Oxford Grammar 5 for Schools



Student's DVD-ROM OXFORD



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Introduction

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

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

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

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

Student's DVD-ROM

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

Key to the symbols

0.0 (= 0.0 track number)	Listening activity
	Speaking activity
GAME	Game
	Extended writing activity
9	Pronunciation activity
*	Introductory exercise
· · · · · · · · · · · · · · · · · · ·	Moderately challenging exercise
과 과 과	Most challenging exercise

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

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Irregular verb list

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5

Countable and uncountable nouns; articles

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

Countable and uncountable nouns

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



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

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

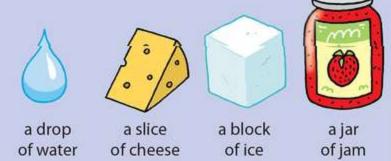
There are some irregular plural forms. $man \rightarrow men \quad woman \rightarrow women \quad child \rightarrow children$ $person \rightarrow people \quad foot \rightarrow feet \quad tooth \rightarrow teeth$ $sheep \rightarrow sheep \quad mouse \rightarrow mice \quad goose \rightarrow geese$ $radio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

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

This includes many

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

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



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

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

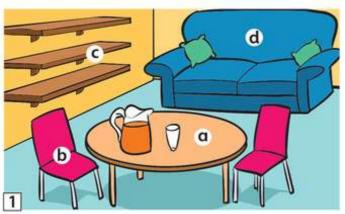
Put newspaper on the floor. (= material, U)
Can you get me a newspaper? (= object, C)
Sorry, we haven't got time for lunch. (= general idea, U)
Ring the bell three times (= event, action, C)
Plants need light and water. (= natural force, U)
How many lights have you got in your bedroom?
(= object, C)

You've got **apple juice** on your shirt. (= liquid, U) Would you like an **apple juice**? (= a glass of apple juice, C)

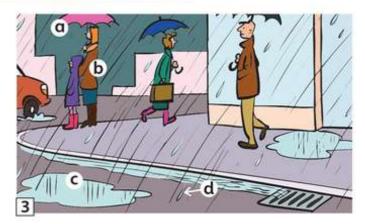
Other nouns which can be uncountable or countable include business, exercise, experience, glass, hair, iron, life, noise, sport.

- Are the <u>underlined</u> nouns countable (C) or uncountable (U)?
 - ▶ I've got a good idea! c
 - ▶ Was the <u>weather</u> good? <u>u</u>
 - 1 Have you got an umbrella? ____
 - 2 Where are the keys? ____
 - 3 It takes time to learn a language. ___
 - 4 We need 300 grams of sugar. ____
- 5 Is it made of glass? ____
- 6 He's phoned them six times. ____
- 7 Look at the people over there. ____
- 8 There's mud on the floor. _
- 9 What are your hopes for the future? ____
 - 10 Could I have a glass of water? ____
- Work in pairs. Label the pictures with the words in the box. Use a, an or a number with the countable nouns. Use a plural form where necessary. Numbers 1-4 are vocabulary topics.

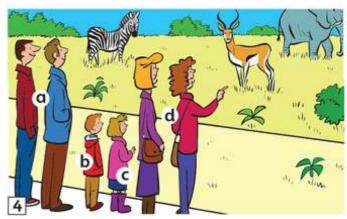
bus car chair boy drop of rain furniture people lorry man motorbike puddle girl weather raincoat sofa shelf table transport umbrella woman



1 furniture
a a table
b two chairs
c
d



3 ______ a _____ b _____ c ____ d _____ 4 _____



\$3 GAME

Vocabulary mind map game. Work in teams. How many countable nouns can you think of for these topics? You have five minutes!



money education music water



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



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

5 Circle the two correct words in each line.



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

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

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

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

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

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

We also use **the** when there is information afterwards to identify the noun.

I'd like the oranges **that are in your bag**. Ankara is the capital city **of Turkey**.

We use **the** when the noun is the only one in the world or in the place where we are.

I saw it on the internet.
Let's ask the teacher.

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

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

We use **no article** with plural countable nouns and uncountable nouns when we are talking in general. *He likes books and films*.

Bread is made of flour, water, yeast and salt.

We use **no article** before colours, sports, activities and meals.

Let's have **breakfast**. I don't like **yellow**.

We use **no article** before countries, mountains, lakes, islands and continents.

This is Canada/Mount Fuji/Lake Geneva/ Madagascar/Asia (but The USA/The UK).

We also use **no article** before places when the function of the place is more important than the building. When the building is more important we use an article.

Ted's at school. (= the place where you have lessons)
The school's on fire! (= the building itself)

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

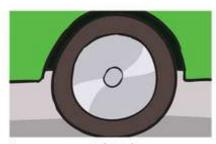
* 6 Look at the pictures and write a, an or some.



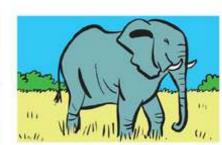
some orange juice



2 _____ water



4 _____ wheel



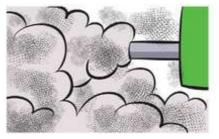
6 _____ elephant



1 _____ glass



3 _____ people



5 _____pollution



7 _____ plants

* 7	1.2 Listen to these sentences. How is the pronounced? Is it /ði:/ or /ðə/? Circle the	3 'I can see butterflies.' 'Where?'
	pronunciation you hear. Answer the question,	'Over there, by trees.'
	then listen again and repeat.	4 'Did you have swimming lesson today?'
		'No, because there was problem with
	1 She had the tickets. a /di:/ b /do/	water.'
	27011, 27001	5 'We need sugar for this dessert.'
		'Do we need a lot?'
	2 \ we saw the elephants. \ a \/oi: \ b \/oo/	'No, just spoonful of brown sugar.'
		6 'Look, I got new plates. Do you like
	3 {I washed the uniform. } a /ði:/ b /ða/	design?'
	a /oi:/ b /oə/	'Yes. I like little blue flowers in
		middle.'
	4 < He's selling the MP3 players. a /di: / b /do/	
		'Me too. Unfortunately there weren't
	5 When do we always pronounce the as /ði:/?	cups or bowls in the same style.'
	a before a vowel sound	10 C
	b before a vowel letter	*10 Complete the sentences with the or – (no article).
		They're skiing in the Alps.
* 8	1.3 What do the speakers say? Listen and	1 I'd like to speak to manager.
200	tick v a or b.	2 I don't usually like tomatoes but I like
	TO STATE OF THE ST	tomatoes my grandfather grows.
	▶ a I found a ring. ✓	3 These two colours make blue.
	b I found some rings.	4 It lives in Mediterranean Sea.
	1 a I can see a plane.	5 Can you play piano?
	b I can see the plane.	6 It's made of butter and oil.
	i) (2	7 What time do you have lunch?
	2 a He made chairs.	8 Look at moon!
	b He made the chairs.	9 She comes from Philippines.
	3 a We've got an idea.	10 They had fun yesterday.
	b We've got some ideas.	10 They had full yesterday.
	4 a Those are eggs.	\$11 O 1.5 Work in small groups. Look at the photo
	b Those are the eggs.	and write the answers to the questions. Guess if
	5 a Open the window.	you don't know. Then listen and check.
	b Open a window.	
	6 a It's the university.	
	b It's a university.	
	7 a It was the hour before bedtime.	
	b It was an hour before bedtime.	
* 9	1.4 Complete the conversations with a, an, the,	
	any or some. Then listen and check.	
	▶ 'I bought <u>some</u> magazines for you.'	
	'Thanks, Where are they?'	
	'In the living room.'	Mhich continent is it?
	1 'Can I have piece of toast with	▶ Which continent is it?
	butter, please?'	South America X
	'Yes, of course.'	1 Which continent is it?
	'ls there jam?'	
	'No, I'm afraid not. Do you want apple?'	2 Which country is it?
	'No, thanks.'	Security Security Control and Control
	2 'What's that? Is it pen?'	3 What's in the big pots?
	'No, it's torch I told you about.'	- 1 - 3 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
		4 What are the men going to do next?

