Oxford Grammar for Schools 4

Martin Moore
Introduction

Oxford Grammar for Schools helps students develop a detailed understanding of grammar form and use in context, and inspires them to have fun with English through personalized activities, games and role play. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples, all 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 five pages of extra information for the information gap activities, a reference section containing useful 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 tests for every Student’s Book unit, and two review tests which can be used at the end of a school term or whenever appropriate.

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 also access and print out extra interactive activities, giving them motivating additional practice for homework. The teacher can also use the DVD-ROM on an interactive whiteboard in class.

Key to the symbols

<table>
<thead>
<tr>
<th>🎧 0.0 (0.0 = track number)</th>
<th>Listening activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>📣</td>
<td>Speaking activity</td>
</tr>
<tr>
<td>🎮</td>
<td>Game</td>
</tr>
<tr>
<td>🖋️</td>
<td>Extended writing activity</td>
</tr>
<tr>
<td>🎤</td>
<td>Pronunciation activity</td>
</tr>
<tr>
<td>🎁</td>
<td>Introductory exercise</td>
</tr>
<tr>
<td>🎁</td>
<td>Moderately challenging exercise</td>
</tr>
<tr>
<td>🎁</td>
<td>Most challenging exercise</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nouns, quantities and articles</td>
<td>Countable, uncountable and plural nouns. Quantities: a/an/some; container words. Articles: the/a/an/no article</td>
</tr>
<tr>
<td>2</td>
<td>Some and any; indefinite pronouns</td>
<td>Some/any/no; requests and offers. Indefinite pronouns: some-/any-/every-/no-</td>
</tr>
<tr>
<td>3</td>
<td>Quantifiers</td>
<td>Much, many, a lot of, a few, a little. Too much, too many, (not) enough</td>
</tr>
<tr>
<td>4</td>
<td>Personal pronouns; impersonal there and it/they</td>
<td>Personal pronouns. Impersonal it/they and there</td>
</tr>
<tr>
<td>5</td>
<td>Demonstratives and possessives</td>
<td>Demonstrative pronouns: this/these/those; one/ones. Possessive adjectives; possessive pronouns; possessive ‘s</td>
</tr>
<tr>
<td>6</td>
<td>Revision 1 Units 1–5</td>
<td>Present simple and continuous contrast</td>
</tr>
<tr>
<td>7</td>
<td>Past simple</td>
<td>Past simple: regular verbs. Past simple: be. Past simple: irregular verbs. Time expressions: in, last, yesterday, on, ago</td>
</tr>
<tr>
<td>8</td>
<td>Past continuous</td>
<td>Past continuous: time expressions. Past continuous or past simple? When/while</td>
</tr>
<tr>
<td>9</td>
<td>Present perfect</td>
<td>Present perfect: time expressions (unfinished); gone vs been. Present perfect with just, already, yet and still. Present perfect with since and for</td>
</tr>
<tr>
<td>10</td>
<td>Present perfect and past simple</td>
<td>Present perfect and past simple contrast</td>
</tr>
<tr>
<td>11</td>
<td>Past perfect</td>
<td>Past perfect vs past simple; conjunctions when/by the time/before/after/the first time</td>
</tr>
<tr>
<td>12</td>
<td>The future</td>
<td>Be going to + the infinitive. Will + the infinitive. Shall...? Present continuous for future. Will vs going to</td>
</tr>
<tr>
<td>13</td>
<td>Revision 2 Units 6–12</td>
<td>To + the infinitive and the -ing form. To + the infinitive -ing form: go + -ing; -ing as subject. Verbs with to + the infinitive or -ing</td>
</tr>
<tr>
<td>14</td>
<td>Reported speech</td>
<td>Tense changes. Pronoun changes. Say vs tell. Time and place references</td>
</tr>
<tr>
<td>15</td>
<td>Revision 3 Units 13–14</td>
<td>Can, could, be able to: ability. Can and could: permissions and requests</td>
</tr>
<tr>
<td>16</td>
<td>Must, have to, should, needn’t</td>
<td>Must, have to: necessity and obligation. Mustn’t, don’t have to, needn’t: permission and obligation. Should, must: advice and recommendation</td>
</tr>
<tr>
<td>Revision</td>
<td>Units</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>4</td>
<td>15–16</td>
<td>94</td>
</tr>
</tbody>
</table>
| 17       | Question words | What, when, where, who, why, how  
|          |        | What vs which  
|          |        | Whose vs who’s  
|          |        | How + adjective/adverb  
|          |        | Subject and object questions  |
| 18       | Question tags | Pronunciation and meaning: checking information; helping conversation  |
| 19       | Relative pronouns | Who, which, that: subject and object relative pronouns  
|          |        | Relative clauses with when and where  |
| 20       | Connectors | And, but, or  
|          |        | Because, so, although  
|          |        | When, while  |
| 5        | 17–20 | 114  |
| 21       | Prepositions of place | Zero conditional  
|          |        | First conditional  |
| 22       | Second conditional | Second conditional  
|          |        | First vs second conditional  |
| 23       | I wish | I wish + past simple  
|          |        | I wish + would  |
| 6        | Unit 21–23 | 125  |
| 24       | Comparison: adjectives and adverbs | Comparative and superlative adjectives  
|          |        | Not as ... as; less ... than  
|          |        | Comparison of adverbs  |
| 25       | Position: adjectives and adverbs | Position of adjectives  
|          |        | Position of adverbs  
|          |        | Too and enough  |
| 7        | 24–25 | 138  |
| 26       | Prepositions of time | At, in, on  
|          |        | After, before, during, for  
|          |        | By, from ... until  |
| 27       | Prepositions of place and movement | In, at, on + place  
|          |        | Prepositions of place  
|          |        | Prepositions of movement  |
| 28       | Expressions with prepositions | By, for, in, on, with  |
| 8        | 26–28 | 151  |
| 29       | Active and passive | Active vs passive  
|          |        | Present simple passive  
|          |        | By + agent  |
| 30       | Past passive | Past simple passive  |
| 9        | 29–30 | 158  |
| 10       | All units | 160  |

**Extra information**  
Reference  
Irregular verb list
Nouns, quantities and articles

I can use countable and uncountable nouns and articles.

Countable, uncountable and plural nouns

Spelling rules

Most nouns: + -s
pencil - pencils car - cars
Nouns ending in -s, -ss, -sh, -ch, -x: + -es
glass - glasses box - boxes
Nouns ending in -o: + -s
plano - planos radio - radios
There are two exceptions:
potato - potatoes tomato - tomatoes
Nouns ending in consonant + -y: y → -ies
strawberry - strawberries city - cities
But nouns ending in vowel + -y: + -s
toy - toys day - days
Nouns ending in -f or -fe: → -ves
leaf - leaves knife - knives
A few nouns have irregular plurals.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>one ruler</td>
<td>two rulers</td>
</tr>
<tr>
<td>one woman</td>
<td>three women</td>
</tr>
<tr>
<td>one homework</td>
<td>two officers</td>
</tr>
<tr>
<td>waters</td>
<td>money</td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>burger</td>
<td></td>
</tr>
<tr>
<td>cheese</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
</tr>
<tr>
<td>egg</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>grape</td>
<td></td>
</tr>
<tr>
<td>oil</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>pasta</td>
<td></td>
</tr>
<tr>
<td>rice</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td></td>
</tr>
<tr>
<td>toast</td>
<td></td>
</tr>
<tr>
<td>vegetable</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>

1. Write the words in the correct place.

apple burger cheese coffee egg fruit grape oil orange pasta rice salt sandwich toast vegetable water

2. Circle the correct answer. Then listen and check.

1. I like fast car / cars.
2. Have you got any bread / breads?
3. I often eat grape / grapes for lunch.
4. Do you listen to music / musics in the car?
5. Tony doesn't enjoy exam / exams.
6. They don't understand the homework / homeworks.
7. Have you got any information / informations about the museum?
8. Lucy bought some T-shirt / T-shirts for her holiday.
9. He arrived late because of the traffic / traffics.
10. I offered him some fruit / fruits.
3 Write the plural form if the noun is countable.

- baby babies
- rice __
- 1 station __
- 2 knife __
- 3 rain __
- 4 party __
- 5 money __
- 6 dress __
- 7 petrol __
- 8 person __
- 9 advice __
- 10 tooth __
- 11 education __
- 12 child __
- 13 journey __
- 14 electricity __

4 1.2 What are they talking about?
Listen and number from 1–8.

- a __
- b __
- c __
- d __
- e __
- f __
- g __
- h __

Quantities

We use a or an with singular countable nouns.
I’d like an orange.
Have you got a phone?

We use a before a consonant sound and an before a vowel sound.
a computer  a house
a university (starts with /j/ consonant sound)
an apple  an island
an hour (starts with /au/ vowel sound)

We don’t usually use a or an with uncountable nouns.
I’d like a cheese.

We use some with uncountable nouns and plural countable nouns.
We’ve got some homework tonight.
They need some books.

If we want to count uncountable nouns, we sometimes use a word for a container (bottle, cup) or quantity (kilo, litre) with of. See page 173 for a list of words.

5 Complete the sentences with the words in the box. You can use words more than once.

- a  an  a cup  a kilo  some

- I’d like to listen to some music.
- 1 My cousins live in _____ apartment.
- 2 Please put _____ butter on my sandwiches.
- 3 Can you buy me _____ of cheese?
- 4 Bill has got _____ old watch.
- 5 I’d like _____ water.
- 6 Mrs Jackson is _____ science teacher.
- 7 Would you like _____ of tea?
- 8 The police officer wants _____ information about the accident.
- 9 That’s _____ long email.
- 10 They need _____ new equipment for the gym.

6 Match the beginnings and ends of the sentences.

- Have you got a bag of __?
  1 Let’s get her a box of __.
  2 Check in the fridge. I don’t think we’ve got any __.
  3 Can you get me an __?
  4 I need two packets of __.
  5 There isn’t any __.

- a milk
- b biscuits
- c chocolates
- d flour
- e oil
- f apple
**Articles: the, a/an or no article**

**A/an**

We use *a/an* when we talk about something and we don't know which one, or it isn't important which one.

*Id like a sandwich, please.*

*What sort would you like? We've got cheese or chicken.*

*Have you got a laptop? (= any laptop. The speaker doesn't know which one.)*

We use *a/an* when we talk about something for the first time.

*She's got a bicycle. The bicycle is blue.*

We also use *a/an* when we are talking about someone's job and when we mean 'one'.

*He's an actor. She's a teacher.*

*a hundred people than an hour*

---

**The**

We use *the* when we talk about something and the speaker and the listener know which one we are talking about.

*Would you like the cheese or the chicken sandwich? Could I have the cheese sandwich, please?*

*Did you bring the laptop? (= The speaker and the listener both know which laptop they are talking about.)*

We use *the* when we talk about something for the second time.

*She's got a bicycle. The bicycle is blue.*

We also use *the* before ordinal numbers in dates, especially when we are speaking.

*the third of January the tenth of May*

We use *the* when we talk about musical instruments.

*I play the piano. She plays the guitar.*

---

**No article**

In some cases, we do not use *a/an* or *the* with a noun.

We do not use articles with plural nouns or uncountable nouns in general, when we mean 'all'.

*Fruit is good for you. The fruit is good for you.*

*Nurses work in hospitals. The nurses work in hospitals.*

*Homework is important.*

We do not use articles with names of people, cities, most countries, streets, languages or school subjects.

*Emily lives in Australia.*

*My school is on Oaktree Road. My school is on the Oaktree Road.*

*I speak Russian. I speak the Russian. She understands Arabic.*

*I study maths. I study the maths. I enjoy physics.*

---

7 Complete the sentences to describe these jobs.

<table>
<thead>
<tr>
<th>architect</th>
<th>doctor</th>
<th>dentist</th>
<th>farmer</th>
<th>hairdresser</th>
<th>mechanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiter</td>
<td>police officer</td>
<td>shop assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Doctors ___________ help sick people to get better.
- 1 ___________ repair cars and lorries.
- 2 ___________ cut people's hair.
- 3 ___________ grow food and look after animals.
- 4 ___________ catch criminals and protect people.
- 5 ___________ serve food and drinks in restaurants.
- 6 ___________ design houses and other buildings.
- 7 ___________ sell products in shops.
- 8 ___________ look after people's teeth.
8 1.3 Read the information, then listen and repeat the words.

A, an and the are normally not stressed. They have ‘weak’ vowel sounds.

| a = /ə/ | before a consonant sound | a concert a postcard |
| an = /æn/ | before a vowel sound | an actor an exam |
| the = /ðə/ | before a consonant sound | the market the radio the university |
| the = /ði/ | before a vowel sound | the airport the umbrella |

9 1.4 Tick (✓) the correct sound. Listen and check. Then listen and repeat.

| 1 new coat | /ə/ | /æn/ |
| 2 easy question | /ə/ | /æn/ |
| 3 first prize | /ðə/ | /ði/ |
| 4 brilliant film | /ə/ | /æn/ |
| 5 amazing game | /æ/ | /æn/ | /æn/ | /æn/ |
| 6 important point | /ðə/ | /ði/ | /æ/ | /æ/ |
| 7 small problem | /æ/ | /æn/ |
| 8 usual song | /ðə/ | /ði/ |

10 Circle the correct word.

1 ‘I’d like a / the drink.’ ‘Water or juice?’
1. There are some books and a magazine.
2. Can I read a / the magazine?
3. My dad is an / the engineer.
4. The fridge is in a / the kitchen.
5. Can I borrow a / the pen? ‘Yes. Would you like blue or black?’
6. Is there a / the computer in your classroom? ‘No, there isn’t.’
7. ‘Can I have a / the banana?’ ‘Sorry. That banana is for your dad.’
8. ‘I’m reading a new book.’ ‘What is a / the book about?’
9. ‘Where is a / the car?’ ‘It’s over there.’
10. ‘How long is the journey?’ ‘An / The hour and fifteen minutes.’
11 I don’t know an / the answer to this question.

12 1.5 Number the sentences from 1 to 6. Then listen and check.

a __ On the desk is a computer and next to it is a lamp.

b __ There is a big bedroom and a small bedroom.

c __ The computer has a webcam.

d __ My house has got two bedrooms.

e __ I use the webcam when I talk to my cousin in Australia.

f __ The small bedroom belongs to me and it has got a small bed, a desk and a wardrobe.
Complete the sentences with *the* or – (no article).

1. We normally eat ___ pasta twice a week.
2. The summer holiday starts on ___ tenth of July.
3. We make ___ paper from ___ wood.
4. Don’t look directly at ___ sun. It’s dangerous.
5. Was ___ fish good yesterday?
6. Mike speaks ___ German and ___ Turkish.
7. We have ___ science at eleven o’clock on Mondays.
8. Which shoes do you prefer? I like ___ red ones.
10. Mary lives on ___ Bridge Road.
11. Do you have ___ sugar in your coffee?

Listen and complete the table. Use *a, an, the* or – (no article).

<table>
<thead>
<tr>
<th>Date of birth</th>
<th>the seventh of August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>______________________</td>
</tr>
<tr>
<td>Parents’ jobs</td>
<td>father is ____________</td>
</tr>
<tr>
<td></td>
<td>mother is ____________</td>
</tr>
<tr>
<td>Favourite subjects</td>
<td>______________________</td>
</tr>
<tr>
<td>Musical instrument</td>
<td>plays ____________</td>
</tr>
<tr>
<td>Future plans</td>
<td>to be ____________</td>
</tr>
</tbody>
</table>

Work in pairs. Ask your partner questions and write the information in the table.

Date of birth
Address
Parents’ jobs
Favourite subjects
Musical instrument
Future plans

When were you born, Vicky?

On the twelfth of September.

Write about your partner, using the information from exercise 14.

Vicky was born on the twelfth of September. She lives at...

1. Complete the dialogue with *a, an, some*, *the* or – (no article). Then listen and check.

Henry How are you, Paul?
Paul I’ve got ___ exam next week, so I’m a bit nervous.
Henry You aren’t normally nervous.
Paul I know, but I want to become ___ doctor, so ___ exam is very important.
Henry Really?
Paul Yes, it’s the most important subject for ___ doctors.
Henry So, are you studying hard?
Paul Yes, I’m doing ___ revision at the moment. But I’ve got ___ problem. My cousins from ___ Australia are going to be here for a week and I want to spend some time with them.
Henry When do they arrive?
Paul On ___ seventh. The day before ___ exam. What do you think? Are ___ exams more important than ___ families?
Henry That’s difficult. You need to talk to your parents.

Self-evaluation Rate your progress.

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

Nouns, quantities and articles
Some and any; indefinite pronouns

I can use some, any and indefinite pronouns.

Some and any

We use some and any with uncountable nouns (bread, money) or plural countable nouns (apples, shoes). (We use a/an with singular countable nouns.)

We normally use some in affirmative sentences, and any in negative sentences and questions.

I'd like some chips.
There isn't any bread.

Have you got any homework?

But we can use some in questions if we are making a request or an offer.
Can I have some water?
Would you like some help?

We can sometimes use any in affirmative sentences, to mean 'it doesn't matter which.'

'Which bus do I take?' 'You can take any bus. They all go to the town centre.'

We sometimes use no for emphasis instead of not ... any.

There isn't any bread left. ⇒ There's no bread left!

1 Circle the correct word.

- I've got any / some water in my bag.
- 1 There aren't any / some computers in this room.
- 2 My mum eats an / some egg for breakfast.
- 3 There aren't any / some tomatoes in our fridge.
- 4 Be careful. There's any / some ice on the road.
- 5 I haven't got a / any pen. Can you lend me one?
- 6 My dad doesn't do any / some work at the weekends.
- 7 I've downloaded a / some new music onto my iPod.
- 8 Our teacher gave us any / some good advice before the exam.
- 9 I would like any / some fruit for lunch.
- 10 I haven't got a / any money in my pocket.

§ 2 Read the answers and write the questions.

- Is there any milk in the fridge?
  - Yes, there is some milk in the fridge.  
  1 _______ ?
  - Yes, please. I'd like some coffee.
  2 _______ ?
  - No. They haven't got any money.
  3 _______ ?
  - No. There aren't any fish in the lake.
  4 _______ ?
  - Sure. You can have some paper.
  5 _______ ?
  - Yes. She's got some new friends.
  6 _______ ?
  - Yes. There are some empty tables.
  7 _______ ?
  - No, sorry. You can't have any ice cream.
  8 _______ ?
  - No, thanks. I wouldn't like any lemonade.
3 Write the second sentence so that it means the same as the first. Use no.

- There isn’t any salt in my pasta.
- There’s no salt in my pasta.

1 He hasn’t got any equipment.

2 There weren’t any buses yesterday.

3 There isn’t any water in the pool.

4 We haven’t got any time for shopping.

5 I haven’t got any minutes on my phone.

4 Circle the correct option.

I need to go to the shops. We’ve / We haven’t got any bread.

1 ‘Which film should we watch?’
   ‘You can / can’t choose any DVD. I don’t mind.’

2 You can / can’t have any sandwich. They all cost the same.

3 I can’t make a cake. There are / aren’t any eggs.

4 He’s very unhealthy. He eats / doesn’t eat any vegetables.

5 ‘Where can I get that book?’
   ‘It’s easy. You can / can’t buy it in any bookshop.’

6 There’s / There isn’t any time to have breakfast.
   You’re late for school.

7 She’s got / She hasn’t got any interest in football,
   but she likes basketball.

8 Ask / Don’t ask me any question and I will answer it.

5 Complete the sentences with the words in the box. Use a, an, any, some or no at least once.

apple cheese coffee soup eggs
homework information jacket money
knives plates trainers sugar

- Can I have some information about train times?
- Have you got _______ to wear for the tennis lesson?
- There are _______ and forks on the table.
- We haven’t got _______ so we can’t buy the tickets.
- ‘Is there _______ in your lunchbox?’ ‘Yes, a nice red juicy one.’
- Shall I make you _______ sandwiches?
- Are there _______? I want to make an omelette.
- There’s _______ in this drink. It’s healthy.
- Would you like _______ for lunch? It’s cold today.
- Have you got _______? You have school tomorrow.
- Put on _______. It’s raining.

6 2.1 Complete the dialogue with some, any, a, an, or no. Then listen and check.

Mum: We’ve got _______ friends coming here for dinner tonight.

Oscar: Would you like _______ help?

Mum: Yes, please. I’m making spaghetti but there’s _______ pasta in the cupboard.

Oscar: OK. I’ll go to the supermarket and buy _______ spaghetti. Do we need _______ other food?

Mum: Let’s think. I’ve got _______ meat,
   _______ tomatoes and _______ onion.
   So we don’t need _______ more food.
   But we haven’t got _______ drinks.

Oscar: OK. I’ll get _______ juice. What type would you like?

Mum: Get _______ type of juice. I don’t mind.

Oscar: OK. I’m going to Fred’s house first and then I’ll go to the supermarket.

Mum: There’s _______ time to go to Fred’s house.
   I need those things immediately.

Oscar: OK.

7 Work in pairs. Read the instructions and write a dialogue. Use some, any, a and an. Act out the dialogue with your partner.

Student A: Say you’re making dinner.

Student B: Offer to help.

Student A: Ask student B to go to the shop and buy food.

Student B: Ask student A what they need.

Student A: Say you have meat, peppers and onions but you don’t have carrots or rice.

Student B: Say you will get carrots and rice; ask if student A has drinks.

Student A: Say you haven’t got cola; ask student B to buy cola.

Student B: Say you will buy cola.

‘I’m making dinner now.

Would you like some help?’
Indefinite pronouns

We use indefinite pronouns when we talk about an unknown thing (something), person (someone, somebody) or place (somewhere).

There's someone at the door. I don't know who it is. Did you do anything on Sunday? I can't find it anywhere.

<table>
<thead>
<tr>
<th>some-</th>
<th>any-</th>
<th>every-</th>
<th>no-</th>
</tr>
</thead>
<tbody>
<tr>
<td>someone</td>
<td>anyone</td>
<td>everyone</td>
<td>no one</td>
</tr>
<tr>
<td>somebody</td>
<td>anybody</td>
<td>everybody</td>
<td>nobody</td>
</tr>
<tr>
<td>something</td>
<td>anything</td>
<td>everything</td>
<td>nothing</td>
</tr>
<tr>
<td>somewhere</td>
<td>anywhere</td>
<td>everywhere</td>
<td>nowhere</td>
</tr>
</tbody>
</table>

We use pronouns with some- in affirmative sentences and pronouns with any- in negative sentences and questions. See page 11 for the rules.

-one and -body have the same meaning. Someone/Somebody wants to talk to you.

We use a singular verb with every- and no-.

Is everything OK?

No one enjoys exams.

We normally use only one negative word.

We didn't see anything. We didn't see nothing.

No one said anything. No one said nothing.

8 Circle the correct word.

I can't find my pen anything / anywhere.

1 We'd like something / someone to drink.

2 Everyone / Everywhere is looking at us.

3 I'm bored. There's nothing / no one on TV.

4 Can anything / anybody answer this question?

5 They want to go something / somewhere in Europe for their holidays.

6 I don't like exams. I always forget everything / everyone.

7 All the cafés are closed. There's nowhere / nobody to eat.

8 Be quiet! Don't say anything / anyone.

9 Can someone / somewhere close the window, please?

10 It wasn't funny. Nobody / Nothing laughed.

9 2.2 Complete the words with some-, any-, or no-. Then listen and check.

- Some one is talking to your dad. Who is it?
  1 He's really lazy. He didn't do _______ thing yesterday.
  2 _______ body enjoyed the film. It was terrible.
  3 'There's _______ thing on the roof of the house.' ‘It's a cat!'
  4 I went to Pat's house but there wasn't _______ one there.
  5 My town is boring. There's _______ where to go in the evening.
  6 'I can hear _______ body's phone.' ‘It's mine. Thanks!' ‘How much does it cost?' _______ thing. It's free!' _______ one can do that. It's easy.
  9 Can we go _______ quiet?
  10 'I don't like sport, books or computer games.' ‘Do you like _______ thing?'

10 2.3 Listen to the interviews with Gemma and John and complete the table with names and words from the box.

in another town basketball dance fishing flute football golf painting piano
at a sports centre swimming tennis

<table>
<thead>
<tr>
<th>Gemma's family</th>
<th>John's family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does what sport?</td>
<td>Gemma - basketball</td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>Who plays what instrument?</td>
<td></td>
</tr>
<tr>
<td>Other activities?</td>
<td></td>
</tr>
</tbody>
</table>

11 Complete these questions with indefinite pronouns. Then ask and answer the questions with a partner.

Does _______ in your family do sport?

Is there _______ to do sport near your house?

Does _______ in your family play a musical instrument?

Does anyone do _______ else?
12 2.4 Complete the dialogue with the words in the box. Then listen and check.

- anything
- anywhere
- everyone
- everything
- someone
- something
- somewhere

May   Hi, Jill. How was your holiday? Did you go anywhere nice?
Jill  Yes, we went to Fethiye in Turkey.
May   How was it?
Jill  '________ was perfect. The weather was brilliant, the people were friendly and the hotel was nice.
May   Did you do 2________ interesting?
Jill  At the start of the week we were really tired, so we did 3________. We just sat by the pool. Then 4________ told us that we could hire a boat, so we went sailing every day.
May   That sounds lovely. And what was the food like?
Jill  It was great. My favourite was 5________ called Pilić Dolma. You make it with chicken and spices. It was delicious.
May   So did 6________ enjoy the holiday?
Jill  Yes. We all loved it. But I don’t think we’ll go back. My parents prefer to go 7________ different every year.

13 Write a letter about a bad holiday. Use the phrases below, with indefinite pronouns. Invent other information.

- _______ was terrible
- _______ was unfriendly
- stayed _______ old and uncomfortable
- didn’t do _______ exciting
- there was _______ interesting to visit
- didn’t meet _______ nice
- ate _______ bad
- _______ enjoyed it

I was on holiday last week. Everything was terrible.

14 Say a sentence using an indefinite pronoun. Your partner guesses if it’s true or false.

- Someone in my family has green eyes.
  I think that’s false. I don’t think anyone in your family has green eyes.
  There’s nothing in my pocket.
  I think that’s true. There’s nothing in your pocket.

15 Circle the correct option.

- Everyone was / were very tired.
  1 I saw anybody / somebody famous yesterday.
  2 There’s / There are nothing in the cupboard.
  3 She ate a / some bread and cheese.
  4 We went something / somewhere very interesting.
  5 They didn’t find / found nothing under the chair.
  6 He’s funny. Anyone / Everyone likes him.
  7 Can I have any / some salt, please?
  8 Don’t phone anyone / anything after 10 p.m.
  9 Everything is / are very expensive.
  10 I’ve / I haven’t got no money!

Self-evaluation Rate your progress.

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

14 some and any; indefinite pronouns
**Quantifiers**

I can talk about quantity.

**Much, many, a lot of, a few, a little**

We use much, many, a lot of, a few and a little to talk about quantity.

We use a lot of or lots of to mean a large quantity. We use them in affirmative sentences (except in formal written English, where we can use, for example, a (large) number of).

*We've got a lot of cafés in our town.*

We normally use much and many in negative sentences and questions.

*She hasn't got much money.*

*Do you watch many films? How much milk do you drink?*

We use a lot of or lots of with countable and uncountable nouns. We use singular verbs with uncountable nouns and plural verbs with countable nouns.

*There's lots of food to eat.*

*There are a lot of pictures in this book.*

We use a little and a few to mean a small quantity. We use them in affirmative sentences and requests or offers.

*I need a little help with my homework.*

*Would you like a few chips?*

We can sometimes use quantifiers without nouns, when it is clear what we mean.

*Is there much bread left?* ‘No. Not much.’

*How many people were at the concert?* ‘A lot.’

<table>
<thead>
<tr>
<th>Uncountable nouns</th>
<th>Countable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of / lots of</td>
<td>a lot of / lots of</td>
</tr>
<tr>
<td>a little</td>
<td>a few</td>
</tr>
<tr>
<td>not much</td>
<td>not many</td>
</tr>
<tr>
<td>much</td>
<td>many</td>
</tr>
</tbody>
</table>

1. Circle the correct option.
   - Lots of my friends **live** / **lives** near my school.
   - There is / **are** a lot of lemonade in your fridge.
   - There is / **are** a lot of dirty socks in your bedroom.
   - A lot of their music is / **are** very loud.
   - Lots of famous footballers **drive** / **drives** fast cars.
   - There was / **were** lots of rain yesterday.
   - A lot of children **study** / **studies** English.
   - A lot of information about computers is / **are** difficult to understand.
   - There is / **are** lots of kangaroos in Australia.
   - Lots of coffee **come** / **comes** from Africa.
   - There was / **were** a lot of biscuits in the cupboard.

2. **3.1** Complete the sentences with much or many. Then listen and check.
   - We haven't got **much** coffee.
   - There weren't ______ cars in the car park.
   - Do you get ______ snow in your country?
   - I don't need ______ money.
   - Did ______ people go swimming yesterday?
   - There aren't ______ things to do here.
   - ‘Do they speak French?’ ‘No. Not ______.’
   - They didn't eat ______ cake.
   - There aren't ______ trees in this park.
   - Did your teacher give you ______ advice about the exam?
   - I can't see ______ boats on the sea.
3 Write questions with you and much or many.

- spend / time on the internet
  Do you spend much time on the internet?
- play / football
- have got / cousins
- do / homework
- have got / computers at your school

5 send / text messages

6 know / people from other countries

7 eat / fast food

8 have got / money in your pocket

4 Ask and answer questions from exercise 3.

Do you spend much time on the internet?

Yes, I spend a lot of time on the internet.

4 Rewrite negative sentences as affirmative, and affirmative sentences as negative.

- They haven’t got many books.
  They’ve got a lot of books.
- There’s a lot of work to do.
  There isn’t much work to do.

1 There are lots of mountains in this area.
  ___________ mountains in this area.

2 We haven’t got much time.
  ___________ time.

3 This car uses a lot of petrol.
  ___________ petrol.

4 Vicky has got lots of friends.
  ___________ friends.

5 There weren’t many difficult questions.
  ___________ difficult questions.

6 She watches a lot of television.
  ___________ television.

7 A lot of children enjoy cooking.
  ___________ children enjoy cooking.

8 There isn’t much sugar in this coffee.
  ___________ sugar in this coffee.

9 There’s a lot of snow here at the moment.
  ___________ snow here at the moment.

6 Look at the pictures. Complete the sentences with a few, a little or a lot of.

- There’s ___________ snow.

- ___________ cars.

- ___________ milk.

- ___________ biscuits.

- ___________ work.

- ___________ people.

- ___________ children.

- ___________ water.
7 Complete the text with words from the box.

lots of much a few a few some some many little a lot of

Mum, I need a little help for *a few* minutes. I've got *some* packing to do and there isn't *much* time before the next bus. Please could you help me pack my shirts? I need to take *some* T-shirts for two weeks, but I only need *a few* jumpers.

8 3.2 Listen to Katy talking about what she eats and drinks. Complete the table with *not much, not many, a lot of, a few, a little, no.*

<table>
<thead>
<tr>
<th>not much</th>
<th>breakfast</th>
<th>potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>orange juice</td>
<td>biscuits</td>
</tr>
<tr>
<td></td>
<td>toast</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>meat</td>
<td>water</td>
</tr>
<tr>
<td></td>
<td>chicken</td>
<td>tea</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>coffee</td>
</tr>
<tr>
<td></td>
<td>pasta</td>
<td>fizzy drinks</td>
</tr>
<tr>
<td></td>
<td>rice</td>
<td></td>
</tr>
</tbody>
</table>

9 Read the questions. Then write about the things you eat and drink. Answer all the questions.

- Do you have much breakfast?
- Do you eat much meat or fish?
- Do you prefer pasta, rice or potatoes?
- Do you eat many sweet things (biscuits, cake, etc.)?
- Do you eat much fruit? Do you eat many vegetables?
- What do you drink?

I have a lot of breakfast. I eat a lot of toast with jam, a little yoghurt, a few pieces of fruit, and I drink lots of tea.

10 Ask and answer the questions in exercise 9 with a partner.

Do you have much breakfast?

I have a lot of breakfast. I eat a lot of toast with jam, a little yoghurt, a few pieces of fruit, and I drink lots of tea.

**Too much, too many and enough**

We use *too much and too many* with nouns to say that there is a bigger quantity than we want or need.

The bus is going to be late.

There's too much traffic.

We use *too much* with uncountable nouns and *too many* with countable nouns. We use them in affirmative sentences.

You put too much sugar in my coffee.

There are too many books. I can't carry them all.

We use *enough* to say that there is the correct quantity. We use *not enough* to say that there is a smaller quantity than we want or need – it is the opposite of *too much/many.* We use *enough* with uncountable and countable nouns.

'It costs £25. Have you got enough money?' 'Yes, I've got £30.'

'Can I sit down?' 'I'm sorry. There aren't enough chairs.'

We can sometimes use *too much/many* and (not) *enough* without nouns, when it is clear what we mean.

'Here's some cake.' 'That's too much. I can't eat all that.'

'Would you like some more coffee?' 'No, thank you. I've had enough.'

We can also use *too and enough* with adjectives.

See Unit 25.
11 Look at the pictures. Circle the correct option.

1 There are enough / aren’t enough fingers.
2 There are enough / aren’t enough computers.
3 There’s enough / isn’t enough snow.
4 There’s enough / isn’t enough money.
5 There are enough / aren’t enough players.
6 There’s enough / isn’t enough food.

12 Complete the sentences with too much, too many, enough or not enough.

1 There’s __________ luggage. You can’t take all that.
2 ‘Can I make some coffee?’ ‘No, there’s __________ time. We have to leave immediately.’
3 ‘Would you like more chips?’ ‘No, thanks. I’ve got __________.’
4 There’s __________ traffic. We’re going to be late.
5 ‘Where are we meeting? And what time?’ ‘I don’t know. There’s __________ information.’
6 ‘I’m really hot!’ ‘You’re wearing __________ clothes.’
7 ‘It’s a long way to London.’ ‘Don’t worry. We’ve got __________ petrol.’
8 There are __________ advertisements at the cinema. You have to wait a long time for the film to start.
9 ‘Does Jill do __________ homework?’ ‘Yes. She’s a very good student.’
10 He’s feeling sick. He drank __________ cola.

13 3.3 Listen to Emma talking about environmental problems.
Write sentences about her opinions, using too much, too many or not enough.

1 __________ pollution.
2 __________ cars and lorries.
3 __________ bicycles.
4 __________ trees.
5 __________ electricity.
6 __________ televisions and computers.
7 __________ solar power.
GAME Student A says a sentence using too much, too many or not enough. Student B changes the sentence to give the opposite meaning. Use the words in the box or your own ideas.

buses cafes chips clothes exams films food homework money noise paper shoes shops snow time traffic

My sister has got too many shoes.

My sister hasn’t got enough shoes.

I haven’t got enough paper.

I’ve got too much paper.

Some of the bold words are incorrect. Write the correct words or tick (✓) if the words are correct.

In winter, there’s much snow and that’s great for skiing. But in the summer there’s not enough rain, so you can’t do outdoor activities very often.

There are _______ 6 _________

There are _______ 7 _________

1 _________

2 _________

3 _________

4 _________

5 _________

16 Read the text in exercise 15 again. Then write about your town.

cafes cinemas houses noise people pollution rain shops snow supermarkets traffic trees parks roads

There are a lot of good things about my town. There are ...

Self-evaluation Rate your progress.

There’s a lot of good things about my town. First, it’s a beautiful place, with lots of parks and trees. There are also a lot mountains near the town, and in winter you can see much snow. Second, there isn’t enough traffic, so it’s quiet and we don’t get much pollution.

There are, however, a little bad things. There aren’t much to do in the evening. There isn’t a cinema; there are only a few cafes; and there are many clothes shops, so we have to go to the next town to buy clothes. Fortunately, there are many supermarkets, so we always have enough food!
4 Personal pronouns; impersonal *there* and *it/they*

I can use personal and impersonal pronouns.

**Personal pronouns**

Pronouns refer to nouns. We often use them to avoid repeating a noun.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen</td>
<td>knows</td>
<td>Lucy and Ben.</td>
</tr>
<tr>
<td>She</td>
<td>likes</td>
<td>them.</td>
</tr>
</tbody>
</table>

We always use a subject with a verb. Helen knows Lucy and Ben. She likes them. Likes them.

We use *it* for things and animals. I've got a new phone. *It's* really nice. This is my horse. Would you like to ride it?

**Choose the correct pronoun.**

1. Our grandmother lives with *we/us*.
2. *They/Them* weren't at school today.
3. I/me am reading an interesting book.
4. I'd like to meet *he/him*.
5. This pen belongs to *she/her*.
6. Can *we/us* go to the park?
7. Jane and Sarah didn't wait for *they/them*.
8. Where does *he/him* live?
9. Harry sat down next to *I/me*.
10. I think *she/her* is funny.

**Read Lucy's sentences about her friends, Anna and Tom. Complete the sentences with the correct pronouns.**

1. Mrs Fox has two children: Anna and Tom. *They* are in my class.
2. Anna is very nice. I like _____ a lot.
3. Tom bought a new pen, but he lost _____ yesterday.
4. Anna and I are friends. _____ often do our homework together.
5. Anna and Tom were at the shopping centre on Saturday. I saw _____ at the bookshop.
6. Tom likes computer games. _____ plays them every day.
7. Anna and Tom visited the Khalifa Tower last year. _____'s incredibly tall!
8. I was late yesterday, but Anna waited for ______.
9. Tom has two good friends, Robert and Fred. They go to school with _____.
10. Anna's got dark hair but _____'s got blue eyes.
11. Mrs Brown is one of our teachers. She teaches _____ history.
**4.1 Listen and choose the correct picture.**

(a) [Image of man pointing at a map]
(b) [Image of children playing in a park]
(c) [Image of a person reading a newspaper]
(d) [Image of a person standing in front of a building]
(e) [Image of a person standing in front of a car]
(f) [Image of a person standing on a hill]

**4.2 Complete the dialogue with subject and object pronouns. Then listen and check.**

Kim: Hi, Jane. How are you?
Jane: I'm fine. What are you doing?
Kim: I'm going to Emily's house.
Jane: Emily? But she's still at school.
Kim: Are you sure? I spoke to her this morning and she agreed to meet her at four o'clock at her house.
Jane: Well, I saw her at school. She was with Beth. We were talking to Mr Salmon.
Kim: Who's he? I don't know him.
Jane: He's the music teacher. Beth and Emily play in the orchestra. I think he was talking to about the music concert.
Kim: OK. So, Emily isn't at her house now. What should I do?
Jane: Come to my house. I can do our homework together.
Kim: Do you understand?
Jane: Yes.
Kim: I don't. Maybe you can help them!
Impersonal *it*/they and *there*

We sometimes use *it* as an impersonal subject. In these cases, *it* doesn't mean a person or a thing. We use it to talk about:

- the weather: *It's* sunny.
- the time: *It's* half past three.

We use impersonal 

<table>
<thead>
<tr>
<th>Local time</th>
<th>12 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td></td>
</tr>
</tbody>
</table>

We use impersonal 

<table>
<thead>
<tr>
<th>City</th>
<th></th>
</tr>
</thead>
</table>

We use impersonal there + be to say that something exists. The real subject comes after the verb.

*There are* some new computers in our classroom.

We often use impersonal there + be with some or with numbers.

- There are 30 people in my class.
- There was some cheese in the fridge.

We use impersonal there + be when we talk about something for the first time. When we talk about it a second time, we use it or they.

- There's *a spider in the bathroom.* (= new information)
- *It's* very big! (We know you're talking about the spider now)
- There are a lot of advertisements on TV. (= new information)
- I think they're boring. (We know 'they' means the advertisements)

### Circle the correct option.

1. There's / It's the fourteenth of July.
2. There's / It's quarter past six.
3. There's / It's hot and sunny today.
4. There's / It's a good film on at the cinema.
5. There's / It's Friday today.
6. There are / It's four kilometres to my school.
7. There was / It was windy yesterday.
8. There's / It's some oil on your trousers!
9. There was / It was a pencil on the desk.
10. There was / It was the seventeenth on Sunday.

### 4.3 Listen to two students playing the guessing game ‘Where in the world am I?’ Complete the chart using full sentences.

<table>
<thead>
<tr>
<th>Local time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
<td></td>
</tr>
<tr>
<td>Distance from London</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Interesting sights</td>
<td></td>
</tr>
</tbody>
</table>

### 9 GAME

Now play the game with your partner. Student A looks at page 168 for information. Student B looks at page 170. Ask and answer questions and complete the chart. Can you guess the place?

Beijing (China)  Dubai (UAE)
New Delhi (India)  New York (USA)

### What time is it in your town?

It's seven o'clock in the morning.
Complete the sentences with *there, it, they and is, are, was or were.*

1. There are ______ a lot of mountains in Nepal. They are ______ the highest in the world.
2. ______ a football match on TV yesterday. ______ very exciting.
3. ______ to a small school. ______ eight teachers. ______ all very good.
4. ______ a festival in my town today. ______ the biggest in my country.
5. ______ some milk in the fridge, but ______ old, so I didn’t drink it.
6. ______ three books on the desk yesterday, but ______ there now!

Correct the words in bold.

1. Sally’s mum is a doctor. He works at the hospital. ______
2. What’s the time? – Is three o’clock. ______
3. Your brother is funny. I like her. ______
4. There are some shoes under the sofa. I think ______ are yours. ______
5. I like films. But my parents ______ never go to the cinema. ______
6. My grandmother lives in Italy. She’s a beautiful country. ______
7. Sam and I are going to the beach. Would you like to come with them? ______
8. ______ five kilometres to the city centre. ______
9. It’s a new boy in my class. He’s quite shy. ______
10. Who’s that girl? – I don’t know him. ______

Read Katy’s email to her new pen friend.
Complete the text. Write one word in each gap.

