this evening, please?’
- ‘No, I wish you would stay / I’d rather you stayed at home this evening. But you can go out at the weekend.’

3 ‘This place isn’t as good as it used to be.’
- ‘You always say that! I wish you wouldn’t. / I’d rather you didn’t. It’s so negative.’

4 ‘I wish Jim would remember / I’d rather Jim remembered my birthday. He always forgets!’
- ‘Do you want me to remind him this year?’
- ‘No, it’s OK.’

5 ‘Do you mind if I open the window?’
- ‘I wish you wouldn’t / I’d rather you didn’t, actually. I’m a bit cold.’

6 ‘What are we going to do if the bus is late? Will Sidney be angry?’
- ‘I wish you’d stop / I’d rather you stopped worrying about everything! It makes me nervous!’

**16 Work in pairs. Practise the conversations in exercise 15.**

**17 Complete the sentences with the correct form of the verbs in brackets.**

- I wish Pat would help me sometimes! (help)
- I’d rather you finished your meal now, please. (finish)

1 I wish you didn’t/ wouldn’t say things like that! (not/say)

2 I’d rather you didn’t/ wouldn’t leave now, please. (leave)

3 I’d rather you didn’t/ wouldn’t put it on the table. (not/put)

4 I wish you didn’t/ wouldn’t open your mouth with your mouth open. (not/eat)

5 I’d rather you didn’t/ wouldn’t straight home after school. (come)

6 I wish it didn’t/ wouldn’t rain! (rain)
Complete the questionnaire with the correct form of the verbs in the box. Then answer the questions.

\[ \text{can, can get, get, go, have, forget, learn, listen, give, start, snow, wake, up} \]

**How happy are you?**

Tick the answers that are true for you.

1. I’m glad I can ...
   a. speak English.
   b. do sport.
   c. ride a bike

2. I wish I could more ...
   a. time.
   b. friends.
   c. money.

3. I wish I’d ...
   a. learn English when I was much younger.
   b. a musical instrument when I was younger.

4. I sometimes wish other people would ...
   a. talk to me when I talk.
   b. talk to me more responsibility.

5. I wish I could ...
   a. earn some money.
   b. drive a car.
   c. speak English more fluently.

6. I wish it would ...
   a. warmer.
   b. colder.
   c. _.

7. I wish I hadn’t ...
   a. to bed so late last night.
   b. so early this morning.
   c. to do my homework.

**GAME**

Work in pairs. Guess your partner’s answers to the questionnaire, then check. Did you guess correctly?

I think you’re glad you can speak English.

Yes, but I wish I could speak English more fluently.

**Make notes about your life, then write about yourself using the essay plan. Use be glad/pleased and wish where possible.**

Paragraph 1: introduction (feelings now/why)
Paragraph 2: the good things in my life
Paragraph 3: things I’m not happy about in the past and present
Paragraph 4: conclusion – what I can do to make some changes

**MY LIFE**

On the whole, I feel very happy. I have a big family and we have enough money for a comfortable life.

I’m very glad that ...
1 These people want to learn a new skill. Read about eight courses and decide which course would be best for each person.

**Pete**
Pete's been painting for many years. He'd like to do an art course but he would only be happy if it was a serious course with other people who were the same level as him.

**Mandy**
Mandy would like to learn how to relax. She lives outside the city and she'd rather not travel far to get to a lesson.

**Brian**
Brian is a 70-year-old man who had some heart problems a few years ago but who is now in quite good health. He wishes he'd learnt how to surf when he was younger.

**Isabel**
Isabel has some money to spend on a course, but doesn't want to do a course unless it has a practical application and leads to a qualification.

**Libby**
Libby would like to learn to sing but she's not very confident. She won't do a course unless it's only for women.

**Toby**
Toby would like to learn to paint at the weekend. However, he sometimes has to work at the weekends and he doesn't want to pay for the lessons if he doesn't attend them.

---

**A Car Maintenance**
If your car got a flat tyre in the middle of nowhere, would you know how to change it? Learn how to keep your car running smoothly.

Successful completion of this course leads to B-VOC qualification.

Saturday mornings, starting 17th September. Call Mike (0861 8442 0769)

**B Singing for Fun**
I'd like to start a singing group. I'm looking for men and women of all ages. If you'd like to sing but you're not confident about your voice, I can help you with one-to-one singing lessons.

Call Frank on 0762–861–9550

**C Improve your Singing**
We are the only all-female choir in the city and we welcome women of all ages. We start every session with singing lessons for individuals and small groups. We meet every Wednesday evening in the Riverside Rooms at 7 pm.

**D Masterton Painting Group**
We are a drop-in club that runs painting lessons on Saturday afternoons (2–4 p.m.). Cost: £5.00 per session. You pay only for the sessions that you attend. (There is an extra cost for art materials.)

Venue: Masterton Hall, New Road

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**E Yoga Tuition**
Are you stressed and anxious? If you do yoga regularly it can help you relax. I teach yoga classes for all abilities on Tuesday and Thursday evenings.

If you would like one-to-one tuition I can visit you in your own home.

emilyhealthforlife@cooke47.com

**F Extreme Surfing**
Surf coaching to push you to your limit! Don’t consider this unless you are already an advanced surfer in good health.

Phone Tom on 0937–881–6424

**G Saturday Art Courses**
I run ten-week Saturday Art Courses all through the year. My courses are suitable for experienced artists who'd like to paint and draw on a regular basis.

Cost: £70 (or £120 if you pay for two courses)

Email: carlaartclasses@vincent.com

**H Seaside Sports for All**
Body-boarding, surfing, water-skiing, beach volleyball – we give lessons in all sorts of seaside sports. It doesn't matter if you're five or sixty-five! Everyone's welcome. We make sure our lessons suit your age and level of fitness.

Weblink: www.SSFA/896sbt/ul
Anna Rose
TV Drama Costume Designer

For me, clothes have always been much more than just things that you wear to keep warm. I'm fascinated by their design, their colour and the materials they're made from.

I remember making clothes for my dolls when I was about seven years old, and I didn't like books unless they had pictures of interesting clothes in them.

At school I became interested in theatre. I thought for a while that I wanted to be an actor, but I soon discovered that I didn't have a natural acting ability.

I still wanted to work in the theatre, though, so I became involved in set design and stage make-up. Then one day, one of the wardrobe assistants was ill and I had to help dress the actors. I knew then that I'd found something I loved doing, and for the next two years I spent a lot of my spare time finding or designing and making the right clothes for school plays.

When I was sixteen, I applied for a college course in theatre design, but I wasn't offered a place. They said it was because I didn't have a portfolio.

I'd never thought of taking photos of all the costumes I'd designed.

I spent two more years getting experience and building a portfolio, and eventually I got a place at college. Since then, my career has flourished. If someone offers me work, I always say 'yes'! These days, I mostly work on historical TV dramas.

Before anything else, I have to read the script so that I understand exactly what the play is about. Then I start designing and sewing the outfits. If the budget is small then I buy old clothes, cut them up, and make them into new clothes.

My work doesn't finish when the filming begins. Actors work hard, and if a programme is filmed outdoors their costumes will often get dirty or damaged, so some of my job involves cleaning and repairing clothes.

At other times, I have to do the opposite. Sometimes I have to make clothes and then damage them to make them look old. Clothes for a drama set 300 years ago would look strange if they were too shiny and new.

**What is the writer's main purpose in writing this text?**

A ☐ to explain what job she'd rather do
B ☑ to describe her career path
C ☐ to explain why her job is difficult
D ☐ to talk about the history of costume design

**1 What would a reader learn about Anna from the text?**

A ☐ She often wishes she was an actor.
B ☐ She wouldn't have become a costume designer if she hadn't failed her exams.
C ☐ She's creative and she works hard.
D ☐ She wishes she hadn't gone to college.

**2 What does Anna say about herself as a child?**

A ☐ She was very interested in the theatre.
B ☐ She liked looking at pictures of clothes.
C ☐ She would have made clothes for her dolls if she'd known how to do it.
D ☐ She wishes she'd had more clothes.

**3 What might Anna say about her acting ability?**

A ☐ 'I'm glad I realized at a young age that I'd never be a good actor.'
B ☐ 'If I'd had a good teacher, I'd have become a very good actor.'
C ☐ 'If I earn a lot of money as a costume designer, I'll be able to go to drama school.'
D ☐ 'If only my family had encouraged me to become an actor!'

**4 What does Anna say about her portfolio?**

A ☐ If she'd thought about it, she would have started taking photos of her work much earlier.
B ☐ If you saw her portfolio today, you would be very surprised.
C ☐ If she'd taken photos of her early work, the photos wouldn't have been very good.
D ☐ If she hadn't lost all her photos, she would have had a very good portfolio.

**5 What does Anna say about costumes for historical TV dramas?**

A ☐ She wishes the actors would be more careful with the clothes.
B ☐ She feels happy if she makes costumes that look perfect.
C ☐ She sometimes has to damage costumes if they look too new.
D ☐ If actors worked harder, they would keep their clothes cleaner.
Sleep and learning

In the past, some people believed in ‘Sleep Learning’. They thought people could learn new information if they played recordings while they were asleep. However, scientists in the 1950s proved that it wasn’t possible. You are completely awake, you can’t process new information.

If ‘Sleep Learning’ was possible, pupils would spend much less time at school. But the reality is, we only learn well if our minds are fresh. And our minds aren’t refreshed unless we get a good night’s sleep.

When we were, we remember tasks that we have learnt during the day. We also develop new understanding about things.

When Vicky was at college, she often got just five and a half hours sleep a night. She studied late in the evenings, saying to herself, ‘If I’m sleepy tomorrow, I’ll have an extra cup of coffee.’ Unsurprisingly, she didn’t get good grades in her exams.

If Vicky slept just two more hours a sleep a night, she would much better at school. Sleep experts believe that unless you get for seven and a half hours or more at night, you can’t perform well the next day.

Vicky says, ‘If I’d known about the relationship between sleep and learning when I was at college. With better exam results, my life would be very different now.’

Writing

Dear Charlie

Thanks for your phone message. I would have phoned you back last night if I’d got home so late.

I’m glad you come on Thursday. I’ll meet you at the station unless I to stay late at college. I’ll phone you if that, of course.

Do you really have to leave again on Tuesday? I wish you stay longer!

Katie keeps watching the weather forecast and saying, ‘What will we do if it at the weekend?’ I wish she stop worrying!

You suggested going to a restaurant on Sunday. I think I’d rather we on Monday, if that’s OK. It’ll be really busy on Sunday.

See you on Thursday.

Mike

5 Complete the second sentence so that it means the same as the first. Use no more than three words.

1 I want you to stop eating so many sweets.
   I wish you’d stop eating so many sweets.

2 People who take regular exercise feel better.
   If people exercise they feel better.

3 I won’t go running if you don’t come with me.
   I won’t go running with me.

4 Please could you not use my tennis racket?
   I’d rather my tennis racket.

5 We didn’t win the match and I’m sad about that.
   won the match.

6 I eat unhealthy food because you cook unhealthy food.
   unhealthy food if you didn’t cook it.
6 R6.1 For each question, listen and choose the correct answer A, B or C.

1. Which fence is the man talking about?
   - [a] [b] [c]

2. Which problem does Ed need to sort out?
   - [a] [b] [c]

3. Which rule is the woman talking about?
   - [a] [b] [c]

4. Which is Anna?
   - [a] [b] [c]

5. What would the boy do?
   - [a] [b] [c]

6. What is the weather like today?
   - [a] [b] [c]

7 R6.2 You will hear a conversation between Dave and Catherine about advertising. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.

   - Dave’s glad there are so many advertisements on TV. yes / no
   - Catherine really wishes there weren’t so many advertisements on TV. yes / no
   - If Catherine wants a drink, she gets it when the advertisements come on. yes / no
   - Dave would rather the advertisements on TV were quieter. yes / no
   - Catherine bought her trainers because she saw an advertisement for them in a magazine. yes / no
   - She wishes she hadn’t bought the trainers. yes / no
   - Dave always reads the advertisements in newspapers. yes / no
   - Dave is glad the film is starting again. yes / no

8 Speaking

   Work in pairs or small groups. A friend from Australia is planning to visit your country next year. She hasn’t decided yet which regions she wants to visit (the coast, the cities, the mountains), or when she will come.

   Talk to your partner about the things she will need. Here are some ideas to help you.
Comparative and superlative forms

Comparative and superlative adjectives

We use comparative and superlative adjectives when we compare the qualities of things, people, places and times.

We use comparative adjectives to compare two things, two people, two times or two places.

He’s happier now than he was last year.
(now ☺ ☺ ☺ / last year ☺)

Tennis is OK, but basketball is more exciting.
(tennis ✔ basketball ✔ ✔)

We can use a comparative form when one of the things is something we know about.

He’s much happier now. (than at some time in the past that we know about)

We use superlative adjectives when we compare one thing, person, time or place with all the others in the same group.

It’s the hottest country in Europe. (It’s hotter than all the other countries in Europe.)

Amy’s the most intelligent of all my friends. (She’s more intelligent than all my other friends.)

See the table of comparative and superlative forms on page 191.

To show that two things are equal we use as + adjective + as:

Jenny’s as tall as Billy now. Is your bag as heavy as mine?

We often use not as + adjective + as to show that two things aren’t equal:

He isn’t as funny as you. (= You’re funnier than him.)

Listen to the sentences and answer the questions about pronunciation. Then listen and repeat.

1. How do we pronounce than?
   a /ðæn/ b /ðɛn/   
2. How do we pronounce -est?
   a /ɪst/ b /ɛst/   
3. How do we pronounce as?
   a /æz/ b /æz/
2 Complete the questions with the comparative form of the adjective in brackets.

- Whose hands are bigger – yours or mine? (big)
- Would you like to have longer hair? (long)
- Are you good at maths or art? (good)
- Which is easier for you to use – your left hand or your right hand? (easy)
- When do you feel happier – in a large group of friends or with one or two friends? (relaxed)
- Do you feel happier on sunny days or on rainy days? (happy)
- Do you think films are more exciting than books? (exciting)

3 Work in pairs. Ask and answer the questions in exercise 2.

- Are your hands bigger than mine?

   Let's see ... Yes, your hands are definitely bigger than mine!

4 Complete the questions with the superlative form of the adjective in brackets.

- Who's the youngest person in our group? (young)
- What's the smallest thing on your table? (small)
- In our group, who has the neatest handwriting? (neat)
- Where's the best place to sit in this room? Why? (good)
- What's the most valuable thing in the room? (valuable)
- Who's got the cleanest shoes in the classroom? (clean)
- What's the farthest thing you can see out of the window? (far)

5 Work in small groups. Ask and answer the questions in exercise 4.

- Who's the youngest person in our group?

   I think it's me.

   No, I think you're older than me. When's your birthday?

6 Use not as + adjective + as to complete the sentences below.

- A helicopter isn't as fast as a jet plane.
- A DVD isn't as heavy as a book.
- Lemons aren't as sweet as oranges.
- Cows aren't as dangerous as bulls.
- Italy isn't as hot as Saudi Arabia.
- Poems aren't as long as novels.

7 Look at the two bedrooms. Describe the differences using the words in the box.

big small clean old modern high low tidy messy uncomfortable comfortable

Bedroom 1

Bedroom 2

Bedroom 1 is bigger than Bedroom 2.
Bedroom 2 isn't as ...

8 Compare your own bedroom with the pictures in exercise 7. Tell your partner.

My bedroom isn't as big as Bedroom 1 but it's bigger than Bedroom 2. The furniture is...
Look at the table about telescopes and choose the correct answers.

<table>
<thead>
<tr>
<th></th>
<th>Celestar</th>
<th>Astro Seeker</th>
<th>Sky Searcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you</td>
<td>The moon, lots of planets and some galaxies</td>
<td>Animals, birds, the moon and some planets</td>
<td>The moon, the planets and thousands of stars</td>
</tr>
<tr>
<td>see with it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length</td>
<td>88cm</td>
<td>100cm</td>
<td>88 cm</td>
</tr>
<tr>
<td>Weight</td>
<td>2.5kg</td>
<td>9 kg</td>
<td>13 kg</td>
</tr>
<tr>
<td>Price</td>
<td>£156</td>
<td>£65</td>
<td>£224 (usual price)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>£170 (sale price)</td>
</tr>
<tr>
<td>Notes</td>
<td>Good for beginners</td>
<td>Good for first time telescope users</td>
<td>An excellent telescope for people with more experience</td>
</tr>
</tbody>
</table>

1. The Celestar is\ isn't as long as the Sky Searcher.
2. The Astro Seeker is as good as / better than the Celestar for beginners.
3. At the moment, the Sky Searcher is cheaper than usual / the cheapest telescope.
4. The Celestar is the most expensive / longest telescope.
5. The heaviest / shortest telescope is the Sky Searcher.
6. The Celestar is the most powerful telescope / more powerful than the Astro Seeker.

21.2 Look at the table again and complete the sentences with the correct form of the adjectives in the box or as ... as. Then listen and check.