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



GAME

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

a food a river, sea or desert Race 1 a group of mountains a country

a man-made substance Race 2

a colour

or material a group of islands or states Race 3

a natural substance or material a lake, island or continent a job a drink

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

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



Important money good health friends education the environment

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

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

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

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

Friends,	good health, music and football are very
importan	t to me.
1 have thr	ee good friends at school and other
	t the music club that I go to. They are
With the property of the party	t to me for different reasons.

Self-evaluation Rate your progress.

Quantifiers

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

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



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

uncountable nouns

much a little/a bit of little/not much

uncountable nouns and plural countable nouns

lots of/a lot of no

plural countable nouns

many a couple of several few/not many a few

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

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



To talk about very large quantities we use **a lot of/ lots of** + noun (countable or uncountable).

There were **lots of/a lot of** people at the park.

We've got **lots of/a lot of** time.

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

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

I've spoken to Jim **several** times.

To talk about small quantities we can use a couple of + countable noun and a bit of + uncountable noun. We need a couple of plates. (= two)

There's a bit of water on the floor. (= a small amount)

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

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

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

Complete the description with the quantifiers in the box.

several a couple of a few

 We've got <u>several</u> bottles, <u>a few</u> glasses and a couple of spoons.

many several much

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

a little a lot of several a few

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

a lot of much a couple of a bit of

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

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

How was your concert, Jason? Ben:

Did ► many/ much people come?

Jason: No. ¹Many / Lots of people asked about

tickets, but on the night very 2a few / few people came. It was disappointing.

What a shame. You spent 3much / a lot of Ben:

time practising, didn't you?

Jason: Yes, but we had 4no / a little time to

practise with Leo, our new violinist. On the positive side, Leo was fantastic. He hasn't played in public 5a few / many times, but he was brilliant! 6A couple of / Few people from the local newspaper wanted to talk to

him afterwards.

Ben: Great! 7A little / Little publicity would be a

good thing, you know.

What's different? Work in pairs. Student A turn to page 180. Student B turn to

page 183. Can you find eight more differences in three minutes?

In my picture there's a lot of shampoo.

In my picture there isn't much shampoo.

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

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

What do you need ...

... to play tennis?

... to make a picnic for 20 people?

... to wash a very dirty car?

... to make a cake?

... to build and light a fire?

... to wrap a present?

... to make your favourite drink?

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



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

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

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

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

is it fishing?

Yes, that's right!

Too much, too many, enough/not enough

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

+++ (%) too many + plural countable noun

You ask too many questions!

+++ (3)

too much + uncountable noun

There's too much water in the bath.



enough + plural countable or uncountable noun and questions

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



not enough + plural countable noun or uncountable noun

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

We pronounce **enough** as /ɪ'nʌf/.

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

We can also add a to-infinitive to enough to add more information.

I haven't got enough money to buy it now.

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

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

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



There are too many chairs.



There are enough chairs.



There aren't enough chairs.

We can use them without a noun when the meaning

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

7 2.2 Listen. What are they talking about? Match speakers 1-6 to a-f.



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

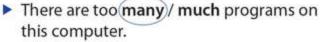


8 2.2 Listen again. Is each person happy or unhappy? Draw @ or 8.



2 __ 3 __ 4 __ 5 __ 6 __

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



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



‡10	Complete the sentences with too much, too man or enough.				
	► You've got too many	clothes. You never			

•	You've got too many	clothes. You never
	wear them!	
1	There were	neonle in the roo

It felt very crowded.

2 Are we going to have _____ time? It's getting late.

3 There aren't ______ books, I'm afraid. You'll have to share.

4 I've eaten _____ chocolate! I feel ill!

5 You've put _____ things in this suitcase. I can't close it.

6 You can make a skirt with this material, but there isn't ______ for a dress.

12 Ho

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

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

11 Add for or to to these sentences.



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

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

How many? Just a couple or a lot?

Maybe four.

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

option	685 t	your decision	your pair's decision	your group's decision
Pay for improvements to the school grounds – more benches, trees and flowers	£100-£2000	Yes or no? What things? How much? £		
Buy new computers for the school	£250 for one computer	Yes or no? How many computers?		
Buy new sports equipment for the school	£300-£2000	Yes or no? How much?		
Invite a famous person to come and speak to the school	£500	Yes or no? Who?		
Organize a trip for 40 pupils to a national sporting event	£1000	£		
Organize a trip for two pupils to an international sporting event	£2000	£		
Save some money for next year	???	Yes or no? How much?		
Another idea		£		
Total cost		£	£	£

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

rain here, but there are several nice parks where

people can relax.