Dear Jill,

I’d like to be your pen friend. Let me tell ______ about myself.

1. ______ live in Inverness. 2. ______ is a small city in Scotland. 3. ______ are 60,000 people in the city. I like ______ here.

Today, ______ is sunny. But in the winter ______ rains a lot and sometimes snows.

4. ______ are some interesting places near Inverness. 5. ______ is about 250 km to Edinburgh, the capital of Scotland, and 6. ______ only 25 km to Loch Ness, with its famous monster.

7. ______ are five people in my family. My dad is called Peter and 8. ______ is a teacher. My mum is called Linda and 9. ______ is a hairdresser. I’ve got a sister called Sally; she is two years older than 10. ______. I’ve got a brother called John; I’m three years older than 11. ______. They are annoying sometimes but I like 12. ______.

Please write to 13. ______ about your life in Australia. Are 14. ______ kangaroos near your town?

Best wishes

Katy

Write an email to a pen friend. Describe your town and your family.

Dear ______,

I’d like to be your pen friend. Let me tell you about myself.

1. ______ live in ______.

2. ______ is sunny. But in the winter ______ rains a lot and sometimes snows.

3. ______ are some interesting places near ______.

4. ______ is about 250 km to Edinburgh, the capital of Scotland, and ______ only 25 km to Loch Ness, with its famous monster.

5. ______ are five people in my family. My dad is called ______ and ______ is a teacher. My mum is called ______ and ______ is a hairdresser. I’ve got a sister called Sally; she is two years older than ______. I’ve got a brother called ______; I’m three years older than ______. They are annoying sometimes but I like ______.

Please write to ______ about your life in ______. Are ______ kangaroos near your town?

Best wishes

Katy

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13

Unit 4 23
Demonstrative Pronouns; one and ones

We use this and these for things that are near us.
This jacket isn’t the right size.

We use that and those for things that are not near us.
That jacket over there is a nice colour!

We can also use this and these for things that are happening now.
I’m enjoying this film.

We can also use that and those for things that aren’t near in time.
I didn’t understand those questions in maths yesterday.

We can use demonstrative pronouns without nouns.
‘I’m looking for some new shoes.’ ‘Try these.’
‘There’s a yellow sports car outside your house.’ ‘That belongs to my uncle.’

We can use one or ones so that we don’t repeat a noun. We often use it with a demonstrative pronoun or an adjective.
‘Would you like a sandwich?’ ‘Yes, I’d like that one.’
‘How much are the jeans?’ ‘The black ones or the blue ones?’

We can ask the question Which one(s)…?
‘Can I try the T-shirt?’ ‘Which one?’ ‘The red one.’

1 Complete the sentences with this, that, these or those.
   ▶ That film was great. I really enjoyed it.
   1 _____ is my bike over there.
   2 ‘Are you enjoying your dinner?’ ‘Yes, _____ food is delicious.’
   3 ‘Where are ______ boys?’ ‘I can’t see them now.’
   4 _____ chips here are for you.
   5 Do you remember _____ day at the beach last year?
   6 ‘Why are you wearing _____ gloves?’ ‘My hands are cold.’
   7 I’m trying to do my homework, but I don’t understand _____ question.
   8 _____ are my grandparents. ‘Hello. Nice to meet you.’

2 5.1 Complete the sentences with a word from the box and one or ones. Then listen and check.

big black old red that this those

▶ This book is interesting but that one _____ over there is cheaper.

1 The blue shirt is OK but I prefer the ________.

2 ‘Do you want these sweets?’ ‘No, I want ________.’

3 I don’t want a small cup. I’d like a ________.

4 Which horse is faster? The white one or the ________?

5 The new chairs at school are really uncomfortable. I prefer the ________.

6 ‘Which is your bike?’ ‘_______ here.’
Possessives

We use possessive adjectives with nouns, and possessive pronouns without nouns.

That book belongs to me. It is my book. It is mine.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Possessive adjective</th>
<th>Possessive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>–</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

We use his when a boy or a man has got something; we use her and hers when a girl or woman has got something.

Sally and Michael have got new bicycles. His is red. Hers is blue.

We don’t use the with possessives.

This is the her car. That is the mine.

Possessive’s

We use an apostrophe (‘) with nouns and names to show possession.

We add ‘s to a singular noun or name.

Our teacher’s name is Mrs Benson.

I like Sue’s shoes.

We add ‘ to a regular plural.

My sisters’ bedroom has got three beds.

He uses his parents’ computer.

We add ‘s to an irregular plural.

The children’s toys are in their bedroom.

3 Choose the correct option.

- My brother has got a guitar. It’s very old.
  My brother’s / brothers’ guitar is very old.
  1 Helen has got red hair. It’s very long.
  Helen’s / Helens’ hair is very long.
  2 Your sisters share a bedroom. It’s quite big.
  Your sister’s / sisters’ bedroom is quite big.
  3 Her children go to school. It’s a small school.
  Her children’s / childrens’ school is small.
  4 Paul has got a new phone. It is very cheap.
  Pauls’ / Paul’s new phone is very cheap.
  5 Kim took some photos. They are excellent.
  Kim’s / Kims’ photos are excellent.
  6 Elephants have got trunks. They are very long.
  Elephant’s / Elephants’ trunks are very long.

4 Complete the sentences with possessive adjectives.

- I do my homework every night.
- She visits her grandparents on Sundays.
  1 We really like _______ teacher. She’s great.
  2 Kim and Jane are sisters. _______ brother is called Robert.
  3 Did you make _______ bed this morning?
  4 My mum has got dark hair but _______ eyes are blue.
  5 They always clean _______ teeth after breakfast.
  6 I like her but I don’t like _______ friends.
  7 That computer has got a problem with _______ mouse.
  8 He played football yesterday. _______ trainers are very dirty.
  9 Do you take _______ phone to school?
  10 Richard and _______ sister play in the same orchestra.

5 Complete the sentences with possessive pronouns.

- That phone belongs to me. It’s mine.
  1 Those are her socks. They’re _______.
  2 Sam and I live in that house. It’s _______.
  3 This tennis racket belongs to him. It’s _______.
  4 Harry and Jim share that room. It’s _______.
  5 Do those shoes belong to your brother? Are they _______?
  6 This is our computer. It’s _______.
  7 You didn’t buy these pens. They aren’t _______.
  8 This watch belongs to my sister. It’s _______.

Unit 5 25
5.2 What do they want to eat and drink? 
Listen and write. Use the words in the box.

burger  chips  pasta  salad  sandwich  soup  coffee  cola  orange juice  water

Mr Finch: ____________________________
Mrs Finch: sandwich, ______________________
their daughter: __________________________
their son: ______________________________

7 Circle the correct word.

is this coat your / yours?
1 Do you know her / hers grandparents?
2 Their town is cool. Our / Ours is boring.
3 I can’t remember their / theirs names.
4 Please come to my / mine house tomorrow.
5 I’ve got my bag. Where’s your / yours?
6 Look at that dog. Its / His ears are huge!
7 ‘Is this for Milly?’ ‘Yes, it’s her / hers.’
8 Our / Ours teachers are good. What about yours?

8 Compare yourself with your partner.
Use the words in the box.

bag  pen  socks  shoes  hair

My bag is brown. Yours is blue.
My hair is brown. Yours is brown too.

9 Write sentences about you and your partner.
My bag is brown. Max’s bag is blue.
My hair is brown. Vicky’s hair is brown too.

10 Imagine you are Mandy. Look at the picture on the right and say a false sentence using a word from the box. Your partner says the correct sentence.

bag  hair  jacket  shoes  trousers  T-shirt

His jacket is white. Hers is brown.
No. His jacket is black. Hers is white.
Their shoes are black. Mine are white.
No. Their shoes are white. Yours are brown.
1 Choose the correct letter A, B or C to complete the sentences.

1 I'd like ___ cheese, please.
   A much (B) some (C) a
2 I can't find ___ coat.
   A me (B) my (C) mine
3 We need a few ___.
   A strawberries (B) bread (C) information
4 Ronny wants to become ___.
   A footballer (B) a footballer (C) the footballer
5 Did you enjoy ___ film yesterday?
   A this (B) that (C) these

6 She's very shy. She doesn't talk to ___.
   A anyone (B) no one (C) everyone
7 We can't play football. There ___ people.
   A are enough (B) aren't enough (C) is too much
8 Your T-shirt is nice, but ___ looks horrible.
   A her (B) my (C) his
9 There's lots of ___ in the kitchen.
   A people (B) fruit (C) cupboards
10 Wool comes from ___.
   A sheep (B) sheeps (C) the sheep

2 Choose the correct letter A, B or C to answer each question.

Do you eat fish? ___
   A Yes. I eat everyone.
   B Yes. I eat everything.
   C Yes. I eat everywhere.

1 Do you know Fred's sister? ___
   A Yes. She's very nice.
   B No. What's his name?
   C No. I don't know him.

2 Have you got any milk? ___
   A No. I haven't got some.
   B Yes. I've got a lot of.
   C Yes. I've got a little.

3 Is that your mum's car? ___
   A No. It's my dads' car.
   B No. It isn't hers.
   C Yes. It's his.

4 Can I have a sandwich? ___
   A No. I'm sorry. There's too much bread.
   B No. I'm sorry. There's enough bread.
   C No. I'm sorry. There isn't enough bread.

5 Did you see anyone at the park? ___
   A No. I didn't see no one.
   B Yes. I saw one people.
   C Yes. I saw a few children.

3 What does Ed say to Theo? Match a letter (A–H) to 1–5. You don't need to use all the letters.

Theo Are you OK?
Ed   ___
Theo What is it?
Ed   1 ___
Theo Would you like to borrow mine?
Ed   2 ___
Theo I don't think he's got his boots at school.
Ed   3 ___
Theo You could ask Peter or Ben.
Ed   4 ___
Theo OK. When do you need them?
Ed   5 ___
Theo There isn't enough time!

A Your feet are too big. But I think your brother's boots are the right size.
B I don't know them very well. Can you ask them?
C No. I've got a problem.
D Tomorrow morning.
E I can't find my football boots.
F The lesson starts in ten minutes!
G I haven't got your boots.
H Oh. Has anyone else got football boots?
4 Read the text below and choose the correct letter A, B or C for each space.

Life on Mars?

A people worry that the Earth may not survive forever and humans will have to go 1____ else.

But is life possible anywhere else? People sometimes talk about Mars, one of the nearest planets to Earth. There are, however, 2____ problems with Mars. First of all, 3____ at least 34 million miles from Earth to Mars and it takes eight months to get there. Secondly, there is 4____ oxygen and there’s too much carbon dioxide. 5____ can survive on Mars without special equipment.

The biggest problem, however, is water. There isn’t 6____ water on Mars. Without 7____, life isn’t possible.

People 8____ about life on Mars but it probably won’t happen.

5 Read the sentences. Complete the second sentence so that it means the same as the first. Use one word.

- This is my pen and that is her pen.
  - This is my pen and that is 9____.

1 There isn’t anything on the table.
  - There’s 10____ on the table.

2 My brother is annoying but yours is nice.
  - My brother is annoying, but 11____ brother is nice.

3 There aren’t many clouds in the sky.
  - There are 12____ clouds in the sky.

4 I haven’t got many eggs, so I can’t make a cake.
  - I haven’t got 13____ eggs for a cake.

5 Do you want the red dress or the blue dress?
  - Do you want the red dress or the blue 14____?

6 Kim doesn’t like the shoes over there.
  - Kim doesn’t like 15____ shoes.

7 Henry has got a new teacher. He’s very young. 16____ new teacher is very young.

8 These books belong to us.
  - These are 17____.

6 Complete the text. Write one word in each space.

Alice is fifteen years old. She shares a bedroom with 18____ sister, Isabel. She is thirteen.

It’s difficult to share a room. There 19____ enough space for everything. We’ve got a lot 20____ clothes, but 21____ is only one wardrobe. My mum says we’ve got too 22____ clothes but girls need clothes!

23____ sister loves reading, so there are 24____ of books in the room. She keeps 25____ on a big shelf on the wall. I prefer listening to music, so I’ve only got a 26____ books.

We both play 27____ clarinet, so there are two clarinets in the room. 28____ one over there is Isabel’s; and this 29____ is mine.

7 Write a short description of your room. Answer the questions.

- What have you got in your room?
- Is your room big enough?
- Do you share your room?
Listening

8 R1.1 Listen. Choose the correct picture A, B or C.

1 A  
B  
C  

9 R1.2 You will hear Toby and his mum preparing a picnic. Choose the correct answer A, B or C.

Toby has a cheese and mayonnaise sandwich.
A True  
B False  
C We don’t know

1 Someone has a chicken and tomato sandwich.
A True  
B False  
C We don’t know

2 They’ve got a lot of tomatoes.
A True  
B False  
C We don’t know

3 There isn’t much chicken.
A True  
B False  
C We don’t know

4 Everyone has mayonnaise.
A True  
B False  
C We don’t know

5 There isn’t enough mayonnaise for Toby’s sister.
A True  
B False  
C We don’t know

Speaking

10 Look at the picture. Describe everything in it. Use the words in the box.
a/an enough a few a little a lot of many much some someone too it

There are a lot of sandwiches.
Present simple

We use the present simple to talk about things that are always true.
Water boils at 100 degrees.
Nurses help sick people in hospital.

We use the present simple to talk about things that are permanent or regular.
Robert lives in France.
I normally go to classes at the university.

We use words and phrases like often, normally, sometimes, every day with the present simple.
Mary normally has breakfast at seven.
I always drive to work.

We use the present simple when we talk about opinions and thoughts, using verbs like hate, know, like, love, need, prefer, remember, think, understand, want.
I like this song.
We don't know the answer.

We use the present simple of think when we talk about opinions.
He thinks the film was boring.

We can also use the present continuous to talk about the future. See Unit 12.

Present continuous

We use the present continuous to talk about things that are in progress now.
The water is boiling. ~ I'll make some tea.
I'm sorry. I can't talk at the moment. I'm helping my mum in the kitchen.

We use the present continuous to talk about temporary things that are in progress around now.
Sarah is working in Scotland this week, but she will be here again next week.
This week, I'm revising for an exam.

We use time expressions like now, at the moment, this week, today with the present continuous.
We're having dinner at the moment.
Why are you walking to school today?

We don't normally use the present continuous with verbs of opinion or thought.
I'm liking this song.
We aren't knowing the answer.

We use the present continuous of think when we describe an action.
Please be quiet. I'm thinking.
1 Write the present simple he/she/it form of these verbs.
- carry carries
- cost costs
- clean cleans
- dance dances
- eat eats
- fry fries
- go goes
- have has

2 Listen to the final sounds in the present simple verbs from exercise 1. What do you hear? Write the verb form in the correct column.

<table>
<thead>
<tr>
<th>+/z/</th>
<th>+/s/</th>
<th>+/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>carries</td>
<td>costs</td>
<td>dances</td>
</tr>
</tbody>
</table>

3 Complete the text with the present simple form of the verbs in brackets. Then listen and check your answers.

Daisy Do 1 you share a bedroom?
Anna Yes, I do. I share with my sister.

Daisy 2 you mind sharing?
Anna There's one big problem. We don't go to the same school. So my sister gets up at half past six and catches a bus at quarter past seven. That wakes me up, but I don't get up until half past seven. I walk to school and it only takes ten minutes.

Daisy Are there any other problems?
Anna Well, my sister not tidy the room. She leaves her clothes on the floor. That makes me angry.

Daisy She does anything else annoying?
Anna She sometimes watches loud music videos on her laptop. I don't like that.

Daisy You do anything annoying?
Anna Me? No. I'm perfect.

4 Rewrite each present simple sentence as affirmative (✔), negative (✗) or question (?)

My dad repairs old cars.
- My dad doesn't repair old cars.

Do your parents speak English?
- Yes, they do.

Sarah studies geography.
- Does Sarah study geography?

Richard lives in London.
- Richard doesn't live in London.

Mr Baker doesn't watch the news on TV.
- Yes, he does.

Those children don't do enough homework.
- Do those children do enough homework?

My brother drinks fruit juice at breakfast.
- Does your brother drink fruit juice at breakfast?

5 Complete the sentences with the correct form of the verbs in brackets.

Do you like this food? (you/like)
1 I don't know that person's name.
2 You prefer tea or coffee? (you/prefer)
3 She hates cold weather. (she/hate)
4 He understands the question. (he/not understand)
5 He's funny? (you/think)
6 We don't need anything else. Thank you. (we/not need)
7 I love this chocolate cake. (I/love)
8 You remember the address? (you/remember)
9 She wants some new shoes. (she/want)
10 He likes that book? (he/like)
Work in groups. Read the information in the table and make sentences about the animals. Use the verbs in the box. Check your answers on page 168.

<table>
<thead>
<tr>
<th>Place</th>
<th>Africa, Asia, Australia, Antarctica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>35kg, 55kg, 170kg, 250kg</td>
</tr>
<tr>
<td>Food</td>
<td>meat, grass, plants, fish</td>
</tr>
<tr>
<td>Age</td>
<td>8 years, 15 years, 20 years, 40 years</td>
</tr>
</tbody>
</table>

Gorillas come from Asia.

No. They don’t come from Asia. They come from Africa.

Correct the mistakes in each sentence.

1. Where are you go?
   
2. The bus isn’t stopping!
   
3. She doesn’t wearing a coat.
   
4. Sam driving to Manchester today.
   
5. What they are talking about?
   
6. Vicky is write an email.
   
7. Is it snowing outside?
   
8. He’s eating an ice cream.

Correct the mistakes in each sentence.

She aren’t waiting.
   
1. Where are you go?
   
2. The bus isn’t stopping!
   
3. She doesn’t wearing a coat.
   
4. Sam driving to Manchester today.
   
5. What they are talking about?
   
6. Vicky is write an email.
   
7. Is it snowing outside?
   
8. He’s eating an ice cream.

Correct the mistakes in each sentence.

1. Where are you go?

2. The bus isn’t stopping!

3. She doesn’t wearing a coat.

4. Sam driving to Manchester today.

5. What they are talking about?

6. Vicky is write an email.

7. Is it snowing outside?

8. He’s eating an ice cream.

Correct the mistakes in each sentence.

She aren’t waiting.

1. Where are you go?

2. The bus isn’t stopping!

3. She doesn’t wearing a coat.

4. Sam driving to Manchester today.

5. What they are talking about?

6. Vicky is write an email.

7. Is it snowing outside?

8. He’s eating an ice cream.

6.3 Complete the text with the present continuous form of the verb in brackets.

Listen and check.

Peter: Hi, Jack. It's Peter.

Jack: Hey. Where are you?

Peter: I’m sitting (sit) on a train with my family.

Jack: Where 1 (you/go)?

Peter: We 2 (travel) to Scotland to visit my cousins.

Jack: That sounds exciting.

Peter: Actually, I 3 (not/enjoy) the journey. The air-conditioning 4 (not/work), so it's really hot in here at the moment.

Jack: So what are you doing? 5 (you/play) games on your phone?

Peter: No, I'm not. I 6 (revise) for the maths test.

Jack: Bad luck. So what 7 (everyone else/do)?

Peter: My sister 8 (listen) to music and my parents 9 (read). Actually, no, they 10 (not read) now; they 11 (sleep).

Jack: I've got to go now. Enjoy Scotland. I hope the sun shines.

Peter: Thanks, but right now, I 12 (look) forward to some cold weather!
Circle the correct option.

1 It's raining every day / at the moment.
2 I normally / Today I take the bus to school.
3 She's often / This week she's visiting friends in London.
4 They always / Today they do their homework together.
5 He's studying engineering every year / this year.
6 Are you having dinner on Mondays / now?
7 The train is never arriving / arriving right now.
8 I get up late at the weekend / this week.
9 What are you normally doing / doing at the moment?
10 On Saturdays / Today I work in a shop.

Complete the sentences with the correct verb form.

'What are you watching____?' That new DVD. It's great.'(you/watch)
1 Mary _____________ to yoga classes on Monday evenings. (go)
2 _____________? 'No. Let's play tennis.' (it/rain)
3 Elephants _____________ for 50 or 60 years. (live)
4 'Can I speak to Jack, please?' I'm sorry. _____________ with his grandparents.
   He will be back tomorrow.' (He/stay)
5 'Are you OK?' 'No, I'm not. _____________ a very bad day.' (I/have)
6 'How often _____________ her room?' 'Every week.'(she/tidy)
7 Lucy's a vegetarian. _____________ meat. (she/not eat)
8 'Why _____________ the bus?' 'My bike's got a puncture.'(you/take)
9 This is very funny but nobody _____________.(laugh)
10 _____________ glasses?' 'Yes. When I watch TV.'(you/wear)
Complete the dialogue with the correct form of the verbs. Use the present simple or present continuous.

Kate ♦️ Do you ✗️ remember (remember) my friend, Maria?

Polly ♦️ Yes. She ✗️ live (live) in Spain, doesn’t she?

Kate ♦️ Normally, but at the moment she ✗️ live (live) in China.

Polly ♦️ Why is she in China?

Kate ♦️ Her parents ✗️ spend (spend) a year there. They ✗️ teach (teach) at a university.

Polly ♦️ At first it was difficult but now she ✗️ enjoy (enjoy) it. She ✗️ say (say) it’s very different from Europe.

Polly ♦️ ✗️ learn (learn) Chinese?

Kate ♦️ Yes. She ✗️ go (go) to Chinese classes every day after school. She ✗️ understand (understand) a lot, but speaking is more difficult. In fact, she ✗️ think (think) about studying Chinese at university, when she goes back to Spain.

Polly ♦️ What about the food? ✗️ like (like) it?

Kate ♦️ Yes, she ✗️ love (love) it. Spanish people like seafood and ✗️ think (think) Chinese people eat a lot of seafood too.

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

Katy Dixon is a famous scientist. She works at a university in London. She is a volcanologist. That means that she ✗️ study (study) the science of volcanoes. She ✗️ spend (spend) most of the time at the university. She ✗️ do (do) experiments in a laboratory, and she also ✗️ teach (teach) students. But sometimes she ✗️ travel (travel) to interesting places in the world and ✗️ explore (explore) real volcanoes.

This week, Katy ✗️ visit (visit) South America. She ✗️ make (make) a programme for television. Today they ✗️ film (film) an ‘active’ volcano. Active volcanoes sometimes ✗️ erupt (erupt), so she has to be careful. At the moment, Katy ✗️ sit (sit) at the top of the volcano and ✗️ talk (talk) about lava. She ✗️ have (have) a fantastic time. She ✗️ think (think) it is the best job in the world!

Write a short personal profile. Describe your routine. Then imagine you are on holiday this week. Write about your activities.

I normally get up at seven o’clock. I have ...

This week, I’m visiting ...

Self-evaluation  Rate your progress.

😊😊😊😊😊
Past simple: regular verbs

We use the past simple to talk about actions that finished in the past.
I started school in 2010.
We didn’t play football on Sunday.
‘Did Molly phone yesterday?’ ‘Yes, she did.’
What did you watch on TV?

Spelling rules: regular verbs

Most verbs: + -ed
ask → asked start → started
Verbs ending in -e: + -d
live → lived hate → hated
Verbs ending in vowel + -y: + -ed
stay → stayed enjoy → enjoyed
Verbs ending in consonant + -y: → -ied
carry → carried study → studied
Verbs ending in one vowel + one consonant:
double the consonant
plan → planned prefer → preferred

We don’t double the consonant when stress is not on the last syllable.
listen → listened

We don’t double the consonant when it is -w, -x or -y.
relax → relaxed snow → snowed

Pronunciation: -ed

The -ed ending has three different pronunciations.

/ɪd/ after /d/, /t/: started, ended, invited
/t/ after /f/, /k/, /l/, /s/, /z/, /tʃ/: laughed, asked, watched
/d/ after other sounds: played, called, used

1 Write the past simple form of the verbs.

   1 ask agreed
   2 close
   3 cry
   4 dance
   5 discover
   6 enjoy
   7 hate
   8 miss
   9 need
   10 plan
   11 rain
   12 stop
   13 study
   14 try

2 7.1 Listen to the final sound in the past simple verbs from exercise 1. What do you hear? Write the words in the correct place.

<table>
<thead>
<tr>
<th></th>
<th>/ɪd/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>asked</td>
</tr>
<tr>
<td>agreed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 7 35
3 Complete the sentences with the correct past simple form of the verb in brackets.

> It **didn’t rain** on Sunday. (not rain)
> 1 Cathy **cried** after the exam. (cry)
> 2 **Did** you **invite** Tim to the concert? (invite)
> 3 My parents **studied** English at school. (not study)
> 4 The train **stopped** suddenly. (stop)
> 5 **Have** your grandparents **visited** you at the weekend? (visit)
> 6 I **used** Tom’s phone to call my mum. (use)
> 7 Katie **opened** the door for her teacher. (open)
> 8 What **cooked** your mum **last night**? (cook)
> 9 Harry **waited** for me at the bus stop. (wait)
> 10 I really **enjoyed** that meal. (enjoy)

4 Work in pairs. Ask your partner questions about yesterday and complete the table. Write a tick ✓ or a cross ✗.

<table>
<thead>
<tr>
<th>play sport ✓</th>
<th>tidy your room</th>
<th>use a computer ✓</th>
<th>walk to school</th>
<th>get maths homework</th>
<th>eat chocolate</th>
</tr>
</thead>
</table>

Did you use a computer yesterday?

Yes, I did.

5 Write two true sentences and two false sentences about your partner in exercise 4. Work with a new partner. Ask them to guess the false sentences.

Jane didn’t use a computer yesterday.

That’s false. I think Jane used a computer yesterday.

6 Circle the correct option.

> The weather is good today, but yesterday it **was/wasn’t/weren’t** terrible.

1 I **was/wasn’t/weren’t** at school on Monday because I was ill.
2 William Shakespeare **was/were/weren’t** a famous writer.
3 They **was/wasn’t/weren’t** on the bus; they were on the train.
4 We enjoyed the meal. We **was/were/weren’t** very hungry!
5 There **was/wasn’t/weren’t** any milk in the fridge. It was empty.
6 You **was/were/wasn’t** tired yesterday. Are you OK today?
7 I didn’t have an omelette. There **was/wasn’t/weren’t** any eggs in the cupboard.
8 Mike was happy because the exam **was/wasn’t/weren’t** very difficult.
9 Those people **were/wasn’t/weren’t** students; they were teachers!
10 The school **was/wasn’t/were** very noisy at two o’clock but now it’s very quiet.

Past simple: be

We use the past simple of be to talk about situations that finished in the past.

> **He was** a footballer.
> **His parents were** very angry.
> The exam **wasn’t** difficult.
> ‘**Were** you at school yesterday?’ ‘No, I wasn’t.’
> **Where was** James last week?
> **There was** a lot of traffic in the street.
7 Write the words in the correct order to make questions. Then listen and check.

- your parents / were / angry
  were your parents angry?
- yesterday / Jo / where / was
  where was Jo yesterday?
- good / the film / was
  the film was good?
- was / his name / what
  what was his name?
- late / the bus / was
  the bus was late?
- clean / were / their shoes
  their shoes were clean?
- the exam / was / when
  when was the exam?
- grandfather / an engineer / your / was
  your grandfather was an engineer?
- your / were / where / trainers
  were your trainers?
- any tourists / there / in the museum / were
  were any tourists in the museum?
- you / were / why / tired
  why were you tired?
- snow / any / there / was / in the mountains
  was there any snow in the mountains?

8 Work in pairs. Student B: turn to page 170.
Student A: ask Student B questions and complete text A. Then look at text B and answer Student B’s questions.

A Sam and Jack weren’t at school yesterday. They ______ at home. They ______ ill. Sam ______ tired and he ______ in bed. Jack ______ in bed. He ______ on the sofa. They ______ bored. There ______ a lot to do.

Were Sam and Jack at school yesterday?

No, they weren’t.

B Saturday was a nice day. It was very hot. Lucy and Sara weren’t at the beach. They were at the shops. Lucy was happy, because the shops weren’t busy. Sara wasn’t happy. She was bored and hungry but there wasn’t a good café.

Was Saturday a nice day?

Yes, it was.

9 Complete the crossword with the irregular past simple forms.

<table>
<thead>
<tr>
<th>Across</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 have</td>
</tr>
<tr>
<td>11 forget</td>
</tr>
<tr>
<td>13 read</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 get</td>
</tr>
<tr>
<td>2 become</td>
</tr>
<tr>
<td>3 spend</td>
</tr>
<tr>
<td>4 come</td>
</tr>
<tr>
<td>5 go</td>
</tr>
<tr>
<td>6 take</td>
</tr>
<tr>
<td>7 break</td>
</tr>
<tr>
<td>8 make</td>
</tr>
<tr>
<td>9 find</td>
</tr>
<tr>
<td>12 leave</td>
</tr>
</tbody>
</table>
10 Circle the correct option.
- Richard **didn’t play** / don’t played football yesterday.
- 1 Emma **went** / goed to Australia.
- 2 Did you **broke** / break my computer?
- 3 Sarah **didn’t send** / didn’t send me a postcard.
- 4 My team won / win the competition last year.
- 5 When did Libby’s grandfather **die** / died?
- 6 Suzy **not see** / didn’t see the cyclist.
- 7 Leo **drunk** / drank a litre of water after the match.
- 8 What time did you **wake** / do you woke up?
- 9 We **hadn’t** / didn’t have a good day at school.
- 10 Did you / Did you do the maths homework yesterday?

11 Complete the first part of Harry’s story with the past simple forms of the verb in brackets.

- Everything **went** (go) wrong yesterday.
- I **got** (get) up late, because my brother **didn’t** (not get) the alarm clock. I **had** (have) a shower but the water **was** (be) cold. I **left** (leave) the house at 8.30, so of course I **missed** (miss) the bus. I **walked** (walk) to school. It **took** (take) me 30 minutes, and I **arrived** (not arrive) on time. My teacher was angry and I **was given** (give) me a detention.

In the morning, we **had** (have) a listening test in French. I **didn’t understand** (not understand) anything and I **was given** (get) all the answers wrong.

12 Complete the end of Harry’s story with the past simple forms of the verbs in the box. Listen and check.

- be not come feel get have not enjoy make rain stay wait walk

In the afternoon, we **had** a PE lesson, but it **was** (be) and I **was** (not be) very wet. Normally I love PE but I **didn’t like** (like) it yesterday.

I **stayed** (stay) at school for an extra hour because of my detention. Then I **waited** (wait) at the bus stop for the bus but it **wasn’t there** (not be). I **came home** (not come) home.

My parents **were worried** (not worry) because I was late. But my mum **prepared** (not prepare) a nice dinner. I **ate** (eat) much better after that.

13 Work in pairs. Look at the pictures of Katya’s day. Ask and answer questions about Katya.

**What time did Katy wake up?**

She woke up at 9 o’clock.

1 how / wake up
2 what / travel to the shops
3 who / meet
4 what / buy
5 when / eat at the cafe

14 Now listen to Katya’s description of her day and look again at the pictures in exercise 13. Are the pictures true or false? Write sentences.

- The picture is **false**.

- She didn’t wake up at eight o’clock.

1 The picture is ______.
2 The picture is ______.
3 The picture is ______.
4 The picture is ______.
5 The picture is ______.
Time expressions

We often use time expressions to say when something happened. We use them with the past simple when we talk about an action or situation which is finished.

- in: I started school in 2010.
- last: They moved house last year.
- yesterday: I finished the book yesterday.
- on: They arrived in Mumbai on 24 January.
- ago: She broke her arm three weeks ago.

We put the time before ago, not after it.

I went to China two years ago.
I went to China ago two years.

15 Tick (✓) the correct word to complete the expressions.

| _____ week | ago ☐ in ☐ last ☑ | on ☐ |
| 1 18 July | ago ☐ in ☐ last ☑ | on ☐ |
| 2 two years _____ | ago ☐ in ☐ last ☑ | on ☐ |
| 3 _____ year | ago ☐ in ☐ last ☑ | on ☐ |
| 4 six weeks _____ | ago ☐ in ☐ last ☑ | on ☐ |
| 5 _____ 11 November | ago ☐ in ☐ last ☑ | on ☐ |
| 6 _____ 2010 | ago ☐ in ☐ last ☑ | on ☐ |
| 7 four days _____ | ago ☐ in ☐ last ☑ | on ☐ |

16 7.5 Listen to Fred talking about important events in his life. Match the events 1–7 to the time expressions a–h.

- was born ☐
- a five years ago
- started primary school ☐
- b in 2006
- learnt to read ☐
- c three years ago
- first went to the cinema ☐
- d in 2007
- started language lessons ☐
- e last year
- started secondary school ☐
- f in 2005
- meet his best friend ☐
- g on 7 May, 2000
- got a mobile phone ☐
- h in 2012

17 Write about yourself and the events in exercise 16. Use time expressions.

I was born on ...
I started primary school in ...

18 Read the text. Rewrite the phrases in bold in a different way. Use the words in the box and last or ago.

month one-hour six months three years two days week year

It is 2 o'clock on 13 July 2005. I arrived home in London at one o'clock, after my rescue from a desert island.

1 In 2002 I left home in a boat, to sail around the world. But bad weather destroyed my boat and I had to swim to an empty island.

I didn't see anyone for two years. Then 2 In 2004, I saw a boat. I waved but the people didn't see me.

3 In January 2005, I became very ill and nearly died. But then 4 on 18 June 2005, I saw a plane. It was flying very low. I waved and the pilot saw me!

5 On 7 July, a boat arrived at the island and we sailed to a big island with an airport. 6 On 11 July, I took a plane back to London.

one hour ago ☐ 4
1 5
2 6
3
Complete with the past simple forms of the verbs in brackets. Then listen and check.

Ben: Did you have _______ (you/have) a good weekend?

Jack: No. Not really.

Ben: Why not?

Jack: Well, _______ (Robert and I) decide to go cycling. But _______ (we/get) lost.

Ben: How _______ (that/happen)?

Jack: Well, _______ (we/not/have) a map. _______ (Robert/forget) to bring it. And then it started to rain.

Ben: _______ (you/get) really wet?

Jack: Yes, especially Robert. _______ (he/not/have) a coat. But that wasn’t the worst thing. The chain on my bicycle _______ (break).

Ben: Oh no.

Jack: _______ (we/not/know) what to do. My _______ (phone/not/work) because we couldn’t get a signal. We looked for a car, but _______ (there/not/be) any cars on the road.

Ben: So what _______ (you/do)?

Jack: _______ (we/walk) for an hour. In the end, _______ (we/come) to a village and phoned my dad. _______ (he/drive) to meet us in the car. _______ (he/not/be) happy!

Look at the questions in exercise 19. Use words from the table to write more past simple questions about a bad day.

<table>
<thead>
<tr>
<th>When ... Who ...</th>
<th>What ... Where ...</th>
<th>How ... Why ...</th>
<th>happen</th>
<th>see</th>
<th>go</th>
<th>do</th>
<th>meet</th>
<th>decide</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were ...</td>
<td>Was ...</td>
<td></td>
<td>afraid</td>
<td>nervous</td>
<td>alone</td>
<td>late</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When did it happen? Why did you decide that?
8 Past continuous
I can use the past continuous tense to describe past events and actions.

Past continuous

We use the past continuous to talk about an event that was in progress at a particular time in the past. We often use it with a time expression (e.g. at six o’clock, yesterday morning, last night).

We were having dinner at eight o’clock.

PAST
7.00 p.m.

NOW
8.00 p.m.

9.00 p.m.

We can use the past continuous to say what different people were doing at the same time.
In 2009 Max was studying in Edinburgh, his sister was working in Manchester and his parents were living in London.

We often use the past continuous to describe the situation at the start of a story.
It was Friday night and it was raining hard. Most people were walking fast to escape the rain, but Carla was standing at the bus stop. She wasn’t wearing a coat and she was getting very wet. Suddenly, a car drove past very quickly and splashed her with water.

*1 Circle the correct option.

Was / Were you watching TV at seven o’clock?

1 They weren’t talk / weren’t talking about you.
2 I was / were listening to some great music this morning.
3 ‘I wasn’t making a lot of noise’.
   ‘Yes, you was / were.’
4 Where was she / she was going yesterday evening?
5 It was very sunny but they didn’t / weren’t wearing sunglasses.
6 It was / were snowing and children was / were playing in the street.
7 This time last year we were sitting / sitting on the beach in Australia.
8 My brothers are / were arguing all day yesterday.
9 Who was / were your mum talking to on the phone?
10 John wasn’t working / not working very hard.

*2 8.1 Listen. What were they doing when the earthquake happened? Complete the table with the phrases below. Then complete the sentences.

do homework dream about the sea
have breakfast listen to radio play basketball
sit at desk sleep talk walk to school win

<table>
<thead>
<tr>
<th>Daisy</th>
<th>have breakfast,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td></td>
</tr>
<tr>
<td>Kim and May</td>
<td></td>
</tr>
<tr>
<td>Helen</td>
<td></td>
</tr>
<tr>
<td>Ben and Alex</td>
<td></td>
</tr>
</tbody>
</table>

1 Daisy was having breakfast and she ________________________.
2 Fred _____________________ and he ________________________.
3 Kim and May ___________________ and they ____________________.
4 Helen _____________________ and she ________________________.
5 Ben and Alex ___________________ and they ____________________.
3 Look at the pictures and write questions and sentences using the past continuous.

a
![Image]

b
![Image]

c
![Image]

d
![Image]

- Jim/watch TV/six o'clock.
- Jim wasn't watching TV at six o'clock.

1 Jim and Michael/have breakfast/six o'clock

2 Jim/swim/seven o'clock

3 Michael/listen to music/seven o'clock

4 Jim and Michael/have breakfast/seven o'clock

5 Michael/do homework/four o'clock

6 Jim and Michael/swim/four o'clock

7 Jim and Michael/do homework/nine o'clock?
   ________, they ________.

8 Michael/play video games/nine o'clock

9 Jim/lie on the sofa/nine o'clock

10 Michael/watch TV/nine o'clock
    ________?, he ________.

4 GAME Work in pairs to guess your partner's actions. Student A: go to page 168. Student B: go to page 170.

I think you were cleaning your room. I wasn't cleaning my room. I was eating an ice cream.

5 Work in pairs. Look at the example. Ask questions to complete the table.

What were you doing at 7 o'clock today?

I was cleaning my teeth.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 a.m. today</td>
<td>Ana was cleaning her teeth.</td>
</tr>
<tr>
<td>9 p.m. yesterday</td>
<td></td>
</tr>
<tr>
<td>4 p.m. yesterday</td>
<td></td>
</tr>
<tr>
<td>11 a.m. yesterday</td>
<td></td>
</tr>
<tr>
<td>2 p.m. last Saturday</td>
<td></td>
</tr>
<tr>
<td>11 p.m. last Saturday</td>
<td></td>
</tr>
</tbody>
</table>
Past continuous or past simple?

We use the **past simple** to talk about an event that finished at a point in the past. We often use it to talk about a sequence of events.

*She got up, had breakfast and went to work.*

In the morning, Robert *went* shopping in town. Then *he met* his friends at the park and they *played* football. After that, *he went* home and *did* his homework.

We use the **past continuous** to talk about an event that was in progress at a time in the past, or when another event happened.

*‘I called you at 7 o’clock. Where were you?’ ‘I was playing basketball.’*

*She was having breakfast when her friend arrived.*

We can use the past simple and past continuous in the same sentence. We often use *when* and *while* in these sentences.

*He was walking to school when it started to rain.*

Whilst *he was walking to school*, it *started* to rain.

We can use *when* or *while* with the past continuous. We cannot use *while* with the past simple.

*I saw Ben when/while I was waiting for the bus.*

*I was waiting for the bus when I saw Ben.*

There are some verbs that we don’t normally use in the continuous form: e.g., hear, know, like, love, understand, see, want. See also Unit 6, page 31.

*I wasn’t understanding the homework.*

*I didn’t understand the homework.*

---

8.2 Circle the correct option. Then listen and check your answers.

- What did you do / *were you doing* at half past seven?
  1. It *rained* / was *raining* when I left home.
  2. Jill got up and *had* / was *having* breakfast.
  3. My racket *broke* / was *breaking* when I was playing tennis.
  4. Where *were you going* / did you *go* when I saw your car yesterday?
  5. They *wanted* / were *wanting* to go out last night.
  6. They *did* / were *doing* their homework and then they went shopping.
  7. *Did she like* / *Was she liking* your new shoes?
  8. ‘Where were you yesterday afternoon?’
    - ‘I *visited* / was *visiting* my grandparents.’
  9. The film *finished* / was *finishing* at four o’clock.
  10. Mary *didn’t know* / *wasn’t knowing* the answer when the teacher asked her the question.

8.3 Listen to Mary talking about her cousins’ visit. Complete sentences 1–3 and then 4–7.

When her cousins arrived, …

- **Mary** was doing her homework.

1. her dad ___________
2. her mum ___________
3. her brother ___________

The house was a mess, so …

4. her aunt ___________
5. her uncle ___________
6. Mary ___________ and ___________ while
7. her cousins ___________.
**9** **GAME**

Play in pairs. Student A: say a past continuous sentence. Student B: add a ‘when’ clause. Use the verbs below.

- clean
- make
- play
- read
- walk
- watch
- arrive
- break
- hear
- fall
- over
- find
- phone

I was cleaning the cupboard when ...

... the door broke.

She was reading a newspaper when ...

... her teacher arrived.

**10** Complete the text with the past simple or past continuous form of the verbs in brackets.

We **were sitting** (sit) in the back of a big jeep. No one **talk** (talk). All of us **look** (look) intently through the windows of the car. Outside the African sun **shine** (shine), hot and bright, but nothing **move** (move).