- expensive  good  shiny  cheap  interested in animals  light  powerful

He chose the Celestar because it was the lightest telescope in the shop.
1. She bought the Astro Seeker because it was ____________ .
2. He bought the Sky Searcher because it's usually ____________ .
3. She chose the Sky Searcher because it's ____________ for people with more experience.
4. He didn't want the Astro Seeker because it isn't ____________ the Sky Searcher or the Celestar.
5. Her son liked the Celestar because it was ____________ telescope in the shop.
6. He bought the Astro Seeker because he's just ____________ astronomy.

Complete the second sentence so that it means the same as the first.

Nobody in the room was as happy as me.

1. You're not as confused as I am!
2. The book's better than the film.
3. Nobody in the class is a stronger swimmer than Ed.
4. You weren't later than us and we weren't later than you.
5. No place on Earth is more beautiful than this.
6. Paul is funnier than Heidi.

Complete the sentences with your own opinions.

1. The countryside isn't as exciting as the city.
2. Computers aren't as interesting as people.
3. Animals aren't as interesting as people.
4. Boys aren't as interesting as girls.
5. Wednesday is the ________ day of the week.
6. This town is ____________ place in this country.
7. Football is ____________ sport in the world.

Work in groups. Compare your sentences from exercise 12 with other people. Who has the same opinions as you?

I don't agree! I think the countryside is more interesting than the city!
Comparative and superlative adverbs

We use comparative and superlative adverbs when we compare and contrast the way things happen. Jack spoke more loudly than Amy but Claire spoke the most clearly.

We also use comparative adverbs when we ask or advise people or to change their behaviour. You make a lot of mistakes. You should do it more carefully.

We usually form comparative adverbs with more and superlative adverbs with most. Could you walk more slowly, please? Of all the students in the class, Martin speaks German the most fluently.

Some adverbs like early, late, fast, hard, high and low have the same form as their adjectives. We add -er and -est to make the comparative and superlative forms of these adverbs.

Can you come earlier tomorrow?
Who worked the hardest?

The comparative and superlative forms of well, badly and far are the same as the comparative and superlative adjective forms of good, bad and far.

Well → better → the best
Badly → worse → the worst
Far → further → the furthest

You can see further with the Sky Searcher telescope. Who can sing the best?

In informal speech we can add -er and -est to short (one-syllable) adverbs to make comparative and superlative forms. These forms should not be used in writing.
Who can get there the quickest? (= the most quickly)? You should speak louder. (= more loudly)

We can also use (not) as ...+ adverb + as to make comparisons.
Katie doesn’t walk as quickly as me.
I can’t play the piano as well as Ernie.

See the form table on page 191.

14 Listen. Match 1–6 with the pictures a–f.

15 Complete the sentences with the correct form of the adverbs in brackets.

You need to explain it more clearly. (clearly)
1 Do it more carefully next time.
2 Can we walk more quickly, please? (quickly)
3 Rosy works more hard (hard) than Dora.
4 He’s playing so much more badly (badly) than he did yesterday.
5 You must try to write more neatly, please. (neatly)
6 Go faster! (fast)
7 Who in your family speaks English more well? (well)
8 You can probably do this more easily than me. (easily)
9 You need to do more easily than that! (easily)
10 I usually get up more well at the weekend than during the week. (well)
11 I can’t run as fast as you. (quickly)
12 Who can throw the ball more far? (far)
Write the questions.

1. can / the / arrives / earliest / at school / who
   Who arrives at school the earliest?

2. run / the / who / fastest / can

3. a bird / can / who / best / draw / the

4. who / furthest / swim / can / the

5. most / click / the / who / can / the / their fingers / loudly

6. clearly / pronounce / 'crisps' / who / the / can / most

7. can / who / the / the English alphabet / quickly / the / most / say

lives / from / the / furthest / school / who

Work in small groups. Compare the things in exercise 16 for all the people in the group.

I think I arrive at school the earliest. I arrive at eight o'clock.

Yes, I arrive later than that. I arrive at quarter past eight.

But I arrive at ten to eight, so I arrive the earliest!

What's the difference between life for people in your country today and 100 years ago? Are people happier now than before? Think about the things in the box. Write about 250 words.

What's the difference between life for people in your country today and 100 years ago? Are people happier now than before? Think about the things in the box. Write about 250 words.

In some ways, I think life for people in my country was better 100 years ago. People lived in smaller towns and villages and families were closer. They were happier because...

Listen to Penny comparing life in her country now and life in her country 50 years ago. Circle true or false.

1. Penny thinks people worked harder in the past.
   True / False

2. She thinks people communicate better now.
   True / False

3. She thinks people communicate more openly now.
   True / False

4. She thinks people have a better diet now than 50 years ago.
   True / False

5. She thinks life is more comfortable now.
   True / False

6. She thinks people are happier now.
   True / False

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Comparative and superlative forms
Adjectives and adverbs of degree

I can use adjectives and modify them with adverbs of degree.

Position of adjectives

Some adjectives (main, chief, only, indoor, outdoor, inner, middle, outer) can only go before a noun. There is an inner room through that door. Which is the main exit?

We often use present and past participles as adjectives.

We usually use past participle (-ed) adjectives to describe how people feel. We often use them after verbs like be, feel, get and seem. The boys seem excited. I’m getting tired.

We also use past participle adjectives before a noun when we describe the condition or appearance of something (an injured animal, a striped T-shirt, a broken window) or the process that something has gone through (a boiled egg, pasteurized milk, dyed hair).

We use present participle (-ing) adjectives to describe the things that make people feel a certain way. The football match is exciting. This work is tiring.

We use present participle adjectives before nouns. It was an exciting football match. It’s an interesting book.

Adjectives and adverbs of degree

I can use adjectives and modify them with adverbs of degree.

Position of adjectives

What’s that?
It’s a very rare sixteenth-century blue glass bottle.
It looks new to me. It’s just a bit dirty.
Oh. The man who sold it was very convincing. I feel really stupid now...

We can use one or more adjectives before a noun. We had a fantastic time. He told a funny story.

We can also use an adjective after a linking verb (appear, be, become, get, feel, look, seem, smell, stay, taste).

Are you feeling hungry? The test was easy at the beginning but it quickly became difficult.

Some adjectives (afraid, alive, alone, alike, ashamed, asleep, awake, ill, well) can only go after a linking verb and not before a noun. Dave was awake all night. I don’t feel well.

What or who are they talking about? Listen and write 1 and 2 in boxes a and b.

1

2

3

4

5

Unit 22 131
**2 Tick ✓ the correct sentences.**

- a ✓ It was shocking news.
- b It was shocked news.

1 a ☐ You need to get ready.
- b You need to ready get.

2 a ☐ This sofa is an uncomfortable.
- b This is an uncomfortable sofa.

3 a ☐ That window is only.
- b That's the only window.

4 a ☐ Help! I'm getting confusing!
- b Help! I'm getting confused!

5 a ☐ Whose is this half-eating sandwich?
- b Whose is this half-eaten sandwich?

6 a ☐ It's an indoor swimming pool.
- b The swimming pool is indoor.

7 a ☐ He's an afraid person.
- b He often feels afraid.

8 a ☐ The chocolate layer is outer.
- b The outer layer is chocolate.

**3 22.2 Complete the sentences using the information from the box. Then listen and check your answers.**

- amazing food  ironed shirt  fantastic music  very kind doctors and nurses  great hotel  very uncomfortable seat  very expensive shops  confusing questions

- 'How was the film?'
- It was brilliant, and the **music** was fantastic!
- 'How was the restaurant?'
- The service was terrible but the **service**
- 'How was your time in hospital?'
- 'Not great, but the **hospital**
- 'How was your flight?'
- 'The flight itself was smooth but my **flight**
- 'How was your holiday?'
- 'The weather was disappointing but the **weather**
- 'Did Charlie look smart?'
- 'Yes, his trousers were clean and his **trousers**
- 'How was the exam?'
- 'Not too bad, but some of the **exam**
- 'How was your trip?'
- 'It's a beautiful city but the **city**

**4 Game** Work in pairs. Cover exercise 3. How many adjectives can you remember?

- a **great** hotel
- 1 an _____ seat
- 2 _____ food
- 3 _____ weather
- 4 a _____ film
- 5 _____ music
- 6 _____ service
- 7 _____ shops
- 8 a _____ flight
- 9 a _____ city
- 10 _____ questions
- 11 an _____ shirt
- 12 _____ nurses

**5 Complete the conversations with the correct adjective from the box.**

- afraid alike alive alone asleep ashamed awake

- 'Is Mike sleeping?'
- 'No, he's **awake**.'
- 'Is that Linda?'
- 'No, it's her sister. They look very _____.'
- 'The house is very quiet.'
- 'That's because the children are _____.'
- 'That looked scary!'
- 'Really? I didn't feel _____.'
- 'All the plants in the garden are dead!'
- 'Well, the trees are _____.'
- 'I can't believe I forgot her name! I feel terrible!'
- 'You don't need to feel _____.'
- 'Is Lee OK?'
- 'He's fine. He's got lots of friends, so he's never _____.'

**6 Complete these sentences about yourself. Keep your sentences secret.**

- 1 I'm a/an _____ person, but I'm not _____.
- 2 My friends are _____ and _____.
- 3 My brother/sister is _____ and _____.
- 4 This classroom is _____ and _____.
- 5 This school is _____ but it isn't _____.
- 6 I like films which are _____ and _____.

- I'm a quiet person but I'm not shy.
- My friends are kind and funny.

**7 Game** Work in pairs or small groups. Read the adjectives from one of your sentences in exercise 6. Can the others guess what or who it is?

- Kind and funny.  Your sister?
- No, my friends.
Order of adjectives

We can use two or more adjectives before a noun. They usually follow this order:

<table>
<thead>
<tr>
<th>Type of Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>good, terrible, fantastic</td>
</tr>
<tr>
<td>Size</td>
<td>large, small, tiny</td>
</tr>
<tr>
<td>Most other qualities</td>
<td>easy, slow, cold, strong, kind, comfortable</td>
</tr>
<tr>
<td>Age</td>
<td>old, new</td>
</tr>
<tr>
<td>Shape</td>
<td>square, round, oval</td>
</tr>
<tr>
<td>Colour</td>
<td>yellow, red, white</td>
</tr>
<tr>
<td>Origin</td>
<td>Indian, Turkish, Italian</td>
</tr>
<tr>
<td>Material</td>
<td>paper, glass, wood</td>
</tr>
<tr>
<td>Type</td>
<td>train, electric</td>
</tr>
<tr>
<td>Purpose</td>
<td>sewing, shopping, sports, shower</td>
</tr>
</tbody>
</table>

*8 Describe the pictures. Use It’s / She’s a and They’re + the adjectives in the correct order.*

1. a vase
   It’s made of glass.
   It’s tall.

2. an envelope
   It’s rectangular.
   It’s blue.

3. a camera
   It’s digital. It’s fantastic.
   It’s Japanese. It’s new.

4. shoes
   They’re for running.
   They’re old. They’re white.

5. a scientist
   She’s Swiss. She’s famous.
   She works with computers. She’s young.

It’s a tall glass vase.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

9 **GAME**

Work in pairs. Go to page 187 and play the maze game.

10 **GAME**

Look around you and find things that you can describe with two or more adjectives. Can your partner see them too?

Can you see a white plastic pencil case? A white plastic pencil case? Ah yes, over there.

Can you see a large brown sports bag? Yes, it’s Paul’s.
Adverbs of degree (very, really, rather, quite)

We use adverbs of degree with adjectives and other adverbs.

- We use adverbs like very and really to make the meaning stronger.
  - It's very cold. I think it's going to snow.
  - I'm really happy. I've just passed my exam.

- We use quite and rather to make the meaning weaker. When there's a positive meaning we normally use quite.
  - She's quite funny. I like her.
  - This train is quite fast. I think we'll arrive on time.

- When there's a negative meaning we normally use rather, but quite is also possible.
  - He drives rather fast. (= He drives quite fast.) It's not safe.

**11** Look at the pictures and complete the sentences with very or quite.

- Tony’s tent is in a **very** bad condition.
- 1 Heidi’s tent is _______ small.
- 2 Tony’s tent is _______ old.
- 3 Bill’s tent is _______ big.
- 4 Heidi’s tent is _______ expensive.
- 5 Tony’s tent is _______ cheap.
- 6 Bill’s tent is _______ old.
- 7 Heidi’s tent is _______ new.
- 8 Bill’s tent is in a _______ good condition.

**12** 22.3 Listen and complete the checklist with ✔️ for very, ✔️ for quite, or ✗️ for not very.

<table>
<thead>
<tr>
<th></th>
<th>Campsite 1</th>
<th>Campsite 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice?</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>big?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good shop?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheap?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>near?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13** Work in pairs. Ask questions with the words in the box. Answer using very, really or quite.

- brother sister school bag English maths parents school town

- big clever difficult easy long new nice old small tall

- Is your school big? Yes. It’s quite big.

**14** Choose the correct answer to complete each sentence.

- ‘Did you enjoy your swim?’ ‘No. I only swam for ten minutes because the water was too / rather / very cold.
  - 1 The exam was so / quite / very easy. I think I’ll probably pass.
  - 2 That car is a bit / rather / not old. I don’t think he’s going to buy it.
  - 3 It’s too / rather / so noisy, I’m afraid. Tim is practising the drums.
  - 4 No I can’t buy that one. It’s quite / too / enough expensive.
  - 5 That book is not / too / quite interesting. I think you should read it.
  - 6 ‘I liked that song.’ ‘Did you? Oh, I thought it was very / so / rather boring.’
  - 7 My brother’s really / quite / rather happy at the moment. He’s just got a new dog!
  - 8 ‘This train is very / quite / rather fast.’ ‘Yes. They call it a bullet train!’
Our journey around the beautiful Indian/Indian beautiful state of Rajasthan continues!

We were already awake/outdoors at five o'clock and we spent an interesting/interested morning exploring Jaipur, the famous capital/capital famous city of Rajasthan.

The local buses were quite/very busy and it would have been impossible to get a seat, so we decided to hire an electric/an electric small rickshaw. Our driver was rather/very friendly, and gave us lots of fascinating/fascinated facts about the city.

Jaipur is full of elegant pink/pink elegant buildings, and people often call it the Pink City. One of these buildings is the eighteenth-century grand/grand eighteenth-century palace, the Hawa Mahal.

This amazing pink fifteen-metre/fifteen-metre pink structure has 953 small windows and it is very/rather popular with photographers. We certainly weren't the alone/only tourists there, even at six o'clock in the morning!

Write a description of a place. Include information about the topics below and lots of adjectives. Don’t write the name of the place!

WHERE IS IT?
A beautiful green river runs through this very small capital city, and there are beautiful old white buildings along the river banks. There is a hill with an old castle on the top and ...

Self-evaluation Rate your progress.

Give your text to other students to read and discuss. Can they identify the place?

I think this city is Prague.

But look, it says 'this very small capital city'.

Oh yes. It could be Ljubljana. Yes, I think it is.
Adverbs: frequency, manner, place and time

I can use and combine different kinds of adverbs.

Adverbs of frequency

Adverbs give extra information about adjectives, verbs and other adverbs. They say how often, when, where and how things happen.

We use adverbs of frequency to say how often something happens.

We use adverbs of frequency before a main verb.

Sally occasionally phones us.
We never play tennis.

However, we use adverbs of frequency after be and auxiliaries.

Jim's always busy.
I've often thought about you.
That doesn't usually happen.

We can use sometimes and usually at the beginning of sentences.

Sometimes we go shopping together.
Usually I'm on time.

We can also use expressions like every (other) day, every Thursday and twice a month to talk about frequency with the present simple. These expressions can go at the beginning or the end of a sentence.

She checks her emails three times a day.
On Mondays we go swimming.

To ask about frequency we use How often ...?

'How often do you read?' 'Every day.'

In yes/no questions, we place the adverb of frequency before the verb.

Do you always use a green pen?
Does he often do that?
Do you ever read the newspaper? (ever = 'at any time')

1 Julia ____ goes to the cinema on her own.
   a sometimes  b hardly ever  c never
1 Henry ____ travels by train.
   a often  b occasionally  c never
2 Tim ____ listens to music in bed at bedtime.
   a always  b usually  c often
2 Vicky ____ goes running.
   a always  b usually  c hardly ever
3 Isabel ____ writes letters.
   a often  b sometimes  c never
4 James ____ watches the news on TV.
   a often  b sometimes  c rarely
2 Rewrite the sentences with the adverb of frequency in the correct place.
   ▶ My grandparents went on holiday. (rarely)
     \[\text{My grandparents rarely went on holiday}\]
   1 You should say 'thank you.' (always)
   2 I've been to hospital. (hardly ever)
   3 The shop was busy in those days. (seldom)
   4 Lock the door. (always)
   5 He's late. (occasionally)
   6 She forgets my name. (often)
   7 I'll forget you. (never)
   8 Don't say that again! (ever)

3 Are the sentences correct ✔ or incorrect ✗? Rewrite the incorrect sentences.
   ▶ He has a piano lesson every Thursday.
     ✔
   ▶ Does ever she drink tea?
     ✗ Does she ever drink tea?
   1 Milly never is ill.
   2 Sometimes we go for a walk after dinner.
   3 Twice a week she leaves the house at six o'clock.
   4 Leo washes his hair every other day.
   5 We've talked often about it.
   6 Always he doesn't walk to school.