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

What's right for you? We're all different. Some people	1 Friends - 5 A few - About fifteen. A 6 A few - About fifteen. A 6 A few - About fifteen. Bight ho	three or four. of really goo you need a ni	od friends.
love being with people and they need ▶ Lots of friends. For them, ten friends isn't ¹ Other people don't need ² good friends – just two or three. For them, ten friends is ³ Tick ✓ the best answers for you then compare your answers with ⁴ different friends. You'll be surprised at how different your answers are!	Seven hours. Six hour 3 Time alone, but not asleep Yes, I need *	es - is it important - about two hout an hour a da about ha you eat a day?	urs a day. ay. llf an
2.4 Read the questionnaire again. Listen to	two neonle talking about their a		
Write F for Frank and A for Alison. ► Who needs a lot of friends? 2 \	Who needs a lot of time on his/her Who eats some chocolate every da	own every day? y?	
Write F for Frank and A for Alison. ► Who needs a lot of friends? _F 2 \ 1 Who doesn't need much sleep? 3 \ Tick ✓ your own answers to the quest	Who needs a lot of time on his/her Who eats some chocolate every da ionnaire. Then talk about your an	own every day? y?	groups.
Write F for Frank and A for Alison. Who needs a lot of friends? _F 2 \ Who doesn't need much sleep? 3 \ Tick v your own answers to the quest wany friends do you need?	Who needs a lot of time on his/her Who eats some chocolate every da cionnaire. Then talk about your an	own every day? y? iswers in small g	groups.
Write F for Frank and A for Alison. Who needs a lot of friends? _F 2 \ 1 \ Who doesn't need much sleep? 3 \ \ Tick \rightarrow your own answers to the quest \rightarrow many friends do you need? A couple of good friends is enough for ly? I need more than 50. More than 50! The you live. Do you have enough of these too much, or too many? Add your own shops markets pollution buses parks	Who needs a lot of time on his/her Who eats some chocolate every date ionnaire. Then talk about your and self-evaluate where things, in ideas. Self-evaluate a lot! Self-evaluate a lot! I a a lot! I a a lot! I a a lot! I a a a a lot! I a a a a a a a a a a a a a a a a a a	own every day? y? iswers in small g	groups.



I can use reflexive, emphatic and indefinite pronouns.

Reflexive and emphatic pronouns

Reflexive and emphatic pronouns have the same form.

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

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

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

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

May I introduce **myself**? I'm Mary Roberts. They were tired after the long flight but they forced **themselves** to stay up late.

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

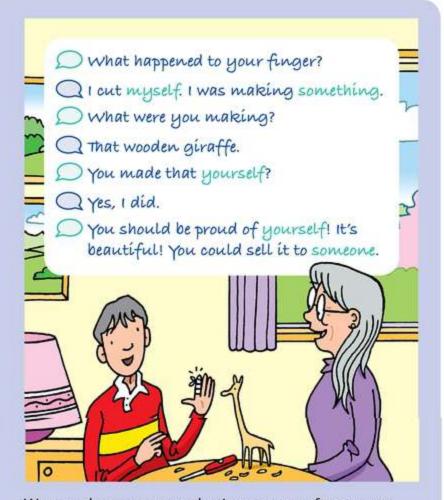
We can use an emphatic pronoun after the object of a noun to mean 'without help'.

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

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

George grew those flowers himself.

We managed to fix the computer ourselves.



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

She **herself** said she had made a mistake. I spoke to the director **himself**.

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

You should be proud of yourself.

Jason never believed in himself.

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

I heard a noise behind me.

We noticed someone standing near us.

There are some idioms with reflexive pronouns. I'm sure they will behave themselves! (= be good) Enjoy yourself! (= have fun)

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

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

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

*1	Complete the sentences with the correct
	subject pronoun.

a
-89

•	It	switched itself off.
1		can teach himself.
2	Are_	proud of themselves?
3	S-	introduced ourselves.
4		must look after yourselves.
5		_ was by itself.
6		hurt herself.
7	Can	see yourself in this photo

8 _____ fixed the computer myself.

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



- a She's enjoying herself.
- b I've hurt myself.
- c We filmed ourselves.
- d Did you make that yourself?
- e They invented it themselves.
- f The book itself is good but I didn't like the film.
- g I spoke to the manager himself.
- 1 Do we stress the reflexive pronouns in sentences a-c? Yes / No
- 2 Do we stress the emphatic pronouns in sentences d-g? Yes / No

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



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

* 4 Circle the correct option.













- The children liked seeing them / themselves in the mirrors.
- 1 She decorated herself the cake / the cake herself.
- 2 He likes having his family near him / himself.
- 3 We watched us / ourselves on TV.
- 4 She was holding a big box behind herself / her.
- 5 He isn't enjoying him / himself today.
- 5 Cover the sentences in exercise 4. Look at the pictures. How many sentences can you remember?

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

-

-	. componente promo	, and a
•	She introduced	herself to me.
	I surprised correct.	by getting all the answers
2	Did Billy behave	?
3	We made this	*
4	My sister hurt	at the park.
5	The cat saw	in the glass.
6	Help	to biscuits, Mary!
7	The children wer	nt to the shops by
	The restaurant w	as nice but the food

Indefinite pronouns

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

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

I didn't eat anything yesterday. (= I ate no food.) Did you see anyone? (= It doesn't matter who.)

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

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

Can I have something else?

Would you like someone to help you?

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

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

I'd like to live somewhere hot.

Are you doing anything special this weekend?

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

We haven't got anything for Beth.

Let's find somewhere to eat.

I can't see anyone I know.

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

Everyone has gone home. (= all the people)

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

Everywhere is closed. (= all places)

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

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

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

Jack's still here, but everyone else has gone home. (= all the other people have gone)

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

* 7 Tick ✓ the correct indefinite pronoun.

- ► Have you found anything? a anything b everywhere 1 I didn't break ____ a somewhere b anything 2 You won't see this ______ else. a someone b anywhere 3 Let's tell ____ ____ our news! a anybody b everybody _____ for Sally. 4 I'd like to buy ___ a something b anything 5 ______ else knows – just you and me. a Everyone D b No one 6 Put the money __ a somewhere b something
- 38 (a) 3.3 Listen. Are the <u>underlined</u> vowel sounds the same (S) or different (D)? Listen again and repeat.
 - Nowhere's open. (S)/ D
 - 1 I can see someone. S/D
 - 2 Someone's up there! S/D
 - 3 He said something funny. S/D 4 He said something wrong. S/D
 - 5 There's nothing on the bed. S/D
 - 6 There's nothing under the bed. S / D
 - 7 Did you catch anything? S/D
 - 8 Did you get anything? S/D



* 9			ach sen ing a w					inite		*13	GAME
	any	any	every	no	no	som	e s	som	e		
	one	one	one	thing	th	ing	whe	ere	where		
		ere isn' w old cl		hing	s	oecial	in th	nere	– just a		-
				2-	? Ha	ve the	v all	aor	ne?		
			ot						40000		1
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			1			0.73				6	2
	5 Id	lidn't kr	now		2 (7.082)	at the	e me	etin	ıg.		
			e rang l								3
10			orrect o								4
			vant / w			20 20		-00	0.020		
		in I hav nch?	e some	thing	else ,	/ else	som	eth	i ng for		5
	2 Ar	e / Is ev	eryone	ready	?						
	3 Th	ere was	nothin	g I co	uld /	could	do.	8			6
	4 'W	here h	ave you	been?	' 'Ar	ywhe	ere /	Nov	where!		
	5 Ha	ave you	bought	t anyth	ning	for/t	o An	igie?	?		7
	6 Sh	e need	s some	one fo	r / to	talk t	0.				
11	03.	4 Liste	n to for	ur con	vers	ations	. Wł	nat a	are the		8
			ng? Cho						,		9
	1 0	2	a buy	ing tr	ain t	ickets					3
	2 _	_	b loo								
	3 _		c wa	king i	n the	cour	trys	ide			10
	4 _		d sho	pping	for	food					
			e pla	ying a	gam	ie					11
			f pla	nning	a tri	o to a	noth	er c	ountry		10
12			en agair words a				the	sum	maries	1	12
	any	where	she m	et on					rything	\$14	
	► Th	ney wan	on 1 can't se it to find t see	d some	ewhe	ere					
	7. 100 200 200	versatio ne boy's		g of_				, no	t someth	ning.	
	4 Th		o n 3 haven't d to get								
	6 Th								in 19	986.	
	8 Sh	ne hasn'	t been								