Then suddenly, we **see** (see) it – an elephant. It **appear** (appear) from a small group of trees and **start** (start) to walk slowly towards the jeep. While it **come** (come) towards us, I **get** (get) my camera and **take** (take) some photos.

The elephant **continue** (continue) in our direction. It was huge, much bigger than you **can** (can) imagine.

Someone asked the guide, ‘Is this dangerous?’ Will the elephant stop? The guide **not say** (not say) anything. He switched off the car engine and **give** (give) a signal to be silent.

Now some of us were getting nervous. My hands **shake** (shake) and my heart **beat** (beat) very fast.

The elephant **stop** (stop). It looked at the jeep for a long time. Then it simply **turn** (turn) around and **walk** (walk) back into the trees.

Everyone breathed again. It was amazing!

**11** Look at the information about Alex and his brother Richard. Write sentences using the past simple and past continuous.

**Alex**

- August 1999 becomes a footballer
- 1999–2002 plays professional football
- June 2002 breaks his leg and gives up football
- January 2005 starts to learn Chinese
- 2006–2009 studies Chinese at university
- August 2008 goes to the Beijing Olympics
- 2009–2011 works as a football coach in China

**Richard**

- 1998–2000 studies at school
- October 2000 visits South America
- 2001–2004 studies Spanish at university
- 2005–2007 works for a company in England
- May 2006 finds a job in Mexico
- 2006–2011 lives in Mexico
- July 2010 gets married

**August 1999:** Alex became a footballer while Richard was studying at school.

**October 2000:**

**June 2002:**

**January 2005:**

**May 2006:**

**August 2008:**

**July 2010:**
Present perfect

We use the present perfect to talk about events that happened in the past but we don’t know when.
I’ve lost my phone. (= I lost it. I don’t know when.)
He’s visited Turkey and Russia. (= He visited both countries in the past. We don’t know when.)

We often use the present perfect when a past event has some connection to now.
Someone has broken the chair. (= Here is the chair. We can see it is broken. We don’t know when it happened.)
Sorry! I haven’t found your purse. (= I am still looking for it now)

We don’t use a finished time expression, like yesterday or last year with the present perfect, because it isn’t important or we don’t know when an event happened.
I’ve read that book.
I’ve read that book last year.

We can, however, use unfinished time expressions, for example, ever, never, today, once, twice.
Note that ever and never go before the past participle.
I’ve never worked as a waiter.
‘Have you ever sailed a boat?’ ‘No, I haven’t.’
He’s seen that film twice.
You’ve eaten a lot of chocolate today.
This is the first time I’ve ever played chess.

We can use gone to and been to in present perfect sentences. They have different meanings.
She’s gone to China. (= She went to China and she’s still there now.)
She’s been to China. (= She went to China but she isn’t there now.)

1 Circle the correct option.

Peter have / has been to Egypt.
1 We haven’t / hasn’t seen your bag.
2 I’ve / I given them some food.
3 Have / Has you ever tried this?
4 You aren’t / haven’t cleaned your teeth.
5 Have / Has the children done their homework?
6 Anna has watch / watched that film twice.
7 ‘Have you had dinner?’ ‘No, we haven’t / hasn’t.’
8 Have you read / read you those emails?

2 Write the past participles of the irregular verbs.
Check your answers on page 176.

break broken 8 run
1 buy
2 do
3 eat
4 fall
5 have
6 make
7 read
9 see
10 send
11 speak
12 spend
13 tell
14 win
15 write
Complete the sentences with the present perfect form of the verbs in brackets.

1. Have you done _______ the washing-up? (you/do)
2. _______ all the museums in the town. (we/visit)
3. _______ his bedroom. (he/not tidy)
4. _______ her new computer? (Helen/use)
5. _______ Fred today? (anyone/see)
6. _______ all her songs. (I/buy)
7. _______ English. (my parents/not learn)
8. _______ a lorry? (he/even drive)
9. _______ fish. (I/never eat)
10. ‘What’s the matter?’ ‘I’m late and _______.’ (the bus/not arrive)

Game

Work in pairs. Take eight objects and put them on the desk. Student A doesn’t look and student B changes two items. Can student A see what has changed?

add  move  swap  take away

You’ve taken away the ruler.  No, I haven’t.
You’ve swapped the pen for a pencil.  Yes, I have.

Lucy Pemberton is a 16-year-old who has done some amazing things in her life. What has she done? Listen and write yes or no.

9.2

Yes

9.1 Read the information and listen to the examples. Then listen to the sentences and write weak or strong.

<table>
<thead>
<tr>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>have /hæv/</td>
<td>have /hæv/</td>
</tr>
<tr>
<td>has /hæz/</td>
<td>has /hæz/</td>
</tr>
</tbody>
</table>

Affirmative sentences

Sam has been to Paris.

Negative sentences

Sam hasn’t been to Rome.

Questions

Have you read this book?

Short answers

Yes, I have.

Sam has been to Paris.  weak
Sam hasn’t been to Rome.  strong
Have you read this book?  weak
Yes, I have.  strong

1. Has John bought a new watch? _______
2. Yes, he has. _______
3. I haven’t spoken to Jill today. _______
4. Your friends have made you a cake. _______
5. She hasn’t phoned me. _______
6. Yes, they have. _______
7. Have you ever met someone famous? _______
8. Look! Your brother has fallen asleep. _______
7 Write sentences about the pictures in exercise 6.

- earn any money
- do schoolwork
- do a parachute jump
- sail through a storm
- go to Australia
- win a prize

- Lucy has been to Australia.
- She ___________________________.
- She ___________________________.
- She ___________________________.
- She ___________________________.
- She ___________________________.

8 Complete the text with the present perfect forms of the verbs in the box.

appear become not buy buy never fly never learn not meet paint pay spend win

Bill Ennis is an Australian artist. He has painted a lot of pictures and _1________ a lot of prizes. Famous people around the world _2________ his pictures. As a result, he _3________ rich.

But Bill is different from most people. Although he has a lot of money, he _4________ an expensive car or a big house. In fact, he _5________ to drive and he still lives in the house that he grew up in.

So how _6________ Bill _7________ his money? He has created organizations that help people in poor countries. These organizations _8________ for hundreds of children to go to school.

But Bill _9________ these children or been to their countries. In fact, Bill has never left Australia, although his pictures _10________ in exhibitions around the world. He is scared of flying so he _11________ on a plane.

9 Find information about a famous person who is still alive. Write sentences about their achievements. Use the ideas in the box to help you.

become very rich
build a big house
buy a fast car
help people in poor countries
learn another language
make films
meet famous people
travel around the world
win prizes
write a book

(famous person) has written four books and she has won some prizes. She has become famous but she hasn’t become very rich.

10 Write eight questions beginning Have you ever...? Use the words in the table.

<table>
<thead>
<tr>
<th>Action</th>
<th>✔️/❌</th>
</tr>
</thead>
<tbody>
<tr>
<td>break an arm or leg</td>
<td>✔️</td>
</tr>
<tr>
<td>do the washing up</td>
<td></td>
</tr>
<tr>
<td>travel in a fast car</td>
<td></td>
</tr>
<tr>
<td>forget your homework</td>
<td></td>
</tr>
<tr>
<td>travel abroad</td>
<td></td>
</tr>
<tr>
<td>look after a baby</td>
<td></td>
</tr>
<tr>
<td>lose your phone</td>
<td></td>
</tr>
<tr>
<td>speak in public</td>
<td></td>
</tr>
<tr>
<td>swim in the sea</td>
<td></td>
</tr>
<tr>
<td>win a prize</td>
<td></td>
</tr>
</tbody>
</table>

11 Work in pairs. Ask the questions from exercise 10 and complete the table. Write a tick ✔️ or a cross ❌.

12 GAME Now work with another pair in a group of four. Say sentences about your partner from exercise 11 – some true and some false. Can the other pair guess the false sentences?

She’s never done the washing-up.

You’re right. That’s false.
Present perfect with just, already, yet and still

We use the adverbs of time just, already, yet and still with the present perfect to show how we feel about events in time. We can use just with the present perfect in affirmative sentences. We use it to talk about a recent event. Just goes immediately after have / has.

They’ve just finished their exam. (=They finished their exam a short time ago.)
I’m looking for Tom. ‘I’ve just seen him. He’s in the corridor.’

We can also use already with the present perfect in affirmative sentences. We use it to say that an event happened sooner than we expected. Already goes immediately after have / has.
‘When is the test?’ ‘We’ve already done it.’
This is my brother. ‘I know. We’ve already met.’

We can use yet with the present perfect in negative sentences and questions. We use it to talk about something that has not happened but we expect that it will. Yet normally goes at the end of a sentence.
We haven’t seen that film yet. (But we’ll probably see it soon.)
Has Robert finished that book yet? (We expect him to finish it.)

We can use still in negative sentences to express a stronger meaning than yet. It means that something is going on longer than we expect. It goes before hasn’t/haven’t.
Robert still hasn’t finished that book. (He’s taking a long time to finish it.)

13 Look at the pictures and write sentences with just.

Hurray! My new phone has just arrived! (arrive)

1 Oh no! He _____________________ his dad’s computer. (break)

2 Hurray! I’ve _____________________ my homework. (finish)

3 Oh no! The bus _____________________ . (leave)

14 GAME Work in pairs. Student A says ‘Oh no!’ or ‘Hurray!’ Student B says a sentence with just.

- spill/coffee
- drop/phone
- win/sports prize
- miss/the bus
- get/good mark in English
- see/great film
- buy/new shoes
- break/a glass
- finish/exams

Oh no!
I’ve just spilt some coffee.

15 Circle the correct option.

- She’s already / yet bought some bread.
- 1 They haven’t finished their dinner already / yet.
- 2 Daisy hasn’t gone to bed already / yet.
- 3 You’ve already / yet told us about your holiday.
- 4 Alex hasn’t cleaned his bedroom already / yet.
- 5 I’ve already / yet sent the message.
- 6 Have you decided where you want to go to eat already / yet?
It is eight o'clock in the evening. What have Sarah and Robert done today? Look at the table and write sentences with **already** or **yet**.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sarah</th>
<th>Robert</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a shower</td>
<td>9.30 p.m.</td>
<td>7.30 a.m.</td>
</tr>
<tr>
<td>make bed</td>
<td>7.30 a.m.</td>
<td>8 a.m.</td>
</tr>
<tr>
<td>do a maths test</td>
<td>yesterday</td>
<td>tomorrow</td>
</tr>
<tr>
<td>practise the piano</td>
<td>7.30 a.m.</td>
<td>5.30 p.m.</td>
</tr>
<tr>
<td>finish dinner</td>
<td>7.30 p.m.</td>
<td>8.30 p.m.</td>
</tr>
<tr>
<td>watch TV</td>
<td>4 p.m.</td>
<td>8.30 p.m.</td>
</tr>
<tr>
<td>clean teeth</td>
<td>9.30 p.m.</td>
<td>9.30 p.m.</td>
</tr>
</tbody>
</table>

- Robert/have a shower
  - **Robert has already had a shower.**
- Sarah/have shower
  - **Sarah hasn't had a shower yet.**

1. Sarah and Robert/make their beds
2. Sarah/do a maths test
3. Robert/do a maths test
4. Sarah and Robert/practise the piano
5. Sarah/finish dinner
6. Robert/finish dinner
7. Sarah/watch TV
8. Robert/watch TV
9. Sarah and Robert/clean their teeth

Complete the text with **already**, **just**, **yet** or **still**.

- **Katy:** Is it the first time you’ve been to London?
  - **Sally:** Yes, and we’ve **already** seen lots of places.
- **Katy:** Have you been to Buckingham Palace **already**?
  - **Sally:** Yes, we’ve **yet** seen that. We went there yesterday.
- **Katy:** What about the Tower of London?
  - **Sally:** No, we **yet** haven’t visited that. We’ll probably go tomorrow.
- **Katy:** So what have you done this morning?
  - **Sally:** We’ve **already** been to Big Ben. We were there ten minutes ago. That was great.
- **Katy:** Have you been to Buckingham Palace **yet**?
  - **Sally:** Actually, we’re waiting for a bus to go there now.
- **Katy:** Oh. You’ve **yet** missed it. The next bus is in twenty minutes.

John is organizing a concert at school. Listen and write **✓** for things he has already done or **✗** for things he hasn’t done yet.

<table>
<thead>
<tr>
<th>Preparations</th>
<th>✓/✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree a date</td>
<td>✓</td>
</tr>
<tr>
<td>send letters to parents</td>
<td>✓</td>
</tr>
<tr>
<td>have auditions</td>
<td>✓</td>
</tr>
<tr>
<td>choose musicians</td>
<td>✓</td>
</tr>
<tr>
<td>write the programmes</td>
<td>✓</td>
</tr>
<tr>
<td>buy drinks</td>
<td>✓</td>
</tr>
<tr>
<td>make cakes</td>
<td>✓</td>
</tr>
</tbody>
</table>

Work in pairs. Imagine you are going away for the weekend and your parents are asking you about your preparations. Role-play the situation, using the words in the box and **already**, **yet** and **just**.

- buy the train ticket
- clean your shoes
- get some money
- pack your bag
- charge your phone
- find your camera
- have something to eat

Have you got everything ready?
- Yes. Don’t worry. I’ve already packed my bag.

Have you charged your phone yet?
Present perfect with *since* and *for*

We use the present perfect with *since* or *for* to talk about situations that started in the past and are still continuing now.

*I've been at this school since 2009.* (= I started at this school in 2009. I am still at the school now.)

*We've lived here for three months.* (= We arrived three months ago. We still live here now.)

<table>
<thead>
<tr>
<th>PAST</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>March</td>
</tr>
</tbody>
</table>

**For + periods of time**

| three years | yesterday |
| two days | July |
| twenty minutes | 2006 |
| a long time | last year |
| I was 12 years old |

We do not use the present simple in these cases.

*We live here for three years.*

*I am at this school since 2006.*

We use *How long...?* to ask questions about situations that started in the past and are still continuing now.

*‘How long has she worked there?’ *For three years.*

*‘How long have you known him?’ *Since I was five.*

---

** Exercise 21:**

Anna is happy. Write sentences about Anna with the Present perfect and *for* or *since*.

- **be/on holiday/two weeks**
  
  *She's been on holiday for two weeks.*

- **1** not/do any homework/a month

- **2** not/go to bed early/last Sunday

- **3** download/two new songs/yesterday

- **4** not eat/school food/four weeks

- **5** make/some new friends/last week

- **6** sightsee/three days

- **7** visit/four new places/Saturday

- **8** read/two books/her holiday started

---

**Exercise 22:**

Work in pairs. Ask your partner questions with *How long...?* and the ideas in the box. Answer using *since* or *for*.

- be a student at this school
- know your best friend
- know your English teacher
- your parents/live in this town
- live in your house
- have your shoes
- have a mobile phone

*How long have you been a student at this school?*

*‘I've been at school for six years.*

*I've been a student at this school since I was 12 years old.*

**Exercise 23:**

Write sentences about your partner. Use *since* and *for*.

| Helen has known her best friend for eight years. |
| Jason has lived in his house since 2011. |

---

**Exercise 24:**

9.4 Complete the sentences with *ever, never, already, yet, just, still, since* or *for*. Listen and check your answers.

- ‘Would you like to read this book?’ ‘No, thanks. I’ve already read it.’

1 **‘Have you ________ met the Prime Minister?’**

2 **‘Harry has had that phone ________ five years!’**

3 **We haven't been to the shops ________.*

4 **Don't touch the door! I've ________ painted it.**

5 **‘Do you like skiing?’ ‘I don't know. I've ________ done it.’**

6 **My mum has loved singing ________ she was a little girl.**

7 **John has known Alex ________ a very long time.**

8 **‘Let's watch this DVD.’ ‘I’m sorry, but I've ________ seen it.’**

9 **Tom ________ hasn't finished his homework. It's ten o'clock!**

10 **‘Have they finished playing football ________?’**

11 **‘Do you know Sam?’ ‘No. I've ________ met him.’**
25 Look at the timetables for university interviews. Read the sentences and write the correct names.

**Vicky**
- 9.35 arrive
- 10.00 meet students
- 11.00 interview
- 1.00 lunch
- 2.00 look around campus
- 3.30 home

**Mary**
- 10.35 arrive
- 11.00 look around campus
- 12.30 lunch
- 1.00 interview
- 3.30 meet students
- 4.30 home

**Kim**
- 11.35 arrive
- 12.00 look around campus
- 1.00 lunch
- 2.30 meet students
- 3.30 interview
- 5.30 home

It’s now 1.35 p.m.
- She’s just started her interview. *Mary*
- 1 She’s already had her interview. ______
- 2 She’s been here for three hours. ______
- 3 They haven’t met any students yet. ______
- 4 She’s been here since 9.35. ______
- 5 She hasn’t looked around the campus yet. ______
- 6 She’s been here for two hours. ______
- 7 They still haven’t finished lunch. ______
- 8 They’ve already looked around the campus. ______

26 Write the sentences correctly.
- They don’t have tidied their room yet.  
  *They haven’t tidied their room yet.*

1 I done the washing-up twice today.  

2 I haven’t still finished.  

3 Has Tony woke up yet?  

4 It hasn’t rained since two weeks.  

5 The train has arrived just.  

6 They haven’t made dinner still.  

7 My parents live here for twenty years.  

8 You haven’t failed never an exam.  

Self-evaluation Rate your progress.

1 2 3 4
5 6 7 8
9 10 11 12
13 14 15 16
17 18 19 20
21 22 23 24
25 26

Unit 9 51
10 Present perfect and past simple

I can use the present perfect and past simple to describe finished and unfinished events.

Present perfect

We use the present perfect to talk about events that happened in the past but we don’t know when they happened, or the exact time is not important. There is often a connection to the present.

He’s broken his leg. (= His leg is broken now, but I don’t know when it happened.)
I’ve lost my phone. (= I can’t find my phone and I don’t know exactly when I lost it.)

We use the present perfect with ‘unfinished’ time expressions (for example, never, ever, this week, twice, yet). See Unit 9.
I’ve read three books this week.

We use the present perfect with for + a period of time when the event is still in progress.
I’ve lived here for two years. (= I live here now.)

We use the present perfect to talk about events in a living person’s life.
Suzanne Collins has written some good books.
(= She will probably write more books in the future.)

Past simple

We use the past simple when we talk about events that finished in the past.

I lost my old phone. I bought a new one last week.
Harry broke his leg six months ago, but he’s OK now.
Did you buy a new jacket on Saturday?
What did you have for breakfast?

We use the past simple with ‘finished’ time expressions (for example, yesterday, on Monday in 2010).

Did you go to America in 2010?
I read three books last week.

We use the past simple with for + a period of time when the event finished in the past.
I lived here for two years. (= I don’t live here now.)

We use the past simple to talk about events in the life of someone who is now dead.
Shakespeare wrote a lot of great plays. (He died, so he won’t write any more plays.)

* 1 Underline the verbs and write PP (present perfect) or PS (past simple).

- We went to France on holiday. **PS**
- They’ve listened to that song a hundred times. **PP**

1 She spent all her money at the shops. ______
2 They’ve decided to paint their bedroom. ______
3 I haven’t finished my breakfast yet. ______
4 Did you pass the exam? ______

5 He’s read all those books. ______
6 Has Peter used his new tennis racket? ______
7 Did you like the film? ______
8 I read the information on the website. ______
9 Has it snowed? ______
10 It didn’t finish at eight o’clock. ______
2 Write these irregular past simple forms and past participles in the correct column. Remember: some words can go in both columns.

drank  run  had  bought  spoke
left  written  done  drunk  made
ran  read  chose  spoken  did
took  chosen  taken  wrote

<table>
<thead>
<tr>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>drank</td>
<td>run</td>
</tr>
</tbody>
</table>

3 **GAME**

Work in groups of four. Student A says the infinitive form of an irregular verb, student B says the past simple form and student C says the past participle. Student D says a new verb. Continue round the group. Lose a point for any incorrect forms.

- write
- wrote
- written
- drank

4 Can you use these time expressions with the present perfect? Write ✓ or x.

- never ✓
- yesterday x
1 last week __
2 already __
3 in 2011 __
4 on Monday __
5 today __

- 6 yet __
- 7 three years ago __
- 8 for two years __
- 9 at seven o'clock __
- 10 twice __
- 11 after lunch __
- 12 since three o'clock __

5 Tick (✓) the correct time expression. Then write it in the correct place in the sentence.

- It snowed on Monday.
  - on Monday ✓ already

1 I've been to Australia.
  - last year __ never __

2 Have you found any money in the street?
  - yesterday __ ever __

3 Katy started secondary school.
  - in 2011 __ already __

4 They've had that car.
  - three years ago __ for three years __

5 I sent you an email.
  - at two o'clock __ just __

6 Fred hasn't had a shower.
  - before breakfast __ yet __

7 He's decided not to go.
  - yesterday __ already __

8 We've been here.
  - two hours ago __ since three o'clock __

9 Did he die?
  - in 2001 __ yet __

10 Have you seen William?
  - at two o'clock __ today __
6 Complete the sentences or questions using the present perfect or past simple form of the verbs in brackets.

- Sam went ___ to hospital last week. (Sam/go)
- ___ your sports kit yesterday? (you/forget)
- ___ never ___ banana ice cream. (I/eat)
- ___ in China three days ago. (It/snow)
- ___ already ___ your new shoes. (you/show)
- ___ there for three years, but it was boring, so he found another job. (Tom/work)
- ___ that song since I was eleven. (I/not hear)
- ___ married on 3 July, 1995. (My parents/get)
- ___ ever ___ a horse? (you/ride)
- Vicky ___ for her ticket yet. (not/pay)
- ___ you ___ the bus on Monday? (take)

7 Circle the correct option. Listen and check.

- Harry ___ / has bought a new watch but then he lost it.
- I ___ / have bought a new pen. Look! Do you want to try it?
- They ___ / have been to Istanbul, Marmaris and Bodrum while they were in Turkey.
- We ___ / have been to London and Oxford. We're really enjoying our trip to England.
- The train ___ / has arrived. Let's get on.
- They ___ / have arrived at six and left at half past seven.
- Charlotte Brontë was a writer. She ___ / has written four novels.
- Zac Efron is an actor. He ___ / has made a lot of films.
- Sam was cold because he ___ / has forgotten his coat.
- ‘Can I have your homework?’ ‘Oh no! I ___ / have forgotten it.’
- ‘Are you hungry?’ ‘Yes, I am. I ___ / haven’t had anything to eat today.’
- He wasn’t hungry, so he ___ / hasn’t eaten anything.

8 Read the sentences below. Then listen to an interview with a famous architect. Are the sentences correct ✓ or incorrect ✗?

- Sandra was an architect for 30 years, but she doesn’t work now. ✗
- 1 The Eldon School has been open for two years. ___
- 2 She’s just won the Congress Prize in America. ___
- 3 Sandra has lived in America for ten years. ___
- 4 She lives in London now. ___
- 5 They’ve already finished the new swimming centre. ___

9 Complete the sentences with the present perfect or past simple form of the verbs.

- He opened the cupboard and ___ out the coffee. (take)
- ‘She looks happy.’ ‘Yes. She ___ the music competition.’ (win)
- ‘Would you like to watch this DVD?’ ‘Yes, please. I ___ that film.’ (not see)
- The teacher entered the room and the children ___ up. (stand)
- The rain ___ while she was walking home. (stop)
- ‘___ you ___ a new jacket?’ ‘Yes. It’s cool, isn’t it?’ (buy)
- They went to New York but they ___ the Museum of Modern Art. (not visit)
- ‘Do you like her music?’ ‘Yes. I ___ all her songs.’ (download)
- My phone isn’t working. Someone ___ it. (break)
- ___ you ___ on the plane when you flew to Australia? (sleep)
- She ___ her homework before school. (do)
- ‘___ it ___ raining?’ ‘Yes. Let’s go and play tennis.’ (stop)
10.3 Paul’s parents are out for the day. His mother is phoning to check if he has done his jobs. Complete the dialogue with the correct form of the verbs in brackets. Then listen and check.

Mum: Hello, Paul. Is everything OK?
Paul: Yes, thanks, Mum.
Mum: Have you cleaned (clean) your room yet?
Paul: Ah. There was a problem. I 1______ (get) the vacuum cleaner out and 2______ (try) to turn it on. But it 3______ (not work).
Mum: Oh. That’s a shame. So 4______ you 5______ (do) the shopping?
Paul: Well, I 6______ (go) to the supermarket in the morning, but I 7______ (forget) my wallet, so I couldn’t actually buy anything.
Mum: Oh, Paul! What about your homework?
Paul: No, I’m sorry. I 8______.
Mum: Why not?
Paul: Well, I 9______ (lend) my maths book to Tom yesterday. So when I 10______ (look) in my bag this morning, the book wasn’t there.
Mum: I can’t believe it. So what 11______ you 12______ (do) today?
Paul: I 13______ (watch) TV.
Mum: At least you 14______ (not break) the TV yet!

11 Work in pairs. Student A: ask a question with the present perfect. Student B: look at the picture and give an excuse with the past simple and a time expression.

12 Complete the email with the present perfect or past simple form of the verbs in brackets.

Hi Ben

We’re in England! We’ve been on holiday in Wales for almost two weeks.

Last week 1______ (not be) very good. We 2______ (want) to go to the beach, but it 3______ (rain) every day. So we 4______ (drive) around and 5______ (visit) museums. But then the car 6______ (break) down.

So, after that, we 7______ (stay) in the apartment and 8______ (argue) with each other!

But this week 9______ (be) great. The weather 10______ (improve) and we 11______ (go) to the beach every day. My brother 12______ (play) tennis every day and my parents 13______ (read) four books. I still 14______ (not swim) in the sea yet, but I think I’ll do that tomorrow!

See you soon!

Frank
Now imagine you are on holiday and write what you would say in a short email.

We're on holiday in...
We've been here for...
Last week was terrible...
But this week has been much better...

Look at the information about Sarah's life. Then write sentences using the present perfect or past simple and since, for, ago or when.

<table>
<thead>
<tr>
<th>Age</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–18</td>
<td>lives in Manchester</td>
</tr>
<tr>
<td>18–21</td>
<td>studies biochemistry at university in London</td>
</tr>
<tr>
<td>21</td>
<td>starts a job with SciTech in London</td>
</tr>
<tr>
<td>25</td>
<td>gets a new job with Smart Labs in London</td>
</tr>
<tr>
<td>27</td>
<td>meets Ben</td>
</tr>
<tr>
<td>29</td>
<td>gets married to Ben</td>
</tr>
<tr>
<td>31</td>
<td>buys a house in Hertford, 30 minutes from London</td>
</tr>
<tr>
<td>34</td>
<td>NOW</td>
</tr>
</tbody>
</table>

Sarah is 34 years old. She lives in Hertford. She works for Smart Labs and is married to Ben.

- Sarah/live in Manchester/for
  Sarah lived in Manchester for 18 years.
- She/move to London/when
  She moved to London when she was 18.
- She/know Ben/since
  She has known Ben since she was 27.

1. Sarah/go to university/ago
2. She/study biochemistry/for
3. Sarah/finish university/when
4. She/work for SciTech/for

5. She/work for Smart Labs/for
6. She/live in Hertford/since
7. Ben/meet Sarah/ago
8. Sarah and Ben/be married/for
9. They/buy house/ago

Now write true sentences about yourself using the present perfect or past simple and the time expressions in the box. You can change the times in bold.

<table>
<thead>
<tr>
<th>Time Expression</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>for three years</td>
<td>just</td>
</tr>
<tr>
<td>in July</td>
<td>last week</td>
</tr>
<tr>
<td>never</td>
<td>never</td>
</tr>
<tr>
<td></td>
<td>never</td>
</tr>
</tbody>
</table>

I’ve known my friend John for six years. I learnt to read when I was five.

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Past perfect

I can form and use the past perfect tense with appropriate time expressions.

When we talk about the past using the past simple, we normally put events in the order they happened. *We ate a big lunch. Then we slept for two hours!*

We often use the past perfect with the past simple to show that events are not in the order they happened. *We slept for two hours. We’d eaten a big lunch!*

We often use the past perfect in sentences with conjunctions like when, by the time, before, after. *By the time she arrived at the station, the train had already left.*

*I hadn’t packed my bags when the taxi arrived. Had you read the book before you saw the film?*

We can use *already, just, never* with the past perfect. We put these words before the past participle. *I’d just started my homework when my friend phoned. She’d never been to London, so she was looking forward to the trip.*

We can also use the past perfect with the phrase *it was the first time …* *We went to India last year. It was the first time I’d ever travelled on a plane.*

See page 175 for the form table.

**1 Circle the correct option.**

- She went back to school because she’d left / leaved her bag in the classroom.
- Sam wanted to pay but he’d forgot / forgotten his wallet.
- When he woke up, everyone had finished / finished breakfast.
- I’ve / I’d just repaired the bike, when Harry crashed it again.
- They had / did spent all their money, so they couldn’t take the bus home.
- It was only eight o’clock but she’d already fallen / she already fell asleep.
- Jill and Lucy weren’t there. Where they had / had they gone?
- By the time Dickens died, how many books he had / had he written?
- Peter didn’t understand the homework because he didn’t / hadn’t listened to the teacher.

**2 Complete the sentences with the past perfect form of the verbs in brackets.**

- Ben had eaten two burgers but he was still hungry. (eat)
- Sally __________ the book but she couldn’t remember the story. (read)
- Although he __________ a ticket, he decided not to go to the concert. (buy)
- His mum was angry because he __________ his room. (not tidy)
- William decided to celebrate because he __________ his exam. (pass)
- By the time they arrived at the shop, it __________. (close)
- Lucy __________ the news when Helen phoned her. (not hear)
- It was the first time we __________ her. (meet)
- After Jim __________ enough money, he bought himself a new phone. (save)
11.1 Complete the sentences with *just, already* or *never* and the past perfect form of the verb in brackets. Listen and check.

- She **had already been** there for two hours when her friends arrived. (be)
- They were really tired. They **had been** playing football. (finish)
- Tom was nervous. He **had never** been before. (fly)
- She felt sick. She **had eaten** two pieces of chocolate cake. (eat)
- Her grandmother didn’t know what to do. She **had used** a computer before. (use)
- I **fell asleep** when the sound of the phone woke me up again. (fall)

### Game

Peter went away for a week on a school trip. He came back a week later and his bedroom looked very different. What had his parents done? Look at the pictures and write sentences with the past perfect.

- **They’d emptied the bin.**
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

### 5 Look at the example. What had you done by the time you were eight? Ask and answer questions using the verbs below or your own ideas.

- buy a mobile phone  travel on a plane
- learn to swim  sleep in a tent
- start English lessons  walk to school alone

**Had you learnt to swim?**  **Yes, I had.**
6 11.2 Listen. Which event happened first? Write 1 and 2.

- Bill arrived at the station.
  His friends bought tickets.
1 Bill arrived at the station.
  His friends bought tickets.
2 Katy went to a café.
  She met Sue.
3 Katy went to a café.
  She met Sue.
4 It started to rain.
  They stopped playing.
5 It started to rain.
  They stopped playing.
6 John’s family had breakfast.
  He woke up.
7 John’s family had breakfast.
  He woke up.
8 He crossed the road.
  He saw Fred.
9 He crossed the road.
  He saw Fred.

7 Circle the correct options.

- Paul didn’t finish / hadn’t finished the exam when the teacher said / had said, ‘Stop!’
1 When I looked / had looked at my watch, it stopped / had stopped.
2 This was her first visit to Paris. In fact, she never went / had never been abroad before.
3 They didn’t play / hadn’t played tennis because Anna forgot / had forgotten her racket.
4 By the time we reached / had reached the ski resort, it started / had started snowing.
5 When the show ended / had ended, all the restaurants closed / had closed.
6 Harry already cleaned / had already cleaned his teeth before he had / had had breakfast.
7 Daisy screamed / had screamed because she just saw / had just seen a spider.
8 Lucy knew / had known Tom for two years when they got / had got married.
9 Where did everyone go / had everyone gone when she needed / had needed help with the washing-up?
10 He didn’t win / hadn’t won the race because he didn’t practise / hadn’t practised enough.

8 Rewrite the two sentences as one sentence, using the past simple and past perfect.

- Mary ate dinner. Then she met her friends.
  Mary had eaten dinner when she met her friends.
- Robert got up early. But he didn’t feel tired.
  Although Robert had got up early, he didn’t feel tired.
1 She lived in Spain for six years. Then she went to university.
  She ______________________ when ______________________.
2 Jack didn’t read my email. Then I phoned him.
  He ______________________ when ______________________.
3 I had a shower. Then I got dressed.
  After ______________________, I ______________________.
4 I bought a ticket for the cinema. Then Alex invited me to a party.
  I ______________________ when ______________________.
5 Jane learnt some Chinese at school. But she didn’t understand people in Beijing.
  Although ______________________, she ______________________.
6 She made 25 films. Then she won her first award.
  By the time ______________________, she ______________________.
7 Someone stole my wallet. I couldn’t pay for the bus.
  I ______________________ because ______________________.
8 They ate a lot of chocolate. Then they had lunch.
  They ______________________ before ______________________.
9 I cleaned my room. Then my parents gave me my pocket money.
  My parents ______________________ after ______________________.

9 Work in pairs. Student A says a sentence starting By the time ..., using a verb from box A. Student B completes the sentence using a verb from box B.

A arrive at school  film start  find my money
get home  lesson finish  leave school

B fall asleep  go home  have dinner
miss the bus  lesson start  shops close

By the time the film started...

he’d fallen asleep.
In 1860, Robert Burke and William Wills started an expedition to travel across Australia from south to north. No white man ever did this before, and one year earlier the government offered a prize to the first people to do it.

Burke and Wills organized a group of nineteen men and set off in August. Three months later, they arrived at Cooper Creek. Then Burke, Wills and five other men continued their journey to the north coast. The rest of the men established a camp at Cooper Creek and waited for them to return.

By the time they reached the north coast in February 1861, Burke and Wills had traveled 2,000 miles across two deserts. But the journey took 60 days instead of 45 days and, as a result, they already ate most of their food.

The return journey was terrible. They were hungry and tired and the desert was incredibly hot. When they finally arrived back at Cooper Creek on the 21st of April, the other men left (leave). Burke and Wills had asked them to wait for thirteen weeks and in fact, they waited for eighteen weeks. In the end, they abandoned the camp only nine hours before Burke and Wills returned.

Burke and Wills didn’t have the strength to travel any further and both men died in June 1861.

Rewrite the two sentences as one sentence, using the linking words in brackets. Change the order of the sentences and use the past perfect where necessary. Add extra details to make the story more interesting.

- We decided to go to the beach. We got up early on Saturday. (because)
  - we got up early on Saturday because we decided to go to the beach. It was lovely weather so we packed our swimming things.

1. It started raining. We arrived at the beach. (by the time)

2. I didn’t eat breakfast. I was hungry. (so)

3. Mum forgot to pack the food. We decided to eat our picnic. (but)

4. We bought and ate some sandwiches. It stopped raining. (after)

5. I brought a ball with me in the car. We played games on the beach. (so)

6. All the other people went. We left the beach. (when)

7. I fell asleep in the car. We arrived home. (by the time)

Self-evaluation Rate your progress.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Post perfect
12 The future

I can use be going to, will and the present continuous to talk about the future.

Be going to

Are you going to watch the match tomorrow?
That's OK. I'll get you one.
Yes! Of course. No. I haven't got a ticket.
Thanks! Do you think you'll win?
Yes. He's going to score! We're going to win!

We use be going to + the infinitive to ask and talk about plans and intentions.
I'm going to play basketball tomorrow.
What are you going to do at the weekend?

We can also use be going to to predict the future because of what we see or what is happening now.
That bus is too tall. It's going to crash into the bridge.
'It's six o'clock. We're too late. We aren't going to catch the train.'

Note: we can form the negative in two ways.
We aren't going to catch the train.
We're not going to catch the train.

1 2.1 Read the text in the box. Then listen and repeat.

When we say the words 'going to', we normally use a weak pronunciation: /tə/.

1 I'm going to play football.
2 What are you going to do?
3 They're going to be here soon.
4 He's not going to stay long.

2 Complete each going to sentence with one word.

He's going to paint the dining room tomorrow.
1 'Mike ______ going to play basketball this afternoon.' 'So am I.'
2 What are you ______ to do on Sunday?
3 The music is very loud. I ______ going to turn it down.
4 'Is Tom going to study geography?' 'Yes, he ______.'
5 Where are you going ______ go on holiday?
6 'When are you going to ______ your homework?' 'I've already done it.'

3 Complete the sentences with the correct form of going to and the verb in brackets.

Pat is going to win ______ the competition.
(Pat/win)
1 Look out of the window. ______ hot today. (It/be)
2 Be careful with those glasses.
3 ______ them. (you/break)
4 ______ the exam. She hasn't done much revision. (She/not pass)
5 ______ there in time? 'Yes! The bus leaves in ten minutes!' (we/get)
6 ______ soon. I can see some blue sky. (The rain/stop)
7 ______ to play the guitar well. You don't practise. (you/not learn)
8 ______ the race. (They/not finish)
9 ______? 'I don't think so. It's too warm.' (it/snow)
**Will/Shall**

We use will + the infinitive when we make a decision at the time of speaking.

- 'What would you like to drink?' 'I'll have some coffee, please.'
- 'The phone's ringing.' 'I'll get it.'

We also use will for predictions, when we guess the future. We often use it with words like probably or I (don’t) think.

- I think we'll win the match on Sunday.
- Your plan won’t work.

We also use will for offers, promises and refusals.

- 'Who will read my blog?' 'I don’t know.'
- 'Will you live somewhere different in the future?' 'No, I probably won’t.'

We can also use will for requests.

- Will you buy me some bread, please?

We use Shall I ...? and Shall we ...? for offers and suggestions.

- Shall I do the washing-up? Yes, please.
- Shall we go to the cinema tonight? Yes, good idea.

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

- He won't hear you. He's listening to loud music. (not hear)
- 1 Fred ________ dinner when he gets home. (make)
- 2 'How ______ you ______ there?' 'By bus, probably.' (get)
- 3 She probably ________ on time. She hasn't left home yet. (not arrive)
- 4 '______ you ______ the address?' 'Yes, I've got a good memory.' (remember)
- 5 Tanya ________ her exams. She always studies hard. (pass)
- 6 'I've cooked tuna.' Julia probably ________ it. She doesn't like fish. (not eat)
- 7 'William hasn't arrived yet.' 'Don't worry. He ________ here soon.' (be)
- 8 They probably ________ up early tomorrow. It's the weekend. (not get)
- 9 Be careful! You ________ yourself. (hurt)
- 10 '______ Ivy ________ to the cinema tonight?' 'No, she _________. She's away on holiday.' (go)
9 Complete the sentences with will for predictions or shall for offers and suggestions.

- What do you want to do? Shall we go to the cinema?
- We're going to the beach. I need sunscreen.
- We haven't got any bread. I buy some?
- I'm hungry. I make you a sandwich?
- We arrive soon? Yes, in about five minutes.
- Do you want fish or chicken? We have fish?
- I enjoy this film. I think so.
- We take the bus? Yes. That will be quicker.
- We hear the phone? The music's very loud.

10 Read the sentences. What is the use of will in each sentence? Match the sentences 1–9 to the uses a–e.

- This bag is heavy. I'll carry it for you.
  - Can I have your homework? I'll bring it tomorrow.
  - Beth will know the answer. She knows everything!
  - I haven't got my wallet. No problem. I'll buy the tickets.
  - What should I do? Talk to your parents. They'll help you.
  - My parents won't buy me a new phone. They say I don't need one.
  - Can you keep a secret? Of course. I won't tell anyone.
  - I've tried everything, but he won't listen to me.
  - You can use Kim's pen. She won't mind.
  - Where's Emily? I don't know. I'll phone her.

a decision at the time of speaking
b an offer
c a promise
d a refusal
e a prediction based on a guess

11 Listen to the dialogue and write the missing words. Use will and the verbs in the box, and a pronoun if necessary.

be buy find get have to make need need rain take try

Dad It's a beautiful day today. Shall we go for a walk in the mountains?
Toby That's a great idea. What do I need?
Dad You'll need _______ your boots, of course.
Toby OK. 1 ___________ them. But I think they may be dirty.
Dad Well, 2 ___________ clean them quickly.
Toby OK, I'll do that.
Dad 3 ___________ the rucksacks – and I'll take waterproof jackets, too. It probably 4 ___________, but you never know in the mountains.
Toby 5 ___________ some food?
Dad Yes, we will.
Toby OK. 6 ___________ some sandwiches now.
Dad Good, and I 7 ___________ some chocolate at the shop on the way.
Toby How about water? It's hot today.
Dad You're right. 8 ___________ two big bottles. And don't forget your hat or you'll get sunburnt! OK. 9 ___________ ready in fifteen minutes?
Toby 10 ___________!

12 How will schools be different in the future? Work in pairs and take turns to make predictions. Use the words below or your own ideas.

do learn need study use wear computers English exams pens teachers textbooks uniforms

I think students will do exams on computers.

Yes, I agree, and they probably won't use any textbooks.
Present continuous

We can use the present continuous to talk about the future when we are talking about a definite plan. We often include a time expression.

*I'm seeing Linda at three o'clock tomorrow.* (= I spoke to Linda yesterday and we agreed to meet.)

*He's working in Manchester next week.* (= His company asked him to go to Manchester.)

For other uses of the present continuous, see Unit 6, page 31.

13 Write the words in the correct order.

- Peter/meeting/six o'clock/we're/at
  *We're meeting Peter at six o'clock.*

1. arriving/my cousins/on Sunday/are

2. you/football/this afternoon/are/playing/?