4 23.2 What do the people say? Listen and match responses a–i to questions 1–3.
   1 How often do you watch a film on TV?
      a. ___ ___
   2 Have you ever fallen asleep on a bus or train?
      ___ ___ ___
   3 Do you always have breakfast?
      ___ ___ ___
   a Not often. About two or three times a year.
   b No, not always, but I usually do.
   c Yes, I've often done that.
   d No, I've never done that.
   e Yes, I do. Always.
   f Every day.
   g I've occasionally done it.
   h Sometimes, but not very often.
   i No, I hardly ever have breakfast.

5 Work in small groups. Ask each other the questions in exercise 4.
   How often do you watch a film on TV, Toby?
   About once a week. We often watch a film on TV on Friday evening.

6 Write six questions with How often ... ? and Do/Are you ever ... ? Use the ideas in the box or your own ideas.
   eat lunch outside travel by plane go camping
   be late for school go to a big party
   read books or magazines about computers
   be hungry in the middle of the night

   Are you ever late for school?
   How often have you travelled by plane?

7 Game Work in groups. Guess how the others in your group will answer your questions from exercise 6. Ask your questions. Did you guess correctly?
   Are you ever sleepy after lunch?
   Tom - no, never
   Rosy - yes, sometimes
   Angie - yes, always

   Tom, are you ever sleepy after lunch?
   Yes, I'm usually a bit sleepy after lunch.
Adverbs of manner, time and place

Manner

We use adverbs of manner after a verb to tell us how something happens. We usually place them at the end of a sentence or at the end of a clause.

*Ernie* speaks slowly.

*Suzy* washed the vase carefully and put it away.

When we comment on how something happened on one occasion, we can place the adverb of manner at the start of a sentence, or before the main verb. We often do this when we tell stories.

_Slowly, he picked up his bags and left the house._

_He slowly picked up his bags and left the house._

Most adverbs of manner are formed by adding -ly, -ily or -ly to an adjective.

There are a few irregular adverbs of manner:

*good* → *well*    *hard* → *hard*    *fast* → *fast*

To talk about how people travel we often use adverbial expressions with *by*.

*by car, by train, by plane* (but *on foot*)

Time

We use adverbs of time to say when something happens: *now, then, early, late, today, tomorrow, yesterday, recently.*

We can also use adverbial time expressions: *last Wednesday, in 2006, two years ago, in the spring, at the moment.*

Adverbs of time and adverbial expressions can go at the beginning or the end of a sentence or clause.

*What’s the matter now?*

_Now what’s the matter?_

_The leaves turn orange and brown in the autumn._

_In the autumn, the leaves turn orange and brown._

But the adverbs of time *early, late* and *then* can only go at the end of a clause.

_We left the house early and came home late._

Place

We use adverbs of place to say where something is or where something happens: *upstairs, downstairs, here, there, everywhere, away, abroad, indoors, outdoors, back, in, out.*

Adverbs of place usually go at the end of a sentence or clause.

_‘Hello, it’s Mandy here. Is John there?’ ‘No, I’m afraid he’s still at work. I don’t know when he’ll be back.’_

We can also use adverbial place expressions: _in the garden, at home, in bed, at work._

_Claire was at college while Katy was on the beach._

When we use more than one adverb or adverbial expression after a verb they usually follow this sequence: manner, place, time.

<table>
<thead>
<tr>
<th>verb</th>
<th>manner</th>
<th>place</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>My phone works</td>
<td>well</td>
<td>outdoors</td>
<td></td>
</tr>
<tr>
<td>We asked the man</td>
<td></td>
<td>at the police station</td>
<td>two days ago</td>
</tr>
<tr>
<td>I couldn’t think</td>
<td>clearly</td>
<td></td>
<td>yesterday</td>
</tr>
<tr>
<td>You must work</td>
<td>hard</td>
<td>at school</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

With verbs of movement (*run, walk, move, come, go*), the place is often closely linked with the verb. In this case we put the adverb of place directly after the verb.

_She walked away quietly._
8 Write the adverbs in the correct place in the table.

<table>
<thead>
<tr>
<th>frequency</th>
<th>manner</th>
<th>place</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>proudly</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

downstairs  proudly  never  late  well  away
sometimes  by  bus  seldom  soon  yesterday
quickly  ever  in  prison  tomorrow  here
occasionally  early  happily  everywhere

9 Complete the sentences. Use an adverb of manner formed from the adjective in brackets.

He's never spoken _angrily_ to me. (angry)
1 She watched them ______. (sad)
2 You did that very ______. (good)
3 Ask ______, please. (politely)
4 He read the story ______. (beautiful)
5 I'm afraid I can't walk very ______. (fast)
6 He closed the door ______. (noisy)
7 Everyone has worked ______ today. (hard)
8 He smiled ______ at me. (cheerful)

10 Complete the conversations with the adverbs from the box. Then listen and check.

- 'Did they work quickly?'
- 'No, they worked _slowly_.'

1 'Is Sam in?'
- 'No, he's ______.'
2 'Is Amy upstairs?'
- 'No, she's ______.'
3 'Can you help me now?'
- 'No, but I can help you ______.'
4 'Do you play chess well?'
- 'No, I play ______.'
5 'Shall we sit indoors?'
- 'No, let's sit ______.'
6 'Did you come here by car?'
- 'No, we came ______.'


- 'Did they work quickly?'
- No, they worked slowly.

12 Circle the correct answers.

- Come [here now] /[now here]!
1 Ivy runs [fast] / [fast runs].
2 Look, they're playing [nicely now] / [now nicely].
3 They lived for [ten years abroad] / [abroad for ten years].
4 She went away quietly at the end of the lesson. / at the end of the lesson quietly away.
5 Where's my book? It was [here yesterday] / [yesterday here]!
6 Toby's away at the moment / at the moment away. He's in Spain.
7 Wait for five minutes [here] / [here for five minutes]. I'll be back soon.
8 Did you go [by plane there] / [there by plane]?

13 Write the sentences.

- everywhere / yesterday / we looked
- we looked everywhere yesterday.
1 quickly / run / home
- ________________________________________
2 now / out / I'm going
- ________________________________________
3 will you be / this evening / in
- ________________________________________?
4 hard / she works / at the weekend
- ________________________________________
5 carefully / at bedtime / you must clean your teeth
- ________________________________________
6 quietly / let's talk / for five minutes / in the garden
- ________________________________________
Complete the quiz questions with *Where, How, How often or When*. Then work in groups. Do the quiz, and listen to check the answers.

---

**Quiz time**

1. __________ is the best place to be in a thunderstorm?
   - a) Outside. [ ]
   - b) In a car. [ ]
   - c) Indoors. [ ]

2. __________ does the moon circle the Earth?
   - a) About once a year. [ ]
   - b) About every 28 days. [ ]
   - c) About every 24 hours. [ ]

3. __________ should you breathe if you need to relax?
   - a) Slowly. [ ]
   - b) Noisily. [ ]
   - c) Quickly. [ ]

4. __________ would you find an ‘attic’?
   - a) Upstairs. [ ]
   - b) Downstairs. [ ]
   - c) In the garden. [ ]

5. __________ did a French man fly from France to England for the first time in 1909?
   - a) By helicopter. [ ]
   - b) By plane. [ ]
   - c) By hot air balloon. [ ]

6. __________ does the Oscars’ ceremony (the Academy Awards) take place?
   - a) Every two years. [ ]
   - b) Every autumn. [ ]
   - c) Every spring. [ ]

7. __________ was the first Olympic Games?
   - a) Many centuries ago. [ ]
   - b) In the last century. [ ]
   - c) Quite recently – about 30 years ago. [ ]

8. __________ should a musician play when the score says ‘pianissimo’?
   - a) Very quietly. [ ]
   - b) Very loudly. [ ]
   - c) Very quickly. [ ]

---

Write more quiz questions to ask each other. Team A, turn to page 182. Team B turn to page 183. Team C, turn to page 185. Follow the example below.

- ‘Biennial’ events happen
  - a) twice a year
  - b) twice a month
  - c) once every two years

Team A: How often do ‘biennial’ events happen? Is it a) twice a year, b) twice a month or c) once every two years?

No, Team B?

Once every two years?

Yes, that’s right.

---

Self-evaluation Rate your progress.

- [ ]
- [ ]
- [ ]
We use *so* and *such* to add emphasis to descriptions of the quantity and quality of things. *It was a very boring film.* (= an opinion)
*It was such a boring film!* (= an emphatic opinion)
We usually stress *so* and *such* when we speak.

We can use *so* to add emphasis to an adjective or adverb.

<table>
<thead>
<tr>
<th>so</th>
<th>adjective/adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>They look</td>
<td>so</td>
</tr>
<tr>
<td>He talks</td>
<td>so</td>
</tr>
</tbody>
</table>

We can also use *so* with the quantifiers *much*, *many*, *little* and *few*.

<table>
<thead>
<tr>
<th>so</th>
<th>quantifier (+noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There's</td>
<td>so</td>
</tr>
<tr>
<td>We've got</td>
<td>so</td>
</tr>
</tbody>
</table>

We use *such* to add emphasis to an adjective and noun combination.

<table>
<thead>
<tr>
<th>such</th>
<th>a/an</th>
<th>adjective</th>
<th>singular countable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was</td>
<td>such</td>
<td>a</td>
<td>boring</td>
</tr>
<tr>
<td>He's got</td>
<td>such</td>
<td>an</td>
<td>interesting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>such</th>
<th>adjective</th>
<th>plural countable noun/uncountable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>You've got</td>
<td>such</td>
<td>blue</td>
</tr>
<tr>
<td>This is</td>
<td>such</td>
<td>hard</td>
</tr>
</tbody>
</table>

We can use *such* + noun (without an adjective) when the noun itself has a positive or negative meaning.
*That was such a disaster!* 😞
*This is such fun!* 😊

We can also use *such* with the quantifiers *a lot* and *a lot of*.

<table>
<thead>
<tr>
<th>such</th>
<th>quantifier</th>
<th>(+noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you buy</td>
<td>such</td>
<td>a lot?</td>
</tr>
<tr>
<td>There were</td>
<td>such</td>
<td>a lot of</td>
</tr>
</tbody>
</table>

After a clause with *so* and *such* we often add a clause to describe the result.
*My seat was so comfortable (that) I fell asleep.*
*This is such fun (that) I don't want to go home.*

**1 Listen and number the pictures from 1–6.**

| a | b | c | d | e | f |
2 Add so or such in the correct place. Then listen, check and repeat.

- He's got a kind face.
  
  He's got such a kind face.

1 They were friendly.

2 That's funny.

3 You did that carefully.

4 There's a lot of smoke.

5 Is it a problem?

6 That's true.

7 It was a nice day.

8 That's good news.

9 You run fast!

10 I've got many ideas!

5 Add so or such to 1–8, then match a–i to 1–8.

- The book was _ good.
  
  1 The bag was _ full
  
  2 The music was _ loud
  
  3 He's _ a genius
  
  4 I've got _ many things to do
  
  5 It was _ a long car journey
  
  6 She goes running _ often
  
  7 He's _ a nice boy
  
  8 The race was _ a success

a that she's never at home!

b that I don't know what to do first.

c that everyone wants to be his friend.

d that it broke.

e that I couldn't stop reading it.

f that we're going to organize it again next year.

g that we had to stop for lots of breaks.

h that I couldn't hear what they were saying.

i that some people don't understand his ideas.

6 Look at the pictures. Join a sentence from box A with a sentence from box B. Use so/such ... that ...

A

- The shelf was high. It was a hot day.
  
  The fog was thick. It was cold.
  
  There were a lot of people. The wind blew hard.

B

- The fence fell down. Some people had to stand.
  
  She couldn't speak. He couldn't reach it.
  
  We couldn't see anything.
  
  My ice-cream melted.
Work in small groups. Take turns to say one of the clauses below. The first person to add an appropriate result clause wins a point.

She's such a nice/a funny/an interesting person that ...
He works so hard/slowly/quickly that ...
He's got so many friends/books/pairs of shoes that ...
There was so much snow/rain/fog that ...
It was such a good/bad result that ...

She's such a funny person that ...
... I always laugh when I'm with her!
One point for you!

She's such a nice person that ...
... she always laughs when I'm with her!
One point for you!

Read the emails and complete them with the phrases below.

so badly  so happy  so beautiful  so many  so near the beach that
so amazing that  such a fantastic  so  such  so a

Hi Dave
How are you? It's such a pity that you couldn't come on holiday with us this year.
We talk about you a lot and we hope much that your back is better soon.
Take care,
Jamie and Max

PS This place is we think we might come back again next year – with you, of course! I've attached a photo to this message!

Hi Charlie
We're having holiday here! The island is . There are interesting birds and animals to see.
Did you hear about Dave? He couldn't come with us this year. It's shame. He was playing football and he hurt his back that the doctors said he shouldn't travel.
Do you think you could visit him? He'd to see you. Perhaps you could take him some books or DVDs.
From Max

PS Our campsite is we can hear the waves at night!

Imagine you are Dave. Charlie came to visit you yesterday. Write an email in reply to Jamie and Max. Include the answer to these questions, using so and such:

Was it good to hear from Jamie and Max?
What did you think of the photo of the beach?
Are you very disappointed about missing the holiday?
How is your back?
How was Charlie's visit?
Did he bring you anything?

Hi Jamie and Max
Thanks for your email. It was so good to hear from you. I ...
1 The people below are looking for clothes and shoes. Read the reviews of eight shops and decide which shop would be the most suitable for each person.

George is a fisherman. He needs some new strong blue trousers for his job.

Tommy wants some smart shoes for a wedding. His feet are so narrow that he always has problems finding shoes that fit him.

Sally and Jane love shopping for colourful new clothes but they seldom have much money to spend.

A Bella’s Boutique
You won’t find anything surprising in this shop, but it sells really useful items for work and formal occasions. Plain white cotton shirts, simple black trousers, warm woolly hats – you can find them all here. The clothes are good quality, and reasonably priced, too.

B Optima
‘Optima’ sells everything from sportswear to party clothes. They have different things in every week, and the prices are low. It’s a fun place to visit, and you can find some nice items, but the quality isn’t the best and the service isn’t very good.

C Such Style!
Pink and black striped trousers, a gold silk jacket and white leather riding boots ... The clothes in this small new shop aren’t cheap but they’re so unusual you won’t find anything else like them! ‘Such Style!’ is perfect for anyone who wants to look a bit different.

D Living Well
It’s good to know that shops like this are still doing well. ‘Living Well’ has clothes and shoes for older people for whom it’s more important to feel good than to look good. They also do free home deliveries.

Julia wants some advice about running shoes. She’s a competitive runner who’ll be running more often in the future, so she wants to buy shoes that will last a long time.

Iris is 80 years old and rarely goes out of the house. She likes comfortable clothes.

Isabel doesn’t have much money but she likes unusual clothes. She’s interested in recycling.

E From Old to New
Tim and Jenny are the talented young owners of this exciting new shop. They find old clothes and clean them, then give them a modern look by making changes to the whole item or to small details.

F On Form
‘On Form’ sells clothes (not shoes) for school and indoor and outdoor workplaces, in all colours and sizes.

The shop itself is small, but they are happy to order items for customers.

G Triumphanty Tall
This shop is full of clothes for people who are taller than average. The owners are friendly, and run the shop extremely efficiently.

The prices are quite expensive, but nowhere else offers such a high level of service. ‘Triumphanty Tall’ also has a range of shoes for people whose feet are bigger or smaller than average.

H Match!
This is the only sports clothes shop we visited that had really helpful salespeople. The clothes and shoes here are a bit expensive, but they last longer than the cheaper ones you can buy in other shops.
Four colourful lakes

Lake Pinatubo, the Philippines
This stunning bright blue and green freshwater lake is at the top of Mount Pinatubo, an active volcano 900m high. The lake only came into existence in 1991, when the volcano erupted. The best time to visit and enjoy the warm waters of the lake is in the dry season, because the area can be dangerous when it’s rainy.

Laguna Colorado, Bolivia
This saltwater lake is located at 4,200m above sea level. It is very shallow, with a depth of just 50cm.
The lake water is bright red in colour because of plants and minerals, but small white islands in the lake make a striking colour contrast.

Reed flute cave lake, China
This is a still, calm underground lake. It is inside a limestone cave which is over 180 million years old. There is a system of multi-coloured lights in the cave which shine dramatically on the cave walls and water.

Spotted lake, Canada
This lake has some of the largest quantities of minerals in the world, including calcium, silver and titanium. In the summer the lake becomes very dry. More than 365 pools of water remain, and are visible as blue, green and yellow spots.

Blink and you miss it

We all swallow, yawn and blink throughout the day. These actions are important reflexes which our bodies do.

When we eat a meal, we chew the food and then swallow. When we’re, we yawn without thinking. And every few seconds we blink: our eyes close and open rapidly to clean and refresh our eyes. It happens quickly that we aren’t even aware of it happening.