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

	Write the nam	e of:
F	something fast.	a car
1	something blue.	
2	something sweet.	
3	something yellow.	$\overline{}$
4	something dangerous.	\longrightarrow
5	somewhere hot.	
6	somewhere cold.	
7	somewhere dry.	
8	somewhere wet.	
ā	someone tall.	
10	someone famous.	
11	someone funny.	
12	someone clever.	

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

someone I admire someone who lives in my street someone in my family something that makes me angry something I want to have one day something I want to do one day something I'd like right now somewhere special in my country somewhere I'd like to visit

15 Complete the note with reflexive, emphatic and indefinite pronouns.

_	ilia, Oscar, Ted and Mary!
Mease make for the weel	<u>yourselves</u> at home here k.
I've left 1_ the fridge. I in the fruit b the village is	m sorry there is 2 basket, but the greengrocer in very good.
Help 3 (I hope you like	to the cake on table. ke it. I made it 4!
	ots of interesting places around or go 5 different
	ed to do 6 when st close the door and leave the e flowerpot.
Enjoy 7	1
Catherine	
PS Don't wo	arry about the cat. It can look

16

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

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

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

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

18 GA

Work in groups. Ask *Yes/No* questions to find people who can do these things. Write their names.

can you make yourself cry, Daisy?

No, I can't.

can you make yourself cry, Ronny?

Yes, I can.

Find someone who...

- ... can make himself/herself cry. _____
- ... sometimes talks to himself/herself. _____
- ... likes going for a walk by himself/herself.
- ... has hurt himself/herself while doing sport.
- ... likes seeing himself/herself in photos.
- ... can make himself/herself sound like someone
- ... would like something to eat now. _____
- ... has nothing in their pockets. _____
- ... didn't phone anyone yesterday. _____
- ... can say something in five different languages.
- ... did something special last weekend. _____
- ... knows someone who has visited lots of different countries. _____

Self-evaluation Rate your progress.

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

Reading

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



 What is the writer's main purpose in writing this text? A ☐ to explain why people like rice B ☑ to present a variety of facts about rice C ☐ to describe how people use rice in different ways 	 Someone has identified the exact A year that people started eating rice. B number of tons of rice that the world produced in 2003. C number of rice plant varieties.
D to encourage people to eat brown rice1 According to the text, which of these is a 'staple' food?	D quantity of water a farmer needs to produce a kilo of rice.
A meat B fish C bread D snacks	4 According to the text, white rice A tastes good in Chinese fried rice and other
 The 'Rice figures' section includes information about A toothpaste made from rice. B where people grow rice. C rice farming. D the health benefits of rice. 	rice dishes from around the world. B helps our bodies digest food. C contains lots of minerals and B vitamins. D doesn't contain enough fibre for a healthy diet, compared to brown rice.

Look at the text in each question. What does it say? Tick A, B or C.



- Katie thinks Ben should tell
 - A his teacher.
 - B any teacher it's not important which teacher.
 - C her teacher.

Help yourself to juice or 2 water!

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



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

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

Thank you again.

Manor School Library

- **3** A The library doesn't have enough books. **B** The library has too many books.
 - C The library has few books.

I spoke to the head teacher himself about Dave's exam results, and he's going to talk to Dave's class teacher about it tomorrow. See you later. Iris

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

Hi Bella

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

Jenny

5 Jenny

- A will go to the cinema, but she won't go with anybody.
- B will go to the cinema with some friends.
- C will go to the cinema with Bella.

3 Read the text below and choose the correct option for each space. Choose – if no word is needed. Write A, B, C or D.

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

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

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

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

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

These days the traditional Maasai ways are changing. Maasai people live in permanent homes in towns and 18____. They sell things like jewellery or do paid work.



•	Α	the	B)a	c	some	D	little
1	Α	any	В	-	C	the	D	a
2	Α	Somebody	В	Anybody	C	Nobody	D	None
3	Α	The	В	A couple	C	Some	D	-
4	Α	themselves	В	they	C	them	D	some
5	Α	sheeps	В	sheep	C	money	D	moneys
6	Α	person	В	people	C	man	D	men
7	Α	himself	В	he	C	him	D	his
8	Α	-	В	for	C	to	D	of
9	Α	Much	В	A lot	C	Few	D	Many
10	Α	cites	В	citys	C	cities	D	city

Writing

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

There are sixteen ▶ <u>people</u> coming for lunch tomorrow and there are lots	PERSON
of 1 to do. Let's get the table ready today so that we have enough	JOB
² for everything tomorrow.	TIME
James, could you put the 3,	KNIFE
forks, spoons and 4 on the table?	GLASS
We also need mats on the table	
because the 5 will be hot.	РОТАТО
Kate, three young 6 are	CHILD
coming. They'll be sitting at that end of the table. Could you find	
some 7 and coloured	PAPER
8 for them?	PENCIL
Finally Vicky, can you go and find a	
9? You can put some	VASE
10 from the garden in it	DAISY
tomorrow. Thanks, everyone.	

- 5 You are going to meet an English friend, Jane, at the airport on Friday. You have never met her before. Write an email. In your email you should:
 - tell Jane who will be with you at the airport
 - describe yourself
 - ask Jane to describe herself.

Write 35-45 words.

Listening

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

ART DAY June 10th

A day for > families! Everyone's welcome, including 1_ Expert help for beginners. More experienced artists can work in groups or by 2_

Materials

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

Price: £5.00 per 5

What to bring

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

Enjey *____!

- R1.2 You will hear a conversation between Carla and Toby about a holiday. Decide if each sentence below is correct or incorrect. Circle yes if it is correct or no if it is incorrect.
 - Carla thinks Toby has changed his hair. (yes)/ no
 - 1 Toby cut his hair himself. yes / no
 - 2 Toby's mum's family lives in the centre of Paris. yes / no
 - 3 Toby can't remember the name of the river. yes / no
 - 4 Toby is flying to Paris with his brother. yes / no
 - 5 Toby will know someone at the airport. yes / no
 - 6 Carla doesn't know anyone French. yes / no
 - 7 Toby has got enough money to go to the hairdresser's. yes / no
 - 8 Carla doesn't think she can do anything to make Toby's hair look better. yes / no

Speaking

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





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

Revision of tenses

I can recognize and use present and past tenses.