3. tonight/cooking/not/dinner/I'm

4. London/driving/on Friday/is/to/Gemma

5. leaving/the school/our teacher/in July/is

6. your parents/to/are/when/the theatre/going/?

7. until/not/5 March/coming/he's

8. you/Monday/doing/are/what/next/?

14 Amy and Yasmin are trying to arrange a time to meet. Listen and complete the table.

<table>
<thead>
<tr>
<th>Time</th>
<th>OK?</th>
<th>Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 9 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday 10:30 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday afternoon</td>
<td>x</td>
<td>Yasmin is going to the dentist</td>
</tr>
<tr>
<td>Sunday afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday evening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Will or going to?

Decisions

We use *will* when we make a decision at the moment of speaking.
‘Look at your shoes! They’re really dirty.’
‘I’m sorry. I’ll clean them.’

We use *going to* when we have already decided to do something.
‘Your shoes are dirty.’ ‘Yes, I know. I’m going to clean them now.’

Predictions

We use *will* to predict what we think or guess will happen.
I think it *will* rain tomorrow.

We use *going to* when we know what will happen because of something we can see.
*Look at those dark clouds! It’s going to rain.*

16 Look at the pictures and the sentences. Match the sentences to the pictures.

1 Will you open the window?
2 I’m going to mend your bike.
3 I’m going to buy some bread.
4 Don’t worry. I’ll mend your bike.
5 No problem. I’ll go to the shop and buy some bread.
6 Are you going to open the window?

17 Circle the correct option.

‘Someone’s stolen my bike, so I can’t get home.’ *No problem.* *(I’ll/I’m going to drive you)*

1 Vicky phoned me last night. *We’ll / We’re going to* see the film tomorrow.
2 ‘It’s her birthday on Saturday.’ ‘I didn’t know that. I’ll / I’m going to make her a cake.’
3 ‘Have you decided what to do?’ ‘Yes. I’ll / I’m going to write them an email.’
4 ‘She passed the entrance exam for the university.’ ‘What will she / is she going to study?’
5 ‘It’s dark in here.’ ‘I’ll / I’m going to turn the light on.’
6 ‘He looks very tired.’ ‘Yes, I know. He won’t / He isn’t going to win.’
7 ‘Has he bought the paint?’ ‘Yes. He’ll / He’s going to start decorating tomorrow.’
8 ‘I don’t like this song.’ ‘OK. I’ll / I’m going to play a different track.’
9 ‘It’s just started to rain.’ ‘Oh no. I’ll / I’m going to get my coat.’
10 Look at that man on the roof. He’s being very stupid. *He’ll / He’s going to fall off.*
18 **12.5** Complete the text with the correct form of will or going to and the verb in brackets. Listen and check.

Mum: I'm getting things ready for our picnic.
Robert: A picnic?
Mum: Yes. I told you about it last week. We're going to the lake. Jason and his family 1__________ (meet) us there.
Robert: OK. 2_______ (get) my swimming shorts, so I can swim in the lake, and I 3___________ (look) for a ball, so we can play football.
Mum: Great.
Robert: What food 4_______ we ___________ (take)?
Mum: I've made some sandwiches and I've bought some crisps.
Robert: Have you made a cake?
Mum: No. I didn't have time, I'm afraid.
Robert: 5__________ (go) to the shop and buy some cakes?
Mum: 6_______ you ________ (get) some lemonade too? Here, I 7___________ (give) you some money.
Robert: Thanks. Oh, Mum, have you looked outside?
Mum: Why?
Robert: Look at those dark clouds. It 8___________ (rain).
Mum: Don't worry. The rain probably 9__________ (not last) long.
Are you going to the shop?
Robert: Yes, I 10___________ (buy) those cakes. Then I won't mind if it rains!

**19** Work in a group of four. Imagine you are planning a celebration for the end of term. Decide what each person is going to do. Make offers, requests and suggestions using will and shall.

I'll make some salad.
That's a good idea. Shall I buy some lemonade?
OK. Will you get some biscuits too?

**20** Now tell the class what you decided.

I'm going to make a salad.
Bella is going to buy some lemonade and biscuits.

**21** Write sentences about your future using the words in the box. Remember to use will for guesses and going to for definite intentions.

<table>
<thead>
<tr>
<th>goes to university</th>
<th>watch TV</th>
<th>become a (teacher/engineer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up early</td>
<td>live in a different town</td>
<td>learn to drive</td>
</tr>
<tr>
<td>play sport</td>
<td>use the internet</td>
<td>tidy my room</td>
</tr>
<tr>
<td>buy a car</td>
<td>tomorrow</td>
<td>next week</td>
</tr>
</tbody>
</table>

I (don't) think probably at the weekend when I'm older.

Tomorrow I'm going to watch TV after school, and I'm going to tidy my room at the weekend. I'm not going to get up early at the weekend.

When I'm older I probably won't become a doctor, but maybe I'll become an engineer, because I like maths.

Self-evaluation Rate your progress.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
1 Look at Toby’s school timetable and read the sentences. Write yes if the sentence is correct and no if the sentence is not correct.

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30–09:30</td>
<td>maths</td>
<td>French</td>
<td>English</td>
<td>music</td>
</tr>
<tr>
<td>09:30–10:30</td>
<td>history</td>
<td>science</td>
<td>history</td>
<td>ICT</td>
</tr>
<tr>
<td>10:30–11:30</td>
<td>science</td>
<td>maths</td>
<td>science</td>
<td>French</td>
</tr>
<tr>
<td>11:30–12:30</td>
<td>French</td>
<td>lunch</td>
<td>ICT</td>
<td>maths</td>
</tr>
<tr>
<td>12:30–01:00</td>
<td>lunch</td>
<td>English</td>
<td>lunch</td>
<td>lunch</td>
</tr>
<tr>
<td>01:00–02:00</td>
<td>English</td>
<td>history</td>
<td>music</td>
<td>English</td>
</tr>
<tr>
<td>02:00–03:00</td>
<td>music</td>
<td>PE</td>
<td>maths</td>
<td>science</td>
</tr>
</tbody>
</table>

It’s ten o’clock on Wednesday ...

> Toby isn’t doing English. **yes**
> 1 He always has lunch at 12.30. **no**
> 2 He did PE yesterday. **no**
> 3 He’s doing history now. **no**
> 4 He did PE two days ago. **no**
> 5 He isn’t doing science now. **no**
> 6 At twelve o’clock yesterday, he was having lunch. **no**
> 7 He does maths every day. **no**
> 8 He doesn’t study music. **no**

2 Lucy is on holiday at the moment and she is writing a blog. Choose the correct letter A, B or C to complete the sentences.

> I’m **B** with my cousins in Australia.
> A stay  B staying  C stayed
> 1 I’m sitting by their swimming pool **A**.
> A every day  B twice  C right now
> 2 My cousins **B** here for three years.
> A live  B are living  C have lived
> 3 The weather is warm, so people often **A** outside.
> A eat  B are eating  C have eaten
> 4 At the moment, my uncle **B** breakfast on the barbecue.
> A makes  B is making  C has made
> 5 We’ve **C** some amazing things.
> A do  B did  C done
> 6 I haven’t seen a kangaroo **B**.
> A yet  B just  C already
> 7 It’s a very big country but not many people **C** here.
> A live  B are living  C have lived
> 8 Australia is great. **B** to go home!
> A I don’t want  B I’m not wanting  C I haven’t wanted
3 Choose the correct letter A, B or C to complete the conversations.

► I think it's going to rain. ___
   A No, it isn't.
   B Yes, it goes.
   C No, it doesn't.

1 I don't feel well. Can I go home? ___
   A Yes. I phone your mum.
   B Yes. I'll phone your mum.
   C Yes. I'm going to phone your mum.

2 What did you do at the weekend? ___
   A I was going to the cinema.
   B I'm going to revise for the test.
   C I went to London with my parents.

3 When are you going to tidy your room? ___
   A Last week.
   B Tomorrow.
   C At the moment.

4 Is this film good? ___
   A No. I don't enjoy it.
   B Yes. I'll like it.
   C Yes. I'm enjoying it.

5 Where were you at three o'clock? ___
   A I was walking home.
   B I played tennis with Vicky.
   C I normally go to Sam's house.

4 Read the article about Paul Stevens. Are the sentences correct or incorrect? If the information is not given, choose Doesn't say. Circle the correct answer.

When he was 26, Paul Stevens was living a normal life. He'd left university at the age of 21 and had become an accountant. He'd lived in London for five years, and at the age of 24 he'd bought a new car.

But then one day he saw an advertisement which changed his life. A billionaire was looking for people to sail his yacht. Paul had learnt to sail when he was a boy, so he applied for the job and got it. At the age of 26, he left his job as an accountant and moved away from London.

Now 30 years old, Paul still lives and works on the yacht. He has sailed all around the world. Last year, he went to Australia and last week he was in the Caribbean.

► Paul left university nine years ago. ___
   A Correct
   B Incorrect
   C Doesn't say

1 Paul has lived in London for five years. ___
   A Correct
   B Incorrect
   C Doesn't say

2 He'd been in London for three years when he bought a car. ___
   A Correct
   B Incorrect
   C Doesn't say

3 He was working as an accountant when he saw the job advertisement. ___
   A Correct
   B Incorrect
   C Doesn't say

4 Paul didn't know how to sail when he got the job. ___
   A Correct
   B Incorrect
   C Doesn't say

5 He hasn't got a car now. ___
   A Correct
   B Incorrect
   C Doesn't say

6 Paul has worked on the yacht for four years. ___
   A Correct
   B Incorrect
   C Doesn't say

7 He has just been to Australia. ___
   A Correct
   B Incorrect
   C Doesn't say
5 What does Kim say to Jane? Match a letter (A–H) to 1–5. You don’t need to use all the letters.

Jane  Hi, Kim. Where are you?
Kim  
Jane  Why are you there?
Kim  1 ______
Jane  OK, OK. But your dad normally collects you in the car.
Kim  2 ______
Jane  So what time are you going to get home?
Kim  3 ______
Jane  But you’re going out with me at six tonight.
Kim  4 ______
Jane  I’ve got an idea. I’ll speak to my mum. We’ll come and get you in the car.
Kim  5 ______
Jane  See you soon.

A Where are we going?
B She hasn’t arrived yet.
C I’m standing at the bus stop.
D Oh no. I’d forgotten about that.
E I don’t know. It will probably be about six o’clock.
F Great! Thanks, Jane.
G I’m waiting for a bus, of course.
H He’s just called me. His car has broken down.

6 Choose the correct letter A, B or C to complete the sentences.

► She ____ for the bus when she fell over.
   (A) was running  (B) was running  (C) running

1 He didn’t ____ very much in the exam.
   (A) write  (B) wrote  (C) written

2 Don’t worry. I’m not going ____ at you.
   (A) shout  (B) shouting  (C) to shout

3 My parents ____ left work yet.
   (A) have  (B) haven’t  (C) didn’t

4 What time does your school ____?
   (A) finish  (B) finishing  (C) finishes

5 It was the first time he’d ____ a shark.
   (A) see  (B) saw  (C) seen

6 She ____ that book last year.
   (A) read  (B) isn’t reading  (C) reads

7 I think it will ____ tomorrow.
   (A) snow  (B) snows  (C) to snow

8 Where’s Milly? She’s ____ answering her phone.
   (A) isn’t  (B) not  (C) no

7 Read the information and complete the sentences with Cathy or Jason.

<table>
<thead>
<tr>
<th>Cathy</th>
<th>A.m.</th>
<th>P.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td></td>
<td>go canoeing</td>
</tr>
<tr>
<td>Wednesday</td>
<td>a.m.</td>
<td>play tennis</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>climb a mountain</td>
</tr>
<tr>
<td>Thursday</td>
<td>a.m.</td>
<td>go swimming</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>cook a meal outside</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jason</th>
<th>A.m.</th>
<th>P.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td></td>
<td>climb a mountain</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>cook a meal outside</td>
</tr>
<tr>
<td>Wednesday</td>
<td>a.m.</td>
<td>go swimming</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>go canoeing</td>
</tr>
<tr>
<td>Thursday</td>
<td>a.m.</td>
<td>play tennis</td>
</tr>
<tr>
<td></td>
<td>p.m.</td>
<td>visit a museum</td>
</tr>
</tbody>
</table>

It is Thursday morning.

► Jason went canoeing yesterday.

1 _____ has already visited a museum.
2 _____ is going to visit a museum today.
3 _____ isn’t swimming at the moment.
4 While _____ was cooking a meal outside, _____ was visiting a museum.
5 _____ hasn’t cooked a meal outside yet.
6 _____ climbed a mountain two days ago.
7 _____ had already been canoeing before _____ did it.
8 Read a news report about the arrival of two pandas at a British zoo. Choose the correct letter A, B or C for each space.

Two very important guests have **A** arrived at Edinburgh Zoo. Tian Tian and Yang Guang are giant pandas. They were born and grew up in China. Then, two days ago, they **B** flew into Britain. Now they **C** are in a special, luxury area of the zoo and are recovering from their long journey.

This is the first time that pandas **A** have flown in Britain since 1995, so millions of new visitors will probably come to the zoo to see them. In fact, thousands of people have **B** bought tickets.

The pandas will be very expensive for the zoo. Firstly, the zoo **A** have flown to pay the Chinese government £6 million to keep the pandas for ten years. Secondly, it will have to spend a lot of money on food. Pandas **B** normally eat for fourteen hours a day. So the zoo will probably **C** spend £70,000 a year to buy enough bamboo!

8 (A) just
1 A have flown B had flown C flew
2 A stay B are staying C have stayed
3 A are B have been C were
4 A already B yesterday C yet
5 A going B will C is going
6 A love B are loving C will love
7 A paying B pay C to pay

9 Read the sentences. Complete the second sentence so that it means the same as the first. Use no more than two words.

- She practised very hard and then took her piano exam.
  - By the time she took her piano exam she **had practised** very hard.

1 I’ve known him for ten years.
   - I met him ten years **B**.

2 The accident happened while Kate was walking to school.
   - Kate was walking to school **A** the accident happened.

3 The train is going to arrive soon.
   - The train hasn’t arrived **B**.

4 I’ve decided to learn French.
   - I’m **A** learn French.

5 They moved to America in 2010 and they’re still living there now.
   - They **A** in America since 2010.

6 Fred hadn’t played golf before.
   - That was the first time Fred **A** golf.

7 I promise to tidy my room tomorrow.
   - **B** tidy my room tomorrow.

10 Complete the text. Write one word in each space.

I was born fifteen years **A** in London.

1 I was six, my family moved to Bristol and we’ve lived there ever since.

I’m a student at Bennet School. I’ve been there **B** five years and I think it’s a very good school. At the moment I **C** studying for exams. I **D** already done four exams and I’m doing three more next week. It’s hard work and I **E** be very happy when I’ve finished.

My favourite subject is French. **F** year I went to France and stayed with a French family. It was the first time I **G** been to France. It was difficult at first but in the end I really enjoyed it. This summer, I’m **H** going to France, unfortunately. I’m going on holiday with my family. We’re going **I** drive to Scotland and walk in the mountains. I think it will **J** fun.

11 Write a short text about yourself. Answer these questions.

- When and where were you born? Where do you live now?
- Where do you go to school? What are you studying at the moment?
- What did you do last summer? What are your plans for next summer?
Listening

12  R2.1 Listen. Choose the correct picture A, B or C.
13 R2.2 You will hear the start of a job interview. Is Jenny talking about the past, the present or the future? Choose the correct answer A, B or C.

- live in Australia
  A Past  B Now  C Future
1 live in England
  A Past  B Now  C Future
2 finish school
  A Past  B Now  C Future
3 go to university
  A Past  B Now  C Future
4 work in a shop
  A Past  B Now  C Future
5 study computer science
  A Past  B Now  C Future
6 study physics, maths and chemistry
  A Past  B Now  C Future
7 work as a computer programmer
  A Past  B Now  C Future
8 tell people about computers
  A Past  B Now  C Future
9 work in a fast-food restaurant
  A Past  B Now  C Future
10 work at a children’s camp
  A Past  B Now  C Future

14 R2.3 Ryan is at a school camp and he’s talking to his dad on the phone. Listen and tick (✓) the action which happened first in each pair.

- everyone getting up
- Ryan cooking breakfast ✓
1 washing up
   making sandwiches
2 tidying the tents
   taking rubbish to the bin
3 swimming in the lake
   playing football
4 having dinner
   eating cake
5 frying chicken
   preparing salad
6 Tom waving
   football match starting

15 Ask and answer these questions with your partner.

- Do you normally walk to school?
- What is your teacher wearing today?
- What were you doing at eight o’clock last night?
- Have you had lunch yet?
- Did you go on holiday last summer?
- Have you ever met a famous person?
- How long have you known your best friend?
- Are you going to study English next year?
- What will you do when you leave school?

16 Work in pairs. Imagine you are in a university interview. Take turns to be the interviewer and the student. Ask questions and complete the table. Student A: go to page 169. Student B: go to page 170.

| Name |  
| Country |  
| Subjects/study? |  
| Do/last summer? |  
| Plans for future? |  

![Image of two people discussing]
13 **To + the infinitive and the -ing form**

**To + the infinitive**

I'm delighted to give first prize to Jane and her team. I want to thank everyone for supporting her.

We use to + the infinitive (or base form) when we talk about purpose.

- I went to the shop to buy some bread.
- She phoned Mary to invite her to the cinema.

We use to + the infinitive after some verbs (e.g. agree, decide, hope, learn, want, would like)

- I agreed to meet her at seven o'clock.
- We hope to win the match on Saturday.

But we don’t use to + the infinitive with modal verbs (e.g. must, should, will).

- You mustn’t be late.
- He should try to practise every day.

We can use to + the infinitive after *It + be + adjective*.

- It’s important to revise before an exam.
- It was easy to find your house.

To talk about people’s feelings we can use be + adjective + to + the infinitive.

- I’m very happy to be here.
- He was surprised to see the head teacher in his lesson.

**1** Rewrite the sentences using to + the infinitive.

1. I looked at the website. I found the information.
   - I looked at the website **to find** the information.

2. Beth gets up early. She catches the bus.
   - Beth gets up early **to catch** the bus.

3. We went to the library. We borrowed some books.
   - We went to the library **to borrow** some books.

4. He’s going to wash cars. He’s going to earn some money.
   - He’s going to wash cars **to earn** some money.

5. Julia did the washing-up. She helped her parents.
   - Julia did the washing-up **to help** her parents.

6. She’s saving money. She’s going to pay for a ticket to Miami.
   - She’s saving money **to pay** for a ticket to Miami.

7. I’m standing on a ladder. I’m going to paint the house.
   - I’m standing on a ladder **to paint** the house.

8. Mandy sent a message to Cathy. She told her about the party.
   - Mandy sent a message to Cathy **to tell** her about the party.

**2** Work in pairs. Ask questions with *Why...?* and the verbs below. Invent an answer using to + the infinitive.

- get up early
- go to the supermarket
- join the sports club
- look at the internet
- phone your mum
- sell your bike
- speak to the teacher

**Why did you get up early?**

- **To finish my homework.**
3 Write sentences using the words and phrases in the boxes and to + the infinitive. Give your own opinion.

- bad boring difficult easy fun good
- important interesting useful tiring

- make a cake
- revise for exams
- speak English
- watch comedy on TV
- meet new people
- go abroad on holiday
- use the internet a lot
- eat a lot of junk food
- watch sport on TV
- take photos of your family
- go on a long car journey

- It's difficult to make a cake.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

4 Match a–h to 1–7.

- I was pleased to ____________
  1. Are you afraid ____________
  2. They were interested ____________
  3. We were shocked to ____________
  4. I’m sorry ____________
  5. I’m glad to ____________
  6. Is she happy to ____________
  7. She was amazed ____________

- a) to arrive so late.
- b) to hold the snake?
- c) to win the match.
- d) to discover what had happened.
- e) see you’re feeling fine now.
- f) move to London?
- g) hear you had passed your exam.
- h) find out about your accident.

5 Complete the sentences with the correct form of the verbs in brackets.

- We’ve ____________ to move to a different town. (decide/move)
- Frank ____________ by plane. He gets too nervous. (can’t/travel)

1. You ____________ to loud music on the bus. (mustn’t/listen)
2. When did you ____________ the piano? (learn/play)
3. I spoke to Paul yesterday and he ____________ the bike. (promise/repair)
4. Alice ____________ a teacher. She likes children. (should/become)
5. Fred and Richard have ____________ with the competition. (agree/help)
6. I think you ____________ better next time. (will/do)
7. We looked everywhere but we ____________ her ring. (couldn’t/find)
8. Jane ____________ an online business. (would like/start)

6 13.1 Read the dialogue. Add the missing to before infinitive forms. Listen and check.

Amy Hi, Suzy. How was Jenny’s concert last night?
Suzy I didn’t see it.
Amy But you agreed ____________
to
Suzy I know. I really wanted see it, but in the end
Amy I couldn’t get there.
Suzy What happened?
Suzy Well, I’d planned take the bus but then my
dad offered drive me there. It was raining
Amy so I was happy accept his offer.
Suzy So, what was the problem?
Suzy He couldn’t start the car. So I went catch
the bus, but there were no more buses.
Amy Have you spoken to Jenny?
Suzy Not yet. I’m too embarrassed.
Amy Well, you must speak to her.
Suzy But will she be angry?
Amy No, it’ll be OK. You should phone her and
promise go round and see her tonight.
Suzy That’s a good idea.
Amy Yes. It’s important keep your friends.
-ing form

We use the -ing form after some verbs (e.g. like, love, don't mind, stop, keep, give up).
Do you like shopping?
She didn’t stop working all day.

We often use go + the -ing form for sports and other activities.
I often go swimming at the weekend.
Leo went shopping yesterday.

We use the -ing form after prepositions.
I’m worried about failing the exam.
He found the answer by going online.

We can use the -ing form as the subject of a sentence.
Skiing is exciting.
Using a dictionary will improve your English.

See page 173 for spelling rules of the -ing form.

7 Complete the sentences with the -ing form of the verbs in the box.

cook run do lose meet revise win
sleep swim tidy wait practise drink

- We enjoyed meeting the head teacher.
  1 I hate ______ for the bus.
  2 Billy keeps ______ his keys.
  3 Did you go ______ in the lake?
  4 Have you finished ______ your room?
  5 I don’t mind ______ the washing-up.
  6 I’ve given up ______ cola.
  7 Rosy is still in bed. She loves ______!
  8 I like eating but I can’t stand ______.
  9 I love ______ prizes.
 10 My friend goes ______ every day.
 11 You can improve by ______.
 12 I’m ______ for my maths test.
9 Rewrite the sentences using the -ing form.
   ▶ It's easy to cook fish.
     Cooking fish is easy.
   1 It's good to swim.
   2 It's difficult to drive a lorry.
   3 It's important to laugh a lot.
   4 It's interesting to study history.
   5 It's healthy to eat fish.
   6 It's hard to run a marathon.
   7 It's wrong to tell lies.
   8 It's fun to see your friends.

10 Complete the second sentence so that it means the same as the first.
   ▶ I don't want to listen to this song again.
     I'm bored with listening to this song.
     1 Alice sings very well.
        Alice is good at ____________________.
     2 I'd like to buy that phone.
        I'm interested in ____________________.
     3 I can't type very fast.
        I'm slow at ____________________.
     4 She may arrive late. She's worried.
        She's worried about ____________________.
     5 This video can help you improve your English.
        This video is useful for ____________________.
     6 We may go to a concert on Saturday.
        We're thinking of ____________________.
     7 You've made the dinner. That's nice.
        Thank you for ____________________.
     8 I'm going to watch a good film tonight.
        I'm looking forward to ____________________.

11 Tick (✓) the verbs that you can use with go + the -ing form.
   ▶ see ☐ play ☐ shop ✓
   1 wash ☐ swim ☐ cook ☐
   2 watch ☐ eat ☐ skate ☐
   3 fish ☐ buy ☐ read ☐
   4 draw ☐ cycle ☐ work ☐
   5 climb ☐ phone ☐ study ☐

12 13.2 Listen and complete the table with the correct symbol.
   😜 = hate 😐 = don't mind 😄 = enjoy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Paul</th>
<th>Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait in queues</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>find money in your pocket</td>
<td>😄</td>
<td>😐</td>
</tr>
<tr>
<td>do sport in the rain</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>sit next to someone talking on their phone</td>
<td>😄</td>
<td>😐</td>
</tr>
<tr>
<td>watch adverts on TV</td>
<td>😐</td>
<td>😄</td>
</tr>
</tbody>
</table>

13 Game Logic test. Look at the table and read the sentences. Write the names in the correct place in the table.

<table>
<thead>
<tr>
<th>Names</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>buy clothes</td>
<td>😐</td>
<td>😐</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>listen to music</td>
<td>😐</td>
<td>😐</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>go for a walk</td>
<td>😐</td>
<td>😐</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>wake up early</td>
<td>😐</td>
<td>😐</td>
<td>😐</td>
<td>😄</td>
</tr>
<tr>
<td>visit the dentist</td>
<td>😐</td>
<td>😐</td>
<td>😐</td>
<td>😄</td>
</tr>
</tbody>
</table>

1 Charlie loves buying clothes.
2 Bella doesn't mind visiting the dentist.
3 Tim doesn't like going for a walk.
4 Vicky doesn't mind listening to music.
5 Charlie enjoys listening to music.
6 Bella can't stand going for a walk.
7 Tim hates waking up early.
8 Vicky doesn't like buying clothes.
9 Charlie doesn't mind visiting the dentist.
10 Bella can't stand waking up early.

14 Ask and answer questions about the activities in exercise 12 and in the table in exercise 13.
   can't stand don't mind enjoy hate love
   🎉 Do you like waiting in queues?
   No, I can't stand waiting in queues.
Verb + to + the infinitive or -ing

We use some verbs with to + the infinitive.
agree decide hope learn offer plan promise refuse want try would like
We use some verbs with the -ing form.
can’t stand dislike don’t mind enjoy finish give up go hate keep like love practise stop
Remember there is a difference between like and would like.
I like playing tennis. (= I enjoy tennis.)
I’d like to play tennis. (= I want to play tennis.)
After some verbs, we can use both forms with no change of meaning e.g. begin, prefer, continue, start.
I started to repair my bike.
I started repairing my bike.

15 Circle the correct option.

- We offered to pay / paying for them.
- Everyone enjoys to win / winning.
- She's decided to buy / buying a car.
- Would you like to have / having lunch?
- I don't mind to wait / waiting.
- Why does Pat keep to ask / asking the same question?
- When did she learn to swim / swimming?
- Stop to talk / talking!
- He promised to tidy / tidying up.

16 Complete the sentences with the correct form of the verb in brackets.

- Do you want to play / playing tennis? (play)
- He hasn't finished tidying / tidying his room. (tidy)
- I can’t stand getting up early. (get)
- She hopes passing her exams. (pass)
- Would you like looking at the computer? (look)
- Have you practised catching the ball? (catch)
- He refused working on Saturdays. (work)
- Why do you keep making the same mistake? (make)
- We went fishing at the lake yesterday. (fish)
- We're planning arriving at six. (arrive)

17 Complete the sentences with the correct form of the verb in brackets.

- Stealing is a crime. (steal)
- It's important checking your work. (check)
- I was surprised winning the match. (win)
- Thank you for cleaning your room. (clean)
- ______ round the world would be fun. (travel)
- I'm pleased meeting you. (meet)
- Are you interested in saving the planet? (save)
- It wasn't difficult understanding the answer. (find)
- He earned a lot of money by working hard. (work)

18 GAME Work in small groups. Take turns to make sentences using one verb from each box. The other team members give one point if the sentence is correct.

agree be good at decide don't mind keep learn stop think about try

I agreed to clean my room.
I learnt to play the trumpet.

Self-evaluation Rate your progress.

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

😊😊😊😊😊
Reported speech

Tense changes
When we talk about what people said in the past, we use a reporting verb like say or tell. We usually change the tense of the reporting verb so that when the verb is in the present simple tense, for example, we report it using the past simple tense. We use quotation marks (”) in direct speech but not in reported speech.
Sue: ‘I play tennis every day.’ (direct speech)
Sue said that she played tennis every day. (reported speech)
Anna: ‘I’ve been to Scotland.’ (present perfect)
Anna said that she had been to Scotland. (past perfect)

We can use that before the second verb, but it isn’t necessary.
Tanya: ‘I’m doing my homework.’
Tanya said (that) she was doing her homework.

If what someone says is still true when we report it, then we can choose to change the tense or not.
‘I like vegetables.’ → You said you like vegetables.

Pronoun changes
We usually need to change pronouns (I, we) and the verb form when we report speech.
Molly says, ‘I enjoy maths.’ → Molly says she enjoys maths.
Jason thinks: ‘Amy doesn’t like me.’ → Jason thought Amy didn’t like him.

Say or tell?
We use tell (someone something) if we want to include the person or indirect object.
Anna told Sue she was going to the dentist.
She tells me she’s happy.
She says she’s happy.

1 Look at the pictures and circle the correct verb form.

1 He said it was / he was going to rain.

2 They said we didn’t / they didn’t watch TV.
   I like spiders.

3 He said he liked / I liked spiders.

We don’t watch TV.
Write the verbs in reported speech.

1. Jan: ‘This is the right train.’
   Jan said that this is ___________ the right train.
2. Ann and Jess: ‘We’re tired at the moment.’
   Ann and Jess said that ___________ tired at the moment.
3. Tim to his dad: ‘I fell asleep in class.’
   Tim told his dad that ___________ asleep in class.
   David said ___________ this film.
5. My brother to Bill: ‘Our family isn’t rich.’
   My brother told Bill that ___________ rich.
6. You: ‘I’m going to enjoy the concert.’
   You said ___________ enjoy the concert.

Some information in the table is not correct. Listen and write ✓ or x. Then listen again and report the sentences with the correct information.

<table>
<thead>
<tr>
<th></th>
<th>Mandy</th>
<th>Oscar and Sam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Town</td>
<td>Bristol ✓</td>
<td>Liverpool</td>
</tr>
<tr>
<td>Favourite activity</td>
<td>reading</td>
<td>football</td>
</tr>
<tr>
<td>Best experience</td>
<td>trip to Egypt</td>
<td>football competition</td>
</tr>
<tr>
<td>Ambition</td>
<td>journalist</td>
<td>footballers</td>
</tr>
</tbody>
</table>

Mandy said ___________.

1. Mandy said ___________.
2. Mandy said ___________.
3. Oscar and Sam said ___________.
4. Oscar and Sam said ___________.
5. Oscar and Sam said they ___________.

Say or tell? Circle the correct verb.

1. She ___________ he isn’t coming.
2. They ___________ me that you’re unhappy.
3. Tell / say him that I’ll phone later.
4. He doesn’t ___________ / say much.
5. Don’t ___________ / say me the answer.
6. Max told / said you didn’t like him.

Write two sentences that are true and one that is not true. Then play in groups of three pairs. Report your partner’s sentences to the group. Can they guess which sentences are true?

I play the piano for an hour every day.
I don’t like chocolate.
My brother works in a bike shop.

Henry said he played the piano for an hour every day.
That’s not true!
Yes, you’re right!

Circle the correct verb form.

1. ‘I know the answer.’
   She said she ___________ the answer.
2. ‘I live in Manchester.’
   He said he ___________ in Manchester.
3. ‘The film starts at 3 p.m.’
   He told me the film ___________ at 3 p.m.
4. ‘We’re hungry.’
   They said ___________ hungry.
5. ‘I don’t understand it.’
   She said she ___________ or ___________ understand it.
6. ‘We aren’t coming.’
   They said ___________ or ___________ coming.
7. ‘I can’t find my keys.’
   He said he ___________ or ___________ find his keys.
8. ‘We’re having lunch.’
   I told you ___________ or ___________ having lunch.
9. ‘They don’t like me.’
   She thought they ___________ or ___________ like her.
Time and place references

In reported speech, we also have to change words like here, now and this.

<table>
<thead>
<tr>
<th>here – there</th>
<th>today – that day</th>
</tr>
</thead>
<tbody>
<tr>
<td>now – at the time</td>
<td>tonight – that night</td>
</tr>
<tr>
<td>this – that</td>
<td>tomorrow – the next/following day</td>
</tr>
<tr>
<td>these – those</td>
<td>next week – the next/following week</td>
</tr>
<tr>
<td>yesterday – the previous day, the day before</td>
<td>last week – the week before, the previous week</td>
</tr>
</tbody>
</table>

‘We live here.’ → They said they lived there.
‘I love this film.’ → He said he loved that film.

Complete the sentences with the words from the box.

at the time at the time the next day that that day that night there those

1. ‘I’m having dinner now.’
   He said he was having dinner at the time.
2. ‘This hotel is very nice.’
   He thought _______ hotel was very nice.
3. ‘Today is my birthday.’
   He said _______ was his birthday.
4. ‘There isn’t anyone here.’
   He said that there wasn’t anyone _______.
5. ‘I can’t go out tonight.’
   He said he couldn’t go out _______.
6. ‘I’m seeing Jack tomorrow.’
   He said he was seeing Jack _______.
7. ‘The classroom is empty now.’
   He said that the classroom was empty _______.
8. ‘These grapes taste delicious.’
   He said that _______ grapes tasted delicious.

Complete the reported speech.

1. Cathy: ‘I’m sorry.’
   She said _______ sorry.
2. Mike: ‘The homework is difficult.’
   He said _______ difficult.
3. Sue and Kim: ‘We like the photos.’
   They said _______ the photos.
4. Ed: ‘I know Mr Thomas.’
   Ed told me _______ Mr Thomas.
5. Vicky: ‘I’m not surprised.’
   She said _______ surprised.
6. Bill and Ryan: ‘We don’t want anything to eat.’
   They said _______ anything to eat.
7. Tom: ‘I come from Ireland.’
   He told them _______ from Ireland.
   Jenny said _______ repair it.
   Jane and Ivy thought _______ them.
10. Jill and Kim: ‘We’re very lucky.’
    They knew that _______ very lucky.
11. Leo: ‘I don’t have a mobile phone.’
    He told me _______ a mobile phone.
9 14.2 Listen and match 1–6 with the reported speech a–f.

a  They said they were American. ___

b  He said he was American. ___

c  They said she was American. ___

d  He said they were American. ___

e  They said he was American. ___

f  He said I was American. ___

10 What did they say? Write the direct speech.

> Mary said she was tired.

‘I’m tired.’

1 Toby said he preferred coffee.

2 Kim and Jane didn’t think they were very pretty.

3 Alex said his mother came from India.

4 Emily said she was feeling sick.

5 Gemma said she couldn’t understand that book.

6 Jill and Sue said it didn’t belong to me.

7 Tim thought his brother was already there.

8 Vicky said her parents were arriving the next day.

11 GAME  Work in groups of four. Student A: whisper a sentence to student B. Student B: whisper what A said to student C. Student C: whisper what A said to student D. Student D: tell student A what he said. Is it right?

I’m meeting Ted at the cinema.

A     John said he was meeting Fred at the cinema.

B     John said he was eating bread at the cinema.

C     You said you were eating bread at the swimming pool.

D     No, that’s wrong! I said I was meeting Ted at the cinema!
3 Read the text below and choose the correct letter A, B or C for each space.

Andrew Rugasira is a Ugandan businessman. Ten years ago, he decided **B** a new business. At that time, Ugandan coffee farmers made money by **A** coffee beans to Western companies, who then made coffee and sold it to supermarkets.

Andrew thought **C** was wrong. He believed that his farmers **A** earn enough money. He stopped **B** beans to Western companies and started making coffee himself. At first, it was very difficult **C** British and American supermarkets to buy his coffee. But after ten years, he has finally succeeded.

Andrew **A** me that Africans needed more confidence in their business ideas. ‘We should **B** in ourselves. It took me six years, but I kept **A** hard and refused to give up.

**A** this business has been good for me, but it’s also good for the farmers.

> A start     B to start     C starting
> 1 A sell    B to sell    C selling
> 2 A that    B this        C he
> 3 A aren’t  B don’t       C didn’t
> 4 A sell    B to sell    C selling
> 5 A persuade B to persuade C to persuading
> 6 A said    B told        C says
> 7 A believe B to believe C believing
> 8 A work    B to work    C working
> 9 A Create  B to create C Creating

4 Some of the bold words are incorrect. Write the correct words or tick ✓ if the words are correct.

> I don’t mind **to wait** for you. waiting  ✓
> They said they **didn’t understand** the film.

> 1 To **sleep** in a tent is fun.  
> 2 She said she couldn’t go out this **night**.  
> 3 Martin says he’d like to **swim** with dolphins.  
> 4 I **told** him I didn’t like it.  
> 5 He promised finishing his homework the next day.  
> 6 We **told** to them the shop was closed.
5 Read the email from John. Write a reply to his questions.

Hi Max
Thanks for your email. It was interesting to see the pictures of your family.
What do you like doing at the weekend? I think playing computer games is boring, but I love playing football, and I also like reading books about science. I'd love to study science at university.
Do you like sport? What would you like to do when you are older?
John

6 🏆 R3.1 Listen and choose the correct answer A, B or C to complete each sentence.
- A go B to go C going
  1 A come B to come C coming
  2 A she liked it B I like it C she liked me
  3 A break down B to break down C breaking down
  4 A get up earlier B to get up earlier C getting up earlier
  5 A me she was tired B she was tired C that was tired
  6 A hear it again B to hear it again C hearing it again

7 🎤 R3.2 Listen to the conversations (1–6) and match them to the sentences (a–f).
  a They said they didn't want to play football. ___
  b They said they enjoyed playing football. ___
  c They decided to play football. ___
  d She said she didn't enjoy playing tennis. _
  e She said she'd like to play tennis. ___
  f She said she couldn't play tennis. ___

8 🎤 Work in pairs. Student A: look at the table and choose a person. Don't say who it is. Answer your partner's questions. Student B: ask questions and complete the first row of the table. Can you guess who it is?

<table>
<thead>
<tr>
<th>Likes/Dislikes</th>
<th>Ambitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cook</strong></td>
<td><strong>learn the guitar</strong></td>
</tr>
<tr>
<td><strong>tidy room</strong></td>
<td></td>
</tr>
<tr>
<td><strong>play computer games</strong></td>
<td></td>
</tr>
<tr>
<td><strong>sing</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>cook</th>
<th>tidy room</th>
<th>play computer games</th>
<th>sing</th>
<th>learn the guitar</th>
<th>be a police officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Ed</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>Dora</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>Tony</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
</tr>
</tbody>
</table>

Do you like cooking?  Yes, I do.
Would you like to be a police officer?  Yes, I would.
Are you Ann?  Yes, I am!
**15 Can, could, be able to**

I can use *can, could and be able to* for ability, permission and requests.

---

### Ability

No one could see him, but the dog was able to find him.

How?

The dog could smell him.

We use **can** to talk about ability.

* I can play the piano.
* Ed can’t answer the question.
* Can Julia sing? Yes, she can.

The past form is **could/couldn’t**.

* My dad could run fast when he was young.
* I couldn’t speak English ten years ago.

**Can** doesn’t have an infinitive form. So we use **be able to** with auxiliary and modal verbs (e.g. **have, will, must**).

* You must be able to swim.
* You must can swim.

**Computers will be able to** talk to us in the future.

* We haven’t been able to contact your parents.

When we are talking about the past, we sometimes use **was able to** instead of **could**.

We use **could/couldn’t** to talk about a general ability in the past.

* When I was young, I could swim 1,500 metres.

**BUT**

We use **was able to** when we talk about one particular action in the past. Note that in the negative, we can still use **couldn’t**.

* He fell off the boat but he was able to swim to the beach.
* He couldn’t get the bus home because he didn’t have any money.

**OR**

* He wasn’t able to get the bus home.

---

**1** Jenny is 25. What can Jenny do now? What could she do when she was 14? Look at the chart and complete the sentences with **can, can’t, could or couldn’t**.

<table>
<thead>
<tr>
<th>Age 14</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>✗</td>
</tr>
<tr>
<td>cook</td>
<td>✗</td>
</tr>
<tr>
<td>run 1500m</td>
<td>✓</td>
</tr>
<tr>
<td>use a computer</td>
<td>✗</td>
</tr>
<tr>
<td>do maths problems</td>
<td>✓</td>
</tr>
</tbody>
</table>

> ‘Could you do maths problems when you were younger?’ ‘Yes, I could.’

1. I _______ use a computer when I was 14.
2. ‘______ you cook now?’ ‘Yes, I _______.’
3. I _______ run 1500m when I was younger.
4. I _______ drive a car now.
5. ‘______ you do maths problems now?’
   ‘No, I _______.’
6. But I _______ use a computer now.
7. I _______ run 1500m now.
8. I _______ drive a car when I was 14.
2 Look again at the sentences in exercise 1. Listen and circle the strong forms. Then match a–d to rules 1 and 2.

1. We usually use the weak form of *can* and *could* ___ and ___
2. We use the strong form of *can* and *could* ____ ___.
   a. in statements
   b. in questions
   c. in short answers
   d. when we want to emphasise the word

3 Listen to Tony talking about being young. Do the pictures match what he says? Write ✔ or ✗.

4 Write sentences about yourself and your family using *can/can’t* and *could/couldn’t*. Use the verbs in the box and in exercise 1.