The number of blinks per minute is different from person to person, and adults blink more frequently than children.

We don’t blink often as usual when we study something closely, which is why our eyes feel tired when we read for a long time.

On average, we lose about four or five seconds of information every minute because of blinking.

However, new research shows that this isn’t actually a problem, because our brains know when the right time to blink is.

A regular B regularly C rare D rarely
1 A bit B quite C little D fairly
2 A unconscious B unconsciously C more unconscious D more unconsciously
3 A only B always C automatic D automatically
4 A indoor B outdoor C tiring D tired
5 A very B more C most D so
6 A so B such C rather D quite
7 A so B as C more D very
8 A really B more C most D as
9 A rather B as C so D such
10 A cleverer B cleverest C clever D cleverly
5 Complete b so that it means the same as a.

a No butterfly is smaller than the Western Pygmy Blue.

b The Western Pygmy Blue is the smallest butterfly in the world.

1 a You can see through butterflies' wings because they are very thin.

b Butterflies' wings are __________ your can see through them.

2 a The butterfly was small. It was attractive.

b It was an __________ butterfly.

3 a Rosy paints beautiful pictures of butterflies.

b Rosy paints butterflies ____________.

4 a I didn't use to be able to identify butterflies very quickly.

b I can identify butterflies ____________ now.

5 a The Goliath Birdwing butterfly is bigger than the Blue Morpho butterfly.

b The Blue Morpho butterfly is ____________ as the Goliath Birdwing butterfly.

6 a I saw a very rare butterfly last year. I saw it here.

b I saw a very rare butterfly ____________.

6 This is part of an email that you received from a new English friend, Libby.

I can't use a computer very well.

How often do you use a computer? Tell me about a computer that you sometimes (or usually) use. How good are you at doing different things on the computer? Are you better than your friends and your family, or not as good as them?

Write an email to Libby, telling her about you and computers.
Listening

7 R7.1 Listen and choose the correct answer A, B or C.

1 What did the man do?
   - a
   - b
   - c

2 Why didn’t the girl phone yesterday?
   - a
   - b
   - c

3 What’s the man describing?
   - a
   - b
   - c

4 Which sign is the woman talking about?
   - a
   - b
   - c

5 How does Libby feel about playing tennis with Jamie?
   - a
   - b
   - c

6 Which is Henry’s calendar?
   - a
   - b
   - c

8 R7.2 You will hear a fitness coach describing physical activities. Choose the correct answer A, B or C.

1 How does Heidi describe herself?
   - A She’s very fit.
   - B She’s Australian.
   - C She’s got a lot of experience.

2 Skipping is
   - A the best cardio-vascular activity for children.
   - B more popular with adults than it used to be.
   - C so cheap that everyone should do it.

3 Your skipping rope should be
   - A as long as you are tall.
   - B longer than your height.
   - C as long as the height from the floor to your chest.

4 What is ‘spinning’?
   - A Outdoor cycling with a really good, motivating instructor.
   - B Indoor, organized, group cycling.
   - C Cycling indoors alone with music.

5 What does Heidi think is the best thing about spinning?
   - A You follow a well-designed fitness programme.
   - B The music makes you cycle faster.
   - C The weather hardly ever stops a class.

6 What does Heidi say about aqua aerobics compared with normal aerobics?
   - A It’s harder.
   - B It’s faster.
   - C It’s very different.

Speaking

9 Work in pairs. Ask and answer these questions together.

• What’s your favourite form of transport? Why?
• What do you do when you go on a long car journey?
• Have you ever travelled on an unusual form of transport? What was it? What did it look like?
• What’s the longest journey you’ve ever done?
• Do you ever sleep when you’re travelling?
I can recognize and use prepositions of time, place and movement.

### Prepositions of time

**in +**
- part of a day: in the morning, in the afternoon, in the evening
- a week or more: in the last week of October, in the autumn term
- month: in March, in April
- year: in 1656, in 1973, in 2002
- season: in winter, in spring, in summer, in winter
- decade: in the 1960s, in the nineties
- century: in the 18th century, in the 21st century

**on +**
- day of the week: on Monday, on Friday
- date: on 22nd November
- special or particular day: on my birthday, on this day 200 years ago, on that day
- day + part of day: on Wednesday afternoon, on Saturday morning, on New Year's Eve

**at +**
- clock time: at six o'clock, at half past two, at 3.30, at midnight
- meal: at breakfast
- two or three days: at the weekend
- expression with time: at bed time, at break time, at that time
- the end of/the beginning of: at the beginning of the week, at the end of the day

Tim and Tom were born on **different days in a leap year**. Tim was born **at 11.55 p.m. on February 28th** and Tom was born **at 12.10 a.m. on February 29th**. So Tom only has a birthday **every four years**!

We use **in**, **on** and **at** with different time words and phrases.

We use **in** + a time period to describe how long it takes to do something.
- He finished the test **in twenty minutes**.
- She read six books **in one week**!

We can also use **in** to mean **after**.
- I'll be back **in five minutes**.
- See you **in two weeks' time**.

We don't use **in**, **on** or **at** before the time expressions yesterday, tomorrow and this/next/last/+ every day/week/month/year.

- We meet **every Tuesday**.
- I'll phone you **tomorrow**.

For information on other prepositions connected with time, see Unit 3 (**by, for and since**), Unit 4 (**after, before, until**) and Unit 17 (**until, during, by**).
1. **Listen and complete the missing information.**

Leo
James phoned (at about \[6.30\])
He’ll call back in 1 _____ minutes.
See you later,
Tim

2. **Circle the correct answer.**

- I always do my homework at / in the morning.
- I'll be back on / in ten minutes.
- Emily was born on / in 1999.
- We often go camping at / in the summer.
- I saw Martin on / at Monday.
- They came here in / at the last week of January.
- See you on next Friday / next Friday.
- We start lessons at / in nine o'clock.
- People lived here on / in the 12th century.
- He went to bed at / on midnight.
- It happened in / on Thursday evening.
- How many words can you write in / at a minute?
- Birds fly south at / in winter.

3. **Read the text and circle the correct options.**

Dear Bella
It was good to talk to you this 5 ____. I’m looking forward to talking to you again on Friday 6 ______ about your performances in 7 ______.

The Northern Lights

Can you imagine seeing the sun 8 in / at / on midnight? 9 In every / Every / At every summer, people who live near the North Pole have sunlight for 24 hours. It gets a little darker 10 on / at / in night time, but not much.

11 On / At / In winter, of course, the opposite is true: the sun doesn’t rise 12 on / at / in the morning, and it stays dark all day.

But this is also the best time to see an amazing natural phenomenon which from time to time lights up the sky 13 on / at / in night: the Northern Lights, or Aurora Borealis.

In 14 On / At / In Monday 24th October 2011 people in Canada saw a particularly amazing display of the Northern Lights. According to scientists, the bright red, pink and green lights were caused by a sun storm 15 in / at / on the Saturday before.

Usually, people only see the Northern Lights near the Arctic Circle. Incredibly, however, 16 in / at / on the 1980s, people as far south as the US–Mexico border saw them, because of particularly powerful sun storms.
4 Complete the conversations with in, on or at.
   - ‘When will the new library open?’
     ‘________ the 23rd of October next year.’
   1 ‘When did she live here?’
     ‘________ the 1960s.’
   2 ‘Why didn’t she phone?’
     ‘They didn’t have phones _______ that time!’
   3 ‘When are they leaving?’
     ‘________ six weeks’ time.’
   4 ‘When was he born?’
     ‘________ this day in 1672.’
   5 ‘When does the film start?’
     ‘________ quarter to seven.’
   6 ‘When do you go swimming?’
     ‘________ the school holidays.’
   7 ‘When can we talk about it?’
     ‘________ dinner.’
   8 ‘Why didn’t you see the play?’
     ‘I wasn’t at school _______ that day.’

GAME Work in pairs. Student A cover exercise 4 and Student B ask the questions. How many answers can Student A remember? Swap roles.

When will the new library open?
   - On 25th October?
   - No, try again!
   - On 23rd October?
   - Yes, that’s right.

5 Complete each line with in, on, at or no preposition (-).
   - ‘Where were you _______ three/four/five o’clock yesterday afternoon?’
   1 ‘Where were you _______ this day last year/two years ago?’
   2 ‘Where were you _______ last Friday/Saturday/Sunday/Monday?’
   3 ‘Where will you be _______ two days’/weeks’/months’/years’ time?’
   4 ‘How many metres can you run/swim/walk _______ five minutes?’
   5 ‘How old were you _______ October the 24th 2011/May the 1st 2012/January the 15th 2013?’
   6 ‘Where do you usually sit _______ breakfast/lunch/dinner?’
   7 ‘What do you usually do _______ your birthday/Fridays/the last day of term?’
   8 ‘What are you doing _______ tomorrow/this evening/next Saturday?’

7 Work in pairs. Take turns to choose a question from exercise 6 to ask a partner.

   - Where were you at four o’clock yesterday afternoon?
     - I was on the bus.
   - Where were you at five o’clock yesterday afternoon?
     - I was at home.

8 Write four short paragraphs to answer the questions below. Give your text to other students to read.

   1 What’s your favourite season? Why? What do you do in this season?
   2 Which month don’t you like? Why? What happens in this month?
   3 What’s your favourite day of the week? Why? What do you usually do on this day?
   4 What’s your favourite time of day? Why?

   **TIME AND ME**
   1 I like summer because I always have a holiday with my friends. We swim and play games in the day, and in the evening we have a meal together.
Prepositions of place

We use the prepositions in, on and at with different kinds of place words.

<table>
<thead>
<tr>
<th>in +</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>containers</td>
<td>in the box, in the bottle</td>
</tr>
<tr>
<td>rooms</td>
<td>in the bedroom, in the kitchen</td>
</tr>
<tr>
<td>buildings as spaces</td>
<td>in the greenhouse</td>
</tr>
<tr>
<td>towns, countries and continents</td>
<td>in Oslo, in Spain, in Asia</td>
</tr>
<tr>
<td>car</td>
<td>in the car, in a taxi</td>
</tr>
<tr>
<td>pictures</td>
<td>in the painting, in the photo</td>
</tr>
</tbody>
</table>

They’re in a bag in the kitchen.

<table>
<thead>
<tr>
<th>on +</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>surfaces</td>
<td>on the path, on the wall</td>
</tr>
<tr>
<td>floors of buildings</td>
<td>on the first floor</td>
</tr>
<tr>
<td>public transport</td>
<td>on the train, on the bus</td>
</tr>
<tr>
<td>roads and rivers</td>
<td>on West Street, on the Nile</td>
</tr>
</tbody>
</table>

I saw him on New Road. He was on the bus.

<table>
<thead>
<tr>
<th>at +</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>buildings/places where things happen</td>
<td>at the station, at the hospital, at the cinema, at the bus stop</td>
</tr>
<tr>
<td>addresses</td>
<td>at 27 Silver Street</td>
</tr>
<tr>
<td>events</td>
<td>at the concert</td>
</tr>
<tr>
<td>the back/front/top/bottom</td>
<td>at the top of the hill</td>
</tr>
</tbody>
</table>

We met at the café at the end of the road.

Some prepositions describe the position of an object or person in relation to another.

There’s a mouse on top of the painting. There’s a spider under the painting.

The painting is against the wall. There’s a toolkit near it. There’s an umbrella behind it.

The painting is outside the house. It’s in front of a bigger painting.

The painting is among other paintings. It’s between two flower paintings. It’s below a painting of a man. It’s above a picture of a house.

**9** Complete the sentences with in, on or at.

1. Jill waited at the bottom of the stairs.
2. He’s working in South America.
3. I sit in the back of the classroom.
4. Did you sleep in the plane?
5. What have you got in your bag?
6. It’s a town in the River Thames.
7. There are three cats in the picture.
8. Is that oil in your hands?
9. I’ll see you at the meeting.
10. He always wears a suit at the office.

**10** **GAME**

**25.2** Work in teams. You have five minutes to circle the correct answers. Listen and check. Which team had the most correct answers?

Carrots grow below / above the ground.

| **1.** Your index finger is next to / under your thumb. | 1. Your index finger is next to / under your thumb. |
| **2.** Pears grow inside / between oyster shells. | 2. Pears grow inside / between oyster shells. |
| **3.** Your heart is behind / in front of your lungs. | 3. Your heart is behind / in front of your lungs. |
| **4.** Dundee is in / near Scotland. | 4. Dundee is in / near Scotland. |
| **5.** The giant clam is a shellfish which lives in the sea inside / among coral structures. | 5. The giant clam is a shellfish which lives in the sea inside / among coral structures. |
| **6.** It’s not a good idea to stand opposite / against a wall that has a ‘wet paint’ sign on it. | 6. It’s not a good idea to stand opposite / against a wall that has a ‘wet paint’ sign on it. |
**Prepositions of movement**

We use prepositions with places, objects and people to talk about movement.

As we walked **across** the river, a frog jumped **out of** it and the ducks walked **along** the bank.

The cable cars went **up and down** the mountain **through** the clouds. A blue one went **into** a cloud.

Ann went **towards** the ice-cream van. Tim rode **past** it. Three people walked away **from** the van.

We saw you go **over** the lake as we were walking **around** the lake. The boy jumped **off** the platform into the lake.

**11** Look at the pictures above. Listen and answer each question with a colour or number.

How many ducks are walking **along** the river bank?

1. **4**
2. **3**
3. **1**
4. **4**
5. **2**
6. **5**

**12** Circle the correct option.

- The ball rolled **up** / **down** / **along** the hill.
- 1. He walked straight **past** / **off** / **through** me without even saying ‘hello’!
- 2. They’re going to drive **across** / **onto** / **over** the USA.
- 3. Put your hand **along** / **to** / **into** this box. What can you feel inside?
- 4. The sheep moved **towards** / **through** / **along** the corner of the field.
- 5. How quickly can you run **from** / **towards** / **around** here to that gate?
- 6. Polly chased Ed **out of** / **down** / **around** the table.

**13** Complete the sentences with the words in the box.

- **along** / **from** / **into** / **off** / **out of** / **over** / **up**

- Did they run **over** that bridge?
1. How far is it _____ here to the beach?
2. She slowly took the letter _____ the envelope, opened it and read it.
3. I fell _____ the wall and broke my arm.
4. Walk _____ this road for 100 metres.
5. You can climb _____ the tree but don’t go too high.
6. She fell _____ the river.
14 Complete the sentences with the correct prepositions of place and movement.

Would you rather live near the beach or the mountains?

Would you rather live in Europe or North America?

Would you rather run along a beach for 10 minutes or jump into a swimming pool?

Do you prefer sitting in the back of the cinema or in the front?

Which floor of a 40-floor block of flats would you rather live on?

Do you find it easier to walk up or down a steep hill?

If there was a deep hole in the ground that was one metre across would you jump over it or walk around it?

Do you prefer to read, sleep or look out of the window when you’re in a car? What about when you’re on public transport?

If you saw a strange spider on the wall, would you move it or away from it?


Would you rather live near the beach or the mountains?

Near the mountains, definitely.

Why?

Because I’d like to try skiing.

16 Work in pairs. Write six more questions with prepositions like the questions in exercise 14. Use the places below or your own ideas.

- pocket
- bag
- bottle
- cupboard
- hospital
- prison
- five-star hotel
- tent
- classroom
- kitchen
- garden
- desert
- jungle
- cave
- swamp
- volcano
- Australia
- Iceland
- China
- Mexico
- wall
- floor
- ground
- river
- road
- path
- bridge

Would you prefer to travel across Australia or around Iceland?

I’d prefer to travel across Australia. In fact, I’d rather travel around Australia because I’d like to see the coast.

17 Work in different pairs. Ask and answer your questions from exercise 16. Give extra information in your answers if you can.

Would you prefer to travel across Australia or around Iceland?

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Preposition or conjunction?

We use linking words such as conjunctions or prepositions to express connections of time, cause and effect, and contrast between parts of sentences.

We use conjunctions – for example and, so, but, because – to link one clause with another clause, or to link two nouns.

<table>
<thead>
<tr>
<th>clause</th>
<th>conjunction</th>
<th>clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We went home</td>
<td>because (reason)</td>
<td>it was raining.</td>
</tr>
<tr>
<td>The phone rang</td>
<td>while/when (time)</td>
<td>we were eating.</td>
</tr>
<tr>
<td>She missed the bus,</td>
<td>so (consequence)</td>
<td>she was late for school.</td>
</tr>
<tr>
<td>We had a good time</td>
<td>even though</td>
<td>the weather was so bad.</td>
</tr>
<tr>
<td>You can stay here</td>
<td>until (time)</td>
<td>it’s the end of the lesson.</td>
</tr>
</tbody>
</table>

We can also use certain prepositions and prepositional phrases as linking words. These words are always followed by a noun.