Present simple

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

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

We use **do** and **does** in negative and question forms.

For more information on spelling rules, see page 189.

Regular actions include habits and routines.

She has sandwiches for lunch.

He doesn't play computer games.

They start school at nine o'clock.

States that don't change include personal and scientific facts, and opinions.

He comes from Mexico.

Kangaroos don't eat meat.

He doesn't like reading magazines.

'Do you think Max is OK?' 'Yes, I do.'

What are you doing?

I'm looking at these old photos. I found them in the cupboard.

Ha, ha! You look funny in that photo! Why were you wearing that hat?

I don't know... I was pretending to be a prince, 1 think.



We can use have or have got to talk about possession. Have is more formal than have got.

I haven't got blue eyes. Austria doesn't have a coast.

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

- Milk <u>comes</u> (come) from cows.
- ► Tigers <u>don't live</u> (live) in the jungle.
- 1 The sun _____ (rise) in the west.
- 2 Bees ______ (make) honey.
- 3 Spain _____ (have) a border with France.
- 4 Pandas _____ (eat) meat.
- 5 Oranges _____ (grow) on trees.
- 6 Water _____ (boil) at 90°C.
- 7 A triangle _____ (have) three sides.
- 8 This symbol (&) _____ (mean) 'and'.

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

Has your best friend got blue eyes?

No, she hasn't. She's got brown eyes.



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

Julia hasn't got blue eyes. She's got brown eyes.

2 Complete the questions with do or does.

- you watch TV after school?
- Does your best friend have blue eyes?
- 1 _____ you like football?
- 2 _____ your best friend know your family?
- 3 _____ your bedroom have white walls?
- 4 ______ you help with jobs around the house?
- 5 _____ you and your family go on holiday every year?
- 6 ______ your parents speak English?
- 7 Where ______ you do your homework?
- 8 What _____ your first name mean?

Present continuous

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

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

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

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

He's wearing a white shirt.

Gemma

Suzy

Fred

I'm not using the computer at the moment.

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

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

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

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

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

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

Dave

Mandy



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

OK. I'm ready. It's a girl.

is she wearing black shoes?

7 Complete the sentences with the present continuous form of the verb in brackets. I'm studying (study) eight different subjects. 1 In English we _____ (revise) present Amy

> and past tenses at the moment. 2 In literature we _____ _ (read) short stories by a Russian writer.

3 In music I _____ (prepare) a piece for a concert.

4 In science we _____ _ (learn) about energy and electricity.

5 In maths we _____ _ (do) algebra.

6 In sport I _____ (improve) my swimming times.

7 In history I ______ (write) about the kings and queens of Spain.

8 In art, the teacher _____ (help) me with a large painting.



Yes, the sun's shining.

Sidney



No, he isn't eating an apple. He's eating an ice-cream.



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

write read revise learn study learn about practise improve design

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

Past simple

We use the past simple to talk about past events, states, situations and habits in a finished time period. My grandfather travelled around South America in 1972.

People didn't drive cars 200 years ago. The box contained some money.

We use the past simple when we talk about a sequence of past actions.

I had breakfast, cleaned my teeth and left the house.

To form the past simple of regular verbs we add -ed to the infinitive form.

James walked here.

We planned the holiday last year.

She **studied** French.

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

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

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

We often use past time expressions with the past simple.

yesterday, three days ago, last week/month/year, in 2006

For more information on past tenses, see Unit 6.

4.2 What did Linda do at the weekend? What didn't she do? Listen and tick ✓ and cross × the activities.



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

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

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



000

AMAZING WORLD RECORDS

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

FILM: In 2006, an Indian boy 1_____ (direct) a full-length film. He 2_____ (be) just nine years old.

SPORT: In 2010, a Danish man 3_____ (swim) under ice for 72m. He 4_____ (not use) any special equipment.

TRAVEL: In June 2005, a 71-year-old man from Japan 5_____ (become) the oldest person to sail around the world non-stop. His trip 6_____ (take) 233 days.

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

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

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

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

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

You didn't go swimming last week.

That's true. Two points for you. My turn. You used a computer yesterday.

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

Past continuous

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

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

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

We use the past continuous to talk about activities that were in progress around a particular point of time in the past.

They were sitting here five minutes ago. She wasn't feeling well at the start of the lesson. What were you doing at half past six last night?

We also use the past continuous to talk about activities that were in progress when another action or event happened. We usually use the past continuous for the activity in progress and the past simple for the shorter action or event.

We often use when and while in sentences which have the past simple and continuous together. However, we do not use while with a shorter action in the past simple.

I broke the glass when/while I was washing up. I was washing up when I broke the glass.

For more information on past tenses, see Unit 6.

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

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

16 Circle the correct option.

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

17 Write questions using the past simple and past continuous.



- you/talk about school/while you/have dinner last night?
 - Did you talk about school while you were having dinner last night?
- 1 you/listen to music/while you/do/your homework yesterday?
- 2 it/rain/when you/wake up this morning?
- 3 you/listen to the radio/while you/have breakfast today?
- 4 you/see/anything interesting/when you/travel to school this morning?
- 5 what/your friends/do/when you/arrive/at school today?

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

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

> No, I didn't. I had dinner with my sister because my dad was working. We talked about a TV programme.

\$19 Circle the correct options to complete the first part of the article.

Life-saving teenager

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

One day, Henry and his friends ³played / play / were playing on the beach when they ⁴heard / are hearing / were hearing shouts from someone. 'I ⁵see / saw / was seeing a boy in the sea and he ⁶calls / was calling / called for help,' said Henry. 'He sounded very scared.'

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

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

2	(say) later. 'Then the water
	tart) to pull me and I got
frightened, so I 3	(shout) for help.
'Suddenly I 4	(see) Henry in the
water near me. I wo	as very happy to see him.
'The sea here is ver explained to me.	ry rough and dangerous,' he
	im back to the beach, but a (come) here in a boat. He'l
take us to the beac	h.' While we 6
(wait) for the boat H	Henry ⁷ (chat)
to me and 8	(keep) me calm.' I 9
(be	elieve) he saved my life.'
The experience has	s had a big effect on Henry.
	s had a big effect on Henry. 10 (not/know)
'A few weeks ago, I	10 (not/ know)
'A few weeks ago, I what job I'd like to	

21

Work in threes. Student A (a TV reporter) is going to interview Student B (Henry) and Student C (Jamie). Student A go to page 181. Student B go to page 183. Student C go to page 185.