   *catch a ball* *fly a kite* *play tennis* *ride a bike* *sing well* *speak English*

   *I can fly a kite, but I can’t play tennis.*
   *My brother can’t catch a ball.*
   *My parents couldn’t speak English when they were young.*

5 Work in pairs. Compare your sentences from exercise 4.

   *I can fly a kite.*
   *I can, too. Can you ride a bike?*
   *Yes, I can. I could ride a bike when I was six.*
   *Could you? I couldn’t ride a bike when I was six, but I can now!*

6 Complete the sentences using *can* or *be able to* and the verbs in brackets.

   *Claire can play________ the piano very well.* (play)
   *I’d like to windsurf. Of course, you must be able to swim________.* (swim)

   1. This homework isn’t difficult. You should ____________ it. (do)
   2. My dad’s a mechanic. He ____________ cars, bikes and scooters. (repair)
   3. ‘____ you ____________?’ ‘No. Not very well.’ (draw)
   4. Turn the music down. Everyone will ____________ it. (hear)
   5. Who ____________ a tent? (put up)
   6. I’d like to _____________. (ski)
   7. He won’t _____________. He doesn’t like planes. (fly)
   8. Emma ____________ German and Spanish. She’s good at languages. (speak)
Is could correct in these sentences? Write ✓ or was/were able to.

- I lost my wallet in the cinema. But after half an hour I could find it. was able to
- He could play the piano very well when he was younger. ✓
- The car broke down but Carla’s dad could repair it.
- Ted forgot his pen but he could borrow one from Robert.
- We liked the hotel because all the staff could speak English.

4 At first they said no, but in the end I could persuade them.
5 There was a problem with the computer, so I couldn’t send the email.
6 Picasso was a great artist. He could paint anything.
7 I missed the bus, but I could get to work on time because I took a taxi.
8 It started raining but they could get to the top of the mountain.

Permission and requests

We use can I/we ...? or could I/we ...? to ask for permission. Could is more polite, so we use it when talking to adults or strangers.

Can we watch that film tonight?
Could I finish my homework tomorrow?

We use you can/can’t to give or refuse permission.

You can borrow my phone.

You can’t ride your bike on the pavement.
Could I leave the lesson early?
No, you couldn’t. No, you can’t.

We use can you ...?/could you ...?/to ask someone to do something. Could is more polite and formal.

Can you wait for me?
Could you open the window, please?

15.3 Look at the pictures and write requests.
Remember to use can for informal requests and could for formal or more polite requests. Listen and check.

carry/bag / check homework / do/washing-up / open/door / post/letters / tidy/room

Could you check my homework, please?
Could you do the washing-up?
Could you open the door?
Could you post the letters?
Could you tidy your room?
9 Read the situation and write a formal or informal request.

- You're getting on a bus with a friend, but you haven't got your wallet.
  Could you pay for me?
- Your brother is listening to very loud music. You don't like it.
- You can't find your pen. Your friend has two pens.

3 You're in a classroom and it's very hot. Your teacher is near the window.

4 You're having dinner. The salt is next to your dad.

5 You don't understand your homework. Your friend is good at maths.

6 Your mother is going to the shops. There isn't any bread in the kitchen.

10 Look at the signs on a train. Write what you can and can't do.

- You can't talk on a mobile phone.
- You can listen to loud music.
- You can't smoke.
- You can send text messages.
- You can't eat food.
- You can bring a dog.
- You can use a computer.
- You can't put luggage on the seat.

11 Ben and Katy's parents are going out for the day. Listen to the dialogue and write ✓ or x in the table.

<table>
<thead>
<tr>
<th></th>
<th>Katy</th>
<th>Ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>invite three friends</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>invite one friend</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>rent a film</td>
<td></td>
<td>cycle into town</td>
</tr>
<tr>
<td>get a pizza</td>
<td>x</td>
<td>get money from parents</td>
</tr>
</tbody>
</table>

12 What can you do in your house? Complete the rules with ✓ or x, then write sentences.

- eat food in my bedroom ✓
- get up late at the weekend x
- go to the shopping centre on my own ✓
- look at my phone during dinner x
- wear shoes in the house ✓
- listen to loud music x
- play computer games before school x
- watch TV in my bedroom ✓
- invite friends x

I can watch TV in my bedroom.
I can't listen to loud music.
**14** Circle the correct option.

- Can I / you watch TV? I’m bored.
  1. You can’t / couldn’t smoke in here.
  2. He can’t / couldn’t ski when he was young.
  3. Could I / you carry this? I’m tired.
  4. It’s OK. You can / could use your phone.
  5. Sorry. I won’t can / be able to come.
  6. Would I / you close the door, please?
  7. Can I / you wear your coat? I’m cold.
  8. It was a very long book but I could / was able to finish it.

**15** Complete the sentences with one word, using forms of can, could and be able to.

- ‘What instruments __________ your brother play?’
  The piano and the guitar.
  1. ‘Would you like to go on the skiing trip?’
     ‘Yes, but I ________ ski!’
  2. My grandfather was an excellent athlete. He ________ run 1,500 metres in four minutes.
  3. ‘Did you like that song?’ ‘Well, I liked the music but I ________ understand the words.’
  4. ‘Could I buy these shoes?’ ‘No, you ________ . They’re too expensive.’
  5. ‘Could you repair my bike?’ ‘Not now, but I may ________ do it tomorrow.’
  6. He ________ open the door. He’d taken the wrong key!
  7. ‘Excuse me. ________ you help me, please?’
  8. I’ve never ________ remember dates or phone numbers.
  9. ‘_______ you lend me a pen?’ ‘Yes, of course. Here you are.’
  10. Although it was very dark we ________ find our way home.

**16** Choose the correct answer, A, B or C.

- The bus was full. I __________ find a seat.
  A could  B couldn’t  C can’t

1. I’m sorry you’re not well, Mrs Jones. ________ come and visit you tomorrow?
   A Can I  B Am I able to  C Could I

2. She ________ help with the problem because she speaks French.
   A was able to  B couldn’t  C could

3. It got dark very early. We ________ see where to go.
   A could  B couldn’t  C were able to

4. The car ________ stop before there was an accident.
   A couldn’t  B could  C was able to

5. ________ you help me with my homework, mum?
   A Could  B Can’t  C Can

6. Great! I ________ get the last ticket for the concert.
   A can’t  B could  C was able to

7. I ________ watch that programme last night because I had to go out.
   A could  B couldn’t  C was able to
16 Must, have to, should, needn’t

I can use must, have to, needn’t and should for obligation, necessity and advice.

Must, have to

There is no past or future form of must. We use had to and will have to.
I had to go to the dentist’s yesterday.
I must go to the dentist’s.
I think you’ll have to work harder in future.

In the affirmative and in questions, we use must and have to in a similar way.

We generally use have to if there is an ‘external’ reason or if someone else tells us to do something.
You have to read this book because it is on the exam syllabus.
If the speaker or writer thinks something is important, but there isn’t an external reason, we generally use must.
You must read this book. It’s not on the exam syllabus but it’s very interesting. (The speaker thinks it is important.)

We use must in written rules (because the writer thinks it is important).
You must wear the correct kit for all sports lessons.
The negatives (mustn’t and don’t have to) have different meanings. See page 91.

1 16.1 Listen to the teacher talking to John’s dad. Write the teacher’s instructions.

He must arrive on time.
1 ________ all his books and pens.
2 ________ the teacher.
3 ________ talking to his friends.
4 ________ his mobile phone.
5 ________ more homework.
6 ________ for tests.

2 Imagine you are John. Write sentences using have to.

I have to arrive on time.
1 ________
2 ________
3 ________
4 ________
5 ________
6 ________

3 Complete the questions or sentences with one word.

Do I have ________ to go to bed now?
1 You ________ use a pen not a pencil.
2 ________ I have to read this book? It’s boring.
3 You ________ finish your homework before you watch TV.
4 My dad ________ to work on Saturdays.
5 She ________ to get up early yesterday.
6 You ________ study harder, so you can get into university.
7 ________ we ________ to walk to school? It’s raining.
8 ‘I can’t drive Max to school tomorrow.’
   ‘He’ll ________ to take the bus.’
9 Passengers for London ________ change trains at Oxford.
10 ________ you have to study English when you were young?
Work in pairs. Look at the pictures and ask and answer. Use the ideas in the box.

- clean the bathroom
- do the washing-up
- lay the table
- tidy your room
- cook a meal
- iron your clothes
- make your bed
- wash the car

Do you have to clean the bathroom?
No, I don't, but I have to clean the kitchen.

5 Decide if these rules are true or not true in your school. Make corrections if necessary.

- We have to wear school uniform.
  Not true. We don't have to wear school uniform.
  1 We have to be in school before 8 a.m.
  2 We have to eat our lunch outside.
  3 We have to tidy the classroom at the end of the day.
  4 We don't have to use the teachers' surnames when we talk to them.
  5 We have to do sport every day.

6 We have to do homework every evening.

7 We have to do tests every day.

6 Read the dialogue and circle the correct options.

Paul: I've got a letter about the football trip.
Dad: What does it say?
Paul: It says, 'You must have to arrive at school at 8.30 a.m. '
Dad: OK. And what time do you get back?
Paul: It says, 'Parents must have to collect children at 7.30 p.m.'
Dad: OK. So you must have to arrive at 8.30 and we must have to collect you at 7.30. That's all fine.
Paul: Then it says, 'You must have to wear school uniform.'
Dad: Fine. Do you must have to take your PE kit?
Paul: Well, it says, 'The school will provide football kit. You must have to bring football boots and a tracksuit to keep warm.'
Dad: OK. So you must have to travel in your school uniform and you must have to take a tracksuit and football boots. Anything else?
Paul: Actually, there's one more thing. It says, 'You must have to bring £20 for the cost of transport.'
Dad: It says 'you not your parents'. That means you must have to start saving some money, Paul!

7 Circle the correct option.

- You must have to listen carefully. I won't say this again.
- 1 We must have to work hard this weekend because we've got exams next week.
- 2 Kate must has to practise the piano more often. Her teacher spoke to her yesterday.
- 3 I've marked your homework. It's not very good. You must have to do it again.
- 4 I must have to go. I don't want to miss the start of the film.
- 5 You must have to find your phone. I can't buy you a new one.
- 6 Ben must has to stay late at school. His teacher has given him extra work.
- 7 I must have to stay at home tomorrow. My dad wants me to help him with a job.
- 8 Your shoes look terrible. You must have to buy some new ones.
**Mustn’t, don’t have to, needn’t**

**Mustn’t** and **don’t have to** have different meanings.

We use **mustn’t**, especially in rules, to say something is not permitted.

*You mustn’t walk on the grass.* (≠ Don’t walk on the grass.)

*You mustn’t go in there. It’s dangerous.*

*I mustn’t eat that chocolate. I’m going to have dinner in a minute.*

We use **don’t have to** to say something is not obligatory.

*We don’t have to walk. We can go in the car.*

*We don’t have to go to the cinema. We can stay at my house and watch a DVD.*

We can use **needn’t** in the same way as **don’t have to**.

*We don’t have to walk. = We needn’t walk.*

*We don’t have to go to the cinema. = We needn’t go to the cinema.*

**Note:** the negative form **needn’t** is a modal verb and is followed by the infinitive (without **to**). The affirmative and question forms of **need** are followed by **to** + the infinitive.

*You needn’t wait.*

*Do I need to wait?*  

*You need to wait.*

**8** Look at the signs at a swimming pool. Write rules with **must** or **mustn’t** and the words in the box.

- **1** mustn’t
- **2** take photos
- **3** eat food
- **4** have a shower
- **5** run
- **6** smoke
- **7** use rubbish bins
- **8** wear shoes

**9** Look at the information about a job. Complete the sentences with the correct form of **have to**.

**Looking for a summer job?**

Work on our summer camp in South America.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Not essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak English</td>
<td>speak Spanish</td>
</tr>
<tr>
<td>be enthusiastic</td>
<td>have a degree</td>
</tr>
<tr>
<td>like children</td>
<td>have previous experience</td>
</tr>
<tr>
<td>be over 18</td>
<td>be able to drive</td>
</tr>
<tr>
<td>enjoy outdoor activities</td>
<td>play sport</td>
</tr>
<tr>
<td>work for at least four weeks</td>
<td>stay all summer</td>
</tr>
</tbody>
</table>

- You **don’t have to** speak Spanish.
- 1 You **must** speak English.
- 2 You **must** play sport.
- 3 You **must** enjoy outdoor activities.
- 4 You **must** have a degree.
- 5 You **must** be enthusiastic.
- 6 You **must** like children.
- 7 You **must** have previous experience.
- 8 You **must** stay all summer.
- 9 You **must** work for at least four weeks.
- 10 You **must** be able to drive.
10 A group of tourists is going to go on a safari. Listen and complete the information with x, ✓ or –.

x = Don’t!
✓ = Necessary
– = Not necessary

1 bring a camera
2 bring food and water
3 feed the animals
4 get up early
5 leave the vehicle
6 listen to the guide
7 smoke
8 talk quietly
9 wear sun cream

11 Complete the sentences with mustn’t, don’t have to or doesn’t have to.

 You mustn’t smoke in a cinema.
1 You _____ wait for me. You can go home now.
2 You _____ argue with the referee. His decision is final.
3 We _____ bring a football. We can use Martin’s.
4 Tom _____ study hard. He already knows all the answers.
5 Jess _____ wear those shoes at school. They’re the wrong colour.
6 You _____ listen to loud music. It’s bad for your ears.
7 You _____ forget your keys. I won’t be here when you get home.
8 You _____ ask the teacher. I can explain it to you.
9 I _____ get up early tomorrow. It’s the holidays!
10 I _____ spend time on the internet tonight. I’ve got a lot of homework.

12 Write sentences about life at your school. Use have to, mustn’t and don’t have to. Use the words in the box and your own ideas.

- do a lot of homework
- eat in class
- play a lot of sport
- run in the corridor
- send text messages in class
- stand up for the teacher
- stay late
- study maths every day

- We don’t have to wear a uniform.
- We have to do a lot of homework.
- We mustn’t eat in class.

13 Change the words in bold. Use needn’t or need to.

- We don’t have to leave yet. needn’t
- You must discuss that with your parents. need to
1 You don’t have to come to the meeting. _____
2 We must try harder. _____
3 Peter doesn’t have to wait for us. _____
4 Do we have to empty the bin? _____
5 I must write to my uncle. _____
6 We don’t have to turn off the computers. _____
7 Does she have to work on Sunday? _____
8 You don’t have to decide yet. _____
9 You must find your glasses. _____
10 When do you have to arrive? _____

14 Say three sentences about a sport, using have to, mustn’t and don’t have to. Can your partner guess the sport? You can use the words below or your own ideas.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball</td>
<td>be able to swim</td>
</tr>
<tr>
<td>cricket</td>
<td>be tall</td>
</tr>
<tr>
<td>diving</td>
<td>kick a ball</td>
</tr>
<tr>
<td>football</td>
<td>run fast</td>
</tr>
<tr>
<td>golf</td>
<td>throw a ball</td>
</tr>
<tr>
<td>water polo</td>
<td>wear boots</td>
</tr>
</tbody>
</table>

You don’t have to run fast.

You mustn’t kick the ball.

You have to be able to swim.

Is it water polo?
**Should**

We use *should* to give advice or recommendations.  
*You should* go to bed. You look tired.  
*I shouldn’t* drink cola. It’s bad for my teeth.  
*‘Where should we go?’ ‘Let’s go to the cinema.’*  
*‘Should I phone my parents?’ ‘Yes, you should.’*

We can also use *must* for recommendations, but it is much stronger than *should.*  
*You should watch that film. It’s good. You must watch that film. It’s brilliant.*

---

**15** Dora’s friend is giving her advice. Complete the sentences with *should* or *shouldn’t.*

- You *should* get more exercise.

1. You ______ eat a lot of fast food.  
2. You ______ walk to school.  
3. You ______ look at a computer all day.  
4. You ______ drink water.  
5. You ______ eat fruit and vegetables.  
6. You ______ sit at a desk all day.  
7. You ______ drink a lot of coffee.  
8. You ______ get eight hours of sleep.

---

**16** *GAME*   
Work in pairs. Read the situations and make suggestions. How many suggestions can you think of?

- You find some money on the bus.

  **You should give it to the driver.**  
  **You shouldn’t spend it.**

1. You arrive home but you can’t find your keys. No one is in the house.  
2. You see your friend’s diary. You would like to know what he or she thinks about you.  
3. You are on a bus. An inspector gets on but you can’t find your ticket.  
4. You are sitting in a café but the waiter doesn’t come to your table.  
5. You are doing a test and you see the person next to you looking at their mobile phone.
1 What do the signs say? Match 1–5 with A–H. You don’t have to use all the letters.

- You can buy a drink here. 🅾
- You mustn’t cycle here. 🅳
- You should eat lots of fruit and vegetables. 🅴
- You don’t have to bring your mobile phone. 🅵
- You can’t cycle here at the weekend. 🅶

A  No food in the swimming pool.
B  We sell all models of bicycles
C  Cycle club
    Tuesday and Thursday evenings
    Come and join us!
D  Essential kit
    hat
    suncream
    water
    Non-essential kit
    mobile phone
    swimming costume
    sandwiches
E  No cycling!
F  Turn off your mobile phone
G  Five-a-day
    We recommend you have five portions of fruit and vegetables every day.
H  Cold drinks for sale

2 Read the letter about school exams, then read sentences 1–6 and decide if each sentence is true or false.

As you know, school exams will start next week. Please read this information carefully.

- You must arrive at school by 8.30 a.m. ✗
- You must bring a black pen. ✗
- You can bring a bottle of water if you want to. You can’t bring any food. ✗
- You don’t have to stay until the end of the exam. You can leave when you’ve finished all the questions. ✗
- You mustn’t bring a mobile phone or other electronic device. ✗
- Ideally, you should go to bed early on the night before an exam. ✗

- You shouldn’t arrive later than 8.30. True
  1 You don’t need any pens. ✗
  2 You mustn’t take any drinks into the exam. ✗
  3 You mustn’t take any food into the exam. ✗
  4 You must stay until the end of the exam, and you mustn’t leave before the end. ✗
  5 Don’t bring a mobile phone. They are not allowed in the exam. ✗
  6 It’s a good idea to go to bed early the night before the exam. ✗
3 Henry is writing about a music festival. Choose the correct letter A, B or C to complete the sentences.

- The Soundwaves festival is brilliant. You ___ see lots of amazing bands.
  A can       B must       C could
1 I ___ go last year because I was revising for my exams.
  A could       B couldn’t       C didn’t have to
2 Although I didn’t go to the festival, I ___ watch it on TV.
  A could       B had to       C was able to
3 You ___ camp if you are under sixteen. But I’m OK because I’m seventeen.
  A can’t       B mustn’t       C couldn’t
4 You ___ camp. You can go home at the end of each day if you want to.
  A have to       B don’t have to       C mustn’t
5 You ___ buy tickets before the festival starts.
   You can’t buy them when you arrive.
  A should       B have to       C don’t have to
6 You ___ bring suncream and a raincoat.
   Sometimes it’s hot and sometimes it rains all day.
  A have to       B should       C needn’t

4 Write sentences about yourself when you were five and eleven. Use could, couldn’t, had to and didn’t have to.

   When I was five I could swim 50 metres.
   When I was eleven I didn’t have to wear school uniform.

8 wear brother’s old clothes
9 use the internet
10 go to the library
11 do cookery
12 learn woodwork
13 make a box
14 cook an egg

<table>
<thead>
<tr>
<th></th>
<th>could</th>
<th>couldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>had to</th>
<th>didn’t have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 R4.2 You will hear Tom talking to his mum about going to the cinema. Choose the correct answer A, B or C.

- Tom can go to the cinema.
  A Yes       B No       C Don’t know
1 Tom has to do his homework first.
  A Yes       B No       C Don’t know
2 Tom has to tidy his room tonight.
  A Yes       B No       C Don’t know
3 Tom can stay in town after the film.
  A Yes       B No       C Don’t know
4 Tom’s mum has to go to a meeting tonight.
  A Yes       B No       C Don’t know
5 Tom’s dad can collect him.
  A Yes       B No       C Don’t know
6 Tom has to phone his dad now.
  A Yes       B No       C Don’t know

Speaking

7 Read the scenarios. Ask and answer questions with your partner. Use can, could, have to, should.

1 Ask about ability: You are the captain of a sports team. You need a fast runner. Ask your partner.
   Can you run fast?  No, I can’t. You should ask Ben.

2 Ask for permission: You’re talking to your parents.
   You want to invite a friend to your house.
3 Make a request: You’re looking for some shoes in a shop. You want some help and you see the shop assistant.
4 Ask about rules: You are in a job interview.
   You want to know about uniforms.
5 Ask for advice: Your friend lent you a book, but you’ve lost it. Ask your parents.

Listening

5 R4.1 You will hear Charlie talking to his grandpa about the past. Write the numbers in the correct place in the table.

1 walk to school
2 talk to friends
3 go home straight after school
4 play football in the street
5 ask parents’ permission
6 buy sweets
7 buy clothes

Exam preparation  Units 15-16  95
I can form and use question words and subject and object questions.

**What, when, where, who, why, how**

Some questions start with a question word (e.g. *what, where, how*).

- **How** are you?
- **When** did you do your homework?

We use *who* in questions about people. We use *what* in questions about things.

- *Who* is your maths teacher?
- *What* did you do last night?

**Word order**

When we use the verb *be*, we put the subject after the verb.

- **How** are you?
- **When** were you in London?

With other verbs, we put the subject between the auxiliary verb and the main verb.

- *Where* have you been?
- *Why* did you choose that?
- *What* should I do?

When we use a preposition in a question, we put it at the end of the sentence.

- *Who* were you talking to?
- *What* is he looking for?
- *Where* does he come from?

---

1. Write the questions.

   - does/start/when/the film
     - *When* does the film start?

   - you/are/where/going
     - *Where* are you going?

   - the exam/was/yesterday/how
     - *How* did you do the exam?

   - Fred/say/what/did
     - *What* did Fred say?

   - Paul/when/buy/his laptop/did
     - *When* did Paul buy his laptop?
2 17.1 Look at the bold words in the answers and write the correct question word. Then complete the questions. Listen and check.

- How do you get to school?
  - I get to school by bus.

1 The match was on Thursday.
2 I'm fine.
3 We rented bikes at the sports centre.
4 His favourite colour is black.
5 He's laughing because I dropped my plate.
6 They're going on holiday in July.
7 I met Sam at the café.
8 You spell it A-U-T-U-M-N.
9 I've been at the supermarket.
10 Yasmin starts her new job next week.

3 Work in pairs. Take turns to ask questions using the words below, and give true answers.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>be your birthday</td>
<td>buy those shoes</td>
<td>do yesterday/tomorrow eat for breakfast</td>
<td>have dinner</td>
<td>go on holiday</td>
</tr>
<tr>
<td>play sport</td>
<td>spell your name</td>
<td>get to school</td>
<td>study English</td>
<td></td>
</tr>
</tbody>
</table>

When is your birthday?
- The twelfth of June.

Why did you buy those shoes?
- Because I loved the colour.

4 17.2 Complete the questions with a word from each box. Listen and check.

- about | in | next to | of | to | with | with
- afraid | dream | lunch | interested | listen | text messages | sit | to school

- What insects are you afraid of?
  1 Who do you go ________?
  2 What music do you ________?
  3 Who do you have ________?
  4 What sports are you ________?
  5 Who do you send ________?
  6 What do you ________?
  7 Who do you ________?

5 Work in pairs. Take turns to ask and answer the questions in exercise 4.

- what insects are you afraid of?
  - I'm not afraid of insects, but I am afraid of snakes.

6 Read the answers and write questions with who, what or where. Every sentence ends with a preposition.

- Who did you go to the beach with?
  1 I went to the beach with Julia.
  2 Toby was looking for his ticket.
  3 I dreamt about a beautiful house.
  4 Alice comes from Scotland.
  5 They're waiting for Katie.
  6 Carrie is worried about the exams.
  7 I listened to that new album.
  8 They're driving to Manchester.
  9 She should talk to Leo.
  10 I was thinking about my dinner.
  11 He's spoken to his teacher.
What or which? Whose or who's?

We use **which** when we are choosing between a small number of things.

> Which is your car? The blue one.

We use **what** when we are choosing between a large number of things.

> What sort of cars do you like? Sports cars.

We use **whose** in questions about possession.

> Whose is that jacket? It’s Amy’s.

Who’s sounds the same as whose, but has a different meaning.

> Who’s that? = Who is that? Who’s your favourite singer? = Who is your favourite singer?

We can use **what**, **which** and **whose** with or without a noun. We use them without a noun if we know what they refer to, or if the noun comes later in the sentence.

> Whose computer did you use? I like your computer. Actually, it’s not mine. So, whose is it?

7 Complete the questions with **who’s** or **whose**.

> Whose is the blue jacket? Ben’s
1 _______ reading the newspaper? _______
2 _______ is that white laptop? _______
3 _______ sitting next to Theo? _______
4 _______ purse is pink? _______
5 _______ is the orange juice? _______
6 _______ the person with pink shoes? _______

8 Now look at the picture and answer the questions in exercise 7.

9 Work in pairs. Ask and answer questions about the picture, using **whose** or **who’s**.

> Whose glasses are blue? Alice’s.
> Who’s eating a piece of cake? Ben.

10 Listen to questions with **who’s** or **whose**. Tick ✔️ the correct answer.

- Frank
- Carla
- Me
- Lucy
- Tim

1 Frank’s
2 Carla’s
3 Mine
4 Lucy’s
5 Tim’s

11 Complete the questions with **which** or **what**.

- They’ve got four flavours. **Which** would you like?
1 _______ time is it?
2 There are two bags on the table. _______ is yours?
3 _______ colour do you want? Black or blue?
4 _______ are you going to do tomorrow?
5 _______ colour is the Japanese flag?
12. Complete the sentences with who, whose, what or which.

- 'What did he say to you?' 'Nothing.'
- '_____ did you speak to?' Dr Hayes.
- '_____ is your car?' 'This one.'
- '_____ homework is this?' 'Mine.'
- '_____ are you looking for?' 'My keys.'
- '_____ pen did you borrow?' 'Oscar's.'
- '_____ is she pointing at?' 'Something under the car.'
- '_____ should I invite?' 'Invite everyone.'
- '_____ sandwich?' 'The one with cheese.'

**How + adjective/adverb**

We can make questions with how + an adjective or adverb.
- How old is he?
- How fast can you run?
- How often do you go to the gym?

We can make questions with how long.
- 'How long have you studied English?' 'Five years.'
- 'How long will it take to cook dinner?' 'Half an hour.'
- 'How long does the film last?' 'About two hours.'

We can make questions with how much and how many.
- How much food have we got?
- How many plates do you need?

We can also use how much without a noun.
- 'How much does it cost?' 'Twelve pounds.'
- 'How much do you weigh?' '50 kilos.'

13. Complete the questions with some of the words in the box.

- big fast hard hot hungry late long often old tall

- 'How _____ are you at the moment?' 'Very. I'd love a pizza.'
- 'How _____ are you?' 'Fifteen.'
- 'How _____ is it today?' 'About twenty degrees.'
- 'How _____ can you run?' 'About ten kph.'
- 'How _____ do you eat chips?' 'About once a week.'
- 'How _____ are you?' '1.55 metres.'
- 'How _____ is your English lesson?' 'An hour.'
- 'How _____ do you go to bed?' 'About half past nine.'
- 'How _____ is your house?' 'It's got three bedrooms.'
- 'How _____ do you study?' 'I do two hours of homework every night.'


- How hungry are you at the moment?
  - Not very. I've just had breakfast.

15. Circle the correct option.

- How much / many meat have we got in the fridge?
  1. How much / many eggs do you put in an omelette?
  2. How much / many is a kilo of apples?
  3. How much / many pieces of cake did you eat?
  4. How much / many homework do you have this weekend?
  5. How much / many does a ticket cost?
  6. How much / many people were at the match?

16. 17.4 Complete the questions with how long, how often or how much. Listen and check. Then match them with the answers (a–k).

- **How long** have you lived here? __
  1. ________ do you clean your teeth? ___
  2. ________ did your watch cost? ___
  3. ________ does it take to get from London to Beijing by plane? ___
  4. ________ does an elephant weigh? ___
  5. ________ is a year? ___
  6. ________ have you been to concerts? ___
  7. ________ does your phone battery last? ___
  8. ________ does the moon go round the Earth? ___
  9. ________ coffee do you drink? ___
  10. ________ are the Olympic Games? ___

- a. About a week, normally.
- b. Once every four years.
- c. About ten hours.
- d. £35.
- e. Twice a day.
- f. 365 days.
- g. Once every 28 days.
- h. About 5,000 kg.
- i. Never.
- j. All my life.
- k. Three cups a day.
Question words: subject and object

Who, what, which, how much or how many can be the subject or object of a question.

Subject

‘Who invited you?’ Tom invited me.

When the question word is the subject, we do not use the question form of the verb. We use the affirmative form and word order.

‘Which phone costs more?’ This one costs more.

‘How many people can come tomorrow?’ ‘About fifty people can come.’

‘What is happening?’ ‘Nothing’s happening.’

Object

‘Who did you invite?’ I invited Gemma and Beth.

When the question word is the object, we use the question form of the verb.

‘Which phone do you want?’ ‘I want that one.’

‘How many people can you see?’ ‘I can see six people.’

‘What are you making?’ ‘I’m making a chocolate cake.’

17 Look at the pictures and answer the questions.

Who phoned his friend? Sam

1 Who did he phone? _______

2 Who painted the picture? _______

3 Who did she paint? _______

4 Who wrote the letter? _______

5 Who did he write to? _______

18 Read the answers and write a subject question and an object question.

Who lost his phone yesterday? What did Michael lose yesterday?

Michael lost his phone yesterday.

1 Who _______?

What _______?

Mr Kean teaches geography.

2 Who _______?

What _______?

Libby is going to eat fish and chips.

3 Who _______?

Who _______?

Beth saw Mary at the cinema.

4 What _______?

What _______?

The car crashed into the café.

5 Who _______?

Who _______?

Pete is helping Ryan.

19 Work in groups of three. Look at the examples and write ten quiz questions with Who, What or How many. Think about famous people, geography, nature and sport.

Who wrote the play ‘Romeo and Juliet’?

What is the tallest building in the world?

What bird can swim but can’t fly?

How many players are there in a basketball team?
Work with another team. Ask and answer your quiz questions from exercise 19. Which team has most correct answers?

Q: What bird can swim but can’t fly?
A: I think it’s a penguin.

What is your earliest memory?

Read the answers and write the questions. Use the ideas in brackets.

- How long have you studied English?
  (study English)
  For five years.
  1
  (laptop cost)
  £500.
  2
  (shout at your sister)
  Because I was angry.
  3
  (cook dinner)
  My mum.
  4
  (favourite flavour)
  Strawberry ice cream.
  5
  (play sport)
  Twice a week.
  6
  (get up on Saturdays)
  At ten o’clock.
  7
  (travel to America)
  By plane.
  8
  (tennis racket/use)
  Katie’s.
  9
  (spend at the swimming pool)
  About two hours.
  10
  (play basketball)
  At the sports centre.

Correct the mistakes in each question.

- Where you went yesterday? did you go
  1 ‘Who is this umbrella?’ ‘Mine!’
  2 What for are you looking?
  3 What well can you swim?
  4 Which did he say to you?
  5 How many people did go to the cinema last night?
  6 How much does it take to cook pasta?
  7 Who you had lunch with?
  8 ‘How are you shouting?’ ‘Because I’m angry!’
  9 Who’s homework did he copy?
  10 ‘How long does it snow here?’ ‘It never snows.’

Work in pairs. Interview your partner using the questions from exercise 21.
Look at the picture and write six questions and the answers. Work in groups of three. Cover the picture and take turns to ask your questions. The first student to answer correctly wins a point.

how long  how much  how many  what  where  which  who  whose

Who is talking on the phone?  Robert.
Whose shirt is grey?  Bill's.
What is Leo eating?  Chocolate.

Self-evaluation  Rate your progress.

😊  😊  😊  😊  😊
Question tags

We add a question tag to make a statement into a question. We use question tags to check information, and also as a way of helping conversation by asking someone to respond.

She's Henry's sister, isn't she?
You don't like fish, do you?

We form question tags with an auxiliary verb (e.g. are, have, can, will) + a pronoun. We use the auxiliary verb and the pronoun to match the statement.

You're good at maths, aren't you?

He'll like this, won't he?

She didn't finish the exam, did she?

When the statement does not include an auxiliary verb (e.g. the present and past simple), we use do, does, did in the question tag.

She reads a lot, doesn't she?

They played well, didn't they?

If the statement is affirmative, we use a negative tag.

If the statement is negative, we use an affirmative tag.

Helen has got a new bag, hasn't she?

It isn't very interesting, is it?

You didn't like the film, did you?

We can only use personal pronouns or it/there in question tags. We do not use names or other words.

Mary is clever, isn't Mary? Isn't she?
That was difficult, wasn't that? Wasn't it?
There isn't much food, is there?

1 Complete the sentences with the words in the box.

aren't aren't can didn't do don't have haven't isn't weren't won't

You're British, aren't you?

1 You live in Manchester, _______ you?
2 You've got two sisters, _______ you?
3 You haven't got any brothers, _______ you?
4 You went to Greece on holiday last year, _______ you?
5 You'll be sixteen next year, _______ you?
6 You can't drive a car yet, _______ you?
7 You're hard-working, _______ you?
8 You were still asleep at eight o'clock this morning, _______ you?
9 You don't eat meat, _______ you?
10 It's your birthday today, _______ it?

2 18.1 Match the statements 1–10 with the question tags a–k. Listen and check.

▶ You spoke to your teacher, _______
1 The meal was nice, ______
2 Max is quite annoying, ______
3 People drive on the right in Britain, ______
4 That phone isn't cheap, ______
5 You can swim, ______
6 You haven't tidied your room, ______
7 They don't believe us, ______
8 We're going to win, ______
9 That wasn't funny, ______
10 You've got your umbrella with you, ______

a don't they?
b haven't you?
c didn't you?
d have you?
e can't you?
f do they?
g aren't we?
h wasn't it?
i is it?
j isn't he?
k was it?
3 Write the question tags.

- Daisy comes from Australia, doesn't she?
- She's very tall, isn't he?
- You're meeting Jess tonight, are you?
- That film wasn't very good, was it?
- Your parents know your teacher, do they?
- You forgot to close the window, didn't you?
- Tom's brother didn't win the match, did he?
- We won't stay here long, will we?
- You've learnt something new today, haven't you?
- Pete and I can go to the cinema, can't we?
- Your brother likes golf, doesn't he?

Pronunciation and meaning

There are two ways of using your voice in question tags.

The direction of the voice can go down at the end of the tag. This means that you know the answer. It isn't a real question. You expect the other person to agree and you are encouraging them to respond. We often use this to start conversations.

'It's cold, isn't it?' 'Yes, it's freezing.'

'You come from America, don't you?' 'Yes, that's right.'

The voice can go up on the tag. This means that you're not sure but you are checking the information. The other person may agree or disagree with you.

'I'm not late, am I?' 'Actually, the film's already started.'

'You'll need an umbrella.' 'Why? It's not raining, is it?' 'Yes! Look outside!'

4 18.2 Listen to the sentences. Does the voice go up or down on the question tag? Draw an arrow.

- It's cold, isn't it?
- You come from America, don't you?
- I'm not late, am I?
- It's not raining, is it?
- You're Turkish, aren't you?
- The window is open, isn't it?
- You saw the film, didn't you?
- She doesn't like football, does she?
- It wasn't very interesting, was it?
- Bella will pass the exam, won't she?
- There are two train stations here, aren't there?
- You didn't miss the bus, did you?

5 18.3 Complete the dialogues with question tags. Then listen and decide if the voice goes up or down. Draw an arrow.

A
Emma: Your name is Kim March, isn't it?
Kim: Yes, that's right.
Emma: You aren't David March's sister, are you?
Kim: No, I'm not. I haven't got a brother.

B
Tim: I've met you before, haven't you?
Alex: Have you?
Tim: Yes. You were at Oscar's birthday party, weren't you?
Alex: I remember now. You're in Oscar's football team, aren't you?
Tim: That's right.

C
Mum: Libby will pass her exam, won't she?
Teacher: Well, she got a good mark in her test, didn't she?
Mum: Yes.
Teacher: And she has done all her revision, hasn't she?
Mum: Yes.
Teacher: So, she should be fine.

6 Write six statements about your partner that you think are true. Then check the information with your partner.

| (not) be | (not) listen to |
| (not) eat | (not) play |
| (not) get up | (not) study |
| (not) like | (not) wear |

You don't like maths.

You don't like maths, do you?

Actually, I think maths is OK.
**Who, which, that: subject relative pronouns**

We use relative pronouns (who, which, that) to combine two sentences. The relative clause (in green in the examples below) describes the noun before it and identifies which person or thing we are talking about.

In these examples, the relative pronoun is the subject of the verb in the relative clause.

- The waiter was very friendly. He served us.
- The waiter who served us was very friendly.
- The school has 2,000 pupils. It is opposite my house.
- The school which is opposite my house has 2,000 pupils.

We use who for people, and which for things or animals. We can use that instead of who or which; it means the same.

- Peter is the boy who (or that) wears red socks.
- This is the computer which (or that) doesn't work.

*1 Change that to who or which.*

1. Henry is the boy that won the tennis competition. **who**
2. My little brother has a toy that makes a loud noise. **which**
3. I said hello to the woman that lives next door. **who**
4. We’re going to get the bus that leaves at ten past nine. **which**
5. He gave me an apple that didn’t taste very nice. **who**
6. Mrs Evans was the teacher that helped me with my exam revision. **who**
7. I put it in the folder that contains my old essays. **which**

*2 Match a–g to 1–6 and complete the sentences with who or which.*

A gorilla is an animal which __a__

- A pilot is a person __d__
- A spider is an insect __b__
- An architect is someone __f__
- An artist is a person __g__
- A cat is an animal __c__
- A farmer is someone __e__

*3 Join the two sentences. Complete the second sentence using that. Listen and check.*

- The girl is called Sally. She plays the piano.
  - The girl that plays the piano is called Sally. **that**
- I’m looking for the phone. It was on my desk.
  - I’m looking __that__
- The man wasn’t wearing glasses. He fell over the cat.
  - The man __that__ fell __that__
- We’d like to see the film. It starts at six o’clock.
  - We’d like __that__
- The author became famous. She wrote those novels.
  - The author __that__
- The glass is broken. It fell on the floor.
  - The glass __that__
Who, which, that: object relative pronouns

Who, which or that can be the object of the relative clause.
The film was very good. We watched it.
The film that we watched was very good.
The film which we watched was very good.
There's the actor. You really like him.
There's the actor who you really like.
There's the actor that you really like.

When the relative pronoun is the object, it is not necessary to include it in the sentence.
The film (that) we watched was very good.
There's the actor (who) you really like.

But when the relative pronoun is the subject, we have to include it in the sentence.
You're the person who spoke to Suzy.
You're the person spoken to by Suzy.

When the verb in a relative clause has a preposition (talk to, look for), we normally keep the preposition after the verb.
I know the girls. Suzy is talking to them.
I know the girls who Suzy is talking to.
The book had disappeared. She was looking for it.
The book that she was looking for had disappeared.

| 4 Complete the relative clauses using who or which and the correct form of the verb in brackets. |
| 5 Complete the sentences using who, which or that. Use two relative pronouns in each sentence. |

- That is the woman who she met yesterday.
- Those are the shoes that she bought last week. (buy)
- That is the singer who she listened to last night. (listen)
- That is the book that she read at the weekend. (read)
- That is the actor who she watched on TV yesterday. (watch)
- That is the chocolate cake that she baked two days ago. (bake)

- We visited some friends. We've known them for years. We visited some friends who/that we've known for years.
- The house is in Bristol. We want to buy it. The house which/that we want to buy is in Bristol.
  1. She's wearing the dress. She bought it in Paris. She's wearing the ____________.
  2. Can I talk to the doctor? I saw him yesterday. Can I talk to the ____________?
  3. Carrie really enjoyed the omelette. You made it. Carrie really enjoyed the ____________.
  4. They are the musicians. I was thinking of them. They are the ____________.
  5. Theo spends all the money. He earns it. Theo spends all the ____________.
  6. The letter has just arrived. You sent it last week. The ____________ has just arrived.
  7. The book is very interesting. You lent it to me. The ____________ is very interesting.
  8. The person is very annoying. I sit behind him. The ____________ is very annoying.
Student A: turn to page 169. Student B: look at the table. Ask your partner questions and complete the table.

<table>
<thead>
<tr>
<th>House</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim</td>
<td></td>
</tr>
<tr>
<td>Emma</td>
<td>53</td>
</tr>
<tr>
<td>Lucy</td>
<td>120</td>
</tr>
<tr>
<td>Ben</td>
<td>14</td>
</tr>
<tr>
<td>Amy</td>
<td></td>
</tr>
<tr>
<td>Max</td>
<td>5</td>
</tr>
</tbody>
</table>

Who is the person who lives at number ...?
Who is the person who drives a ... car?
What colour is the car that ... drives?
What number is the house that ... lives at?

Look at the bold words. Are they the subject or the object of the relative clause? Write S or O. Put brackets round the relative pronoun if you can leave it out.

- They are looking for a man who wears a black jacket.  
- The house (which) they live in is next to the school.  
1. The meal that you prepared was excellent.  
2. I saw a girl that you know at the cinema.  
3. Mechanics are people who repair cars.  
4. I'm still thinking about something which happened yesterday.  
5. There was a question that he couldn't answer.  
6. He's a musician that I'd like to see.  
7. She bought a car which looked fantastic.  
8. People that worry about spiders are silly.  
9. The man who I was talking to is a friend of my dad's.  
10. That was the first thing which they did.
Relative clauses with *when* and *where*

We can use *when* and *where* with relative clauses. We use them to describe a place or a time. They usually follow words like *place, town, country, moment, year, time.*

*This is the place where I was born.*

*That was the year when they won the championship.*

---

10 Circle the correct option.

- Mumbai is a city *when* / *where* millions of people live.
- That was the moment *when* / *where* things started to improve.
- We’re going to visit the village *when* / *where* my grandparents lived.
- 2012 was the year *when* / *where* the Olympics were in London.
- Do you remember the time *when* / *where* our car broke down?
- I can’t find the place *where* / *when* I left my bike.
- The shop *where* / *when* you bought that computer has closed.
- June is *when* / *where* I have all my exams.
- That is the campsite *where* / *when* I’d like to stay next year.
- The moment *when* / *where* he broke his leg was terrible.
- The town *when* / *where* she grew up is very small.