<table>
<thead>
<tr>
<th>clause</th>
<th>preposition</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>We went home</td>
<td>because of (reason)</td>
<td>the rain.</td>
</tr>
<tr>
<td>I passed the exam</td>
<td>thanks to (positive reason)</td>
<td>your help.</td>
</tr>
<tr>
<td>The roads were closed</td>
<td>due to (negative reason)</td>
<td>the bad weather.</td>
</tr>
<tr>
<td>The phone rang</td>
<td>during (time – ‘in the middle of’)</td>
<td>the meal.</td>
</tr>
<tr>
<td>I need your answer</td>
<td>by (time – ‘before’)</td>
<td>Monday.</td>
</tr>
<tr>
<td>We’ll stay here</td>
<td>despite (contrast – contradiction)</td>
<td>the bad weather.</td>
</tr>
<tr>
<td>He’s been to every continent</td>
<td>except (contrast – exception)</td>
<td>Australia.</td>
</tr>
<tr>
<td>You can stay here</td>
<td>until (time)</td>
<td>the end of the lesson.</td>
</tr>
</tbody>
</table>

**1 Circle the correct options.**

- We did the crossword while / till we were waiting for you. We had nothing else to do.
1. I need to go to library so / when I’ll see you in twenty minutes.
2. I like all the colours in the rainbow because of / except yellow. I hate yellow!
3. After the accident he made a quick recovery thanks to / due to the support of all his friends.
4. I’ll be here until / during half past ten.
5. Because / Even though he’s 85 he goes swimming every day.
6. The performance was cancelled thanks to / due to illness.
7. He went to school every day despite / due to terrible toothache.
8. We were late for the concert despite / because of the traffic.
9. Dad works during / while the night.
10. We’re hoping to finish it until / by half past four.
As and like

As and like can be used as prepositions and conjunctions.

We use as a preposition to talk about someone or something’s job or function.
He works as a taxi driver.
You could use this bag as a hat.

We use like as a preposition to talk about similarity.
I can’t believe it’s the summer! It feels like winter!
He was a scientist, like his father.

We also use like to introduce examples.
We saw lots of insects, like bees and butterflies.

We use as a conjunction with clauses about speaking and knowing.
As you know, the school will be closed on Wednesday.
It was Tom’s idea, as I’ve already told you.

2 Complete the sentences with as or like.

> Let’s use this shirt as a flag.
1 What’s that noise? It sounds like thunder.
2 This animal has a very long neck, a bit like a giraffe.
3 I said yesterday, it’s not for sale.
4 He’s got a job as a shop assistant.
5 As a parent, you need to be very patient.
6 Most people, she likes being with her friends.

3 26.1 Match a–i to 1–8 and add as or like.
Then listen and check.

> She worked as a
1 Here’s a photo of my uncle. He looks like
2 I’d like to talk to you as
3 The test was quite difficult, as
4 He’d like to get a job as
5 She sings beautifully, as
6 We used a sharp stone as
7 Let’s get her some flowers, as
8 This perfume smells as

a a bird. Listen!
b a friend. Is that OK?
c flowers and vanilla. It’s very nice.
d a businessman, but he’s actually an artist.
e a knife. It worked very well.
f roses or tulips.
g a nurse in the nineties.
h a tour guide next summer.
i I expected.

4 Circle one option in each line then finish the sentences so they are true for you.

> I’m excited / hungry / thirsty / tired because
1 I haven’t had a drink since eight o’clock this morning.
2 I sometimes ________
3 I like all kinds of food / music / films except ________
4 I can speak English / play football / write stories and ________
5 My mother / father / uncle / aunt works as a ________
6 One of my friends / brothers / cousins looks like ________

5 Work in groups. Compare your sentences from exercise 4.

I’m thirsty because I haven’t had a drink since eight o’clock this morning.
Work in teams. Complete the sentences using words from the boxes. Then listen and check. Which team has the most correct answers?

**Natural World Quiz**

<table>
<thead>
<tr>
<th>weapon</th>
<th>propeller</th>
<th>leg</th>
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</thead>
<tbody>
<tr>
<td>Antarctica</td>
<td>Australia</td>
<td>Asia</td>
</tr>
<tr>
<td>herbivores</td>
<td>omnivores</td>
<td>carnivores</td>
</tr>
<tr>
<td>they’re 10</td>
<td>they’re 20</td>
<td>they’re 50</td>
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<tr>
<td>they’re 100</td>
<td>they’re 150</td>
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<tr>
<td>hunting</td>
<td>deforestation</td>
<td>overfishing</td>
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<tr>
<td>winter</td>
<td>spring</td>
<td>day</td>
</tr>
</tbody>
</table>

1. During the Ice Age (20,000 years ago), horses lived on every continent except ______.
2. There are deserts in every continent except ______.
3. Spiders live in every continent except ______.
4. Some birds have become extinct because of ______.
5. Some tigers have become extinct due to ______.
6. Some sharks may soon become extinct due to ______.
7. Turtles hibernate during the ______.
8. Most birds migrate during the ______.
9. Some lizards use their tail as a ______.
10. A fish uses its tail as a ______.
11. Chickens often live until ______.
12. Rhinos often live until ______.
13. Giant tortoises live until ______.
14. ______ eat meat and plants.
15. Despite their long teeth, hippos don’t eat ______.
16. Even though they’re plants, Venus Flytraps are ______.

Complete the text with six of the linking words in the box.

and and as because during except like due to while so thanks to

Some species of plants ______ animals have already become extinct ______ human activity, ______ other species face the possibility of extinction in the future.

Extinction can happen ______ people hunt and kill too many animals of one species. In other cases, people damage the animals’ habitat, ______ the animals lose their homes and food.

Organizations ______ the World Wildlife Fund help to preserve animals in danger of extinction. ______ their help, many animals have been saved.

Write a short text to answer the questions below. Use ideas from exercises 7 and 8 and your own ideas. Use linking words where possible.

- Many species of animals face the possibility of extinction in the future. Why is this?
- Which animals would you most like to save? Why?

Some animals face the possibility of extinction in the future because humans ...
**Active or passive?**

Most English sentences are active. In active sentences, the focus is on the person or thing which is doing the action. When the subject is doing the action, we call it the agent.

<table>
<thead>
<tr>
<th>Subject (agent)</th>
<th>Verb</th>
<th>Object</th>
<th>Other information</th>
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</thead>
<tbody>
<tr>
<td>People</td>
<td>drink</td>
<td>tea</td>
<td>in many countries.</td>
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</table>

The emphasis changes in passive sentences; the subject of the sentence is not the agent. We don’t always include the agent.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Other information</th>
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</thead>
<tbody>
<tr>
<td>Tea</td>
<td>is drunk</td>
<td>in many countries.</td>
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</table>

We often use the passive when we don’t know the agent, or when it isn’t necessary to state the agent. *Oranges are grown in Spain.*

For this reason, we often use the passive to describe processes, systems, and events in the news. *The seeds are removed from the fruit, then the fruit is dried in the sun.*

*The new cinema was opened yesterday.*

The passive is more impersonal than the active because it focuses on the action rather than the person or people doing the action. For this reason we often use the passive in more formal speech and writing.

1. Are these sentences active (A) or passive (P)?
   - The tower was built in 1703. **P**
   - They built the tower in 1703. **A**
   - Where do people grow lemons? **A**
   - Where are lemons grown? **A**
   - Two men stole the painting. **P**
   - The painting was stolen. **P**
   - Class 4 is taught by Miss Brown. **A**
   - Miss Brown teaches Class 4. **P**
   - Who was it made by? **A**
   - Who made it? **A**
Present simple passive

We often use the present simple passive to talk about systems and processes, where the actions are more important than the people who are performing them.

The water is tested every day, and the results are sent to a laboratory for analysis.

We form all passives with the auxiliary verb be and a past participle. In the present simple passive, be is in the present simple.

Fresh bread is sold here.
I'm not told all the details.
‘Are the bins emptied every day?’ ‘Yes, they are.’

2 **27.1** Match the present simple passive verbs to the sentences. Then listen and check.

<table>
<thead>
<tr>
<th>are checked</th>
<th>is unloaded</th>
<th>is sorted</th>
</tr>
</thead>
<tbody>
<tr>
<td>is attached</td>
<td>is collected</td>
<td>are loaded</td>
</tr>
</tbody>
</table>

What happens to your luggage when you travel by plane? Here’s how the system works.

How is glass recycled?

Bottles and other glass items are thrown into recycling bins. The items are unloaded into a glass treatment plant. They are broken by colour – green, white and brown. They are sorted so that the glass is completely clean. The glass is crushed into small pieces. It is melted at a high temperature. Then it is made into new bottles and jars.

6 Complete the questions with is or are.

1. What are old bottles and glass items thrown into?
2. Where are they taken to?
3. How are the bottles and glass items sorted?
4. Which glass was washed or broken first?
5. What made the old glass into?


What are old bottles and glass items thrown into? Recycling bins.

---

**Game**

Work in pairs. Cover the sentences in exercise 2. Look at the pictures. Can you remember all the sentences?
**Past simple passive**

Some old coins were found in a field near here.

My sister was interviewed on TV.

In the past simple passive, be is in the past simple. The painting was stolen.

We weren’t invited.

‘Were these photos taken by your uncle?’

‘Yes, they were.’

When we use adverbs of time with the passive, we put them between be and the past participle.

T-shirts were first worn in the 19th century.

This job was usually done by a man.

8 Read the conversation and circle the correct answers. Then listen and check.

Sam: What’s all that stuff?

Ted: I gave this old box that belonged to my great-grandfather. He was a photographer.

Sam: Wow. What kind of photos did he take?

Ted: He was a journalist, so he often sent to different countries and he took all kinds of photos. A lot of his professional photos sold by one of my aunts last year, but this box kept in the family because the pictures are more personal.

Sam: Oh, right.

**9 Complete the sentences with the verb in brackets in the past simple active or passive.**

Everyone was given a present. (give)

Charlie fell off his bike. (fall)

1 Linda and Amy to leave by the teacher. (ask)

2 That tower 300 years ago. (first/build)

3 We by the police. (not/stop)

4 I anything about it. (not/tell)

5 Ted 20 minutes ago. (arrive)

6 The bag the tree. (hide)

7 These tables here. (not/make)

8 All the letters a week ago. (definitely/post)

9 It yesterday. (not/deliver)

10 Computers 200 years ago. (not/exist)

10 Use the prompts to write past simple passive questions.

> When and where/bicycles/first/ride?

When and where were bicycles first ridden?

1 In which decade/DVDs/invent?

In which decade did DVDs invent?

2 Where/violins/first/make?

Where were violins first made?

3 In which century/the first newspaper/print?

In which century was the first newspaper printed?

4 Where/football/first/play?

Where was football first played?

5 In which century/ice-cream/first/eat?

In which century was ice-cream first eaten?

6 Where/coffee/first/drink?

Where was coffee first drunk?

11 Work in groups. How many of the questions in exercise 10 can you answer? Check the answers on page 187.
Work in pairs. Student A go to page 182. Student B complete the sentences below. Then check your answers with Student A.

**The water is checked every two hours.**

* Someone *checks* the water every two hours.

**We make all our biscuits by hand.**

1. All our biscuits *_________* by hand.

**A woman was arrested at three o’clock in the morning.**

2. The police *_________* her at three o’clock this morning.

**You *_________* by Julia today. We hope you enjoyed your meal!**

All our fish is caught locally.

4. They *_________* all the fish locally.

**They opened this building in 1996.**

5. This building *_________* in 1996.

Complete the passive sentences so that they mean the same as the active sentences. Use by + agent.

- A fashion designer designs a new line of clothes. A new line of clothes is *designed by a fashion designer.*

1. Factory workers make the new line of clothes. The new *_________*.

2. Lorry drivers transport the finished clothes to the shops. The finished clothes *_________*.

3. Shop workers unpack the delivery. The *_________*.

4. Customers buy the clothes. The *_________*.

5. The customers wear the clothes. The *_________*.

**Rewrite the text using the present and past simple passive.**

People all around the world use umbrellas. Someone invented the basic umbrella over 4,000 years ago.

We see umbrellas in ancient art from Greece, Egypt, Assyria and China. People designed the first umbrellas for protection from the sun. People didn’t use umbrellas in Europe until the 18th century. Passengers leave about 80,000 umbrellas on the London Underground every year.

Umbrellas are used by people all around the world. The basic umbrella...

**Write about the everyday objects below using the present and past simple passive. Answer the questions.**

**T-shirts**

Who wears them? What are they made of? What designs are printed on them? Find out: When were they first worn?

**Tea bags**

Where are they produced? Who uses them? How do people use them? Find out: What’s the history of tea bags?

**Toothbrushes**

Who uses them? What are they made of? How do electric toothbrushes work? Find out: When were they first invented?
Complete the quiz questions with the phrases below.

*16* first played mostly made built where was where were usually seen when were where is oranges grown invented by coffee produced

**World Knowledge Quiz**

1. Where were the first Olympic Games held?
   - Mexico ___
   - Greece ___
   - France ___

2. Where was chess first played?
   - India ___
   - Scotland ___
   - China ___

3. Where were Akan spoken?
   - Kenya ___
   - Ghana ___
   - Nigeria ___

4. In which century was this bridge in Venice, Italy built?
   - the sixteenth ___
   - the tenth ___
   - the nineteenth ___

5. What is glass mostly made of?
   - silica ___
   - latex ___
   - oil ___

6. Where are most of the world’s oranges grown?
   - Brazil ___
   - The USA ___
   - Spain ___

7. Where is denims jeans usually seen?
   - the 18th century ___
   - the 19th century ___
   - the 20th century ___

8. Where were chess invented by coffee produced?
   - Mexico ___
   - Greece ___
   - France ___

9. Where were the first Olympic Games held?
   - Mexico ___
   - Greece ___
   - France ___

10. Who were fireworks invented by coffee produced?
    - the British ___
    - the Australians ___
    - the Chinese ___

11. Where were Akan spoken?
    - Kenya ___
    - Ghana ___
    - Nigeria ___

12. In which century was this bridge in Venice, Italy built?
    - the sixteenth ___
    - the tenth ___
    - the nineteenth ___

13. Where were Akan spoken?
    - Kenya ___
    - Ghana ___
    - Nigeria ___

14. Who were fireworks invented by coffee produced?
    - the British ___
    - the Australians ___
    - the Chinese ___

15. Where were Akan spoken?
    - Kenya ___
    - Ghana ___
    - Nigeria ___

16. In which century was this bridge in Venice, Italy built?
    - the sixteenth ___
    - the tenth ___
    - the nineteenth ___

17. Where were Akan spoken?
    - Kenya ___
    - Ghana ___
    - Nigeria ___

**Self-evaluation Rate your progress.**

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<th>1</th>
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Future simple passive

We use the future simple passive to predict what will happen to something or someone, or to make a promise.

It will be delivered on Tuesday.
You'll probably be asked again.

We form the future simple passive with will be and the past participle.

This door will be moved.
You won't be asked any questions.

‘Will it be fixed soon?’ ‘Yes, it will.’

As with all passives, we can add by + agent to say who will do the action.
This afternoon you will be taught by Mr Smith.

We use with + instrument, ingredient or material to say what the agent will use.
The cake will be cut with a silver knife.

We can add the adverbs definitely and probably to future simple passive sentences to express different degrees of certainty.

We place the adverb between will and be but before won't be.

It'll definitely/probably be moved.
They definitely/probably won't be given any help.

Complete the sentences with the future simple passive of the verbs in brackets. Then match the sentences to the pictures in exercise 1.

1. They’ll be washed __ (wash) __
   2. He __________. (interview) __
   3. It __________. (borrow) __
   4. It __________ in a cup of hot water. (put) __
   5. They __________. (iron) __
   6. It __________. (read) __
   7. They __________ again. (wear) __
   8. He __________. (photograph) __
   9. It __________ to the library. (returned) __
   10. They __________. (peel) __
   11. It __________ in the bin. (throw) __
   12. It __________ into a dress. (make) __

Complete the sentences with by or with.

The car will be attached to the truck with a special chain.
1. His portrait will be painted ______ a famous artist.
2. Each certificate will be tied ______ a red ribbon.
3. The room will be decorated ______ balloons.
4. The biscuits will be covered ______ pink icing.
5. The programme will be watched ______ millions of people around the world.
6. The final decision will be made ______ the editor.
4 Future simple passive or active? Circle the correct answer.
1 Look, those flowers will open / will be opened tomorrow.
2 The new road will finish / will be finished soon.
3 I’m very sorry. You won’t disturb / be disturbed again.
4 The medicine will work / will be worked soon.
5 He will remember / will be remembered for hundreds of years into the future.
6 Don’t worry, you’ll tell / I’ll be told what to do and where to go.

5 Add the adverbs in brackets to the correct place in the sentences.
1 They’ll be given a prize. (probably)
2 It’ll be kept here for 24 hours. (probably)
3 I’ll be invited. (definitely)
4 It won’t be finished today. (probably)
5 You won’t be asked again. (definitely)
6 They won’t be needed. (probably)

6 Complete the passive sentences so that they mean the same as the active sentences.
1 We won’t give your details to anyone else.
You won’t be given to anyone else.
2 We definitely won’t keep this information on our computer.
This information won’t be kept on our computer.
3 They probably won’t build the new road in the next five years.
The new road won’t be built in the next five years.
4 Local people will probably use the new sports centre.
The new sports centre will be used by local people.
5 They probably won’t build the houses with environmentally-friendly materials.
The houses won’t be built with environmentally-friendly materials.