Imagine you are Jamie. Write the story from exercise 19 and add extra information. Use these ideas.

What was the weather like?
Why did you decide to go swimming?
What did the man in the boat say?
How did you feel when you were back on the beach?
What did you do when you went home?

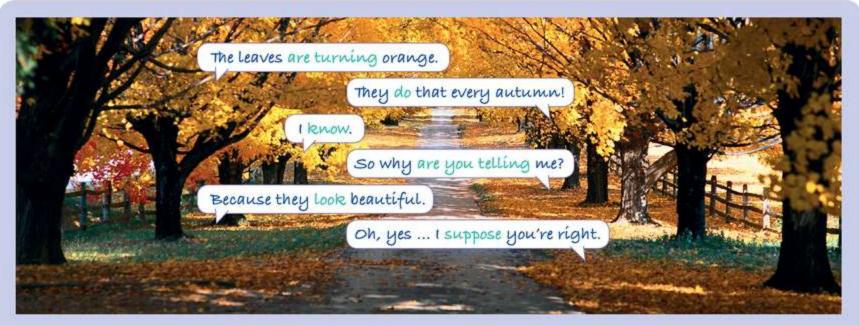
One day I decided to go swimming in the sea. The sun was shining and ...

Se	lf-evaluation	Rate your progress.
		00 000
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5 The present

I can use the present simple and the present continuous to talk about present and future time.

Present simple or present continuous?



We use the present simple to talk about events that are repeated or true for a long period of time. This includes:

- habits and routines
 Pete cleans his room every weekend.
- scientific facts
 Lemons don't grow in cold countries.
- permanent situations We live on Baker Road.
- opinions, beliefs and states
 He loves talking about films.
 This product contains nuts.

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

We put adverbs of frequency before the main verb or after **be**.

He's always late.

We put other time expressions at the end of the sentence.

He never wastes money.

Suzy comes here on Wednesday afternoons.

We also use the present simple to talk about timetabled future events.

The next bus leaves at 6.15 p.m.

We use the present continuous to talk about events that are true for a short period of time. This includes:

- actions in progress at the time of speaking He isn't wearing a hat.
- temporary situations
 She's helping Henry a lot this week.
 We aren't learning French this year.
- changing situations
 The lessons are getting more difficult.
 The leaves are turning orange.

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

These expressions can go at the beginning or the end of the sentence.

He's living in Spain nowadays.

At the moment the computer isn't working.

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

Why are you **still** sitting there?

We also use the present continuous to talk about future plans and arrangements. In these sentences we use a future time expression.

I'm meeting Alison on Friday afternoon.
'Are you coming on Thursday?' 'Yes, I am.'

3 1 0 5.1 Listen and choose the best option to complete the sentences.

- The show finishes at half past b. a seven b eight c nine
- He isn't wearing glasses _____. a today b this week c at the moment
- 2 Tim and George meet _____.
- a every day b on Mondays c twice a week
- 3 Fish ___ close their eyes. a never b hardly ever c rarely
- 4 Claire's playing tennis _____. a at the moment b this evening c every day this week

1 5.1 Circle the correct options. Then listen again and check. Then act the conversations with a partner.

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

Conversation 1

- A Where are your glasses?
- B What do you mean?
- A You usually 'wear / are wearing glasses.
- B Yes, but I don't always wear glasses. I wear / 'm wearing them for reading, that's all.
- A But you 3read / 're reading a magazine now!
- B | 4 only look / 'm only looking at the pictures at the moment.

Conversation 2

- A What ⁵do you do / are you doing this afternoon, Tim?
- B | 6 meet / m meeting my friend George. We ⁷play / 're playing chess every Monday.
- A Really? I *still don't understand / 'm still not understanding the rules of chess!

Conversation 3

- A Here's an interesting fact for you. A fish never ocloses / 's closing its eyes.
- B Really?
- A No. It 10 has / 's having a clear covering over its eyes. It "doesn't have / isn't having eyelids like other animals.
- B Amazing!

Conversation 4

- A Have you got any plans for this evening, Claire?
- B Yes, I 12 play / 'm playing tennis with a friend.
- A How often ¹³do you play / are you playing?
- B Once or twice a week.

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

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

Present simple

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

Present continuous

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

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



>	I vísít	(visit) the dentist twice a year.
1	She	(like) cold weather.
2	What time _	(the bank/open)?
3	We usually h	ave hot meals but this week we
	ST.	(have) sandwiches.
4	Giraffes	(sleep) for three or
	four hours a	day.
5	What	(you/do) this afternoon?
6	It	
		(not/have got) black
	hair.	
8	Molly	(get) hungry. I'll make her
	a snack.	



I'm wearing these boots because ...

I'm not going out this evening because ...

I don't want a pizza because ...

Fruit is good for you because it ...

He speaks Spanish because ...

I want to buy that T-shirt but ...

I'm wearing these boots because ...

... it's raining.

... I'm going for a walk in the country.

State verbs and action verbs

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

'Nightmare' means 'bad dream'.

State verbs include:

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

- mental processes know, remember, understand, forget, realize, suppose, think Do you realize what day it is today? Ah yes, I remember now.
- values, properties and characteristics contain, own, belong, cost, has/has got, mean, equal, depend (on), exist, weigh, measure, come from, matter Five plus five equals ten. How much does that ring cost?

Action verbs describe events and processes which happen and change. We can use them in a simple or continuous form.

Linda cuts my hair. (= usually) Linda's cutting my hair. (= now)

Some verbs have a state meaning and an action meaning.

	State meaning	Action meaning
be	= property/characteristic She's funny.	= behaviour She's being funny.
have	= possession He has a phone.	= process/experience He's having a bath.
think	= belief/opinion I think she's here.	= mental process What are you thinking about?
appear	= impression It appears to be correct.	= public performance Jess is appearing on TV tonight.
taste / smell / look	= sensation That smells good.	= physical process She's smelling the flowers.
see	= vision and understanding I see land. I see!	= meeting I'm seeing the doctor tomorrow.
say	= written text What does that sign say ?	= spoken text What's that man saying?