11 Complete the sentences with relative clauses.

- Richard lives in that city.
  We visited the city *where Richard lives*.
- Linda worked in Korea in that year.
  That was the year *
- My brother sleeps in that room.
  That’s the room *
- We went bowling that time.
  Do you remember the time *
- Summers are short in that country.
  Finland is a country *
- Ryan swims at the beach.
  The beach *
- I lived in Manchester at that time.
  The time *
- You can ski in those mountains.
  I like the mountains *
- The hurricane struck on that day.
  We were in America on the day *

12 Complete the definitions with the correct relative pronoun or *where*. Then write the word.

- It’s the thing *that* you clean your teeth with. *toothbrush*
- It’s the person *who* repairs cars. *mechanic*
- It’s the season *that* the weather is very cold. *
- It’s the place *where* you can borrow and read books. *
- It’s the musical instrument *you* hit with a stick. *
- It’s the person *you* visit when your teeth hurt. *
- It’s the time of year *when* school stops for several weeks. *
- It’s the thing *that* tells you what you can eat at a restaurant. *
- It’s the time of day *when* most people are asleep. *
- It’s the room *where* you eat your meals. *
- It’s the person *who* is your father’s brother. *
- It’s the thing *that* you use to carry money. *

GAME Quiz. Work in pairs. Write ten definitions like the ones in exercise 12. Swap with another pair and write the answers. Who has most correct answers?
Rewrite the two sentences as one sentence, using a relative clause. Leave out the relative pronoun if you can.

1. The hotel is very nice. We're staying there.
   **The hotel where we're staying is very nice.**

2. The bus has broken down. They normally take it.
   **The bus they normally take has broken down.**

1. I'm looking for people. They can make cakes.

2. The watch is very expensive. She bought it yesterday.

3. I can't buy a car. It doesn't start.

4. I like the time of year. Everyone goes on holiday.

5. The boy doesn't look very happy. You laughed at him.

6. Students often get better jobs. They speak English.

7. I don't want to work at the factory. My dad works there.

8. Someone has to wash up the pans. You used them.

9. I'd like a computer. It recognizes the human voice.

10. The lake sounds lovely. You go swimming there.

Write sentences about yourself using relative clauses and the words in the table.

<table>
<thead>
<tr>
<th>I like</th>
<th>I don't like</th>
</tr>
</thead>
<tbody>
<tr>
<td>days</td>
<td>people</td>
</tr>
<tr>
<td>places</td>
<td>things</td>
</tr>
<tr>
<td>who</td>
<td>which</td>
</tr>
<tr>
<td>which</td>
<td>that</td>
</tr>
<tr>
<td>when</td>
<td>where</td>
</tr>
</tbody>
</table>

I like people who laugh a lot.

I don't like places where there are a lot of cars.

Self-evaluation

Rate your progress.
Connectors

I can use connectors to link ideas in sentences.

And, but, or

Although he's rich, he hasn't got a big house or a fast car.

Why not?

Because he lives on a huge yacht!

We use **and** to add ideas.
*She bought a pen **and** three pencils.*
*I go running **and** cycling.*

We use **but** to talk about contrasting ideas.
*I like running **but** I can't stand swimming.*
*He bought a new car **but** it broke down in the first week.*

We use **or** when we talk about two options.
*Do you prefer meat **or** fish?*
*I'll probably read a book **or** watch TV.*

We normally use **or** instead of **and** in negative sentences.
*Some people can't read **or** write.*
*They didn't phone **or** send a text.*

We use **and** or **or** between the last two items in a list.
*I've visited London, Manchester **and** Edinburgh.*
*She doesn't eat eggs, milk **or** cheese.*

**1 Complete the sentences with **and, but** or **or**.**

1. Would you like orange juice **or** apple juice?
2. He got up **or** walked out of the room.
3. The sun was shining **but** he didn't go outside.
4. He didn't smile **or** say hello.
5. She went to Paris **or** she didn't see the Eiffel Tower.
6. He wasn't wearing a hat, a coat **or** a scarf.
7. He drank a cup of coffee **or** ate some toast.
8. Are you going to university **and** are you going to get a job when you leave school?
9. On holiday, I'm going to read some books, relax by the pool **or** play tennis.
10. I told them a joke **or** nobody laughed.

**2 Write six sentences about yourself, using **and, but** and **or**. Use each word twice.**

I often get up early **and** go for a run.
I went shopping on Saturday **but** I didn't buy anything.
My mum doesn't like apples **or** pears.

**3 Student A says the first part of a sentence from exercise 2, ending with **and, but** or **or**. Student B guesses the rest of the sentence.**

*I went shopping on Saturday but ... you forgot your money.*

**4 20.1 Listen and match 1–10 with the sentence endings a–j.**

a. clean his teeth.
b. I can play the drums.
c. chips.
d. I really liked it.
e. didn't enjoy it.
f. told her about the accident.
g. couldn't find her.
h. play the guitar.
i. tea?
j. it didn't taste nice.
Because, so, although

We use because to say the reason why something happens.

He failed his exam because he didn’t revise.

We use so to talk about the result of something.

They were very tired, so they went to bed early.

We can use because and so to express the same idea.

They didn’t play tennis because it was raining.

It was raining, so they didn’t play tennis.

We use although to talk about a contrast.

Although Mary likes coffee, she doesn’t like tea.

Sentences with although can have the same meaning as sentences with but.

Mary likes coffee but she doesn’t like tea.

We can put although and because at the beginning or in the middle of the sentence. When it is at the beginning of the sentence, there is a comma at the end of the clause. We can only put so in the middle.

Because it was raining, they didn’t play tennis.

He’s working as a waiter although he wants to be a musician.

So they didn’t play tennis, it was raining.

5 Look at the bold words. Are they the reason or the result?

- He opened the window because it was hot.
  - reason

- My room was dirty, so I cleaned it. result

1 Everyone likes Mr Harris because he doesn’t give much homework.
2 The bus was late, so I phoned my dad.
3 George was hungry, so he bought some chips.
4 I didn’t read the book because it looked boring.
5 You broke it, so you have to repair it.

6 Circle the correct option.

- I love reading, because / so I often go to the library.
  1 She laughed because / so it was funny.
  2 It snowed, because / so we stayed at home.
  3 He was feeling ill, because / so he went to bed.
  4 I couldn’t pay because / so I’d lost my money.
  5 They turned the lights on because / so it was getting dark.
  6 She wants to become a doctor, because / so she’s studying science.
  7 I can’t talk to you now because / so I’m too busy.
  8 The film was boring, because / so I fell asleep.

7 20.2 Rewrite the two sentences as one sentence using so. Then write them using because. Listen and check.

- I didn’t have much money. I didn’t buy the jacket.
  a I didn’t have much money so I didn’t buy the jacket.
  b I didn’t buy the jacket because I didn’t have much money.

1 He ordered some water. He was thirsty.
  a ____________________________
  b ____________________________

2 It was very noisy. They couldn’t sleep.
  a ____________________________
  b ____________________________

3 She cried. She cut herself.
  a ____________________________
  b ____________________________

4 There was too much traffic. We arrived late.
  a ____________________________
  b ____________________________

5 The teacher explained it again. No one understood it.
  a ____________________________
  b ____________________________

8 Tell your partner four things you did yesterday using so and because.

I was very hungry, so I had three pieces of toast for breakfast.

I got home late because I had a music lesson after school.

9 Rewrite the sentences with although.

- I’m not good at tennis but I like it.
  Although I’m not good at tennis, I like it.

1 He’s tired but he can’t sleep.
  ____________________________

2 It’s expensive but I’m going to buy it.
  ____________________________

3 She works hard but she doesn’t earn much money.
  ____________________________

4 Dave has a car but he prefers cycling.
  ____________________________

5 We played badly but we won.
  ____________________________

6 She borrowed my pen but she didn’t say thank you.
  ____________________________

7 I recognized her but I couldn’t remember her name.
  ____________________________

Unit 20 111
Work in pairs. Student B: turn to page 171. Student A: listen to Student B and complete the sentence with although or because and one of the endings from the table. Then swap roles.

<table>
<thead>
<tr>
<th>Endings</th>
<th>Beginnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>he was at the beach</td>
<td>She didn’t live in a big house</td>
</tr>
<tr>
<td>he wasn’t working</td>
<td>She was crying</td>
</tr>
<tr>
<td>he was feeling hot</td>
<td>She won the prize</td>
</tr>
<tr>
<td>he was afraid of flying</td>
<td>She finished the book quickly</td>
</tr>
<tr>
<td>he was tired</td>
<td>She missed the film</td>
</tr>
</tbody>
</table>

Complete the sentences with when or while.

- The weather was great while we were in Turkey.
- When I saw Katie, I waved at her.
- Someone’s phone rang while I was speaking.
- While they were at the beach, they went swimming.
- When the teacher asked him a question, he couldn’t remember the answer.
- My sister turned off the television while I was watching it.
- While the water boiled, Julia made some tea.
- Frank listened to the radio while he was cooking dinner.
- While he’d finished his research, he wrote the essay.

Complete the sentences 1–6 about the pictures. Use when or while.

- a cycle/to work
- b see/the accident
- c wait for/the ambulance
- d the ambulance/arrive
- e be/at the hospital
- f feel/better

1 While he was cycling to work, he had an accident.
2 While he was cycling to work, he had an accident.
3 While he was cycling to work, he had an accident.
4 While he was cycling to work, he had an accident.
5 While he was cycling to work, he had an accident.
6 While he was cycling to work, he went home.
20.3 Complete the dialogue with the correct connectors. Listen and check.

although and because but or so when while

Beth: Where were you yesterday?
Vicky: I had to go to the hospital because I hurt my foot.
Beth: How did you do that?
Vicky: It happened 1 I was coming home from the sports centre. There are no street lights on Sandy Lane, 2 it was really dark. There was a hole 3 I didn't see it. I tripped 4 fell over.
Beth: Ouch! So what happened next?

Vicky: I couldn’t walk 5 even stand up. There was no one else on the street, 6 I had to phone my parents.
Beth: Did they take you to the hospital?
Vicky: Yes, 7 we arrived at the hospital I had to wait for two hours. That was difficult 8 my foot was really hurting. Finally, they did an X-ray.
Beth: And what was the result?
Vicky: 9 it was very painful, the foot wasn’t broken. They put a bandage on it 10 gave me crutches to walk with.
Beth: How do you feel now?
Vicky: 11 it doesn’t hurt too much now, 12 I can’t walk sit at a desk at the moment. So no school for me
Beth: That’s lucky, isn’t it?

14 Game Work in pairs. Write eight sentences using each word or phrase once. After eight minutes, swap your sentences with another pair to check them. Who has the most correct sentences?

I went to bed early although I wasn’t tired
I had to walk because My bike was broken
I opened the door or I couldn’t find it
I was living in Beijing
I had done my homework turned on the light
My teacher was angry I couldn’t ride my bike
and I learnt Chinese
I was looking for my watch
I fell over when

Self-evaluation Rate your progress.
# Revision 5

## Units 17–20

### Reading and writing

1. Choose the correct letter A, B or C to complete the sentences.

   a. She looked for her keys but
      - A she found them in her bedroom.
      - B she needed them.
      - C she couldn’t find them.

   b. You come from Manchester,
      - A isn’t it?
      - B aren’t you?
      - C don’t you?

2. Although she’d studied hard,
   - A she failed the exam.
   - B she passed the exam.
   - C her teacher was very happy.

3. Can I see the book
   - A that you’re reading?
   - B which you’re reading it?
   - C what you’re reading?

4. Who’s
   - A is that bag?
   - B your best friend?
   - C phone did you borrow?

5. Tom didn’t win,
   - A did Tom?
   - B didn’t Tom?
   - C did he?

6. Who
   - A wrote ‘Romeo and Juliet’?
   - B did write ‘Romeo and Juliet’?
   - C did he write ‘Romeo and Juliet’?

2. Match 1–6 with A–I to complete the conversation. You don’t need to use all the letters.

   **Beth:**
   - 6 __

   **Lucy:** He fell over and hurt his leg. It wasn’t serious, but he couldn’t continue skiing.

   A. How long did you ski for?
   B. It’s too hot for skiing, isn’t it?
   C. When did you finish?
   D. How was your weekend?
   E. What happened?
   F. Which one?
   G. What did you do?
   H. You like skiing, don’t you?
   I. Who did you go with?

3. Read the email from Julia about her holiday in Australia. Choose the correct letter A, B or C for each space.

   **Hi Anna**

   We’re in Australia at the moment. We’re visiting the Palmer family. You remember them, __? You? They’re the people __ used to live next door to us. They moved to Australia last year __. Mrs Palmer got a job in Sydney.

   There are lots of things __ you can do in Sydney. You can visit museums, watch sport __ go to the beach. And the weather is great, __ you can spend all the time outside.

   __ I get home, I’ll show you the photos of the places that we visited and the people __ we met.

   But do you know something? __ it’s a great place, I wouldn’t like to live here. I wouldn’t be able to see my friends, __?

   **Julia**

   - A do
   - B don’t
   - C aren’t
   - A who
   - B which
   - C what
   - A so
   - B because
   - C while
   - A who
   - B that
   - C where
   - A so
   - B or
   - C but
   - A because
   - B although
   - C so
   - A when
   - B while
   - C Because
   - A where
   - B which
   - C that
   - A although
   - B Because
   - C But
   - A do
   - B wouldn’t
   - C would
4 Read the sentences. Complete the second sentence so that it means the same as the first. Use no more than two words.

- It was cold but he wasn’t wearing a coat.
  Although it was cold, he wasn’t wearing a coat.
1 Who does that car belong to?
   ______ is that car?

2 I know you can’t swim.
   You can’t swim, ______?

3 He can’t play football because he’s hurt his leg.
   He’s hurt his leg, ______ he can’t play football.

4 She was talking to someone with long hair.
   The person ______ talking to had long hair.

5 John phoned me during dinner.
   John phoned ______ I was having dinner.

5 Read the extract from an email. Then write an email about a place you would like to visit.

I would like to visit Italy because I’m interested in history. It is a place where you can see a lot of fascinating towns and buildings. Although I don’t speak Italian, I would like to live there one day.

6 Listen to the questions and choose the correct answer A, B or C.

- A When it was hot.
  B Because it was hot.
  C Although it was hot.
1 A For ten years.
   B Ten years ago.
   C In ten years.

2 A We saw some interesting animals.
   B Mary saw me.
   C I saw Mary.

7 R5.2 Listen to sentences 1–6. Do sentences a–f have the same meaning? Write Yes or No.

- Although I was tired, I played football.
  a You’re sixteen, aren’t you?
  b This is the person who helped us.
  c We ate dinner and then watched TV.
  d I don’t like tea or coffee.
  e A doctor visited Jill.
  f I didn’t buy the phone because it was too expensive.

Speaking

8 Work in pairs. Ask your partner questions to complete your text. Use the question words in the box. Student A: look at page 169 for answers. Student B: look at page 171 for answers.

Student A

<table>
<thead>
<tr>
<th>what</th>
<th>what time</th>
<th>who</th>
<th>whose</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy arrived home at ______ o’clock. He was tired because ______. He was also hungry. He found some ______ in the fridge. While he was eating, ______ arrived. ‘Oh no! What are you doing?’ said his mum. It was ______’s birthday cake.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What time did Andy arrive home?

Student B

<table>
<thead>
<tr>
<th>what</th>
<th>what time</th>
<th>who</th>
<th>whose</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma got up at ______ o’clock. She was in a hurry because ______. She picked up ______ and went to school. On the bus, ______ sat next to her. ‘That’s not your bag, is it?’ Emma looked at it. It was ______’s bag.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What time did Emma get up?
Zero and first conditional

I can use the zero and first conditional to talk about situations and results.

Zero conditional

We use the zero conditional to talk about things that are always true – for example, habits or scientific facts.

- If you heat chocolate, it melts.
- If my dad wakes up early, he goes for a run.

To form the zero conditional, we use the present tense in the if clause and in the main clause.

<table>
<thead>
<tr>
<th>If + present simple</th>
<th>present simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>If it rains,</td>
<td>we don't do PE.</td>
</tr>
<tr>
<td>If I have an exam,</td>
<td>I revise very hard.</td>
</tr>
</tbody>
</table>

We can put the if clause at the start or end of the sentence. When the if clause comes first, we put a comma between the two clauses.

- If he's on holiday, he gets up late.
- He gets up late if he's on holiday.

*1 21.1 Look at the rules from a radio quiz show.
Match the beginnings 1–6 to the endings a–f. Then listen and check.

- a) you lose one point.
- b) you get two extra points.
- c) you get two points.
- d) he or she gets one point.
- e) there is one more question, and the first person to answer correctly is the winner.
- f) you get no points and the next player tries to answer.

*2 Complete the sentences with the correct form of the verb in brackets.

- a) If you answer five questions correctly, you get two points.
- b) If you answer five questions incorrectly, you get no points.
- c) If you turn on a light bulb, it becomes hot.
- d) If Henry doesn't know a word, he looks it up in a dictionary.
- e) If two players finish with the same score, a tie is declared.

*3 Complete the sentences with the correct form of the verbs in the box.

- a) If I forget my watch, I don't know the time.
- b) If people lose their jobs, they normally work hard.
- c) If Jason doesn't get any pocket money, he asks his parents.
- d) If you drop a bottle in the sea, it floats.
- e) If he gets very hungry, he eats football after school.
- f) If you're a vegetarian, you don't eat meat.
- g) If people are healthier, they don't smoke.
First conditional

We use the **first conditional** to talk about a possible future situation and its result.

*If it’s sunny tomorrow, we’ll go for a picnic.*
*If Max wants to come, I’ll buy another ticket.*

We use the present tense in the *if* clause but a future tense in the main clause.

<table>
<thead>
<tr>
<th>Future condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + present simple</td>
<td>will</td>
</tr>
<tr>
<td>If I’m tired tonight,</td>
<td>I’ll go to bed early.</td>
</tr>
<tr>
<td>If you don’t do your homework,</td>
<td>your teacher will be very annoyed.</td>
</tr>
</tbody>
</table>

We do not use **will** in the *if* clause.

*If I will be tired tonight, I’ll go to bed early.*
*If I’m tired tonight, I’ll go to bed early.*

Remember, we can put the *if* clause second. Use a comma when the *if* clause comes first.

*We’ll miss the train if you’re late.*
*If you’re late, we’ll miss the train.*

---

**21.2** Listen to Louise and complete the sentences with the phrases in the box.

- will do some gardening
- will go for a walk
- will go to the cinema
- will play computer games
- will play tennis
- will read her book

If her aunt and uncle come, Louise **will play tennis.** Her brother 1____________ and her parents 2_________.
If they don’t come, Louise 3_____________, her brother 4____________ and her parents 5__________.

**21.3** Complete the sentences with the correct form of the verbs in brackets. Listen and check.

*If you **sell** your bike, you’ll get a lot of money.*
SELL

1. If they ______ late, we ______ the film. (arrive, miss)
   1. **arrive**
   2. **miss**

2. I ______ angry if Emily ______ for me. (be, not wait)
   1. **be**
   2. **not wait**

3. If you ______ down, we ______. (not slow, crash)
   1. **not slow**
   2. **crash**

4. Ted ______ silly if he ______ that hat. (look, wear)
   1. **look**
   2. **wear**

5. If Jack ______ the book, I ______ it to him. (need, lend)
   1. **need**
   2. **lend**

6. If you ______ that watch, we ______ you a new one. (lose, not buy)
   1. **lose**
   2. **not buy**

7. Lucy ______ the race if she ______ harder. (not win, not train)
   1. **not win**
   2. **not train**

8. They ______ you if you ______ to them like that. (not help, talk)
   1. **not help**
   2. **talk**
8 Listen and match the pictures (a–f) with the if clauses (1–6). Then complete the sentences. Listen again and check.

1 If the weather’s good, we’ll go to the beach. ____________
2 If the weather’s bad, ________________
3 If we go to the beach, ________________
4 If we don’t leave early in the morning, ________________
5 If we go to London, ________________
6 If it rains all day, ________________

9 Work in pairs. Imagine you are going to go on holiday. Ask and answer questions using these ideas.

Possible situations:
the weather’s good it rains
there is a swimming pool there isn’t a TV
your car breaks down the plane is delayed
your parents give you some money you don’t like the food

What will you do if it rains?
If it rains, I’ll read a lot of books.

10 We often use the first conditional to give warnings or advice. Complete the sentences using the verbs in the box or your own ideas.

be angry be locked out be thirsty
get cold get fat get a headache lose
miss not pass not sleep not work

If you spend a long time on the computer, you’ll get a headache.

1 If you don’t wear your coat, ________________
2 If you drink coffee after dinner, ________________
3 If they get up late, ________________
4 If he eats too many chips, ________________
5 If you lose your keys, ________________
6 If you don’t study enough, ________________
7 If she doesn’t drink enough water, ________________
8 If he doesn’t play well, ________________
9 If you don’t charge your phone, ________________
10 If he breaks my tennis racket, ________________

11 Read the problems and write advice.

I eat lots of fast food and I feel unhealthy.

If you eat more vegetables, you will feel healthier.

I don’t go out much and I don’t know many people.

I don’t do much homework and I get bad marks at school.

I play a lot of computer games and I get headaches in the evening.

I don’t tidy my bedroom and my parents get cross.
Write conditional sentences using if.

1. If we see your brother, we’ll say hello.
2. I’ll answer the phone if it rings.
3. Leo will be hungry – he’ll eat a sandwich tomorrow.
4. You feel tired – I’ll carry the bags.
5. I’ll buy some more food – the fridge will be empty next week.
6. We won’t win – we’ll play badly.
7. You won’t take an umbrella – you’ll get wet.
8. Kim won’t visit her grandparents – she has too much homework.
9. I won’t write it down – I’ll forget.
10. You won’t look for your keys – you won’t find them.

Work in pairs. Look at the flowchart and take turns to make conditional sentences.

- If you don’t hear your alarm, you’ll wake up late.
- You wake up late.
- You miss the bus.
- You arrive late at school.
- Teacher punishes you.
- You are annoyed.
- You argue with your friends.
- They don’t talk to you.
- You get bored.
- You watch TV all evening.
- You go to bed late.
- You don’t hear the alarm in the morning.

Self-evaluation

Rate your progress:

If you study hard, you’ll pass your exams.

if you study hard, you’ll pass your exams.
Second conditional

We use the second conditional to talk about unlikely situations in the present or future. The situation might happen but it probably won’t.

*If I became prime minister, I’d create more public holidays.*

A lot of people would die if an asteroid hit the Earth.

We can also use it to imagine situations that are not real.

*If my room was bigger, I’d put a table tennis table in it.*

In the second conditional we use the past tense in the if clause, and *would* + the infinitive in the main clause. Remember: although we use the past simple, we are talking about a present or future situation.

<table>
<thead>
<tr>
<th>Unlikely future condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>if</em> past simple</td>
<td><em>would</em> (‘d) / <em>wouldn’t</em> +</td>
</tr>
<tr>
<td><em>if he got</em> a job in Beijing</td>
<td><em>he’d learn</em> Chinese.</td>
</tr>
<tr>
<td><em>if I didn’t eat</em> any</td>
<td><em>my mum</em> <em>would be</em></td>
</tr>
<tr>
<td>breakfast.</td>
<td><em>worried.</em></td>
</tr>
<tr>
<td><em>if I met</em> the Queen,</td>
<td><em>I wouldn’t know</em> what to</td>
</tr>
<tr>
<td></td>
<td><em>say.</em></td>
</tr>
</tbody>
</table>

With personal pronouns, *(I, you, he, she, etc.)* we normally use the contracted form ‘d for *would*. You’d earn more money if you worked harder.

We often use the phrase *if I were you* to give advice.

*If I were you, I’d wear a sweater today.*

I’d do some more revision *if I were you.*

Note that we say *if I were you*, not if *I was you.*

*1 Circle the correct option.*

1. If Fred *had* / *would* have more money, he’d buy a new guitar.
2. If I *swam* / *would* swim every day, I would feel better.
3. If Jack cleaned his room, his mum *was* / *would* be happy.
4. If he *practised* / *would* practise more, he’d be an excellent pianist.
5. If you *asked* / *would* ask Peter, he would help you.
6. If Gemma got up on time, she *didn’t* / *wouldn’t* miss the bus.
7. If people *didn’t* / *wouldn’t* use computers, everything would take longer.
8. If my sister wasn’t annoying, I *didn’t* / *wouldn’t* argue with her.
9. If it was sunny, I *would* wear / *wore* sunglasses.

*2 Change *would* to the contracted form ‘d where possible. If the contracted form is not possible, write X.*

1. If they checked their work, they *would* find some mistakes. *they’d*
2. *The plants would die* if we didn’t water them. *X*
3. *If my best friend moved away, I would cry.*
4. *Paul would* spend less money if he didn’t buy coffee every day. ______
5. If he went to bed earlier, *he would* wake up earlier. ______
6. *If we didn’t like football, we would* play rugby. ______
7. *My parents would* live near the sea, if they could find jobs there. ______
8. *If the coach was better, the team would* win more matches. ______
5. Give advice to the people in exercise 4.
Write sentences using if I were you.

1. If I were you, I'd call the police.
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

6. Complete the sentences with the correct form of the verbs in brackets.

If I ______ a gym, I'd get ______. (join, get)
1. If Jill ______ her, Sally ______ with her. (invite, go)
2. We ______ at six, if we ______ home at four thirty. (arrive, leave)
3. If you ______ football, we ______ each other on Saturdays. (not like, not see)
4. Sam ______ the book if it ______ 500 pages. (not read, have)
5. If we ______ the parcel first class, it ______ five pounds. (send, cost)
6. Anna ______ for the job if she ______ it. (not apply, not want)
7. If I ______ very rich, I ______ a Ferrari. (become, not buy)
8. If the internet ______, homework ______ much more difficult! (not work, be)
9. If Max ______ a basketball player, he ______ his job. (be, love)
10. I ______ my hand up if I ______ the answer. (not put, not know)

7. Work in pairs. Say the first part of a conditional sentence, using if and a situation in the box. Your partner completes the sentence.

You are ill and you have an exam.
A stranger speaks to you in a foreign language.
You drop your phone in a river.
Someone in front of you drops litter on the street.
Your friend doesn't invite you to his party.
You wait for a bus but it doesn't come.
You walk past a house and hear an alarm ringing.
You can't find a clean shirt for school.

If I was ill and I had an exam, ...

my mum would phone the school.
First or second conditional?

We use the **first conditional** to talk about future situations that are likely or possible.

*If you want a cake, I’ll make one.*

*If it’s sunny tomorrow, we’ll play tennis.*

*Switch your phone off! If it rings in class, your teacher will be very cross.*

We use the **second conditional** to talk about present or future situations that are unlikely or imaginary.

*If the weather was better today, we’d go for a picnic.*

*I never take my phone to school. If it rang in class, my teacher would be very cross.*

---

8 22.2 Match 1–9 with a–j. Listen and check.

- if they watch that film, **e**
- 1 if there was a problem with my phone, **a**
- 2 if you clean the car, **c**
- 3 I’ll make dinner tonight **b**
- 4 if you got every answer right, **h**
- 5 if your parents heard that song, **i**
- 6 I’d lend you my bike **g**
- 7 Those eggs will break **f**
- 8 Your teacher wouldn’t laugh **d**
- 9 if your bike doesn’t work, **j**

---

9 First or second conditional? Complete the sentences using the verbs in brackets.

- if Linda liked eggs, I’d make her an omelette. (make)
- if my dad turns the TV off, I’ll go to bed. (turn)
- 1 if they drive to Spain, it **take** a long time. (take)
- 2 If George ____ red boots, he would look silly. (wear)
- 3 if they ____ in five minutes, they’ll miss dinner. (not leave)
- 4 if you buy a cake, I ____ it! (eat)
- 5 if Mandy knew me, I think she ____ me. (like)
- 6 if we ____ this match, we’ll play in the final next week. (win)
- 7 if you haven’t got the map, you ____ their house. (not find)
- 8 if Ted worked harder, he ____ about exams. (not worry)
- 9 if Ryan ____ tired, he would play football with his friends. (not feel)
- 10 if Tanya ____ the doctor, she won’t get better. (not visit)

---

10 Are the situations likely or unlikely? Write a sentence for each situation.

**You go to university**

**You become a professional footballer**

**Your parents move to New York**

**School finishes early**

**You lose your phone**

**A famous person visits your house**

**There is an earthquake in your town**

**You don’t wake up on time**

---

If I go to university, I’ll study maths.

---

Self-evaluation  Rate your progress.

1 2 3 4 5 6 7 8 9 10
I can use *I wish* to talk about how I want situations to be different.

**I wish + past simple**

We use *I wish + the past simple* when we aren’t happy with a present situation and want it to be different. *I’m tired. → I wish I wasn’t tired.*

We can also use *were* instead of *was.* *I wish I were taller.*

*This tastes too sweet. → I wish it *tasted* less sweet.*

*The bus arrives late every day. → I wish the bus *didn’t arrive* late every day.*

*They can’t speak English. → I wish they *could* speak English.*

---

**1** 23.1 Listen and number the pictures.

- (a) A person thinking about having a burger and chips.
- (b) A person thinking about chocolate cake.
- (c) A person thinking about something else.
- (d) A person thinking about something else.

**2** Complete the sentences with the correct form of the verb in bold.

- My bike is blue. I wish it *was* red.
- I speak English. I wish I also *were* Chinese.
- We study history. I wish we *were* geography.
- I know the first answer. I wish I *knew* the second one.
- I can swim. I wish I *could* dive as well.
- We get up early. I wish we *got* up later.
- There are a lot of films on TV. I wish there *were* more documentaries.
- I sit at the back of the class. I wish I *could* sit at the front.
- You can hear my voice. I wish you *could* see my face.

**3** Read the problems and complete the sentences using *I wish.*

- The book is on the top shelf and I can’t reach it. *I wish I *_were*_ taller.
- That magazine costs £5. It’s too expensive for me. *I wish it *_cost*_ less.
- I can’t carry this box. It’s too heavy. *I wish it *_was*_ stronger.
- I’d like to sing well but I can’t. *I wish I *_could*_ sing better.
- It’s raining and I’m getting wet. *I wish I *had* an umbrella.
- We live in London. It’s too big and too noisy for me. *I wish we *_lived*_ in London.
- My best friend goes to a different school. *I wish I *_went*_ to my school.
- I don’t understand him. He’s speaking German. *I wish he *_spoke*_ German.
- I have to walk to school but it’s a long way. *I wish I *_could*_ walk to school.

**4** Write some wishes for yourself. Use the ideas below or your own ideas.

- get up later
- live in (town/country)
- speak (language)
- get less homework
- can draw
- can play the piano
I wish + would

We use I wish + would/wouldn’t when we want a person to do something differently. We often use it to complain or when we are angry.

- Sam sends me a lot of emails. It’s very annoying. → I wish Sam would send me fewer emails.
- My brother doesn’t do the washing-up. It makes me angry. → I wish my brother would do the washing-up.
- I wish he wouldn’t watch TV all evening.

We can also use it when we want something different to happen in the future.

- I wish it would stop raining.
- I wish the train would arrive.

We don’t use I wish + would to talk about ourselves.

- I wish I would sit next to Katie. → I wish I sat next to Katie.

Read the situations and complete the complaint.

- They’re late. I’m waiting for them.
- I wish they would hurry up. [hurry] (hurry)
- 1 She always asks me and I don’t know the answer.
- I wish she wouldn’t interrupt. [not ask]
- 2 There is a lot of litter in the street.
- I wish people wouldn’t drop it. [not drop]
- 3 They’re talking. I can’t hear the film.
- I wish they would be quiet. [be quiet]
- 4 I’m cooking for ten people. You’re doing nothing.
- I wish you would help. [help]
- 5 It’s very hot. The window is closed.
- I wish someone would open it. [open]
- 6 You argued with him. He hasn’t phoned you.
- I wish he would phone. [phone]
- 7 The shop assistant isn’t very friendly.
- I wish she would smile. [smile]
- 8 You’re quite thin. You don’t eat much.
- I wish you would eat. [eat]

Game

Play in groups of three. Take turns to choose a situation from page 171. The second student makes a complaint and the third student decides if the complaint is correct.

Complete the sentences with the correct form (would or past simple) of the verbs in brackets.

- I wish people wouldn’t smoke on the bus. [not smoke]

1 I wish the weather were nicer. [be]
2 I wish you wouldn’t be late. [hurry]
3 I wish he had cleaned his bike. It’s dirty. [clean]
4 I wish I could go to the cinema more often. [can]
5 I wish I didn’t wear glasses. I don’t like them. [not wear]
6 I wish you wouldn’t argue with your sister. [not argue]

Self-evaluation

Rate your progress.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Choose the correct letter A, B or C to complete the sentences.

- If I get up late, I normally ___ breakfast.
  A don’t eat  B won’t eat  C wouldn’t eat

- If she was tired, she ___ to bed.
  A went      B will go    C would go

- I wish I ___ the answer.
  A know      B knew       C would know

- If we find your wallet, we ___ you.
  A phone  B will phone  C would phone

- I’d be very unhappy if they ___ me.
  A don’t invite  B didn’t invite  C wouldn’t invite

- You won’t win if you ___ try harder.
  A don’t    B won’t     C wouldn’t

- I wish he ___ the window. It’s cold in here.
  A closed    B will close  C would close

2 Choose the correct letter A, B or C to complete the sentences.

- If it rains, ___.
  A I’d get wet.
  B he needed an umbrella.
  C I’ll go to Jane’s house.

- We’ll be late ___
  A if you don’t hurry.
  B if the train didn’t come.
  C if we won’t take a taxi.

- I wish I ___
  A spoke Chinese.
  B wouldn’t feel ill.
  C will be taller.

- If my sister cooked dinner, ___
  A I’ll tidy the living room.
  B it tasted nice.
  C I’d do the washing-up.

- I would like school more ___
  A if we don’t wear school uniform.
  B if we played sport every day.
  C if lessons would start later.

- If Max helps us tomorrow, ___
  A we’ll finish the job quickly.
  B it is much easier.
  C I’d pay him some money.

3 Read the sentences. Complete the second sentence so that it means the same as the first.

- My mum hasn’t got a car, so she doesn’t drive to work.
  If my mum ___ a car, she ___ drive ___ to work.

- I can never go abroad on holiday, but I’d like to.
  I wish ___ abroad on holiday.

- You don’t get up early enough, so you always miss the bus.
  If you got up earlier, you ___ the bus.

- I think it’s going to rain, so we probably won’t play tennis.
  If it ___, we won’t play tennis.

- He always shouts. I don’t like it.
  I wish he ___.

- This book is boring, so I’m going to watch TV.
  If the book ___ boring, I wouldn’t watch TV.

- I may go shopping and buy a new bag.
  If I go shopping, I ___ a new bag.

4 Read the email from a friend. Then write a reply about your plans for the weekend.

Hi Jim

I’m looking forward to the weekend. We’re going to Bournemouth and I think the weather will be good. If it’s hot, we’ll go to the beach and play cricket. But there are lots of shops there, so if the weather is bad, we’ll go shopping. I wish you could come too!

See you soon.

Sam
5 Match the beginnings 1–10 and endings a–j of the sentences below.

If I tidied my room every week ___
My teacher will help ___
If I found some money ___
I wish my friend ___
I wish I ___
I wouldn’t argue ___
If I practised every morning ___
I’ll forget ___
If I got top marks ___
I need to save up my money ___

a wouldn’t text me so late at night.
b if I talk to her about it.
c I’d get more pocket money.
d I’d take it to the teacher.
e didn’t have to do my homework.
f if were you.
g if I want to get a new bike.
h I would be a better player.
i my parents would give me a present.
j if I don’t write it down.

6 Now write different endings to the sentence beginnings in exercise 5. Make conditional sentences.

If I tidied my room every week I would be able to find things.

2 _______________________________________________________________________

3 _______________________________________________________________________

4 _______________________________________________________________________

5 _______________________________________________________________________

6 _______________________________________________________________________

7 _______________________________________________________________________

8 _______________________________________________________________________
Comparative and superlative adjectives

We use the comparative adjective with **than** to compare two people or things.

**Pete is stronger than Tim.**

We use the superlative adjective with **the** when we compare three or more things.

**But Max is the strongest.**

We can use the comparative to compare two groups.

- Doctors are **richer than** nurses.
- Paris is **more beautiful than** Manchester.

With the superlative, we use **the** before the adjective.

- I’ve got three brothers. **Mike is the oldest.**
- Yesterday was **the hottest day of the year.**
- ‘The Simpsons’ is **the most enjoyable programme on TV.**

After the adjective, we use **in** before places or nouns for a group of people (e.g. team, family).

**It’s the tallest building in my town.**

Amy is **the most intelligent person in the class.**

We use **of** before other nouns.

**It was the funniest film of the year.**

We can also use superlatives with the phrase ‘I’ve ever ...’

**This is the most interesting book I’ve ever read.**

See Reference page 175 for the spelling rules.

---

**1 Write the comparative forms of the adjectives.**

- cheap  **Cheaper**
- 1 old  
- 2 hot  
- 3 easy  
- 4 exciting  
- 5 late  
- 6 good  
- 7 difficult  
- 8 hard  
- 9 healthy  
- 10 thin  
- 11 bad  
- 12 useful  

**2 Write the superlative forms of the adjectives.**

- clean  **the cleanest**
- 1 big  
- 2 lucky  
- 3 popular  
- 4 cold  
- 5 noisy  
- 6 boring  
- 7 new  
- 8 sad  
- 9 bad  
- 10 special  
- 11 fresh  
- 12 good  

---

Unit 24 127
3 Match 1–10 with a–j.
1 The burger is __
2 I think skiing is more __
3 The computer is the most __
4 I bought the __
5 Is China the __
6 Swimming is __
7 It was the happiest day __
8 The President is the most important person __
9 Is America __
10 My phone is more __

a better for your health than playing rugby.
b cheapest T-shirt in the shop.
c in my country.
d modern than yours.
e more expensive than Britain?
f cheaper than the pizza.
g of her life.
h useful invention ever.
i biggest country in the world?
j dangerous than riding a horse.

4 24.1 Listen and complete the table with ✓, ✓✓ or ✓✓✓.

<table>
<thead>
<tr>
<th></th>
<th>Beth</th>
<th>Dora</th>
<th>Rosy</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>✓✓</td>
<td>✓✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>good at sport</td>
<td>✓✓</td>
<td>✓✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>intelligent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>popular</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 24.2 Complete the sentences with the comparative or superlative form of the adjective in brackets. Listen and check.
1 They think this is ____________ train in the world! (slow)
2 Ed looks ____________ Oscar. (thin)
3 Football is ____________ cricket. (exciting)
4 Football is ____________ sport in the world. (popular)
5 This is ____________ day of the year. (hot)
6 I think we’ll win. That team is ____________ ours. (bad)

6 Write the sentences.
Jamie – funny – Henry
Jamie is funnier than Henry.

He – famous person – my town
He is the most famous person in my town.

1 Russia – big – Korea
2 Russia – big country – the world
3 A computer – useful – a phone
4 Eiffel Tower – interesting building – Paris
5 Your shoes – dirty – mine
6 Lucy – good musician – orchestra
7 Monday – bad day – the week
8 Health – important – money

7 Work in pairs. Say an adjective from the box. Your partner uses it in a sentence about someone in his or her family.

confident friendly funny good at sport intelligent old tall thin

Funny
My dad is the funniest person in my family.

Old
My brother is older than me.
Not as ... as .../less ... than

We use not as ... as ... to make negative comparisons.
* Egypt isn’t as big as China. (= China is bigger than Egypt.)
* Tom isn’t as tall as Jack. (= Jack is taller than Tom.)

We can also use less ... than.
* Your room is less tidy than mine.
* Playing sport is less important than studying.

We can also make a negative superlative with the least.
* He was the least helpful assistant in the shop.

Activity 8
Look at the information about three computers.
Then read the sentences and circle the correct options.

<table>
<thead>
<tr>
<th></th>
<th>GX7</th>
<th>AP3</th>
<th>BB9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>£499</td>
<td>£479</td>
<td>£525</td>
</tr>
<tr>
<td>How old?</td>
<td>3 months</td>
<td>6 months</td>
<td>1 year</td>
</tr>
<tr>
<td>How heavy?</td>
<td>0.95 kg</td>
<td>1.06 kg</td>
<td>0.78 kg</td>
</tr>
<tr>
<td>How thin?</td>
<td>9 mm</td>
<td>10 mm</td>
<td>8 mm</td>
</tr>
<tr>
<td>How fast?</td>
<td>1.33 GHz</td>
<td>1.00 GHz</td>
<td>0.77 GHz</td>
</tr>
<tr>
<td>How good?</td>
<td>*****</td>
<td>**</td>
<td>***</td>
</tr>
</tbody>
</table>

Activity 9
GAME
Work in pairs. Choose a person in the picture, but don’t tell your partner.
Say two sentences using not as ... as ... and adjectives from the box. Can your partner guess the person?