Read the email from Cathy, then complete the formal letter that Cathy’s dad received. Use the future simple passive and the information from the email.

Date: 16 March
Subject: Exciting news!

Hi Louise

Can you believe this? My dad has won an all-inclusive luxury city break for our family in a competition. But it’s a mystery tour! Someone will tell us the destination when we get to the airport.

We’ll fly to the mystery destination and someone will meet us at the airport. They’ll show us around the city and then they’ll take us to our hotel. Someone will unpack our bags and then we’ll go to the restaurant where they’ll serve us a five-course meal.

That’s all we know at the moment! I’ll send you a postcard!
Cathy

Dear Mr North

Congratulations! You and your family have won an all-inclusive luxury city break to a mystery city!

Come to City Airport (with your passports) on 13 April, and the mystery destination will be revealed to you!

You will fly to the mystery destination and at that airport you will be...
Passive with **might**

We form the future passive with **might be** instead of **will be** when we are not so certain about a future action or event.

* You **might be asked** a few questions at the police station.
* You **might not be given** a certificate, I'm afraid.

In informal speech we often use **get** instead of **be** in passive sentences.

* The bike **got damaged** in the accident.
* You **might get invited** to the party.

We also often use **get** with **might** when we talk about possible unexpected or unplanned events in the future, and particularly to talk about accidents.

* Be careful on the golf course. You **might get hit by a golf ball**!

**8  28.2 Complete the sentences with the words below. Then listen, check and repeat.**

get  not  might  met  taken  used  asked

1. We **might** _______ be given some books.
2. It might be ___________ as a bag.
3. He might be ___________ to give a speech.
4. You might not be ___________ at the airport.
5. They might get ___________ to a restaurant.
6. She might not ___________ offered the job.
7. It might ___________ be announced today.

**9 Complete the passive sentence so that it means the same as the active sentence. Use **might be** in 1–3 and **might get** in 4–6.**

1. Someone might start a fire. It **might be started**.
2. Someone might cut you. It **might be cut**.
3. Someone might lose a ball. It **might be lost**.
4. Someone might get hit by a ball. It **might get hit**.
5. Someone might get splashed by water. It **might get splashed**.
6. Someone might get hit by lightning. It **might get hit**.

**10 Complete the warnings. Use **might get** and the correct form of a verb from the box.**

bite  burn  damage  infect  splash  sting  strike

1. Don't go too near the water. You **might get** splashed.
2. Don't go near that snake. You **might be** bitten.
3. Don't drop it! It **might be** damaged.
4. Move those boxes away from the fire. They **might get** burned.
5. Keep away from that jellyfish. You **might be** stung.
6. Don't visit that website. Your computer **might be** infected by a virus.
7. Don't go outside in a storm. You **might be** struck by lightning.

**11 GAME**  Work in a group. Take turns to talk about your plans. The others think of good and bad things that might happen. Are you optimists or pessimists?

I'm going to play football.

You might get hit by the ball.

You might be chosen to play for the national team!
Do you agree or disagree with these statements? Circle A (I agree) or D (I disagree), then talk in groups.

### Are you an optimist or a pessimist?

- I’ll probably get struck by lightning one day. [A / D]
- I’ll definitely be offered a place at college or university. [A / D]
- I’ll probably never get stung by a jellyfish. [A / D]
- I might get stung by a bee. [A / D]
- I might be asked to appear in a film in the next five years. [A / D]
- I’ll probably be elected as a politician one day. [A / D]
- I’ll definitely be chosen to represent my country as a sportsperson before I’m 25. [A / D]

I think I’ll probably get struck by lightning one day.

Really? I don’t think that will ever happen to me.

---

**Self-evaluation**

Rate your progress.

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Have something done is a special passive structure which we use when we arrange – and usually pay – for somebody to do a specific job for us.

*She had her nails painted.*

(= She paid someone to paint her nails.)

We can use have something done in different tenses and with different modal verbs. Only have changes.

*Are you having your hair cut?*

*I won’t have my eyes tested today.*

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<th>Subject</th>
<th>have</th>
<th>object</th>
<th>past participle</th>
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**1 What can you do at the shopping centre? Match 1–5 to a–f.**

- You can have your nails painted.  
- You can have a T-shirt printed.  
- You can have a spare key cut.  
- You can have your photo taken.  
- You can have your shoes mended.

[a]  
[b]  
[c]  
[d]  
[e]  
[f]  

---

![Image of a shopping centre with various items and services advertised](Image)

**Ask and answer.**

Q: Did you paint them yourself?

A: *No, I had them painted at a shop in town.*

Q: But what about the nails on the other hand?

A: *Oh, I’m going to have them done next week. I didn’t have enough money to have them done today!*
2 Listen to the sentences and answer the question about pronunciation. Then listen again and repeat.

1 Have you had your hair cut?
2 I've had my shoes polished.
3 She's having her eyes tested.
4 I might have my feet measured.

In sentences with have something done which word do we usually stress?

a have
b the object (your hair, my shoes, her eyes, my feet)
c the past participle (cut, polished, tested, measured)

3 Look at the signs in exercise 1 but cover the sentences 1–5. How many of the sentences can you remember?

You can have your nails painted.
You can have ...

4 Work in pairs. What’s happening in each picture? What order (1–6) do you think the pictures go in?

5 Now listen to Ryan’s story and check the order of the pictures.

6 Write the sentences.

x-rayed/it/had

1 have to/them/tested/I/have
2 by/it/had/bandaged/a nurse
3 repaired/having/tomorrow/I'm/it
4 cut and styled/it/I'd/in a new way/had
5 them/hadn't had/for ages/I/measured

7 Work in pairs. Think about Ryan’s story. What do it and them refer to in each sentence in exercise 6?

I had it x-rayed. ‘it’ is his arm.
He had his arm x-rayed.

8 Complete the second sentence so that it means the same as the first. Use have something done and include the word in brackets.

We had to pay someone to cut a spare key for us last week. (have)
We had to have a spare key cut last week.

1 Someone is cleaning the windows today.
   We __________________________ today. (’re)
2 When did someone last cut your hair?
   When __________________________? (did)
3 Nobody has ever taken our photo at school.
   We’ve __________________________ at school. (never)
4 I might pay for someone to print her name on this plate.
   I __________________________ on this plate. (have)
5 Do you like people washing your hair?
   Do you __________________________? (like)
6 They’re going to deliver a pizza to his house this evening.
   He __________________________ this evening. (delivered)
Work in small groups. Read the instructions and play the game.

Instructions

You need a counter (or coin) for each player. Place your counters on different coloured squares on the board. Take turns to move one square and ask someone a question using the prompt on the square and one of the question phrases in the middle of the board. Ask one or two more questions to get more information.

Your
portrait/paint

Your
bedroom/decorate

Your
hair/cut

One of
your arms
or legs/x-ray

Your
hair/cut in
a new style

Your
photo/take
at school

Your
nails/paint

A pizza/
deliver

Your
shoes/polish

Your
hair/colour

A tooth/
take out

Your
feet/measure

Your
photo/take

Your
eyes/test

Your
teeth/x-ray

Question phrases

How often do you have ...
How many times have you had ...
Have you ever had ...
When did you last have ...
Do you like having ...
Would you like to have ...
Where's a good place to have ... in this town?
Are you going to ...
soon?

Write eight questions using the ideas from the game. Then write your answers to the questions.

Self-evaluation

Rate your progress.
Reading

1. Look at the text in each question. What does it say? Tick ✓ A, B or C.

   Hi Ed
   You might not recognize me when you see me – I had my hair cut on Monday!
   Milly
   ▶ A  □ Milly might go to the hairdresser’s tomorrow.
   B  ✓ Milly’s hair is shorter now.
   C  □ Milly cut her hair herself.

2. This swimming pool was opened by Queen Catherine II on 16 November 2009

   1 A  □ Queen Catherine had the swimming pool opened.
   B  □ Queen Catherine opened the swimming pool.
   C  □ Queen Catherine will open the swimming pool.

3. T-shirt printing
   New!
   PHOTO → T-SHIRT
   Your T-shirt will be transformed!
   2-hour service

   ▶ A  □ You can have a photo printed onto a T-shirt.
   B  □ Your T-shirt might be printed in two hours.
   C  □ You can print a photo onto a T-shirt yourself.

4. Mike’s mum

   Mike
   Don’t forget to put sun cream on when you go to the beach. The sun’s really strong today and could burn you.
   Mum
   PS Remember what the doctor told you!

   ▶ A  □ thinks Mike might get sunburnt.
   B  □ got sunburnt at the beach.
   C  □ was told by the doctor to use sun cream.

5. Beth Smith’s Fair Trade Clothes

   All the clothes in this shop are hand-made by workers who are paid a fair amount of money for their work.

   2 A  □ Beth Smith makes all the clothes.
   B  □ The clothing workers don’t get a fair amount of money for their work.
   C  □ Beth Smith sells clothes that were made by fairly-paid workers.

   ▶ A  □ Mandy’s nails will be painted by her friend in town.
   B  □ Mandy will paint her nails this afternoon.
   C  □ Mandy has planned to pay someone to paint her nails.
2 Look at the sentences below about coal and diamonds. Read the text to decide if the sentences are true or false.

- Most diamonds aren’t used in jewellery. **true / false**
- There are diamond mines and coal mines in India. **true / false**
- 26,000 kg of diamond ore is extracted from the ground every year. **true / false**
- Diamond miners use X-ray light to identify diamonds in diamond ore. **true / false**
- More coal than any other fuel is burnt to generate electricity. **true / false**
- Diamonds are formed from coal. **true / false**
- Coal and diamonds both contain the element carbon. **true / false**
- The arrangement of carbon atoms is the same in coal and diamonds. **true / false**
- Volcanic eruptions often throw out diamonds. **true / false**
- Very high temperatures are needed for coal to form. **true / false**
- Fossil fuels are formed from carbon and ancient organic material. **true / false**

## Diamonds and coal

### Diamonds

Diamond is a very hard and pure substance. Only 20% of diamonds are used in jewellery. The other 80% are used in industry for cutting and other purposes.

Most diamonds are mined in Central and Southern Africa, Canada, India, Russia, Brazil and Australia.

About 26,000 kg of diamonds are mined every year. Diamond ore – rock which contains diamonds – is taken from the ground. The diamonds are identified in the ore with X-ray light. Finally, the ore is crushed to reveal the precious stones.

### Coal

Coal is a black rock which is burnt to produce energy for electricity.

More than five billion tons of coal are mined each year. There are coal mines in China, the USA, India, Australia, Russia and many other countries.

Coal is the largest source of energy for electricity in the world.

### Are diamonds formed from coal?

In the past, people believed that diamonds were formed from coal. Geologists now say that this isn’t true.

The element carbon is found in both coal and diamonds, but the carbon atoms are arranged differently in coal and diamonds.

Also, although it takes millions of years for coal and diamond to form, they are formed in different ways.

### How are diamonds and coal formed?

Diamonds were formed over millions of years deep below the surface of the Earth, at very high temperatures and at very high pressure. They were then thrown out onto the surface of the Earth by volcanic eruptions. At that time, the Earth was hotter than it is today.

Coal is formed over millions of years, by the compression of layers of rock and mud. Like oil, it contains ancient organic material from plants and animals as well as carbon. For this reason coal is often referred to as a ‘fossil fuel’.
3 Read the text below and choose the correct word for each space. Write A, B, C or D.

Robots – past, present and future

ASIMO is a robot with a human appearance which can run and walk. It **A** created in 2000 by engineers at the Japanese company Honda.

At the moment, ASIMO **A** to teach young people about maths and science. In the future, it **A** people who have problems with movement.

In 1495, Leonardo da Vinci first **A** plans for a robot that looked like a person. But it wasn’t until the 1950s that the first piece of robotic technology **A** produced. In the USA, George Devol and Joe Engleberger **A** a robot arm, which was **A** in a car factory.

From then on, more efficient robots and robotics **A**. thanks to the development of computer technology.

These days, robots do jobs in places where a human might **A**. For example, they **A** in places like nuclear power stations, in outer space and deep under the sea.

What jobs **A** by robots in the future?

Scientists are developing robots which work with other robots or with humans to solve complex problems. Will **A** replaced by robots like ASIMO completely?

4 Complete the second sentence so that it means the same as the first. Use no more than three words.

Heidi Taylor designed the Atlas Hotel in 1976.

The Atlas Hotel **A** designed by Heidi Taylor in 1976.

1 Many people visit the hotel café every day.
   The hotel café **A** by many people every day.

2 Gardeners established the rose gardens in 1981.
   The rose gardens **A** in 1981.

3 Many couples pay people to film their weddings at the hotel.
   Many couples have **A** at the hotel.

4 Heidi Taylor is paying someone to write a book about the hotel.
   Heidi Taylor **A** book written about the hotel.

5 Ed Tims might use the hotel as a location for his next film.
   The hotel **A** by Ed Tims as a location for his next film.

6 Someone will give you the key to your room.
   You **A** the key to your room.

5 This is part of an email you receive from an English friend.

Which building in your town or city do you like best? What is the building used for? When was it built? What will happen to it in the future?

Are there any buildings that you don’t like? What are they used for? When were they built? What will happen to them in the future?

Write an email, answering your friend’s questions.
6 R8.1 You will hear a head teacher welcoming pupils back to school. For each question, choose the correct answer A, B or C.

> How many new classrooms were built during the summer holidays?
A ✗ Two.
B  Three.
C  Four.

1 What happened to C Block?
A  Someone broke two windows.
B  Someone stole money from a classroom.
C  Someone damaged some computer equipment.

2 What will happen at the swimming pool next week?
A  The roof will be finished.
B  Everyone in the school will have a swimming lesson there.
C  Someone will fill the pool with water.

3 What will be announced on Friday?
A  The title for the new writing competition.
B  The winners of the Short Story Competition.
C  The prizes for the next writing competition.

4 Pupils who entered the Short Story competition
A  might have their story printed in the school magazine.
B  will have their story printed in the school magazine.
C  have had their story printed in the school magazine.

5 What will the school nurse be checking?
A  The pupils’ ears.
B  The pupils’ eyes.
C  The pupils’ hearts.

6 Why does the headmaster ask the pupils to bring plastic bottles to school?
A  They are recycled at school.
B  They are needed for science lessons.
C  The school is given money for them by the recycling centre.

7 R8.2 You will hear a museum tour guide talking to a group of visitors. Complete the information. Use one word in each space.

THE MUSEUM OF FILM

FACTS
The Museum of Film was opened in 1989 by Prince Leo.

The museum is funded by the 1 ______ and donations from the public.

Anna Lake’s film Open Door was made when she was a 2 ______ in Residence here.

TODAY 11 a.m: Talk by Jim Bennett: The way I 3 ______ it.

WAX MODEL COLLECTION
Have your 4 ______ taken with your favourite ‘star’!

BE A DIRECTOR IN THE STUDIO FOR FIVE MINUTES!
All the mini films will be 5 ______ on the screen in the café.

Your ‘mini’ film 6 ______ be chosen to be included in the People’s Film Project.

NEW! THE REAL THING COLLECTION
See 7 ______ and accessories which were used in famous films.

NOTE: Cinema 21 will be closed from 10 a.m. until 12 p.m. today while a new 8 ______ is installed.

Speaking

8 Work in pairs. Look at these photographs of people using professional services. Take turns to talk about what you can see in your pictures.
30 Phrasal verbs

I can recognize and use some common phrasal verbs.

A phrasal verb has two parts – a verb and an adverb. Some of these adverbs look the same as prepositions. Phrasal verbs are usually more informal than a one-word verb. The most common adverbs in phrasal verbs are up, down, out, on and off.

The phrasal verb often has a completely different meaning from the verb by itself.

- turn = change direction; turn up = make louder
- Can you turn the music up? I can’t hear it.
- give = pass to another person; give up = stop trying
- The puzzle was very difficult so he soon gave up.
- put = place something; put out = extinguish
- Did you put the candles out or are they still burning?

Sometimes the adverb doesn’t change the meaning of the phrasal verb much.
- I must give this jacket back to Edward.
- Can you turn round, please?
- I need to put this suitcase down.

When a phrasal verb has an object, it can go before or after the adverb.

- Switch the light on. / Switch on the light.
- Take your shoes off. / Take off your shoes.

However, when we use a pronoun it always goes BEFORE the adverb.

- Switch it on. / Switch on it.
- Take them off. / Take off them.

Some phrasal verbs don’t have an object.

- What time did you get up? (= get out of bed)
- The plane took off. (= started flying)

Some phrasal verbs have more than one meaning.