6	5.2 Listen and tick ✓ the correct answer.	*8 State (S) or action (A)?
	▶ a Portugal ☐ 3 a rice ☐	► They work hard.
	b India b coffee	1 You seem very happy today!
	c Argentina c tea	2 They have lunch together every day
	- To 1	3 I need more time.
	1 a a lemon 4 a the past	4 This belongs to my brother.
	b a potato b the present	5 Andy measures people's feet.
	c a book c the future	6 Ted collects stamps
	2 a flowers 5 a music	7 Molly owns that book.
	b rocks b love	8 This suitcase weighs 18kg.
	c animals c money	9 I don't believe you.
		10 They weigh all the bags at the airport.
7	Complete the answer in the conversations with	* 9 Circle the correct option.
	the correct form of the state verbs in the box.	
	matter remember know agree hate	► Do you realize / Are you realizing what time it is?
	understand depend on look believe	1 Why does he taste / is he tasting the soup?
	➤ 'Does he like basketball?'	Is it OK?
		2 think / 'm thinking about learning the guitar.
	'No, he hates it!' 1 'Do you like ice-cream?'	3 Look, that notice says / 's saying 'Please be quiet.'
	'It the flavour.'	4 They 're / 're being very noisy! We don't usually
	2 'Why isn't he saying anything?'	hear them.
	'Heyou.'	5 He has / 's having lunch at the moment.
	3 'What's the capital city of New Zealand?'	6 I'm really sorry, but I don't understand /
	1 '	'm not understanding.
	4 'We should do something about it.'	7 I think we should give him some money.
	'I Let's tell a teacher.'	Do you agree / Are you agreeing?
	5 'I'm really sorry. Your book got wet in the rain.'	8 A square has / 's having four sides.
	'It'	· · · · · · · · · · · · · · · · · · ·
	6 'What do you think of my new dress?	10 05.3 Complete the conversation with the
	'You very nice.'	correct form of the verb in brackets. Then listen
	7 'I told you last week!'	and check.
	'Really? I'	A What ► are you doing (you/do)?
	8 'I didn't tell Rosy! Really I didn't!'	B '1' (watch) that man over there.
	'It's OK. Iyou!'	A Oh yes! What 2 (he/do)?
	manusanusanus (B 1 ³ (not/know).
		A 4(he/dig)?
		B Yes, and now he 5 (jump) up
		and down!
		A Shall we go and talk to him?
		B That 6 (depend). 7
		(he/look) happy?
		A Yes, I 8 (think) so.
		B Wait a minute He 9 (come)
		this way He 10 (want) to talk
		to us He ¹¹ (hold) a box in
		his hand
		A I hope it 12 (contain) treasure!

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

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



12



Write about your chosen person from exercise 11.

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



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

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

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

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Marie II									

5 The past

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

Present perfect, past simple, past continuous, past perfect



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

Present perfect

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

Have you heard? Ted's broken his leg!

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

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

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

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

Time expressions

We use the present perfect simple with adverbs and time expressions like just, already, yet, today, still, this week and this year to talk about events that happened at some point in a period of time up to now. I've taken about 50 photos today.

We still haven't phoned Angie.

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

Have you ever swum in a river?

Harry's never ridden a bike.

We also use the present perfect simple with **since** and **for** when we talk about situations that started at a point of time in the past and still continue. We use **since** with a point in time and **for** with a period of time. *Anna's had a computer since 2002*.

They've lived there for five years.

Past perfect

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

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

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

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

When she arrived, the meeting began.

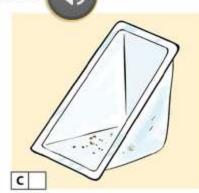
We can also use just, already, yet, never, still, for and since with the past perfect.

I had just started my homework when the phone rang.

1 0 6.1 Listen to the conversations and number the pictures.









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

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

3 Circle the correct options.

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



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

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

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

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

I've just seen a rainbow. Where did you see it?

Over there, by those trees.

That's not true!

No, it's not true.

6	Match the answers	(a-h) t	o the	questions	(1-8).
---	-------------------	---------	-------	-----------	--------

- 1 Why did you leave the cinema? d
- 2 Why didn't you want any lunch? ____
- 3 Why was your hair wet? ___
- 4 Why didn't you recognize Louise? ____
- 5 Why didn't you laugh at my joke? _
- 6 Why didn't you show him your painting? ____
- 7 Why didn't you phone her? ____
- 8 Why did you find it so difficult? ____
- a Because I'd heard it before.
- b Because I'd already spoken to her.
- c Because I'd never done it before.
- d Because I'd seen the film before.
- e Because she'd changed her hairstyle.
- f Because I'd just eaten a big piece of chocolate cake.
- g Because I hadn't finished it.
- h Because I'd just been swimming.

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

'Did you catch the bus OK?' 'No, it had just left (just/leave) when we got to the bus stop.'

1 'Was Ronny OK yesterday?' 'No, he wasn't. Jason ____ (give) him some bad news:

2 'How long had you been at the station when I got there?'

__ (just/arrive).'

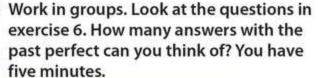
3 'I had to call the police yesterday.' 'Why? What _____ (happen)?'

4 'It was nice to speak to Carrie on Sunday.' 'Yes, I _____ (not/meet) her before.'

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

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





why did you leave the cinema?

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

Circle the correct answer to complete the conversation.



(Have you seen / Had you seen George Ed:

today?

Frank: No. Why?

Ed: 1 was just seeing / ve just seen him on TV.

Frank: Really?

Ed: Yes. I 2've had / was having a drink in a café

and the TV was on. Suddenly I 3've seen /

saw George on a quiz show!

Frank: Wow! I 4've / 'd never been on TV.

No, me neither. 5 Was he telling / Had he Ed:

told you about being on TV?

Frank: No. I 6didn't know / haven't known

anything about it.

Ed: It's strange...

Frank: And ⁷did he answer / has he answered all

the questions?

Ed: I don't know. I shadn't seen / didn't see the

end of the programme! I had to go and get

my bus!

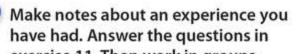
10 Complete the text with the correct form of the verbs in brackets.

Have you ever heard (your Tunguska event?	ou/ever/hear) of the
On 30th June 1908, there ¹ big explosion in Russia. It ² at about 7.15 in the mornir ³ (sleep).	(happen)
Some people ⁴ bang and others also ⁵ flash of light.	
Later, they 6 of the explosion 7 about 80 million trees. It 8_ the windows of many hous	(knock) down (break)
It was a very mysterious evafter the explosion, scienting (not/understand) what 10_that day.	sts 9
Now, scientists believe that 11 (explode the Earth.	

11 06.2 Listen to Oscar talking about his experience. Imagine you are Oscar and answer the questions.



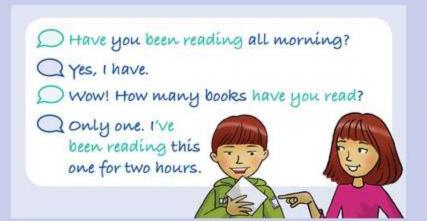
- What kind of experience have you had? I've been to hospital in a different country.
- 1 When and where did it happen?
- 2 Who was with you?
- 3 What happened?
- 4 How did you feel?
- 5 Has it happened again since then?



have had. Answer the questions in exercise 11. Then work in groups. Take turns to tell your stories.