- tall short young old thin fat happy sad

This person isn’t as tall as Daisy.
Charlie isn’t as happy as this person.

Is it Bella?

Activity 10
24.3 Look again at the people in exercise 9 and listen to the sentences. Write Yes if the sentence is correct, and No if it is not correct.

Yes
1 _____
2 _____
3 _____
4 _____
5 _____
11 Rewrite the comparisons using not as ... as ... or less ... than.

- Angie is more popular than me.
  I'm not as popular as Angie.
  I'm less popular than Angie.
1 Jason is more handsome than Theo.
2 Supermarkets are more useful than cafés.
3 Tokyo is noisier than London.
4 I'm taller than my teacher.
5 The chair is more comfortable than the floor.
6 She's more beautiful than me.
7 Pasta is healthier than chips.
8 Your bag is more expensive than mine.

12 Look at the example. Write eight sentences using not as ... as ... and less ... than and the words in the table.

<table>
<thead>
<tr>
<th>basketball</th>
<th>football</th>
<th>skiing</th>
<th>swimming</th>
</tr>
</thead>
<tbody>
<tr>
<td>dentists</td>
<td>footballers</td>
<td>musicians</td>
<td>nurses</td>
</tr>
<tr>
<td>the Arctic</td>
<td>India</td>
<td>Britain</td>
<td>Egypt</td>
</tr>
<tr>
<td>big</td>
<td>boring</td>
<td>dangerous</td>
<td>difficult</td>
</tr>
<tr>
<td>exciting</td>
<td>expensive</td>
<td>hot</td>
<td>popular</td>
</tr>
<tr>
<td>rich</td>
<td>useful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Swimming isn't as exciting as basketball.
Nurses aren't as rich as footballers.
The Arctic is less popular than Egypt.

13 24.4 Write the words in the correct order. Listen and check.

- gets up/his brother/Henry/than/later
  Henry gets up later than his brother.
1 swims/me/than/Emily/better
2 harder/her friends/works/than/Cathy
3 drive/carefully/You/more/should
4 more loudly/everyone else/Ryan/than/is talking
5 He/his parents/eats/than/healthily/more
6 than/my brother/less/earn/l
7 the bus/more slowly/this train/than/is going
8 you/please/more/speak/Could/clearly

13 Comparison of adverbs

We make the comparative and superlative of most adverbs by adding more and the most before the adverb.
Polly did her homework more quickly than me.
Kate spoke the most confidently.

Some short adverbs have a comparative form with -er and -est, like adjectives. For example: early, fast, hard, late, long, loud.
Paul arrived earlier than me.
The journey took longer than normal.
Toby ran the fastest.

There are some irregular adverbs:

<table>
<thead>
<tr>
<th>well</th>
<th>better</th>
<th>the best</th>
</tr>
</thead>
<tbody>
<tr>
<td>badly</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
</tbody>
</table>

We can also use not as ... as ... with adverbs.
I didn't do as well as Jim in the exam.
The book doesn't explain it as clearly as our teacher.
14 Complete the sentences with the correct comparative or superlative form of the adverb in brackets.

- She spoke more quietly than me. (quietly)
- I did the best in the whole school. (well)
- We arrived ________ than everyone else. (late)
- Jack didn’t play as ________ as Tom. (well)
- They’ve lived here ________ than us. (long)
- Kim studies ________ in the whole class. (hard)
- It’s impossible to live ________ . (cheaply)
- The match doesn’t start as ________ as usual. (early)
- You should read the letter ________ . (carefully)
- Fred and Alex are lazy, but Pete works ________ of all. (little)
- Eat ________ , or you’ll feel sick. (slowly)
- No one in the band is very good but he definitely sings ________ . (badly)

15 **GAME**

Student A mimes an action. Student B guesses the action. Then student A chooses an adverb and mimes the action and the adverb. Student B guesses the adverb.

You’re playing the guitar. 

Now you’re playing it faster!

climb the stairs  eat some chips  make coffee  play the guitar  send a text message  sit down  walk  write a letter

angrily  badly  carefully  fast  slowly  strangely

16 Correct the mistakes.

- That was the boringest film I’ve ever seen. the most boring

1 Your computer is faster of mine.

2 Beth is the more wonderful person I know.

3 Vicky has got more longer hair than me.

4 That was one of the sadest moments of my life.

5 William isn’t as clever than he thinks.

6 Leo can run more fastly than anyone else.

7 Who is most popular person in your class?

8 Some footballers are famouser than musicians.

9 The Taj Mahal is perhaps the most beautiful building of the world.

10 You need to listen more careful.

11 That is the dirtier car I’ve ever seen.

12 This week’s test was more difficult that I expected.

**Self-evaluation** Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Position: adjectives and adverbs

I can use adjectives and adverbs in the correct position; I can use too and enough.

Position of adjectives

We put adjectives before a noun.
She's got dark hair.
He works in a modern factory.
Happy people live longer.

We can put adjectives after the verb be and verbs like become, feel, look, seem.
I'm very excited.
You look tired.

In questions with the verb be, we put the adjective after the noun.
Is your bedroom big?

When an adjective comes after an indefinite article (a/an), we use an if the adjective starts with a vowel.
a car an old car a red car

When we use two or more adjectives to describe a noun, we usually put them in the order in the table below.
He's just bought a small blue car.
She was wearing an old woollen sweater.
I saw a beautiful Chinese vase in the museum.

When we use two adjectives after the verb be, we use and between the adjectives.
His car was small and blue.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Age</th>
<th>Colour</th>
<th>Nationality</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>big</td>
<td>old</td>
<td>blue</td>
<td>Chinese</td>
<td>cotton</td>
</tr>
<tr>
<td>horrible</td>
<td>small</td>
<td>new</td>
<td>red</td>
<td>Russian</td>
<td>plastic</td>
</tr>
</tbody>
</table>

1 Write the sentences.

1 live/in/town/l/boring/a
1 are/my/parents/friendly/very
2 a/you’re/jacket/wearing/new
3 a/she/got/job/good/has/>
4 that/interesting/is/book/>
5 ate/restaurant/in/we/Chinese/a
6 angry/man/looks/that
7 your/difficult/lessons/English/are/?
8 cars/usually/drive/people/famous/expensive

I live in a boring town.
Write the adjectives from the box in the correct place in the table.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Age</th>
<th>Colour</th>
<th>Nationality</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

brown purple long green old beautiful
new modern small silk nice ancient boring
big plastic unpleasant large friendly Egyptian
woollen grey tall Turkish cotton
enormous stone blue glass interesting
young

Listen and complete the dialogue with the adjectives from the box.

beautiful blue boring chocolate creamy delicious enormous interesting Indian Italian little modern new nice old red silk stone

Claire: I was at Giorgio’s last night.
Jenny: Is that the new Italian restaurant? How was the food?
Claire: Not bad. I had a bowl of pasta with a 1_______ 2_______ sauce, and an 3_______ 4_______ cake.
Jenny: Sounds nice.
Claire: And I met some 5_______ 6_______ people too – the O’Sullivans. They’re a really 7_______ 8_______ family. The daughter, Katy, is my age. She’s lovely. She was wearing a 9_______ 10_______ dress.
Jenny: What are they doing here?
Claire: Her dad is an architect. He’s designing a 11_______ 12_______ office block in London, I think. But they’re also restoring an 13_______ 14_______ house in the village.
Jenny: I know that. There’s a 15_______ 16_______ sports car outside.
Claire: Yes. That’s her mum’s car.

Complete the sentences with the adjectives in brackets.

They served the food on old china plates.
(china/old)

1 I saw a 1_______ film yesterday.
(fantastic/French)

2 You play golf with a 2_______ ball.
(small/white)

3 He was wearing a 3_______ shirt.
(cotton/white)

4 I’d like some 4_______ shoes.
(black/leather)

5 Julia had 5_______ hair. (long/red)

6 The meeting was full of 6_______ students.
(Korean/young)

7 I keep them in a 7_______ box.
(plastic/yellow)

8 There’s a 8_______ shopping centre in our town. (huge/new)

9 He’s become an 9_______ man.
(angry/old)

10 He was the singer in a 10_______ band.
(American/famous)
Write sentences about yourself and your family and friends, using the adjectives in the box or your own ideas. Use two adjectives with each noun.

- beautiful, big, boring, cotton, huge
- interesting, leather, modern, new, nice
- old, plastic, small, wooden, lovely

I like old American films.
My dad often wears a black leather jacket.
We live in a small modern house.

---

Position of adverbs

We use adverbs of frequency and some other adverbs before the verb – but after the verb be.

I always take the bus to school.
Mary definitely likes this school.
My teachers are never late.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>always, ever, never, often, sometimes, usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certainty</td>
<td>certainly, definitely, probably</td>
</tr>
</tbody>
</table>

When we use an auxiliary or modal verb, we put these adverbs between the auxiliary or modal and the main verb.

I’ve just played cricket.
We’ll probably finish tomorrow.
Do you normally wait for Jenny?
You must never say that again.

Note: we put certainly, definitely, probably before a negative auxiliary.
I definitely didn’t understand that.

We put adverbs of manner (dangerously, fast, well) after the verb or after the object.
She can ski well.
Ann explained the problem clearly.
Ann explained clearly the problem.

We often use adverbs of time (yesterday, soon) or place (here, there) at the end of a sentence.
Sue visited her grandparents yesterday.
She has finished her homework already.
Do you play tennis often?
You can buy some interesting things here.

---

25.2 Circle the correct option. Listen and check.

- We never play / play never tennis.
- 1 You’re hungry always / always hungry.
- 2 Do you come often / often come here?
- 3 She certainly works / works certainly hard.
- 4 Have you already / already you finished?
- 5 It’s the first time I’ve ever been / been ever on a plane.
- 6 My brother borrows sometimes / sometimes borrows my bike without asking me.
- 7 It probably won’t / won’t probably rain tomorrow.
- 8 You should always / always should clean your teeth in the morning.

---

Write the sentences.

- drive/fast/he
  He drove fast.
- 1 early/they/arrived
- 2 well/play/I/didn’t
- 3 can’t/my bag/I/anywhere/find
- 4 you/did/yesterday/where/go?
- 5 your brother/see/there/didn’t/I
- 6 confidently/the question/answered/she
- 7 is going/soon/the film/to start
- 8 you/your/left/outside/shoes

---

Ask your partner the questions below. Use the adverbs in the box.

<table>
<thead>
<tr>
<th>definitely</th>
<th>ever</th>
<th>often</th>
<th>sometimes</th>
<th>yet</th>
</tr>
</thead>
</table>

Is it the end of the lesson?
Do you clean your room?
Have you swum in the sea?
Are you sixteen?
Will you become rich?

Is it the end of the lesson yet?

No, it isn’t.
9 Circle the correct options to complete the text.
I had an exciting day **yesterday**. I went to a theme park with my friends. It was the first time we'd been **ever**. I wanted to go on lots of rides, so we arrived **just**. The best ride was called 'Stealth'. It travelled very, very fast. It was the scariest thing I've **ever** done! On the way back, we **almost** missed the train and we got home **late**. I'm tired today, but it was **definitely** a brilliant day out!

10 Write the sentences using the adverbs in brackets.

**She's spoken** to the doctor. (already)

She's already spoken to the doctor

1 **Tony will pass** the exam. (definitely)

2 **It is four o'clock**. (already)

3 **What are they doing?** (there)

4 **She said 'thank you'**. (nicely)

5 **Are they coming?** (definitely)

6 **We've been shopping**. It was fun. (just)

7 **I lost my wallet**. (last week)

11 **25.3 Listen to the dialogue. Are the sentences correct ✓ or incorrect ✗?**

**Jack has finished his maths homework. ✓**

1 Maths is never difficult for Jack. ✓

2 Jack sometimes goes to basketball matches. ✓

3 There is a basketball match tomorrow. ✓

4 Jack agrees to go to the match. ✓

5 Jack has eaten dinner. ✓

6 Jack will call Ben later. ✓

12 **GAME** Work in groups. Are the sentences correct ✓ or incorrect ✗? Correct the five incorrect sentences. You have five minutes. Swap answers with another group and go to page 171 to check their answers. Give one point for a correct ✓ or ✗, and one point for a correct change.

1 He's got an old French dictionary. ✓

2 Everyone spoke quietly. ✓

3 Has she got dark hair? ✓

4 What time does normally school end? ✓

5 Is your good school? ✓

6 It was the first time she'd ever caught a fish. ✓

7 Do you always boil vegetables? ✓

8 We'll tomorrow learn those new words. ✓

9 He was carrying a black big bag. ✓

13 Read the text in exercise 9 again and write about your interesting day out. Where did you go? What did you do? Was it good? Use adverbs and write about 80 words.

I had fantastic day out yesterday.
**Too and enough**

We use **too** + adjective or adverb to say something is more ... than we want.

- The basket is **too high**. (= The basket is higher than we want.)
- The basket isn't **high enough**. (= It is less high than we want.)
- The basket is **high enough** now. (= This is the right height.)
- **Too** and **not** ... **enough** are often opposites.
  - This bag is **too big**. I can't carry it.
  - This bag isn't **big enough**. I can't fit all my books in it.
- We can use **too** and **enough** with the infinitive form.
  - He was **too tired to play** football.
  - I wasn't **old enough to see** that film.

### Look at the pictures and complete the sentences with **too** and an adjective from the box.

- **difficult**
- **expensive**
- **high**
- **hot**
- **loud**
- **tired**

1. **This is ____**!

2. **That's ____**!

3. **This is ____**!

4. **I'm ____**!

5. **This is ____**!
15 Circle the correct option.
> Slow down. You're driving fast enough / too fast.
1 'Are we late enough / too late?' No. We're OK. It's still open.
2 You can wear my jacket. I'm sure it's big enough / too big.
3 I'm not hungry enough / too hungry to eat all that.
4 It's noisy enough / too noisy. I can't hear you.
5 We couldn't go swimming. It was cold enough / too cold.
6 I'm not rich enough / too rich to buy a big car.
7 You're walking slowly enough / too slowly.
8 We'll be late.
9 She spoke clearly enough / too clearly, so everyone could understand.

16 Complete the sentences using not enough.
> I'm sorry. Your essay is too short.
Your essay isn't long enough.
1 This computer is too slow.
This computer isn't fast enough.
2 That homework was too easy.
That homework isn't hard enough.
3 You can't wear those shoes. They're too dirty.
Your shoes aren't clean enough.
4 I can't sit on this sofa. It's too uncomfortable.
This sofa isn't comfortable enough.
5 I can't afford that bag. It's too expensive.
That bag isn't expensive enough.
6 You shouldn't eat that food. It's too unhealthy.
That food isn't healthy enough.
7 My dad can't play football any more. He's too old.
My dad isn't young enough to play football.
8 I don't like this coffee. It's too weak.
This coffee isn't strong enough.

17 25.4 Rewrite the two sentences as one sentence, using too or enough. Listen and check.
> Frank isn't very strong. He can't carry that box.
Frank isn't strong enough to carry that box.
1 Toby is lazy. He never cleans his room.

   ____________
2 They're not very old. They can't go swimming alone.

   ____________
3 We weren't very tired. We didn't fall asleep.

   ____________
4 He's very famous. He doesn't travel by bus.

   ____________
5 She's rather shy. She couldn't be a teacher.

   ____________
6 We didn't play very well. We didn't win.

   ____________
Reading and writing

1 Choose the correct letter A, B or C to complete the sentences.
   ▶ Cathy plays basketball better ___ football.
     A of B than C that
   1 She has ___ watched a match on TV.
     A always B just C today
   2 She doesn’t go to matches at the stadium because they’re ___ expensive.
     A enough B less C too
   3 A ___ player has just joined the team.
     A Chinese young B young and Chinese C young Chinese
   4 He’s ___ player on the team.
     A tallest B the taller C the tallest
   5 Her team weren’t ___ to win today.
     A good enough B as good as C too good
   6 She thinks they will play ___ next week.
     A better B more well C weller

2 Jess wants to buy a second-hand television. Read her notice and the three advertisements. Then complete the sentences with the correct names.

60cm Television Wanted
Less than two years old under £200
email Jess

For Sale
52cm TV.
Almost new
£250
email Tim

TV For Sale
80cm TV.
Five years old.
£180
email Sue

For Sale
TV. 60cm.
Three years old.
£160
email Ben

3 Read the sentences. Complete the second sentence so that it means the same as the first. Use the words in brackets.
   ▶ Your computer is less noisy than mine. (noisy)
     My computer is noisier than yours.
   1 Helen is younger than Daisy. (as old)
     Helen ___ than Daisy.
   2 I’m sure he’s French. (definitely)
     He ___ French.
   3 These trainers are not cheap enough. (expensive)
     These trainers are ___.
   4 She is more intelligent than the other students in her class. (intelligent)
     She is ___ student in her class.
   5 She walks to school every day. (always)
     She ___.
   6 She’s wearing a blue dress. It’s beautiful. (beautiful)
     She’s wearing a ___ dress.

4 Read the email from your pen friend, and then write a reply.

Hi John
I’m sending you a photo of my family. My dad is quite tall, but my mum is really small. I’m taller than my dad now, so I’m the tallest in the family. My brother is the youngest in the family. He isn’t old enough to go to school yet.
Please write soon and tell me about your family.
5 R7.1 Listen. Choose the correct picture A, B or C.

6 R7.2 You will hear a conversation at the food market. Choose yes if the sentence is correct, and no if it is incorrect.

- The red apples are bigger than the green ones. 
  - Yes
- 1 Apricots are cheaper than peaches. ______
- 2 Apricots are too expensive. ______
- 3 Strawberries aren't sweet enough. ______
- 4 The large tomatoes aren't as expensive as the small tomatoes. ______
- 5 The large tomatoes look older than the small ones. ______
- 6 She can't buy any more fruit because she hasn't got enough money. ______

Speaking

7 Work in pairs. Take turns to ask questions and answer with full sentences.

Student A: ask the questions in box A.
Student B: ask the questions in box B.

A
- Who is the oldest person in your class?
- Are you as tall as your mum?
- How often do you go to the cinema?
- Have you got any new blue clothes?
- Are you fit enough to run 1 km?
- Is my hair longer than yours?

B
- Who is the tallest person in your family?
- Are you older than me?
- How often do you play sport?
- Have you got a small black bag?
- Are you hungry enough to eat some food now?
- Is today as hot as yesterday?

Who is the oldest person in your class?
- Jim is the oldest person in my class.

Who is the tallest person in your family?
- My uncle is the tallest person in my family.
26 Prepositions of time

I can use prepositions of time.

At, in, on

We often use at, on or in to talk about when we do something.

<table>
<thead>
<tr>
<th>At</th>
<th>On</th>
<th>In (+ period of time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock time</td>
<td>on Tuesday</td>
<td>month</td>
</tr>
<tr>
<td>meal time</td>
<td>on your birthday</td>
<td>in July</td>
</tr>
<tr>
<td>festival</td>
<td>on the 14th of May</td>
<td>year</td>
</tr>
<tr>
<td>two exceptions</td>
<td>on Thursday morning</td>
<td>part of a day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in the morning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>season</td>
</tr>
</tbody>
</table>

We use in with morning, afternoon and evening, but at with night.

Will you be here in the afternoon?
I don't go out at night.

If we talk about a particular day we always use on.

What do you do on Saturday morning?
We stayed at home on Friday night.

We do not use a preposition before last, next or this.

I saw them last night.
They're coming next week.
We've got history this afternoon.

We can use in + a period of time to say when something will happen in the future.
You'll feel better in a few days.
We're going to leave school in two years.

1 Complete the expressions with at, on or in.

1 at half past three
2 _______ Sunday
3 _______ 2001
4 _______ the weekend
5 _______ September
6 _______ the morning
7 _______ night
8 _______ Friday afternoon
9 _______ the winter
10 _______ quarter to seven

140 Prepositions of time
2 Tick ✓ the correct answer.

- They arrived at __________.
  - Tuesday ✓ six o'clock  
  - the morning

- Ronny was born on __________.
  - 24 November ✓ the summer  
  - August

- In England, winter starts in __________.
  - 1 December ✓ New Year  
  - November

- What are you doing at __________?
  - Saturday ✓ the weekend  
  - the summer

- Carla agreed to help us on __________.
  - Wednesday ✓ next week  
  - the evening

- He got married in __________.
  - 12 February 1978 ✓ 3 a.m.  
  - 2002

- The streets are very quiet at __________.
  - Sunday mornings ✓ night  
  - the morning

- I have to look after my little brother on __________.
  - Thursday evening ✓ this evening  
  - the evening

- I like going for long walks in __________.
  - the winter ✓ the weekend  
  - Sundays

- Pete decided to do no homework on __________.
  - his birthday ✓ New Year  
  - the summer

- The shop is going to close in __________.
  - Saturday ✓ 5.30 p.m.  
  - two weeks

4 Write sentences with going to.

- What/you do/July?
  - What are you going to do in July?

- Gemma/meet/me/midday

- Tom/play football/his birthday

- Bella and Emily/make a cake/the afternoon

- I/not do/any homework/Friday evening

- Where/you/stay/next week?

5 Work in pairs. Ask and answer questions using the three question types in the examples. Use the words in the box or your own ideas.

- do maths homework  
- eat a cake  
- get up  
- go on holiday  
- have dinner  
- cook something  
- play sport  
- send a text message  
- sing  
- tidy your room  
- use the Internet  
- watch TV

- What time do you usually get up?
  - I get up at seven o'clock.

- When did you last watch TV?
  - I watched TV last night.

- When are you going to have dinner?
  - I'll probably have dinner at eight o'clock.

6 Write six answers from exercise 5. Write ✓ if the sentence is true, or x if the sentence is not true. Work in a group of three. Student A: read student B's sentences. Student C: guess which sentences are true. Then swap roles.

- I cooked dinner on Wednesday.
- I went to Spain in January.
- I'm going to play football at three o'clock this afternoon.

- I think sentence 2 is false.
- You didn't go to Spain in January.
After, before, during, for

We also use after, before and during to say when something happened.

<table>
<thead>
<tr>
<th>10 a.m.</th>
<th>11 a.m.</th>
<th>12 p.m.</th>
<th>1 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sent message</td>
<td>phone rang</td>
<td>got phone back</td>
<td></td>
</tr>
</tbody>
</table>

I sent a text message to my mum before the lesson.
My phone rang during the lesson and the teacher took it from me.
The teacher gave me back my phone after the lesson.
We use for to say how long something lasts.

We studied English for an hour.

7 Look at the pictures and complete the sentences with after, before or during.

8 Write six sentences about an interesting holiday you had. Use after, before or during.

I bought some sunglasses before the holiday.

9 Complete the sentences with during or for. Then listen and check.

- We stayed in Paris for three days.
- We visited the Eiffel Tower during our stay.
- George fell asleep during his science lesson.
- Mandy slept during two hours.
- Kate has been at this school for three years.
- We can talk about it during lunch.
- You’ll have to wait here for half an hour.
- A loud noise woke them up during the night.
- The microphone stopped working during the concert.
- We’re going to camp here for a week.

10 Circle the correct option.

- I’ve known Peter for / in eight years.
- The film will start for / in fifteen minutes.
- It was a long match. They played for / in three hours.
- You should sleep for / in eight hours every night.
- It’s two o’clock. They’re arriving for / in half an hour.
- ‘How long will you stay in London?’ ‘For / In three years.’
- We stayed in the hotel for / in a week.
- ‘When do the holidays end?’ ‘For / In three weeks.’
- Dinner’s nearly ready. We’re going to eat for / in five minutes.
**By, from ... until**

We use **by** to mean 'not later than':

<table>
<thead>
<tr>
<th>6 a.m.</th>
<th>7 a.m.</th>
<th>8 a.m.</th>
<th>9 a.m.</th>
</tr>
</thead>
</table>

You must arrive **by** eight o'clock. (= some time before 8 o'clock)

*Can you phone me **by** four o'clock?*

We use **until** to say when a continuing action finishes. We can also say **till**.

<table>
<thead>
<tr>
<th>9 a.m.</th>
<th>10 a.m.</th>
<th>11 a.m.</th>
<th>12 p.m.</th>
<th>1 p.m.</th>
<th>2 p.m.</th>
<th>3 p.m.</th>
<th>4 p.m.</th>
<th>5 p.m.</th>
<th>6 p.m.</th>
<th>7 p.m.</th>
</tr>
</thead>
</table>

*I studied **from ten** in the morning **until** six in the evening.*

*We stayed at Tim's house **till** eight o'clock. Can you work **until** four o'clock?*

---

### 11 Circle the correct option.

- You should arrive **by** / **until** ten o'clock.

1. The shops are open from 10 a.m. **by** / **until** 7 p.m.
2. Please can you post this letter **by** / **until** Monday?
3. You must get home **by** / **until** nine o'clock.
4. We lived in London **by** / **until** 2010.
5. Max has to decide about the job **by** / **until** Friday.
6. They stayed **by** / **until** midnight!
7. It rained **by** / **until** midday and then it was sunny.
8. You'll have to get up **by** / **until** seven o'clock to catch the train.

### 12 Complete the sentences using **by** or **until**.

- They will arrive at seven. The house must be tidy. You must tidy the house **by** seven.
- They arrived at six and stayed for three hours. They stayed **until** nine.

1. The museum opens at nine and closes at five. It is open from nine **by** seven.
2. You must pack your bags. We're leaving at six. You must pack your bags **by** seven.
3. Can you wait? I'll be back at three. Can you wait **by** three?
4. We start maths at two. It lasts an hour. We do maths **by** three.
5. It's Monday today. We need your reply in three days. We need your reply **by** three.
6. Ryan has some French homework. The teacher wants it on Monday. Ryan has to finish his homework **by** seven.

---

### 13 26.3 Complete the biography with the prepositions in the box. Listen and check.

*after*  **by**  **during**  **in**  **for**  **on**  **until**

**Pelé was born on** the 23rd of October 1940 in Brazil. He is often called the greatest footballer of all time. **1.** 1958, at the age of only fifteen, he joined the Santos Football Club and stayed with the team **2.** 1974.

3. **By** the time Pelé was sixteen, he had also started playing for the Brazilian national team and **4.** 1958 he won the World Cup for the first time. In total, he played for Brazil **5.** fourteen years and **6.** that time, Brazil won the World Cup three times.

7. **By** eighteen years at Santos, Pelé left Brazil and ended his career in America. He played his last match ever **8.** the 1st of October 1977. **9.** his whole career, 'The King of Football' amazingly scored 697 goals in 753 matches.

---

### 14 Now write a biography of someone famous. Include information about dates and times.

---

### Self-evaluation Rate your progress.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
</table>

---

---
**In, at, on + place**

In:
- a box, a room, a town, a country, a photo, a picture, a car, bed, hospital

On:
- the floor, a table, the roof, the wall, a shelf, a road/street, a bus, a train, a plane, the TV, the internet

At:
- a bus stop, a station, a door, a cinema, a restaurant, home, a concert, a football match, a party, school, work, the top, the bottom, the end

---

**27.1 Circle the correct option. Listen and check.**

1. They live **at/in** a nice town.
2. You’ll find the book **in/on** the shelf.
3. They waited **at/on** the station for two hours.
4. We’ve moved to a house **at/on** Preston Street.
5. We’re **at/in** the football match tomorrow.
6. He dropped his wallet **in/on** the ground.
7. Is Gemma still **in/on** bed?
8. Who’s that **in/on** the photo?
9. Can we see a film **at/in** the cinema this week?
10. ‘I can’t find the keys. They’re **at/in** the bottom of my bag.’

**27.2 Write answers to the questions using the words in the box and the correct preposition.**

- **apartment**
- **bed**
- **bus stop**
- **cinema**
- **fridge**
- **handbag**
- **River Street**
- **wall**
- **work**

- Where does Kim live? **in an apartment**
- Where does she keep her purse? **in/on**
- Where does she catch the bus? **on**
- Where does she watch films? **in/on**
- Where does she put her pictures? **in/on**
- Where is her apartment? **in/on**
- Where does she sleep? **in/on**
- Where does she put milk? **in/on**
- Where is she from 9 a.m. until 5 p.m.? **in/on**
Prepositions of place

We also use the following prepositions to talk about place.

- The ball is **in front of** the box.
- The ball is **behind** the box.
- The ball is **next to** the box.
- The ball is **between** the boxes.
- The ball is **opposite** the box.
- The balls are **inside** the box.
- The ball is **under** the box.
- The balls are **outside** the box.

We only use **inside** when someone or something is in an enclosed space, like a building or box. We can use **in** to talk about all places.

*There's a bird **in**/**inside** the house.*
*The key is in the door.*

We use **on top of** when something is in contact with a three-dimensional object. We use **on** for two-dimensional surfaces. We use **above** when there is no contact.

*There is a bird **on top of** the house.*
*There is a bird **above** the house. (= It is flying.)*

3 Look at the picture. Complete the sentences with prepositions from the box.

above behind between in front of inside next to next to on top of opposite outside under

- The café is **next to** the bank.
- Dora's bag is ______ her chair.
- The bank is ______ the café and the hairdresser's.
- The supermarket is ______ the post office.
- There is a bus stop ______ the supermarket.
- There is a cat ______ the car.
- The post office is ______ the hairdresser's.
- There is a waiter ______ the café.
- Max is cleaning the window ______ the post office.
- Sam is parking his motorbike ______ the car.

4 Work in pairs. Ask and answer questions about the picture.

Where is the hairdresser's?

**Next to the bank.**

5 Write a description of your classroom. Use all the prepositions in exercise 3.

There are thirty people inside the room. I'm sitting behind Vicky....

Unit 27 145
Prepositions of movement

We use the following prepositions to talk about movement.

He walked to the office from his house.
He went into the house.
He went out of the house.
He got off the bus.
He went through the tunnel.
He walked across the bridge.
He climbed down the ladder.
He walked along the road.
He walked past the building.
He walked around the building.

*6 27.2 Listen and complete the text with the prepositions from the box above.
You start by going down the slide 1 ______ the water. You swim 2 ______ the lake and get 3 ______
the island. Then you run 4 ______ the bridge and go 5 ______ a tunnel and crawl 6 ______ it. When you
come 7 ______ the tunnel, you have to climb 8 ______ a ladder 9 ______ a platform. You walk 10 ______
the bridge and go 11 ______ a tower and then jump 12 ______ the platform 13 ______ the water again. Finally,
you swim to the beach and then run 14 ______ the lake 15 ______ the finish line as fast as you can.

*7 Now look at the picture and draw a line to show the correct route.
Play in groups. One student mimes an action from exercise 8. The first person to guess the action with a correct preposition gets a point.

You’re swimming across the lake.

No, I’m not.

You’re crawling through the tunnel.

Yes, I am!

Circle the correct option.

- He climbed **up** / down the ladder and onto the roof.
- The train from / off Manchester will arrive soon.
- He jumped onto / to the boat as it was leaving.
- We had to get from / off the bus because it broke down.
- She got into / onto her car and drove off.
- The quickest way is to go across / through the forest.
- There was no lift, so we had to walk along / down a lot of stairs to get to the ground floor.
- A tree had fallen down in the road. We had to drive along / around it.
- Parachutists jump down / out of planes.
- I can’t believe it. The bus went around / past us without stopping.
- The museum is on the opposite side of the river. You have to walk across / past the bridge.

Read the text and complete it with the prepositions in the box.

above around at down from from inside onto on top of off on past through to up

The train journey **from** Riobamba 1 ______ Guayaquil in Ecuador is one of the most exciting in the world.

It starts at 2,700 metres 2 ______ sea level and then travels 3 ______ the Andes mountains before gradually going all the way 4 ______ to the sea at Guayaquil. The train travels 5 ______ volcanoes covered in snow and stops 6 ______ interesting Andean towns.

There is also something special about the train itself. It has seats on the roof. So most people don’t sit 7 ______ the train; they climb 8 ______ a ladder and sit outside during the journey. When you sit 9 ______ the train, the views are fantastic.

Every time the train arrives at a station, people get 10 ______ the train and walk 11 ______ the colourful markets. After half an hour, they climb back 12 ______ the train and continue their journey. The whole journey to Guayaquil takes about eight hours. But you can return 13 ______ Guayaquil to Riobamba 14 ______ a bus in only four hours.

Self-evaluation Rate your progress.

😊 😊 😊 😊 😊
Expressions with prepositions

I can recognize and use common expressions with prepositions.

By, for, in, on, with

Who's that man with the blond hair?

Yes. I'm sure I've seen him on TV.

The one in the sunglasses?

By

I go to school by bike / bus / car / plane / train.
He went to John's house by accident / mistake.
She replied by email / phone / post.

For

The house was for sale. They're going for a walk / swim.
Britain invented a lot of sports - golf, for example.

In

Look at the person in the green dress / suit / uniform.
I read it in a book. Let's go in my car.
I'm in a hurry. In my opinion, it's rubbish.

On

There's something interesting on the TV / internet / radio / computer.
She spoke to him on the phone.
We're going there on holiday / business / a school trip.
I'm sitting on the bus / train / boat.
He arrived on foot. It's on page 24.

With

Mary is the girl with long hair / green eyes.

1 Circle the correct option.

1 I found it in / on the internet.
2 I can't wait. I'm in / on a hurry.
3 Do the homework in / on page 57.
4 My uncle went to China in / on business.
5 You can't play football in / on sandals.
6 The car broke down. So we went there in / on foot.
7 You can't talk to Lucy at the moment. She's in / on the phone.
8 In / On my opinion, social networking is a waste of time.
9 I keep all my music in / on my computer.

2 Complete the sentences with by, for or with.

1 I hit Theo by accident.
2 Have you seen? The house next door is _____ sale.
3 Some people - like Harry, _____ example - are good at maths but bad at science.
4 Is your brother the boy _____ very short hair?
5 You can get to the museum _____ bus or train.
6 Can you send me the book _____ post?
7 Would you like to go _____ a run?
8 I got off at the wrong stop _____ mistake.
9 It's the animal _____ big ears.
Work in groups of three. Take turns to ask about a person in the picture, using the words in the box. Who can name the person first?

Who's the man with no hair?
That's Sidney.
Yes, it is!
Who's the girl in the red shoes?

Look at the picture again and write sentences about five people.

Mandy is the girl in the orange trousers and white shoes.

Complete the sentences using by, for, in, on or with and words from the box.

I left my homework on the bus. 

1. It's a nice day. Let's go ________ in the mountains.
2. I'm sorry, I have to go now. I'm ________
3. It will be quicker to go ________
4. We don't have to go to school. We're ________
5. Who is that man ________?
6. You can look up the information ________
7. Have you seen a girl ________?

Listen and complete the sentences.

In your opinion, is English more difficult than maths?
1. Do you go to school ________
2. Where can you go ________
3. Are you going ________ this year?
4. Can you go to school ________
5. What are you going to watch ________ tonight?
6. Do you know anyone ________?

Work in pairs. Take turns to ask questions from exercise 5. Answer with full sentences.

In your opinion, is English more difficult than maths?
No, I think maths is more difficult than English.
Complete the dialogue with prepositions.
Then listen and check.

Max: Have you seen this story in the newspaper? About the boy who went missing 1 a school trip.

David: No, I haven’t. What happened?
Max: Well, his class went to York 2 train. They visited all the museums and then most children went shopping. But this boy went 3 a walk by the river.

David: Did he get lost?
Max: No. He got on the wrong train 4 mistake. All the pupils met at the train station, but they were 5 a hurry and the teacher was checking the pupils very quickly. He saw a boy 6 a green jacket and thought it was the boy. So they got on the train. In fact, it was a different boy.

David: So where was the boy?
Max: He was 7 the wrong train. It was going to London! The teacher realized his mistake and tried to contact the boy 8 phone, but his phone wasn’t working.

David: What happened in the end?
Max: The train inspector phoned the boy’s parents and they came and collected him 9 their car. It was a three-hour journey.

David: Wow! The teacher probably felt very bad about it.
Max: 10 my opinion, it was the boy’s fault. He got on the wrong train without waiting for the others.

Correct the prepositions in bold. Use by, for, in, on or with.

We decided to go in a walk. for

1 Paul travelled around America on bus. ______
2 By my opinion, you should study science. ______
3 The answers are in page 187. ______
4 Tom went to school with a red jacket. ______
5 Did you see that programme in TV? ______
6 Dave is the person in the big feet. ______
7 They went for holiday to Turkey. ______
8 There are many species of dolphin, by example, the bottlenose. ______
9 ‘What does ‘eccentric’ mean?’ ‘Look on your dictionary.’ ______
10 ‘Why did you send that text message?’ ‘I did it in mistake.’ ______

Complete the story using the prompts. Use the past simple and the correct prepositions.

My mum had an embarrassing experience last week. She normally goes to work by bus.

last week/she go/train
Last week she went by train.

she leave/her green coat/the train
she be upset/it be her/favourite coat

Sunday evening/she go/a walk
she see/a woman/a green coat/in front of her

she follow/the woman/foot

the woman/be/a hurry

Finally the woman stopped to look in her bag. My mum said, ‘Excuse me!’ She looked at the woman’s coat. But it wasn’t hers! She was very embarrassed. ‘Sorry, I thought you were wearing my coat!’

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

150 Expressions with prepositions
Reading and writing

1. Choose the correct letter A, B or C to complete the sentences.
   - Leo was ___ a hurry. He didn’t want to be late for the trip.
     A at     B in     C on
   - 1 The bus left at 7.30 ___ the morning.
     A at     B in     C on
   - 2 Leo was sitting ___ his best friend.
     A at     B between     C next to
   - 3 They stopped ___ a café for lunch.
     A at     B inside     C on
   - 4 Unfortunately, the bus driver went the wrong way ___ mistake.
     A by     B for     C on
   - 5 Everyone was very tired when they finally got ___ the bus.
     A down     B from     C off
   - 6 In the end, they had been on the bus ___ twelve hours.
     A during     B for     C in

2. Read the advertisement. Then complete the sentences with the missing words. Write one word in each space.

**Cowper Sports**

We sell clothes and equipment for every sport.

**Opening hours**
- Monday to Friday 9 a.m. – 5.30 p.m.*
- Saturday 9 a.m. – 7 p.m.
- Sunday closed
*We close early on Wednesday at 2 p.m.

**Where to find us**
27 High Street

Bus numbers 12 and 19 stop outside the shop.

**Contact us**
Phone 0207 2767 2187
Email cowpersports@webhost.com
For more products and special offers visit our website www.cowpersports.com

3. Read the article about the Van Gogh Museum in Amsterdam. Choose the correct letter A, B or C for each space.

The Van Gogh Museum is very busy ___ the middle of the day and there are often long queues ___ front of the building. It is a good idea, therefore, to visit ___ nine o’clock in the morning or ___ four o’clock in the afternoon. Or you can visit ___ Friday evening, when the museum is open ___ nine o’clock. The museum is open every day, except ___ 1 January and 25 December.

There is a café ___ the museum, so you can buy a drink or a snack during your visit. ___ to the café is the museum shop, which has postcards and books ___ sale.

4. The shop is closed all day on ___.
   1 The shop is normally open until ___.
   2 You can get to the shop by ___.
   3 The shop is ___ the bank and ___.
   4 It is open ___ hours on Saturdays.
   5 You can contact the shop ___ or email.
   6 You can buy more products on ___.
   7 The shop closes at 2 p.m. ___ ___ afternoons.
Read the email below. Then write a similar email with directions from the train station to your house.

Hi Julia
Here are directions to my house. Leave the station and walk across the road. There is a bus stop opposite the library. Take the number 17 bus and get off next to the park. Walk through the park and past the shops. I live on Heston Road at number 25.

See you soon.

Listening

5 R8.1 Listen and choose the correct answer A, B or C to complete each sentence.

1 A TV  B the weekend  C a big black car
2 A a tunnel  B a bridge  C the sea
3 A six weeks  B the summer  C my birthday
4 A the red hair?  B the bus?  C the black coat?
5 A of the library  B the station  C the afternoon
6 A train  B the train  C example

6 R8.2 Listen to the conversation. Complete the sentences with the words in the box.

above after before during for outside under until

Carla met Gemma outside the bookshop.
1 Carla went to the bookshop ______ it started raining.
2 They stayed in the department store ______ the storm.
3 They were in the department store ______ an hour and a half.
4 The café is ______ the clothes department.
5 They went to the park ______ the rain stopped.
6 They stayed at the park ______ six o’clock.
7 Carla had left her book ______ the cup.
Active and passive

She designs clothes.  
The clothes are made in factories.

We can use active or passive sentences to express similar meanings.

In an active sentence, the subject does the action to the object.

People use mobile phones all the time.

Mobile phones are used everywhere.

British people eat a lot of pasta.

A lot of pasta is eaten in Britain.

In passive sentences, the person who does an action is not important.

That house is made of stone.

We don’t know who made the house. We want to talk about the house, not the people who built it.

The World Cup is watched around the world.

We want to talk about the World Cup. The people who watch it aren’t important.

1 Active or passive? Write A or P.

- Paper is often recycled.  
  - I recycle paper when I’ve used it.  
- 1 Cola is drunk everywhere.  
- Some people drink cola every day.  
- Arabic is spoken in many countries.  
- My friend speaks Arabic.  
- We use computers at my school.  
- Computers are used in many schools.  
- Hey! That man has stolen my mobile phone.  
- Mobile phones are often stolen.  
- Maths is studied everywhere.  
- Everyone studies maths.