- We need to get on the train now. (= enter)
- Henry and I get on well but his brother and I don’t get on at all. (= have a good/bad relationship with someone)

---

1. Match these common phrasal verbs with the correct meaning. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>phrasal verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>look up</td>
<td></td>
</tr>
<tr>
<td>wake up</td>
<td></td>
</tr>
<tr>
<td>fill in</td>
<td></td>
</tr>
<tr>
<td>come in</td>
<td></td>
</tr>
<tr>
<td>grow up</td>
<td></td>
</tr>
<tr>
<td>throw away</td>
<td></td>
</tr>
<tr>
<td>look out</td>
<td></td>
</tr>
<tr>
<td>be careful</td>
<td></td>
</tr>
<tr>
<td>research (in a dictionary or book or on the internet)</td>
<td></td>
</tr>
<tr>
<td>complete (a form)</td>
<td></td>
</tr>
<tr>
<td>put with the rubbish</td>
<td></td>
</tr>
<tr>
<td>change from baby to adult</td>
<td></td>
</tr>
<tr>
<td>stop sleeping</td>
<td></td>
</tr>
<tr>
<td>enter</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences with the correct form of phrasal verbs from exercise 1.

- Hello! Do you want to some _____ in and have a coffee?
- 1 ‘What does this word mean?’ ‘Why don’t you _______ it _______ in the dictionary?’
- 2 ‘Where’s the newspaper?’ ‘Oh I’m really sorry. I’ve _______ it _______.’
- 3 Dora _______ at half past five this morning.
- 4 Have you _______ the application form yet?
- 5 I _______ here but I moved to the city when I was eighteen.
- 6 _______.! There’s a car coming!
Phrasal verbs with *get*, *give*, *go*, *put* and *take*

There are many phrasal verbs with the verbs *get*, *give*, *go*, *put* and *take*.

<table>
<thead>
<tr>
<th>get</th>
<th>give</th>
<th>go</th>
<th>put</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>get up</em> = get out of bed</td>
<td><em>give up</em> = stop trying</td>
<td><em>go on</em> = continue</td>
<td><em>put away</em> = put in a drawer or cupboard</td>
<td><em>take sth off</em> = remove (clothes)</td>
</tr>
<tr>
<td><em>get off</em> = leave a bus, train or plane or move from a seat or bicycle</td>
<td><em>give sth back</em> = return sth</td>
<td><em>go out</em> = stop burning (fire/lights)</td>
<td><em>put sth on</em> = happen</td>
<td><em>take off</em> = start flying</td>
</tr>
<tr>
<td><em>get on</em> = relate</td>
<td><em>give sth in</em> = submit</td>
<td><em>go with</em> = match</td>
<td><em>put sth on the floor/ground</em> = extinguish (fire/lights)</td>
<td><em>take up sth</em> = start (a hobby)</td>
</tr>
<tr>
<td><em>get back</em> = arrive home</td>
<td><em>give sth out</em> = distribute</td>
<td></td>
<td></td>
<td><em>take sth away</em> = remove to a different place</td>
</tr>
</tbody>
</table>

We're getting off at the next stop.  Hey! Give that back! It's mine! Can you put the plates away, please?

---

3 30.1 Listen and number the pictures from 1–5.

- a)
- b)
- c)
- d)
- e)

4 Add *get*, *give*, *go*, *put* and *take* in the correct places to make groups of phrasal verbs.

1. **take** 2. **out** 3. **in** 4. **on**

5 Circle the correct verbs.

- You can **put** / **get** that box down here.
- 1 Has their plane **taken** / **got** off yet?
- 2 What time did you **get** / **give** back last night?
- 3 That blue dress **goes** / **gets** really well with your eyes.
- 4 Why have they **taken** / **got** the chairs away?
- 5 I **give** / **get** up! It’s too difficult!

6 He’s **put** / **taken** on half a kilo since he came out of hospital.
7 Hey! Go / **Get** off! I’ve just painted that chair!
8 We were having dinner when suddenly the lights **put** / **went** out.
9 They found a purse in the street so they **gave** / **put** it in at the police station.
10 Hey! What’s **going** / **getting** on here?
Complete the questions with the correct form of phrasal verbs using a word from each box. Add it or them where necessary.

<table>
<thead>
<tr>
<th>fill</th>
<th>give</th>
<th>go</th>
<th>grow</th>
<th>look</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>take</td>
<td>take</td>
<td>take</td>
<td>wake</td>
</tr>
</tbody>
</table>

What’s a good sport for someone in their sixties to take up?

If you don’t understand an English word, where do you look it up?

1. What time did you __________ this morning?
2. If you borrow something, do you always remember to __________?
3. Where did your grandparents __________?
4. What’s __________ outside at the moment?
5. When did you last __________ outside?
6. When you go into someone’s home do you keep your shoes on or do you __________?
7. What do you get if you __________ 111 from 444?
8. If there’s a fire in the kitchen what’s the best way to __________?

Work in pairs. Discuss your answers to the questions in exercise 9.

What’s a good sport for someone in their sixties to take up?

Swimming’s a good sport for everyone.

Yes, and how about golf?

Join with another pair to compare your answers.

We think swimming and golf are good sports for older people to take up.

Who can answer first? Work in small groups. Everyone closes their books except one person, who reads out sentences 1–10 from exercise 7. The first person to say the correct response wins a point.

Are the boxes still outside?

No, someone’s taken them away.

Self-evaluation Rate your progress.
Reading

1 Look at the text in each question. What does it say? Tick ✓ A, B or C.

Hi Amanda
The library rang. They have the book you ordered, but they’ll only keep it until Wednesday.
Charlie

Amanda must order the book before Wednesday.
✓ Amanda must go to the library by Wednesday.
Amanda can keep the library book until Wednesday.

We are expecting about 50 people to come today, but there are only 20 chairs. Please give your seat to someone who needs it more than you!
Thanks

Hi Dad
I’m on my way home now. I’m a bit late because the teacher said I could help her in the school garden if I wanted to.
See you soon.
Milly

Max
I’ve managed to fix the computer so you don’t need to do anything about it.
Linda

1 Linda
✓ wants Max to fix the computer.
A has had the computer fixed.
C has fixed the computer herself.

Opening times
Monday to Wednesday 8 a.m.-6 p.m.
Thursday 1 p.m.-9 p.m.
Friday 9 a.m.-12 p.m.
Saturday and Sunday 9 a.m.-2 p.m.

2 The shop is open every morning except Friday morning.
✓ The shop isn’t open for as long on Saturdays as on Mondays.
The shop is open the longest on Thursdays.

3 Everyone will be able to have a seat.
There are only a couple of seats.
There aren’t enough seats for everyone to sit on.

4 The teacher
✓ made Milly help her.
A let Milly help her.
C asked Milly to help her.

You mustn’t enter unless the light is green.

5 Only enter when the light is green.
The door opens when the light is green.
✓ You can’t enter if the light is green.
2 Look at the sentences below about rock and rock formations. Read the text to decide if the sentences are true or false.

- Earth is formed of very few different kinds of rock. **true / false**
- Wind is an example of a surface process which has shaped the landscape. **true / false**
- Tourists and photographers are attracted to rock formations which look like other things. **true / false**
- The ‘neck’ of the Queen’s Head in Taiwan is made of harder rock than the ‘head’. **true / false**
- The stone columns that form the Giant’s Causeway are all the same shape. **true / false**
- Visitors mustn’t walk on the Giant’s Causeway. **true / false**
- Wave Rock is on a beach in Australia. **true / false**
- It’s about 110 metres from one end of Wave Rock to the other end. **true / false**
- Geologists think Wave Rock will break soon. **true / false**
- Walkers used to be able to walk under the Landscape Arch in Utah, USA. **true / false**
- In 2008 a rock formation collapsed in a national park in Utah, USA, due to natural processes. **true / false**

The surface of our planet is formed of many different kinds of rock. Over many years, geological movement and surface processes (like wind, water, ice, and fire) have formed this rock into different landscapes.

Some individual rock formations are particularly striking, especially if they resemble something like a person or a building. These structures attract tourists and photographers in great numbers.

The Queen’s Head in Taiwan is one such popular tourist attraction. It’s kind of ‘mushroom rock’, which means that a piece of large hard rock sits on top of a column of softer rock. The top rock looks like a head and the column looks like a long thin neck. From certain angles it has the appearance of a woman with an elegant hairstyle.

In Northern Ireland, the Giant’s Causeway is a large area on the coast that’s formed of about 40,000 stone columns. The columns have five, six or seven sides and fit together like pieces of a jigsaw or mosaic. Visitors can walk across the ‘steps’ of the causeway to get to the sea.

Wave Rock, in the middle of the countryside in Western Australia, was formed about 60 million years ago. This multi-coloured structure is about 15 metres high and 110 metres long and has the appearance of a huge surf wave which is going to crash onto a beach at any moment.

How long will it be before these rock formations change again because of natural processes? It’s already happening to some of them. The Landscape Arch is an 88-metre sandstone arch in a national park in Utah, USA. Several pieces of rock have fallen off the thinnest section of the arch in recent years, so the path which goes under it is now closed for safety reasons. A similar rock formation in the same national park collapsed completely in 2008.
3 Read the text below and choose the correct word for each space.

**Self-esteem**

► B agree that ́a good level of self-esteem helps people to live more ²___.

**What is self-esteem?**

Self-esteem is the opinion ³__ about yourself.

⁴__ you have high self-esteem, does it make you arrogant?

High self-esteem isn’t about ⁵__ that you’re better than everyone else. People with healthy self-esteem ⁶__ believe that they are as ⁷__ as other people.

**Why is self-esteem important?**

People with good self-esteem feel positive about life and they usually find it easy to ⁸__ on with other people.

⁹__ you have good self-esteem, it’s difficult to take risks and make decisions.

**What are the signs of healthy self-esteem?**

People who have good self-esteem believe in ¹⁰__.

If something is difficult they don’t ¹¹__.

They ¹²__ trying and they aren’t afraid to ask for help if they need it.

**A** Psychology    **B** Psychologists

**C** Psychological    **D** Psychologically

1 A have    B had    C to have    D having

2 A happy    B happily    C happier    D happiest

3 A you have    B who you have

C what you have    D which have

4 A Unless    B Due to    C If    D As soon as

5 A thinking    B think    C thought    D to think

6 A simple    B simpler    C simply    D simplest

7 A better    B good    C best    D well

8 A go    B give    C put    D get

9 A When    B if    C Unless    D Because

10 A yourself    B myself    C ourselves

D themselves

11 A give up    B give it up    C it give up

D give up it

12 A take up    B come in    C get off    D go on

**Writing**

4 Complete the second sentence so that it means the same as the first. Use no more than three words.

► You won’t get better at tennis if you don’t practise.

You won’t get better at tennis ́unless you practise´.

1 The French invented tennis.

   Tennis ________________ the French.

2 My brother is a better tennis player than me.

   I don’t play tennis ________________ my brother.

3 That tennis racket is so old.

   That’s ________________ an old tennis racket!

4 We can’t play tennis because it’s too dark.

   It’s ________________ to play tennis.

5 I don’t want you to hit the ball so hard.

   I’d rather ________________ the ball so hard.

6 Frank’s started playing tennis recently.

   Frank’s ________________ up tennis recently.

5 Your friend Brian is going to stay with a friend in London next week. Write an email to Brian.

In your email, you should

• tell Brian what you will be doing while he’s in London
• remind Brian to take his camera
• ask Brian to bring you something from London

**A** Psychology    **B** Psychologists

**C** Psychological    **D** Psychologically

1 A have    B had    C to have    D having

2 A happy    B happily    C happier    D happiest

3 A you have    B who you have

C what you have    D which have

4 A Unless    B Due to    C If    D As soon as

5 A thinking    B think    C thought    D to think

6 A simple    B simpler    C simply    D simplest

7 A better    B good    C best    D well

8 A go    B give    C put    D get

9 A When    B if    C Unless    D Because

10 A yourself    B myself    C ourselves

D themselves

11 A give up    B give it up    C it give up

D give up it

12 A take up    B come in    C get off    D go on
Listening

6 R9.1 For each question, listen and choose the correct answer A, B or C.

> When is Oscar’s birthday?

![Calendar images] (12, 13, 14)

- a
- b
- c

1 What is the special offer in this shop?

![Special offer images] (Buy one, get one free)

- a
- b
- c

2 Which clothes does Kate want?

![Clothes images] (Pants, skirt, shirt)

- a
- b
- c

3 Where did the man leave his glasses?

![Glasses images] (Table, car seat, bag)

- a
- b
- c

4 Which way will Anna have to go today?

![Street images] (Road, footpath, sidewalk)

- a
- b
- c

5 What result did the boy get?

![Certificates images] (Pass 60%, Fail, Pass 72%)

- a
- b
- c

7 R9.2 You will hear a fitness coach talking to a group of people. Listen and complete the information. Use one word in each space.

**DRAYTON FITNESS CENTRE**

What we offer

- Modern gym equipment
- Qualified fitness
- Different classes every day of the week

Our promise

- If you’re not fitter and healthier after three months with us, we’ll give you months free!

Prices

- Regular membership: £0
- Fitness classes: £3.00 each
- Sports PLUS pass: £30.00 a month – included (gym, swimming pool, fitness classes)

New member health check

- All new members have a health check at the Drayton Medical Centre.
- Receive a free consultation with a health adviser
- Have your blood pressure

**News Flash** — The gym will be closed next week due to our programme.

Speaking

8 Work in pairs or small groups. Turn to page 188.
Unit 1

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

A: **Wow, look at** [the colours] in this picture!
B: *Amazing!* I love 1 red! And there are so many different kinds of red there.

A: Where is it?
B: I think it’s in 2 Africa, 3 North Africa. Let me see ... ah yes, it’s in 4 Morocco.

A: What is 5 red stuff? Is it 6 paint?
B: It’s 7 dye.

A: Sorry?
B: Dye – d-y-e: for changing 8 colour of 9 things. Look, there are 10 animal skins hanging on 11 wall. 12 men are going to dye them to make coloured 13 leather, for making 14 bags and 15 shoes.

A: Oh, of course. My mum’s got 16 bag that kind of colour.

Unit 2, student A

3 What’s different? Describe your picture to student B using quantifiers. Can you find ten differences in three minutes?

- bath oil
- brush
- iron
- peg
- perfume
- rubber gloves
- shampoo
- soap
- towel

Unit 4, student A

12 Prepare questions about the missing information to ask student B.

**SPORT:** A 73-year-old woman climbed ____________ in 2012.

**FOOD:** Two Italian men made a _______________ in 2004. 19,000 people ate it.

**SPORT:** A 96-year-old South African man did _______________ in 2010.

**FUN:** 13,413 people painted _______________ at the same time in Yunnan, China in 2009.

13 Take turns to ask your questions from exercise 12 and answer your partner’s questions about this information.

**SPORT:** In 1998, a man from France swam across the Atlantic.

**MUSIC:** In September 2011, a man from Italy sang karaoke for almost 102 hours.

**SPORT:** In 2008, a Chinese man dived down a twelve-metre waterfall.

**FUN:** In 2009, people in Maine, USA built a 37-metre high snow woman.

**Questions:**
- What did a 73-year-old woman from Japan climb in 2012?
- What did a man from France swim across in 1998?
- Mount Everest. What did a man from France climb in 2012?
Unit 4, student A

21 Imagine you are a TV reporter. You are going to interview Henry and Jamie. Prepare questions.

Questions for Henry
1. How often/you/go swimming
2. How often/you/see people in difficulty in the water
3. What/you/play/on the beach when you/hear/Jamie
4. What/Jamie/shout
5. What/you/talk about/when/wait/Jamie

Questions for Jamie
1. When/you/learn to swim
2. How/you/feel about swimming in the sea now
3. What/Henry/say/to you
4. What/you/say/to Henry
5. you/think/Henry will be a good lifeguard

Unit 7, student A

2 Work in pairs. Mime preparing for the actions. Can your partner guess what you're going to do?

You're going to wash your hands.
You're going to play the piano.
You're going to going to eat a meal.

9 Arrange to do the activities in the box with student B. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

- talk about our school project
- play tennis
- have a picnic
- watch a DVD together

<table>
<thead>
<tr>
<th>morning</th>
<th>afternoon</th>
<th>evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>meet Sam 3.00</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>meet Andy 9.30</td>
<td>cinema with Tom 7.00</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>do my homework</td>
<td>dentist 2.30</td>
</tr>
<tr>
<td>Saturday</td>
<td>swimming lesson 2.00</td>
<td>theatre with Vicky 7.30</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 15, story trail part 2

Edward is a farmer. Did you guess correctly?

1 Read part two of the story.

Edward lives in a cold, wet country. He's a happy man. He's been married for 30 years. Edward and his wife Milly grow fruit and vegetables on their farm. It's a small farm. Edward and Milly don't have a tractor or any other big machines.

One day, Edward was working on the farm. Milly was away. She had gone to stay with her sister for a few days.

2 What was Edward doing? Guess from the activities in the box. Use might have or can’t have.

- pick oranges
- drive a tractor
- pick apples
- dig
- feed the animals
- make jam

He can't have been driving a tractor because he hasn't got a tractor.

He might have borrowed a tractor from another farmer.

3 Now turn to page 183 for part three of the story.

Unit 9, group A

13 Write the reported questions. Start with She asked me...

> What's the problem?
1. How long have you felt like this?
2. Have you got a high temperature?
3. Have you got a headache?

She asked me what the problem was.
Unit 16, student A

6 Read the text and prepare questions to complete the story. Use the question words in brackets. Then ask your partner your questions.

A city garden

Tommy lived in (*Where*?), on the (*Which*) floor of a block of flats. He liked living there because two of his best friends lived in the same block.

The three boys loved (*What*)? Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted his own garden.

One day, the boys were walking in a part of the city that they didn’t know when they found a small patch of land. They saw (*What*)? on the land, and good earth underneath it.

Tommy started talking to an old man who was sitting (*Where*)?

The man said, ‘It’s my land. Why don’t you clear it for me? When it’s completely clear, you can grow things here.’

The boys spent three weeks clearing the land. They planted (*What*?), and Tommy got his flower garden, too.

(*Who*)? came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave tools, seeds and water to the boys. But they never saw the old man again.

**Where did Tommy live?**

**In London.**

Unit 23, Team A

15 Use the information below to write quiz questions with *How* and *How often* and three possible answers.

1 When a musical score says ‘lento’ a musician should play slowly.

2 Lions have babies every two years.

3 An Australian man travelled around the world by helicopter for the first time in 1983.

Unit 27, student A

12 Complete the sentences. Then check your answers with student B.

**The water is checked every two hours.**

1 We __________ all our biscuits by hand.

**The police arrested her at three o’clock this morning.**

2 A woman __________ at three o’clock in the morning.

**You were served by Julia today. We hope you enjoyed your meal!**

3 Julia __________ you today.

4 All our fish __________ locally.

**This building was opened in 1996.**

5 They __________ this building in 1996.
Unit 15, story trail part 3

Edward was digging. Did you guess correctly?

1 Read part three of the story.

Suddenly, he had the shock of his life. He couldn’t believe his eyes!

2 What had happened? Guess from the events below. Use might have or can’t have.

saw a snake  saw Milly  heard some music
heard Milly  found a ring  found some money

He might have seen a snake.

3 Now turn to page 186 for part four.

Unit 2, student B

What’s different? Describe your picture to student A using quantifiers. Can you find ten differences in three minutes?

bath oil brush iron peg perfume rubber gloves shampoo soap towel

Unit 4, student B

12 Prepare questions about the missing information to ask student B.


MUSIC: A man from Italy sang ___________ for almost 102 hours in September 2011.


FUN: People in Maine, USA built a ___________. In 2009.

13 Read the text. Take turns to ask and answer your questions.

SPORT: In 2012, a woman from Japan climbed Mount Everest.

FOOD: In 2004, two Italian men made a 634-metre sandwich. 19,000 people ate the sandwich.

SPORT: A 96-year-old South African man did a bungee jump in 2010.

FUN: In 2009, 13,413 people painted their faces at the same time in Yunnan, China.

What did a 73-year-old woman from Japan climb in 2012?

Mount Everest.

What did a man from France swim across in 1998?

The Atlantic.

Unit 4, student B

21 Imagine you are Henry. Prepare answers for these questions.

How often do you go swimming?
How often do you see people in difficulty in the water?
What were you playing on the beach when you heard Jamie?
What was Jamie shouting?
What did you talk about when you were waiting with Jamie?

Unit 7, student B

2 Work in pairs. Mime preparing for the actions. Can your partner guess what you’re going to do?

You’re going to sneeze.
You’re going to open a can of drink.
You’re going to eat some soup.
Unit 7, student B

Arrange to do the activities in the box with student A. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

<table>
<thead>
<tr>
<th></th>
<th>morning</th>
<th>afternoon</th>
<th>evening</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Sunday</td>
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</tbody>
</table>

Unit 9, group B

13 Write the reported questions. Start with He asked me...

1 Do you want to try some cheese?
   Do you need a bag?

2 Do you want anything else?
   How would you like to pay?

3 He asked me if I wanted to try some cheese.

Unit 16, student B

6 Read the text and prepare questions to find the missing information. Use the question words in brackets. Then ask your partner your questions and complete the story.

A city garden

Tommy lived ___________ (Where?), on the tenth floor of a block of flats. He liked living there ___________ (Why?).

The three boys loved being outdoors. Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted ___________ (What?).

One day, the boys were walking ___________ (Where?) when they found a small patch of land. They saw a lot of rubbish on the land, and good earth underneath it.

Tommy started talking to an old man who was sitting on a bench nearby.

The man said, ‘It’s my land. Why don’t you clear it for me? When it’s completely clear, you can grow things here.’

The boys spent ___________ (How long?) clearing the land. They planted a fruit tree and some vegetables, and Tommy got his flower garden, too.

Local people came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave ___________ (What?) to the boys. But they never saw ___________ (Who or what?) again.

Unit 23, student B

15 Use the information below to write quiz questions with How and How often and three possible answers.

1 When a musical score says ‘allegro’, a musician should play fast.
2 Chimpanzees have babies every five years.
3 An English man travelled around the world by bike for the first time in 1884.
Unit 16, student B

17 Choose the answers that you think are correct. Then check them with your partner using question tags. Use falling intonation if you’re sure about a fact or rising intonation if you’re not sure.

1. Pandas eat grass / bamboo / meat.
2. 99 divided by 3 is 3 / 33 / 3,333.
3. Vancouver is in the USA / Britain / Canada.
4. A violin has four / five / six strings.
5. CO₂ is carbon monoxide / carbon / carbon dioxide.

Pandas eat bamboo, don’t they?

Yes, I think so.

Unit 23, student C

15 Use the information below to write quiz questions with How and How often and three possible answers.

1. When a musical score says ‘forte’ a musician should play loudly.
2. Pandas have babies every three years.
3. Three men from the USA travelled across the Atlantic Ocean by hot air balloon for the first time in 1978.

Unit 4, student C

21 Imagine you are Jamie. Prepare answers for these questions.

When did you learn to swim?
How do you feel about swimming in the sea now?
What did Henry say to you in the water?
What did you say to Henry?
Do you think Henry will be a good lifeguard?

Unit 9, group C

13 Write the reported questions. Start with I asked her...

1. Is there a shop?
What time is breakfast?

2. Does my room have a sea view?

3. Can I have lunch in my room?
I asked her if there was a shop.

Unit 17, student B

5 Work in pairs. Write six questions about your picture with Can you see? + a defining relative clause.

Can you see a window that’s open?
Can you see a man who’s laughing?

Extra information 185
Unit 18, student C and D

Discuss who you can help and who can help you. If you ask for help you must offer something.

Student C

Your requests
- You want someone to give you piano lessons.
- You need someone to cut your hair.
- You want to borrow some books for the weekend.

What you can offer
- You’ll spend time doing outdoor activities with other people.
- You’ll do physical work (like lifting heavy things and painting walls).

But …
- You won’t lend your books and DVDs to people unless they promise to return them.
- You get a headache if you sit near a computer.

Student D

Your requests
- You want someone to go mountain climbing with you.
- You want to borrow some DVDs.
- You want someone to give you guitar lessons.

What you can offer
- You’ll do creative tasks like taking photos and cutting people’s hair.
- You’ll lend your books and DVDs to people.

But …
- You feel sick if you go on a boat.
- You get a headache and feel sick if you are near fresh paint.
- You haven’t got any DVDs.

Unit 15, story trail part 4

He found a ring. Did you guess correctly?

1 Read the last part of the story.

In fact, it was his wedding ring! He had lost the ring years before when he was working in the field.

2 How did he feel? What did he do with the ring?
Write sentences using He must have and the ideas in the box.

be/feel want to tell clean put it on phone

He must have felt very surprised!

3 Compare your ideas with other groups.

Unit 9, group D

13 Write the reported questions. Start with He asked us …

He asked us if he could have our tickets.

1 Can I have your tickets?
   Where are you going?

2 Can I see your passports?
   How many bags have you got?

3 Did you pack the bags yourselves?

Can someone come sea fishing with me?

I’ll come sea fishing with you if you help me move some heavy boxes.

I can’t help you, I’m afraid. My back hurts if I lift heavy things.
Work in pairs. Move horizontally ← and vertically ↑ through the maze from START to FINISH. Draw a line to build phrases with two or three adjectives in the correct order. Always start a new phrase on the last square of the previous phrase. How many squares do you use?

Unit 27, answers

11 ▶ Bicycles were first ridden in Germany in the nineteenth century.
1 DVDs were invented in the 1990s.
2 Violins were first made in Italy.
3 The first newspapers were printed in the seventeenth century.
4 Golf was first played in Scotland.
5 Ice-cream was first eaten in the tenth century.
6 Coffee was first drunk in Ethiopia.
Revision 3, Units 8–12

10 Work in pairs. Look at these photographs of people finding food. Take turns to talk about what you can see in your pictures.

Revision 9, All units

8 Work in pairs or small groups. This family is planning to move to a new home. Discuss the homes in the picture and decide which two would be best for the family.
# Unit 4 Revision of tenses

## Present simple

<table>
<thead>
<tr>
<th>Spelling rules: he / she / it form</th>
</tr>
</thead>
<tbody>
<tr>
<td>most verbs</td>
</tr>
<tr>
<td>ending in -ch, -o, -sh, -ss or -x</td>
</tr>
<tr>
<td>ending in consonant + -y</td>
</tr>
<tr>
<td>have</td>
</tr>
</tbody>
</table>

### Spelling rules:
- **Regularity**: Most verbs form the present simple by adding **-s** to the base form.
- **Irregularity**: Verbs like **have** and **be** use their own forms in the present simple.
- **Some verbs**
  - **End in -ch, -o, -sh, -ss or -x**: Add **-es**.
  - **End in consonant + -y**: Change **-y** to **-ies**.

### Examples:
- **Regular**: *I eat, he/she/it eats, we/you all eat, they eat.*
- **Irregular**: *I have, he/she/it has, we/you all have, they have.*

## Present continuous

<table>
<thead>
<tr>
<th>Spelling rules: -ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>most verbs</td>
</tr>
<tr>
<td>ending in -e</td>
</tr>
<tr>
<td>ending in -ie</td>
</tr>
<tr>
<td>ending in one stressed vowel + one consonant</td>
</tr>
<tr>
<td>if the vowel is unstressed or the consonant is w, x, y...</td>
</tr>
</tbody>
</table>

### Spelling rules:
- **Regular**: Most verbs form the present continuous by adding **-ing**.
- **Irregular**: Verbs like **be**, **have** use their own forms.
- **Some verbs**:
  - **End in -e**: Change to **-ing**.
  - **End in -ie**: Change to **- -ying**.
  - **End in one stressed vowel + one consonant**: Double the consonant + **-ing**.
  - **If the vowel is unstressed or the consonant is w, x, y...** Don't double consonant.

### Examples:
- **Regular**: *I am eating, he/she/it is eating, we/you all are eating, they are eating.*
- **Irregular**: *I am having, he/she/it is having, we/you all are having, they are having.*

## Past simple

<table>
<thead>
<tr>
<th>Spelling rules: regular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>most verbs</td>
</tr>
<tr>
<td>ending in -e</td>
</tr>
<tr>
<td>ending in vowel + -y</td>
</tr>
<tr>
<td>ending in consonant + -y</td>
</tr>
<tr>
<td>ending in one vowel + one consonant</td>
</tr>
<tr>
<td>stress not on last syllable</td>
</tr>
<tr>
<td>if consonant is -w, -x or -y</td>
</tr>
</tbody>
</table>

### Spelling rules:
- **Regular**: Most verbs form the past simple by adding **-ed**.
- **Irregular**: Verbs like **be**, **have** use their own forms.
- **Some verbs**
  - **End in -e**: Add **-ed**.
  - **End in -ie**: Add **-ed**.
  - **End in one stressed vowel + one consonant**: Double the consonant + **-ed**.
  - **Stress not on last syllable**: Don't double consonant.
  - **If consonant is -w, -x or -y**: Don't double consonant.

### Examples:
- **Regular**: *I eat, he/she/it ate, we/you all ate, they ate.*
- **Irregular**: *I have, he/she/it had, we/you all had, they had.*

---

# Unit 9 Reported speech

## Direct speech → Reported speech

- **Present tense** → **Past tense**
  - *is/are* → *was/were*
  - *wants* → *wanted*
- **Past simple** → **Past perfect**
  - *is/are leaving* → *was/were leaving*
  - *have got* → *had*

## Reported speech

### Present tense
- *wants* → *wanted*
- *is/are leaving* → *was/were leaving*
- *have got* → *had*

### Past simple and present perfect → Past perfect
- *has/have arrived* → *had arrived*
- *spoke* → *had spoken*

### Modals that change
- *can* → *could*, *will* → *would*, *must* → *had to*
- *could* → *could*, *would* → *would*

### Modals that don’t change
- *should* → *should*

## Direct speech → reported speech

- *here* → *there*
- *this/these* → *that/those*
- *today* → *that day*
- *yesterday* → *the day before/ the previous day*
- *tomorrow* → *the next/following day*
- *next week/month/year* → *the following week/ month/year*
- *last week/month/year* → *the previous week/ month/year*
- *three days ago* → *three days before/ earlier*

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### Present perfect/continuous

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they've worked</td>
<td>written/being written</td>
<td></td>
</tr>
<tr>
<td>he / she / it's worked</td>
<td>written/being written</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they haven't worked</td>
<td>written/being written</td>
<td></td>
</tr>
<tr>
<td>he / she / it hasn't worked</td>
<td>written/being written</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I / you / we / they worked</td>
<td>written/being written</td>
<td></td>
</tr>
<tr>
<td>Has he / she / it worked</td>
<td>written/being written</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Short answers</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I / you / we / they have worked</td>
<td>No, I / you / we / they haven't worked</td>
<td></td>
</tr>
<tr>
<td>Yes, he / she / it has worked</td>
<td>No, he / she / it hasn't worked</td>
<td></td>
</tr>
</tbody>
</table>

Past participles of regular verbs are the same as the past simple -ed form. For spelling rules of regular -ed forms, see page 189.

There are no rules for irregular past participles. They are often different from the past simple form. You must learn each one individually. See the list on page 192.

### Past perfect/continuous

We form the past perfect with **had** + past participle. We form the past perfect continuous with **had** + **been** + **-ing** form.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full form</td>
<td>worked/been working</td>
<td>written/been writing</td>
</tr>
<tr>
<td>I / you / he / she / it / we / they had worked</td>
<td>written/been writing</td>
<td></td>
</tr>
<tr>
<td>Short form</td>
<td>worked/been working</td>
<td>written/been writing</td>
</tr>
<tr>
<td>I / you / he / she / it / we / they'd worked</td>
<td>written/been writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / he / she / it / we / they hadn’t worked</td>
<td>written/been writing</td>
<td></td>
</tr>
<tr>
<td>I / you / he / she / it / we / they hadn’t worked</td>
<td>written/been writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had I / you / he / she / it / we / they worked</td>
<td>written/been writing</td>
<td></td>
</tr>
<tr>
<td>Had I / you / he / she / it / we / they written/being written</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Short answers</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I / you / he / she / it / we / they had worked</td>
<td>No, I / you / he / she / it / we / they hadn’t worked</td>
<td></td>
</tr>
<tr>
<td>Yes, he / she / it had worked</td>
<td>No, he / she / it hadn’t worked</td>
<td></td>
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</tbody>
</table>
**Unit 21 Comparison: adjectives and adverbs**

<table>
<thead>
<tr>
<th>One syllable</th>
<th>Adjective/adverb</th>
<th>Comparative form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>late/late</td>
<td>late (than)</td>
<td>the latest</td>
<td></td>
</tr>
<tr>
<td>strong</td>
<td>stronger (than)</td>
<td>the strongest</td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td>faster (than)</td>
<td>the fastest</td>
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</tr>
<tr>
<td>hard</td>
<td>harder (than)</td>
<td>the hardest</td>
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<tr>
<td>high</td>
<td>higher (than)</td>
<td>the highest</td>
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</tr>
<tr>
<td>low</td>
<td>lower (than)</td>
<td>the lowest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One syllable ending in vowel-consonant</th>
<th>Big</th>
<th>Bigger (than)</th>
<th>The biggest</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>sadder (than)</td>
<td>The saddest</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Two syllables ending in -y</th>
<th>Sunny</th>
<th>Sunnier (than)</th>
<th>The sunniest</th>
</tr>
</thead>
<tbody>
<tr>
<td>early</td>
<td>earlier (than)</td>
<td>The earliest</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Three or more syllables</th>
<th>Interesting</th>
<th>More interesting (than)</th>
<th>The most interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>fluently</td>
<td>More fluently (than)</td>
<td>The most fluently</td>
<td></td>
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<tr>
<td>carefully</td>
<td>More carefully (than)</td>
<td>The most carefully</td>
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<table>
<thead>
<tr>
<th>Irregular forms</th>
<th>Good/well</th>
<th>Better</th>
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<tbody>
<tr>
<td>Bad/badly</td>
<td>Worse</td>
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<tr>
<td>Far</td>
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<td>The furthest</td>
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Many two-syllable adjectives take the -er and -est endings. These include clever, gentle, narrow, pleasant, quiet and simple.

**Adverbs**

<table>
<thead>
<tr>
<th>Spelling rules: adverbs formed from adjectives</th>
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<tr>
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<td>Ending in consonant + -y</td>
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<td>Ending in -le</td>
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# Irregular verbs

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<th>Past participle</th>
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