2 Look at the active sentence (A). Then complete the passive sentence (B).

- A: People write blogs on the internet.  
  - Blogs are written on the internet.  
- 1 A: Farmers in Asia grow rice.  
  - _____ is grown in Asia.  
- 2 A: Shops sell suncream in the summer.  
  - ____ is sold in the summer.  
- 3 A: We use hot water to make tea.  
  - ____ is used to make tea.  
- 4 A: Nurses look after sick people in hospital.  
  - _____ are looked after in hospital.  
- 5 A: Teachers teach science in most schools.  
  - ____ is taught in most schools.  
- 6 A: Chefs cook chips in most restaurants.  
  - _____ are cooked in most restaurants.
Present simple passive

We form the passive with the verb *be* + the past participle.
*Football is played* all around the world.
*Tigers are found* in Asia.
*Am I needed* at the concert tomorrow?
*How is ‘cough’ pronounced?*
*I’m sorry. You’re not invited to the party.*
*Bread isn’t kept* in the fridge.

For details about the formation of past participles see Unit 9. A list of irregular past participles is on page 176.

We use the present simple passive to talk about regular events and facts.
*Glass is made* from sand.
*These computers are used* every day.

We put adverbs of frequency between *be* and the past participle.
*He’s sometimes seen* on TV.
*Famous people are often photographed* on holiday.

*3 Complete the sentences with the correct form of *be.*

1. Oil *is found* underground.
2. The best ice cream *is made* in Italy.
3. I *am driven* to school on Mondays.
4. Omelettes *are made* with eggs.
5. *Was* we invited to the party on Sunday?
6. *How often* was your room cleaned?
7. English and maths *are studied* in all schools.
8. Smart phones *are used* to access the internet.
9. *How much* did you pay?
10. *Were* pandas kept in zoos?
11. You *are not* paid very much.

*4 Correct the bold words. Add an extra word if you need to.*

1. Our products *sold* online. *are sold*
2. Everything is *testing* at the factory. *is being tested*
3. It *is produced* in Korea? *is produced*
4. The match is *showed* on a big screen. *is being shown*
5. I *amn’t* invited to many parties. *am not*
6. Normally, letters *deliver* on time. *are delivered*
7. Where is Spanish *spoke*? *is spoken*
8. We *isn’t* pleased with the result. *is not*
9. Service is *include* in the price. *is included*
10. The bins *emptied* twice a week. *are emptied*
By + agent

With the passive, we sometimes use by to help the person or object that does the action. We call this the agent.
Active: Some people hate football, but others love it.
Passive: Football is hated by some people and loved by others.

Remember, when we use the passive, it is not very important who does the action. Even when we use by, the agent is not as important as the subject of the verb.

The Simpsons is a great programme. It is watched by millions of people.

We serve fresh bread in our café. All the bread is made by our chef, Fred.

Write sentences using the words in the table.

<table>
<thead>
<tr>
<th>bridges</th>
<th>houses</th>
<th>medicines</th>
<th>newspapers</th>
<th>omelettes</th>
<th>pianos</th>
<th>planes</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>design</td>
<td>make</td>
<td>fly</td>
<td>play</td>
<td>sell</td>
<td>write</td>
</tr>
<tr>
<td>architects</td>
<td>chefs</td>
<td>chemists</td>
<td>engineers</td>
<td>journalists</td>
<td>musicians</td>
<td>pilots</td>
</tr>
</tbody>
</table>

Bridges are built by engineers.

GAME
Play in groups of three. One student chooses an object he or she can see and describes it using the passive. Who can guess the object first?

They're made of glass and plastic. They're worn on the face. They're used for seeing more clearly.

They're glasses!

Yes!

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9
Past simple passive

We form the past passive with **was** or **were** + the past participle.

- The team **was chosen** on Thursday.
- Two windows **were broken** at school last week.
- The food at the restaurant **wasn’t cooked** very well.
- The drinks **weren’t included** in the price.
- **Was** that picture **painted** by Picasso?
- **How many people** **were rescued** from the boat?

We use the past simple passive to talk about actions that finished in the past.

1. **Circle the correct option.**
   - That programme **was**/ **were** watched by millions of people.
   - Some books **was**/ **were** left in the classroom.
   - Why **was**/ **were** you disliked at school?
   - When **was**/ **were** your room last painted?
   - **Was**/ **Were** your phone made in China?
   - The new station **was**/ **were** opened by the prime minister.
   - Who **was**/ **were** your computer used by?
   - The questions **was**/ **were** written in French.
   - Where **was**/ **were** your wallet found?
   - **We was**/ **were** amazed by the team’s performance.
   - Who **was**/ **were** woken up by the storm last night?

2. **Write affirmative and negative sentences.**
   - The light bulb **was invented** by Thomas Edison.
   - (invent)
   - The job **wasn’t finished** on time. (not finish)
   - My shoes **were repaired** very quickly. (repair)
   - The ice cream **wasn’t kept** in the freezer. (not keep)
   - The train **was delayed** for half an hour. (delay)
   - I **worked** hard but I **didn’t earn** any money. (not pay)

5. **The exams **were written** by Mrs Salmon. (mark)

6. **The first football World Cup **was won** by Uruguay. (win)

7. We **must not** take our mobile phones.
   (not allow)

8. Salt **must not** to the pasta. (not add)

9. All the toys **must be packed** into boxes at the factory. (pack)

10. Your job application **must be submitted** on time.
    (not send)

3. **You are asking a friend about a party that happened yesterday. Write passive questions.**
   - how many people/invite
   - **How many people** **were invited**?
   - where/the cars/park
   - **Where** **were the cars parked**?
   - all the food/eat
   - **All the food** **was eaten**?
   - what sort of music/play
   - **What sort of music** **was played**?
   - anything/broken
   - **Anything** was **broken**?
4 30.1 Now listen to Sally talking to Emma, and check the questions you wrote in exercise 3. Then listen again and answer the questions. Use passive sentences.

1 About 50 people were invited.
2
3
4

5 Rewrite the active questions in this quiz using passive forms.
1 When did they invent fizzy drinks?

2 Who designed the Statue of Liberty?

3 Where did they hold the 2012 Olympic Games?

4 Who invented Coca Cola?

5 When did someone climb Mount Everest for the first time?

6 Who composed the music for the ballet ‘Swan Lake’?

7 When did someone use the first mobile phone?

8 Where did they invent kites?

9 Who won the 2010 football World Cup?

6 30.2 Match the answers (a–i) to the quiz questions (1–9) in exercise 5. Listen and check.

a Tchaikovsky
b John Pemberton
c in London
d in 1953
e Spain
f in 1770

g Auguste Bartholdi
h in 1973
i in China

8 Complete the text with the past simple active or passive form of the verbs in brackets.

A short history of coffee

No one knows when the first cup of coffee was drunk. Some people say it was made in the 9th century by a young man in Ethiopia who looked after goats.

He 1 tried (try) the beans of a coffee plant but they tasted bitter, so he 2 threw (throw) them on a fire. But when the beans 3 roasted (roast) in the fire, the young man noticed a wonderful smell. He 4 took (take) the beans from the fire and boiled them with water. In this way, the first cup of coffee 5 produced (produce).

In fact, the first evidence for coffee comes from the 1400s. Plants 6 grew (grow) in Yemen and ground coffee 7 exported (export) to other Arab countries.

People 8 love (love) the drink and in the 1500s coffee houses, or cafés, 9 opened (open) across the Arab world. They were places where coffee 10 drank (drink), chess 11 played (play) and people 12 chatted (chat).

At the end of the 1500s coffee 13 sold (sell) in Europe for the first time. In the next hundred years, coffee plants 14 transported (transport) all over the world by the Dutch, the French and the British. Coffee 15 became (become) one of the most important products for many countries.

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8
1 What is the situation? Match pictures 1–5 with sentences A–H. You don’t need to use all the sentences.

A Toby made pasta with tomato sauce.
B English is spoken there.
C Pasta is made from flour and water.
D The climber was found by a dog.
E Everything was eaten.
F She spoke to them in English.
G The men found a dog in the country.
H Max ate a lot.

2 Read the sentences about plastic. Choose the correct letter A, B or C to complete the sentences.

- The first type of plastic was _______.
  - A invent
  - B created
  - C invented

- It was created _______.
  - A by
  - B with
  - C of

- It _______.
  - A called
  - B was called
  - C was called

- More types of plastic _______.
  - A are
  - B is
  - C were

- In 1927 polyamide _______.
  - A is
  - B was
  - C were

- Polyamide is also _______.
  - A known
  - B is known
  - C knew

- In 1939 the first nylon clothes _______.
  - A are sold
  - B sold
  - C were sold

- They were _______.
  - A bought
  - B were bought
  - C buying

- Now, thousands of products are made _______.
  - A of
  - B by
  - C at

3 Read part of an email from your English friend. Write a reply to your friend about an exciting day you had.

I wanted to tell you about my exciting day last week. I won a prize in a writing competition, and the prize was a trip to a castle! I was taken in a taxi with my mum and dad. Some other prize winners were invited too. We were given a tour of the castle, and then a delicious lunch was cooked for us in the restaurant. But the best thing was that our stories were published in a magazine.
4 Complete the text with a passive or active form of the verb in brackets.

Hever Castle is one of the most famous castles in England. It _was built_ in 1270, and then two hundred years later it _was bought_ by Geoffrey Boleyn. He _made_ the castle bigger and in the 1500s it was the home of Anne Boleyn, who _became_ the wife of King Henry VIII but _was killed_ by him in 1536.

In the 1800s, the castle _wasn’t looked_ after properly and by 1900 it was in a very bad state. In 1903, it _was sold_ to William Astor, one of the richest men in America. The castle _was repaired_ and the Astor family _lived_ in it until 1983.

Now, Hever Castle _is owned_ by a big company and _is visited_ by thousands of tourists every year.

Listening

5 R9.1 Listen and match 1-6 to A-F.

A I wasn’t invited to the party. ___
B They don’t sell it in supermarkets. ___
C It was made in China. ___
D We were invited to the party. ___
E They weren’t made in China. ___
F They sell them in supermarkets. ___

6 R9.2 You will hear a description of how sun-dried tomatoes are produced. Complete the sentences using passive forms.

The tomatoes _are grown_ in Spain.
When they are ripe, they _are washed_ and _are washed_ for quality.
Then they _are sliced_ in half and dried in the sun. When the tomatoes are dried, they _are put_ into jars with olive oil.
Then they _are transported_ by lorry to countries across Europe. Sun-dried tomatoes _are sold_ in supermarkets and _are eaten_ in salads or with pasta.

Speaking

7 Work in pairs. Choose an object from the pictures. Your partner asks questions to guess the object.

What is it used for?

It’s used for sleeping.

What is it made of?

It’s made of wood.

Where is it found?

It’s found in a bedroom.

Is it a bed?

Yes it is!
Reading and writing

1 Mr Rankin is a school inspector. Look at his diary and read the sentences 1–8. Are the sentences correct ✓ or incorrect ✗?

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>9 a.m.–5 p.m.: inspect Moorland School evening – go to cinema</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Write report for Moorland School</td>
</tr>
<tr>
<td>Thursday</td>
<td>7 a.m. train to Manchester; arrive 9.30 a.m.</td>
</tr>
<tr>
<td></td>
<td>10 a.m.–6 p.m.: inspect Grove High School</td>
</tr>
<tr>
<td></td>
<td>8 p.m. dinner at hotel</td>
</tr>
<tr>
<td>Friday</td>
<td>9 a.m. meet head teacher, Grove High School</td>
</tr>
<tr>
<td></td>
<td>11.30 a.m. train home; arrive 2 p.m. evening; go to gym</td>
</tr>
<tr>
<td>Saturday</td>
<td>Morning: take children swimming</td>
</tr>
<tr>
<td></td>
<td>Afternoon: buy new car?</td>
</tr>
</tbody>
</table>

It is 9 a.m. on Thursday morning.

Mr Rankin went to Moorland School two days ago.

1 He’s going to the gym tomorrow evening. ✗
2 He’s just arrived in Manchester. ✓
3 At lunchtime on Tuesday he was inspecting Moorland School. ✗
4 He can’t go shopping on Saturday morning. ✓
5 He’s already met the head teacher of Grove High School. ✗
6 He’s been on the train for two hours. ✓
7 He’s definitely going to buy a new car on Saturday. ✗
8 He’d visited Moorland School when he went to the cinema. ✓

2 Read the sentences about a school music concert. Choose the correct letter A, B or C to complete the sentences.

- The concert will be ___ Thursday evening.
  A at  B in  C on

1 We ___ tickets three days ago.
  A bought  B were buying  C have bought

2 The concert will be good. ___ has practised hard.
  A Anyone  B Everyone  C Someone

3 ___ they’re nervous, the students are looking forward to the concert.
  A Although  B Because  C But

4 Most students will play ___ music.
  A classical  B a classical  C the classical

5 I think Kate is ___ singer.
  A best  B the best  C he better

6 She enjoys ___ in public.
  A sing  B singing  C to sing

7 You ___ talk during the performance.
  A don’t have to  B mustn’t  C couldn’t

8 After the concert, ___ will be drinks and snacks in the main hall.
  A it  B they  C there
3. Choose the correct letter A, B or C to answer each question.
   ▶ Have you seen the film yet? ___.
     A Yes, I did.
     B No, I haven't.
     C Yes, I've seen.
   1. When are you going on holiday? ___
     A Last week.
     B At the summer
     C In July.
   2. I'd like some butter, please. ___
     A I'm sorry. We haven't got some.
     B How much would you like?
     C There are some over there.

4. Read the text below and choose the correct letter A, B or C for each space.

**Surf School**

I've just _A_ back from Endless Summer Camp. It's a camp in California ___ you learn to surf.

Every day, we had surfing classes in small groups. I'd never __B_ it before but by the end of the week, I could __C_ up on the board and surf some small waves. It was cool.

_4_. The evening, I played table tennis and chatted with _5_. new friends. I also had fantastic food. All the meals were included and lunch _6_ on the beach. _7_.

*Endless* isn't as cheap _8_ other surf camps. I had to get a job to pay for it. But it was _9_. holiday I've ever had. If I _10_. enough money next year, I'll definitely go back.

5. What does David say to Paul? Match 1–7 with A–H. You don't need to use all the letters.

David: I'm going to the park. Do you want to come with me?

Paul: _A_

David: Why not?

Paul: _B_

David: What does he want?

Paul: _C_

David: Did you do badly?

Paul: _D_

David: It wasn't as bad as Peter's, was it?

Paul: _E_

David: When do you have to be there?

Paul: _F_

David: How long will it take?

Paul: _G_

David: If it was less time, I'd wait.

Paul: _H_
6 Read the sentences. Complete the second sentence so that it means the same as the first. Use no more than two words.

- It's impossible to find my keys.
  I can't find my keys.
1 These shoes belong to me.
  These shoes are _______.
2 My little brother isn't old enough to go to school.
  My little brother _______ young to go to school.
3 It wasn't funny but Ronny laughed.
  _______ it wasn't funny, Ronny laughed.
4 My phone is cheaper than yours.
  My phone isn't as _______ _______ yours.
5 Tony said, 'I like those shoes.'
  Tony said that _______ _______ those shoes.
6 Linda's going to help us. She promised.
  Linda promised _______ _______ us.

7 Read the safety rules about paintball. Complete the sentences with the correct names.

**Paintball Safety Rules**
You must wear safety glasses at all times
You mustn't wear shorts or T-shirts
You can wear a cap or hat
You don't have to wear gloves
You must be thirteen or over
You must be over 1.50 m

<table>
<thead>
<tr>
<th>Alex</th>
<th>12 years, 1.52 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td>13 years, 1.49 m</td>
</tr>
<tr>
<td>Tom</td>
<td>14 years, 1.54 m</td>
</tr>
</tbody>
</table>

- **Tom** is the tallest.
1 _______ is too young to do paintball.
2 _______ is shorter than Alex.
3 _______ isn't as old as Alex.
4 _______ and _______ are tall enough to do paintball.
5 _______ can do paintball.
6 _______ and _______ can't do paintball.

8 Complete the text. Write one word in each space.

Pasta is officially **the** most popular food _______ the world. A global survey says that it is more popular _______ meat, rice or pizza.

Although pasta _______ existed for a thousand years, it only became popular a hundred years _______, when a lot _______ Italian moved to the United States. Economists predict we _______ spend £12 billion on pasta next year.

Why _______ people like pasta? Firstly, it is cheap: it _______ made from wheat and water. Secondly, it is convenient: you _______ keep it in your cupboard for a long time. Thirdly, it is fun: there _______ more than 600 different shapes.

11 _______ country eats the most pasta? Italy, of course. 12 _______ much do they eat? An amazing 26kg per person every year!

9 **Read the email from your pen friend. Then write an email about the food that you eat.**

Hi Molly

You say that you like couscous. I've never eaten couscous, but I enjoy new food. If I visited you, I'd like to try it.

I like all kinds of food, but my favourite food is probably bread. So, for example, today I ate some toast for breakfast and I'm going to eat sandwiches for lunch. At our school you don't have to eat at the school canteen, so I normally bring my own food.

What other food do you like?
10 Match 1–5 to A–H. You don’t need to use all the letters.

11 Read the sentences about a shopping trip. Choose the correct letter A, B or C to complete the sentences.

- Isabel and her mum enjoy _.
  A to shop  B shopping  C shop

1 At the moment, Isabel ___ for some new shoes.
  A looks  B is looking  C will look

2 She ___ her old shoes a year ago.
  A bought  B has bought  C was buying

3 She ___ any nice shoes yet.
  A isn’t trying  B hasn’t tried  C didn’t try

4 Isabel and her mum ___ in the shoe shop for an hour.
  A are  B were being  C have been

5 When Isabel has bought some shoes, they ___ to a dress shop.
  A go  B went  C will go

6 Isabel’s mum hopes ___ a new dress.
  A buy  B to buy  C buying

7 She ___ to a wedding next week.
  A goes  B is going  C will go

8 Unfortunately, the dress that ___ is too expensive.
  A she wants  B she is wanting  C wants

9 She ___ to buy something cheaper.
  A must  B will have  C can

A We mustn’t play football here.
B He doesn’t have to play football.
C He isn’t as fast as her.
D He isn’t old enough to play with them.
E He’s going to win.
F I wish he would win sometimes.
G He can’t play football at the moment.
H He’s just won.
12 Choose the correct letter A, B or C to answer each question.

> Can I have a sandwich?  
A I’m sorry. There’s too much bread.
B I’m sorry. We haven’t got enough bread.
C I’m sorry. I’ve got enough bread.

1 Where’s John at the moment?  
A He plays tennis.
B He’s listening to music in his room.
C He’s being at the cinema.

2 I don’t know what to do.  
A If I were you, I’d ask your parents.
B If I’m you, I’ll phone your brother.
C If I were you, you’ll study harder.

3 Is Jenny here?  
A Yes. She just has come.
B No. She arrives never on time.
C Yes. She’s been here for ten minutes.

4 I enjoyed the film.  
A It was great, wasn’t it?
B It was brilliant, was it?
C It wasn’t very good, was it?

5 Who has Mary invited to the party?  
A Yes. She invited me.
B Tanya has invited her.
C She has invited Yasmin.

13 Read the text below and choose the correct letter A, B or C for each space.

**Dream job**

Ben Southall, from Hampshire in England, A travel. Three years ago, while he 1 B around Africa, he saw an interesting job advert. ‘Be an Island Caretaker 2 C six months. You have to look after a tropical island next to the Great Barrier Reef in Australia.’ It 3 C as ‘the best job in the world.’

35,000 people wanted the job, but Ben was the one 4 A got it. He 5 B to Australia and moved onto the island. He had a brilliant time. Every day he did 6 A different – diving, jet-skiing, taking photos and writing blogs.

7 C he came to Australia, Ben had spent many years travelling. By the time he finished the job, he 8 B in love with Australia and decided to stay. This is the first time 9 C in the same place for a long time and I think it’s the best place 10 C the world.

14 What does Robert say to Charlie?  
Match A–G to 1–6.

Charlie: Have you decided what you’re going to study next year?

Robert:  

Charlie: How many subjects do you have to take?

Robert:  

Charlie: What subjects are you thinking of?

Robert:  

Charlie: Which are your favourites?

Robert:  

Charlie: So for the third, it’s either chemistry or English. Which do you prefer?

Robert:  

Charlie: It depends. What do you want to study at university?

Robert:  

Charlie: You won’t have to study chemistry at university if you want to be a lawyer.

Robert:  

Charlie: If I were you, I’d do English. If you enjoy a subject, you’ll do better at it.

A Maths and history. I’ll definitely do those.
B I’m not sure. I’d like to become a lawyer.
C Not yet.
D Maths, chemistry, history and English literature.
E That’s true. So what do you recommend?
F Three.
G I like English more than chemistry, but it isn’t as useful, is it?
15 Read the sentences. Complete the second sentence so that it means the same as the first.

> She left work at six o'clock.
> She worked until six o'clock.

1. There's no one here.
   There isn't ______ here.
2. Ryan first met Oscar two years ago.
   Ryan ______ ______ Oscar for two years.
3. They make those shoes in Vietnam.
   Those shoes ______ ______ in Vietnam.

4. I sit next to a boy. He's called Jim.
   The boy ______ ______ next to is called Jim.
5. My sister said, 'I can't find my keys.'
   My sister said that ______ ______ find ______ keys.
6. He talks too much.
   I wish he ______ ______ less.
7. We agreed to meet at three o'clock.
   We ______ ______ at three o'clock.

16 Read Cathy's email and look at the information about five phones. Which phone will Cathy recommend?

Hi Vicky

Thanks for your email. You said you wanted a phone that was quite small, with a very good camera, for less than £100. You said it doesn't have to have a touch screen.

I've looked on the internet and I'm sending you a link to some information about five phones. The Daxta is probably too heavy. The Mode would be good if it had a better camera. The Yappa isn't as cheap as the Zimmia but it's lighter.

Personally, I prefer phones that are Japanese, and I don't think you should buy the cheapest one. If I were you, I'd buy the …

Cathy

<table>
<thead>
<tr>
<th>Mode 6</th>
<th>Zimmia XT</th>
<th>Pliad Y4</th>
<th>Daxta A50</th>
<th>Yapp 260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>65g</td>
<td>96g</td>
<td>80g</td>
<td>108g</td>
</tr>
<tr>
<td>Price</td>
<td>£99</td>
<td>£80</td>
<td>£105</td>
<td>£95</td>
</tr>
<tr>
<td>Made in</td>
<td>Japan</td>
<td>China</td>
<td>Japan</td>
<td>USA</td>
</tr>
<tr>
<td>Camera</td>
<td>**</td>
<td>***</td>
<td>****</td>
<td>***</td>
</tr>
<tr>
<td>Touchscreen</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

17 Complete the text. Write one word for each space.

Alton Towers is the ______ most popular theme park in Britain. It ______ visited by almost three million people every year.

The park has been open to the public ______ over a hundred years. At first, people came ______ visit the old house and its gardens.

Then, ______ 1973, it was bought ______ a rich businessman and everything changed. ______ 4 April 1980, the Corkscrew opened.

At the time, it was the ______ exciting ride in Britain and every teenager in the country wanted ______ go to Alton Towers.

The Corkscrew was closed a few years ______, but now there are ______ lot of new, more exciting rides, ______ example, Air and Th13teen). Modern teenagers, like their parents, love Alton Towers.
18 Read the email from Bill’s pen friend. Then write an email about an activity that you enjoy.

Hi Bill

My favourite activity is going to theme parks. I love feeling scared!

A few weeks ago I went to Thorpe Park. The best ride was ‘The Swarm’. It was the first time I’d tried it, and it was amazing.

If I have enough money, I’ll go to Alton Towers in the summer. They’ve just built a new ride and everyone says I have to go on it!

**Listening**

19 **R10.1** Listen. Choose the correct picture A, B or C.

20 **R10.2** Oscar is on holiday in Scotland. You will hear him talking to his friend Frank. Decide if each sentence is correct (Yes) or incorrect (No).

- The weather in Scotland is worse than in England. **No**

  1. Frank has been in Scotland for three days. **Yes**
  2. They’ve already visited Edinburgh Castle. **Yes**
  3. While Oscar went cycling, his mum and sister drove to see some friends. **Yes**
  4. Oscar is going to stay with his friends tomorrow. **Yes**
  5. Oscar can’t climb the mountain. **Yes**
  6. Oscar is having a picnic today. **Yes**
  7. Frank has visited Scotland and enjoyed it. **Yes**

21 **R10.3** Listen and match the questions 1–9 with the replies A–I.

A No. I’m not old enough. **A**  
B Yes, it is. **B**  
C For three years. **C**  
D In three weeks. **D**  
E Two years ago. **E**  
F Yes. It’s a very warm day. **F**  
G No. It’s too late. **G**  
H I play basketball at the sports centre. **H**  
I I’m waiting at the bus stop. **I**

22 **R10.4** William is invited to the sports prize evening at school. You will hear him talking to his friend Harry. Are the sentences correct ✔ or incorrect ✗?

- William is on his way to the sports prize evening. **✗**

  1. It is the first time William has been to the sports prize evening. **✓**
  2. William is definitely going to win a prize. **✓**
  3. The prizes are given by Mr Simms. **✓**
  4. There isn’t enough time to give a lot of prizes. **✗**
  5. If you win an event at sports day, you will get a prize. **✓**
  6. William went to four or five sports clubs last year. **✗**
  7. William has to wear a suit and tie. **✓**
  8. Harry isn’t going to the sports prize evening. **✗**
23 Student B: turn to page 172. Student A: you went to a party two days ago. Look at the invitation below and answer your partner’s questions.

You are invited to

Mike’s birthday party

Please come for a bowling evening
at the Wide Alley
May 14, 7:30 p.m.

Entrance is £5 but there will be free food and drink.

Whose party did you go to?

I went to Mike’s party.

24 Student B: turn to page 172. Student A: your partner is going to a party in two days’ time. Ask your partner questions and complete the table.

<table>
<thead>
<tr>
<th>Whose?</th>
<th>Gemma</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>How much?</td>
<td></td>
</tr>
</tbody>
</table>

25 Student B: turn to page 172. Student A: you are going to a sports event. Look at the ticket below and answer your partner’s questions.

Basketball World Final

United States v Spain

at the Olympic Stadium

7.30 p.m. £40

What are you going to see?

I’m going to see the Basketball World Final.

26 Student B: turn to page 172. Student A: Your partner has just been shopping. Look at the table and ask questions about what he or she has bought.

<table>
<thead>
<tr>
<th>Name of shop</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thing that he or she bought</td>
<td></td>
</tr>
<tr>
<td>Made in</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>Cash or credit card?</td>
<td></td>
</tr>
</tbody>
</table>

Which shop did you go to?

I went to Mega Fashion Store.
Extra information

Student A

Unit 4

Answer Student B’s questions with the information below. Use it is, there’s, there are.

<table>
<thead>
<tr>
<th>London time</th>
<th>12 p.m., 5 February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local time</td>
<td>7 a.m.</td>
</tr>
<tr>
<td>Weather</td>
<td>snowing</td>
</tr>
<tr>
<td>Distance from London</td>
<td>about 5,500 km</td>
</tr>
<tr>
<td>Population</td>
<td>8 million</td>
</tr>
<tr>
<td>Interesting sights</td>
<td>Empire State Building, Statue of Liberty</td>
</tr>
</tbody>
</table>

What time is it with you?

It’s seven o’clock in the morning.

[Answer = New York]

Unit 8

Mime an action from the list below for ten seconds. When you finish, student B guesses the action. The person who guesses correctly gets a point.

- climb a tree
- eat an ice cream
- put a book on a shelf
- ski
- take a photo
- send a text

Unit 12

Look at the tables about people’s holiday plans. In turns, ask questions about table A and answer questions about table B.

<table>
<thead>
<tr>
<th>America</th>
<th>India</th>
<th>Spain</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the spring/summer/autumn/winter</td>
<td>fly</td>
<td>drive</td>
<td>take train</td>
</tr>
<tr>
<td>take bus</td>
<td>lie on the beach</td>
<td>play sport</td>
<td>visit famous places</td>
</tr>
<tr>
<td>walk in the mountains</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table A

<table>
<thead>
<tr>
<th>Destination</th>
<th>Oscar</th>
<th>Bella and Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is Oscar going to go to India?

Are Bella and Kate going to take the bus?

Table B

<table>
<thead>
<tr>
<th>Destination</th>
<th>Tanya</th>
<th>Ryan and Henry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>summer</td>
<td>winter</td>
</tr>
<tr>
<td>Transport</td>
<td>drive</td>
<td>fly</td>
</tr>
<tr>
<td>Activity</td>
<td>walk in the mountains</td>
<td>lie on the beach</td>
</tr>
</tbody>
</table>
Unit 19

6 Look at the table below and ask your partner questions to complete the information.

<table>
<thead>
<tr>
<th>House</th>
<th>Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim</td>
<td>17</td>
</tr>
<tr>
<td>Tom</td>
<td>9</td>
</tr>
<tr>
<td>Sue</td>
<td>120</td>
</tr>
<tr>
<td>Ben</td>
<td></td>
</tr>
<tr>
<td>Amy</td>
<td>103</td>
</tr>
</tbody>
</table>

Revision 2

16 Look at the table below and answer your partner’s questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Emma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Australia</td>
</tr>
<tr>
<td>Subjects / study?</td>
<td>history and politics</td>
</tr>
<tr>
<td>Do / last summer?</td>
<td>work in café; visit China</td>
</tr>
<tr>
<td>Plans for future?</td>
<td>be a journalist; travel around the world</td>
</tr>
</tbody>
</table>

Revision 5

8 Answer your partner’s questions.

Emma got up at six o’clock. She was in a hurry because she had an exam. She picked up her bag and went to school. On the bus, her friend sat next to her. ‘That’s not your bag, is it?’ Emma looked at it. It was her sister’s bag.

- What time did Emma get up?
  - She got up at six o’clock.

Unit 30

7 Work in groups. Do some research and write your own quiz. Write two questions for each topic below, using passive verbs.

<table>
<thead>
<tr>
<th>Science and nature</th>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Sport</td>
<td>TV, Music and Films</td>
</tr>
</tbody>
</table>

History: When was the first man sent into space?

Now ask another group your quiz questions. Which group has more correct answers?

- History: When was the first man sent into space?
  - In 1961.
**Student B**

**Unit 4**

**GAME** Answer student A's questions with the information below. Use *it is, there is, there are.*

<table>
<thead>
<tr>
<th>Location</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>London time</td>
<td>12 p.m., 5th February</td>
</tr>
<tr>
<td>Local time</td>
<td>5.30 p.m.</td>
</tr>
<tr>
<td>Weather</td>
<td>warm and sunny</td>
</tr>
<tr>
<td>Distance from London</td>
<td>about 7,000 km</td>
</tr>
<tr>
<td>Population</td>
<td>250,000</td>
</tr>
<tr>
<td>Interesting sights</td>
<td>Taj Mahal (200 km away)</td>
</tr>
</tbody>
</table>

**Unit 7**

**GAME** Look at the text A and answer student A's questions. Then ask student A questions about text B.

A Sam and Jack weren't at school yesterday. They were at home. They were ill. Sam was tired and he was in bed. Jack wasn't in bed. He was on the sofa. They were bored. There wasn't a lot to do.

**Questions:**
- Were Sam and Jack at school yesterday?
  - No, they weren't.

B Saturday was a nice day. It was very hot. Lucy and Sara were at the beach. They were at the shops. Lucy was happy, because the shops were busy. Sara was happy. She was bored and hungry, but there was a good café.

**Questions:**
- Was Saturday a nice day?
  - Yes, it was.

**Unit 8**

**GAME** Mime an action from the list below. When you finish, student A guesses the action. The person who guesses correctly gets a point.

cook a meal  clean your room  cross the road
try on shoes  watch TV  get on a bus

**Unit 12**

**GAME** In turns, ask questions about table B, complete the information and answer questions about table A.

Australia  Egypt  France  Malaysia
in the spring/summer/autumn/winter
fly  drive  take train  take bus
lie on the beach  play sport
visit famous places  walk in the mountains

**Table B**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Tanya</th>
<th>Ryan and Henry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table A**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Oscar</th>
<th>Bella and Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Revision 2**

**Look at the table below and use the information to answer your partner's questions.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Alex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Britain</td>
</tr>
<tr>
<td>Subjects / study?</td>
<td>chemistry and biology</td>
</tr>
<tr>
<td>Do / last summer?</td>
<td>study hard; go camping</td>
</tr>
<tr>
<td>Plans for future?</td>
<td>be a doctor; work in a different country</td>
</tr>
</tbody>
</table>
Unit 25

12 Use the answers below to check another group’s work.

1 He’s got an **old** French dictionary.

2 I almost have finished washing-up.
   x I have **almost** finished washing-up.

3 Everyone spoke quietly.

4 Has she got **dark** hair?

5 What time does **normally** school end?
   x What time does school **normally** end?

6 Is your **good** school?
   x Is your school **good**?

7 It was the first time she’d ever caught a fish.

8 Do you **always** boil vegetables?

9 We’ll **tomorrow** learn those new words.
   x We’ll learn those new words **tomorrow**.

10 He was carrying a **black big** bag.
   x He was carrying a **big black** bag.

Revision 5

8 Answer your partner’s questions.

Andy arrived home at nine o’clock. He was tired because it was late. He was also hungry. He found some cake in the fridge. While he was eating, his mum arrived. ‘Oh no! What are you doing?’ said his mum. It was his sister’s birthday cake.

What time did Andy arrive home?

He arrived home at nine o’clock.

Unit 23

8 GAME Choose an annoying situation from the list below. Tell your partner.

I’m listening to very loud music.
My bedroom is dirty.
I’m talking on the phone at the dinner table.
I’ve forgotten my homework again.
I’ve left the door open.
I can’t find my keys.
I play computer games all the time.
I’m not ready to go to school and I’m already late.

I’m listening to very loud music.

I wish you’d turn that music off.

Unit 20

10 Work in pairs. Say the beginning of a sentence from the table below. Your partner completes it with **although** or **because** and an ending from his or her table. Then swap roles.

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>He travelled by train</td>
<td>she was unhappy</td>
</tr>
<tr>
<td>He went to bed late</td>
<td>she arrived late</td>
</tr>
<tr>
<td>He didn’t go swimming</td>
<td>she was rich</td>
</tr>
<tr>
<td>He borrowed my phone</td>
<td>she painted the best picture</td>
</tr>
<tr>
<td>He opened the window</td>
<td>it was very long</td>
</tr>
</tbody>
</table>
Revision 6
8. Listen to student A and complete the sentence with one of the results below. Swap roles. Use first or second conditionals.

Possible results
stay at home
watch TV
play computer games
make a sandwich
read a book
lie in bed and do nothing

Situations
you’re late for school
you stay at home in the summer holidays
there isn’t anything good on TV
you haven’t got enough money for the bus

If you’re late for school, ...
I’ll phone my parents.

If you were late for school, ...
I’d phone my parents.

Revision 10
23. Your partner went to a party two days ago. Ask your partner questions and complete the table.

<table>
<thead>
<tr>
<th>Whose?</th>
<th>Mike</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>How much?</td>
<td></td>
</tr>
</tbody>
</table>

Whose party did you go to?
I went to Mike’s party.

24. You are going to a party in two days’ time. Look at the invitation and answer your partner’s questions.

You are invited to
Gemma’s birthday party
Film night at the Movie Dome
October 12th, 8.30 p.m.
Price £8

Whose party are you going to?
I’m going to Gemma’s party.

25. Your partner is going to a sports event. Look at the table and ask questions about the event.

<table>
<thead>
<tr>
<th>Event</th>
<th>Teams</th>
<th>Place</th>
<th>Time</th>
<th>Price</th>
</tr>
</thead>
</table>

What are you going to see?
I’m going to see the Basketball World Final.

26. You have just been shopping. Look at the receipt below and answer your partner’s questions.

Mega Fashion Store
Jeans – made in Brazil
£28
Paid with credit card

Which shop did you go to?
I went to Mega Fashion Store.
## Unit 1  Container words

- a *litre* of (water/orange juice)
- a *kilo* of (cheese/rice)
- a *bottle* of (water/lemonade)
- a *tin* of (fish/soup)
- a *spoonful* of (sugar/salt)
- a *tube* of (toothpaste/glue)
- a *cup* of (coffee/tea)
- a *jar* of (jam/honey)
- a *slice* of (bread/cake)
- a *bag* of (crisps/flour)
- a *packet* of (biscuits/crisps)
- a *carton* of (milk/juice)
- a *box* of (chocolates/eggs)
- a *bunch* of (grapes/bananas)

## Present continuous

### Affirmative

- I'm eating
- you/we/they’re eating
- he/she/it's eating

### Negative

- I'm not eating
- you/we/they aren't eating
- he/she/it isn't eating

### Questions

- Am I eating?
- Are you/we/they eating?
- Is he/she/it eating?

### Short answers

- Yes, I am.
- Yes, you/we/they are.
- Yes, he/she/it is.
- No, I’m not.
- No, you/we/they aren’t.
- No, he/she/it isn’t.

### Spelling rules: *-ing* form

<table>
<thead>
<tr>
<th>most verbs</th>
<th>+ -ing</th>
<th>eat ➔ eating  watch ➔ watching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ending in <em>-e</em></td>
<td>e</td>
<td>write ➔ writing  have ➔ having</td>
</tr>
<tr>
<td>ending in <em>-ie</em></td>
<td>-ying</td>
<td>lie ➔ lying  die ➔ dying</td>
</tr>
<tr>
<td>ending in one stressed vowel + one consonant</td>
<td>double consonant + -ing</td>
<td>shop ➔ shopping  begin ➔ beginning</td>
</tr>
<tr>
<td>if the vowel is unstressed or the consonant is w, x, y...</td>
<td>don't double consonant</td>
<td>listen ➔ listening  play ➔ playing</td>
</tr>
</tbody>
</table>

### Spelling rules: *he/ she/ it* form

<table>
<thead>
<tr>
<th>most verbs</th>
<th>+ -s</th>
<th>eat ➔ eats  play ➔ plays</th>
</tr>
</thead>
<tbody>
<tr>
<td>ending in <em>-ch, -o, -sh, -ss or -x</em></td>
<td>-es</td>
<td>finish ➔ finishes  relax ➔ relaxes</td>
</tr>
<tr>
<td>ending in consonant + <em>y</em></td>
<td>-ies</td>
<td>carry ➔ carries  try ➔ tries</td>
</tr>
<tr>
<td><em>have</em></td>
<td>has</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 7 Past simple

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / he / she / it / we / they <strong>played</strong></td>
<td>I / you / he / she / it / we / they <strong>didn’t play</strong></td>
</tr>
</tbody>
</table>

**Questions**

| Did I / you / he / she / it / we / they **play**? |

<table>
<thead>
<tr>
<th>Short answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I / you / he / she / it / we / they <strong>did</strong>.</td>
<td>No, I / you / he / she / it / we / they <strong>didn’t</strong>.</td>
</tr>
</tbody>
</table>

### Past simple: be

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / he / she / it <strong>was</strong></td>
<td>I / he / she / it <strong>wasn’t</strong></td>
</tr>
<tr>
<td>you / we / they <strong>were</strong></td>
<td>you / we / they <strong>weren’t</strong></td>
</tr>
</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Was I / he / she / it ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you / we / they ...?</td>
</tr>
</tbody>
</table>

**Short answers**

<table>
<thead>
<tr>
<th>Yes, I was.</th>
<th>No, I wasn’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you / we / they were.</td>
<td>No, you / we / they weren’t.</td>
</tr>
<tr>
<td>Yes, he / she / it was.</td>
<td>No, he / she / it wasn’t.</td>
</tr>
</tbody>
</table>

### Unit 8 Past continuous

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was singing</td>
<td>I wasn’t singing</td>
</tr>
<tr>
<td>you / we / they were singing</td>
<td>you / we / they weren’t singing</td>
</tr>
<tr>
<td>he / she / it was singing</td>
<td>he / she / it wasn’t singing</td>
</tr>
</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Was I singing?</th>
<th>Were you / we / they singing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was he / she / it singing?</td>
<td></td>
</tr>
</tbody>
</table>

**Short answers**

<table>
<thead>
<tr>
<th>Yes, I was.</th>
<th>No, I wasn’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you / we / they were.</td>
<td>No, you / we / they weren’t.</td>
</tr>
<tr>
<td>Yes, he / she / it was.</td>
<td>No, he / she / it wasn’t.</td>
</tr>
</tbody>
</table>

For the spelling rules of the –ing form, see page 173.

### Unit 9 Present perfect

<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</td>
<td></td>
</tr>
<tr>
<td>he / she / it’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they haven’t worked</td>
<td>written</td>
</tr>
<tr>
<td>he / she / it hasn’t</td>
<td></td>
</tr>
</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Have I / you / we / they worked?</th>
<th>Has he / she / it worked?</th>
</tr>
</thead>
</table>

**Short answers**

| Yes, I / you / we / they have. | No, I / you / we / they haven’t. |
| Yes, he / she / it has. | No, he / she / it hasn’t. |

Past participles of regular verbs are the same as the past simple -ed form. For spelling rules of regular –ed forms, see Unit 7 page 35.

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 176.
Unit 11  Past perfect

We form the past perfect with had + past participle.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>regular</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I / you / he / she / it / we / they had</td>
<td>worked</td>
<td>written</td>
</tr>
<tr>
<td>Short form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I / you / he / she / it / we / they'd</td>
<td>worked</td>
<td>written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / he / she / it / we / they hadn't</td>
<td>worked</td>
<td>written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Had I / you / he / she / it / we / they had</td>
<td>worked?</td>
<td>written?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short answers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I / you / he / she / it / we / they had.</td>
<td>No, I / you / he / she / it / we / they hadn't.</td>
<td></td>
</tr>
</tbody>
</table>
## Irregular verb list

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was</td>
<td>been</td>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td>run</td>
<td>run</td>
<td>run</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td>speak</td>
<td>spoken</td>
<td>spoken</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
<td>understand</td>
<td>understood</td>
<td>understood</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone, been</td>
<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>