I've seen monkeys in the wild. It was last summer when I was travelling with my family in South America. A guide took us into the rainforest and we ...

Present perfect continuous



We use the present perfect continuous (subject + has/have + been + verb + -ing) when we talk about an activity that started in the past and is still happening now. We use it to focus on the activity and how long it's lasted.

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

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

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

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

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

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

He's been trying tried six times.

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

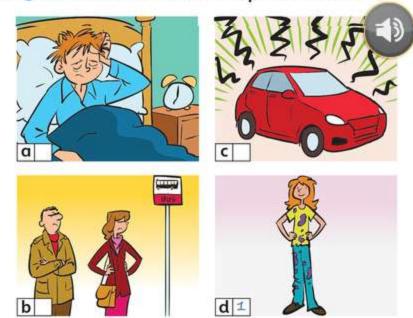
It's been existing existed for 200 years.

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

He's been feeling ill recently.

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

*13 0 6.3 Listen and number the pictures from 1-4.



- *14 Circle the correct options.
 - Has the letter arrived / been arriving?
 - 1 Kate's tried / 's been trying to learn the guitar for six months.
 - 2 He's broken / been breaking his leg.
 - 3 I'm tired because I've walked /'ve been walking since eight o'clock this morning.
 - 4 How many apples have you eaten / have you been eating?
 - 5 I've known / 've been knowing Jenny for many years.
 - 6 You've sung/'ve been singing that song all day!

:15	Write questions with the present perfect
15-	continuous

-	you/watch/a lot of television lately?
	Have you been watching a lot of television
	10+e112

1 you/sleep/well recer	itly?
------------------------	-------

2	What	sports/you	/do/	atel	y:
---	------	------------	------	------	----

3 you/prepare for a test or exam/re	ecently?
-------------------------------------	----------

4	What	colour	pen/	ou/use/	/in	this	lesson?
---	------	--------	------	---------	-----	------	---------

5	your best friend/learn a new sport or activity/
	recently?



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

Have you been watching a lot of television lately?

No, but I watched the news last night.

Used to and be/get used to

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

The form is the same for all persons, singular and plural.

I used to play the piano every day. He used to write funny stories.

We use did + use to (NOT used to) in questions and negatives.

Did you use to have long hair? They didn't use to like football. We use **be used to** + verb + **ing** to talk about regular actions and habits which feel normal for us. Be used to + verb + ing means 'This habit isn't a problem for me.' I'm used to getting up at five o'clock every day.

We can also use **get used to** to talk about things that are becoming more normal for us.

I'm getting used to having breakfast early.

We can also use **be used to** and **get used to** to talk about the past and the future.

I wasn't used to living in a big city. You'll get used to wearing a uniform.

17 06.4 Look at the picture and complete the sentences with used to or didn't use to and the correct form of the verb in brackets. Then listen and check.



I'm Emily Banning. I'm 79 years old. I ► used to go (go) to a big school in the town centre. I can remember it clearly. It was very different to your school today. We Dalan't use to have (have) a school uniform but we all wore smart clothes. All the boys _____ (wear) ties. The classes at my school were big. There more than 35 pupils in my class. We __ (sit) at big tables. At your school you sit with your friends, but for us it was one table for one child. Our classroom was very simple. There 4_ (be) a lot of pictures on the walls and we certainly 5_ (have) computers in the classroom or in the school.



18 60 6.4 Listen again. How do we pronounce used to? Tick v a or b.

- a /'ju:st tu:/ b /'ju:stə/ [



19 Circle the correct answers.

- He didn't use / used to like sport.
- 1 I didn't use to have / having any breakfast.
- 2 She's not used to work / working in public.
- 3 They wasn't / didn't use to have a car.
- 4 I'll get used to speak / speaking English.
- 5 Did / Were you use to play in the street when you were a child?

20 @ 6.5 Listen and check, then listen and repeat.



He didn't use to like sport.



	live	sing	eat	go	write	be	swim
					she lives in a flat		house.
He for	swims him.	every	day n	ow. I	t doesn'	t feel	normal
			d t	0	swim	nino	
	ery day s café		eap b	ut no	w it's ex	oens	sive.
2 The	ey ate	with a	knife :	and f	ork and	it did	n't feel
		r them					
	(T)						with a
	fe and						
		nool by	/ bus	now	and it's f	eelin	g more
	rmal.						
				_		-	to
4 We	sang a	a lot at	our o	ld sc	hool but	t we d	don't sin
					_ a lot a	at ou	r old
	ool.						
5 I lik	e carre	ots nov	v but	l didi	n't like th	nem l	oefore.
Idi	dn't_		Q.		8	arrots	š.
see	em nor	like w mal so	riting on.				out it wi
		ack per					
	his	or her	scho	olday	s. Prepa	are q	lult about uestions . Use the
1		as belo	ow.				

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

or her answers.

I'd like to ask you some questions about your schooldays. Where did you go to school?

Did you use to wear a uniform?

24

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

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

Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

The future

I can combine different structures and tenses to talk about the future.

Will, be going to and present continuous

I'm going to travel around the world when I leave school.

Really?

Yes. And then I'll probably get a job at my dad's company.

Wow.

How about you? What will you be doing five years from now? Will you have finished studying?

who knows? I don't know what I'm doing tomorrow!



We use will/won't + the infinitive to predict future actions and events with some certainty, based on our knowledge, opinions and experience. It will be his birthday next month.

That medicine won't help. It's for babies and young children, not teenagers.

We also use will when we make quick decisions about the future and when we make offers.

I'll have a cheese and ham pizza, please.

I'll get a chair for you.

To make an offer or suggestion as a question, we use Shall I ...? and Shall we...?

Shall I get a chair for you?

Shall we leave now?

We use be going to + the infinitive when we talk about future events that are based on decisions that we have already made.

Jack's going to learn French next year. Are you going to phone Sandra?

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

a minute.

We use the present continuous when we talk about future plans and arrangements with other people or organizations.

Are you meeting Jason tomorrow? I'm doing my piano exam on Monday.

* 1 Circle the correct option.

'The phone's ringing!' 'I'll get / 'm going to get it.'

1 'Why have you got that bucket?' 'I'm going to wash / 'Il wash the car.'

2 'Shall / Will I help you?' 'No, I'm OK, thanks.'

3 I think I'm sitting / 'Il sit here for five minutes.

4 'What are we eating / shall we eat? Some pasta?'

5 It'll be / 's being summer soon.

6 Frank won't / isn't going to want to come with us. He doesn't like museums.

7 'You can sit here. I'm getting / 'Il get off now.'

8 'Have you chosen a colour for your bedroom?' 'Yes, we're going to paint / 'Il paint it blue.'

9 'Do you want a drink with your meal?' 'I'm going to / 'II have some apple juice, please.'

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

You're going to play the piano.

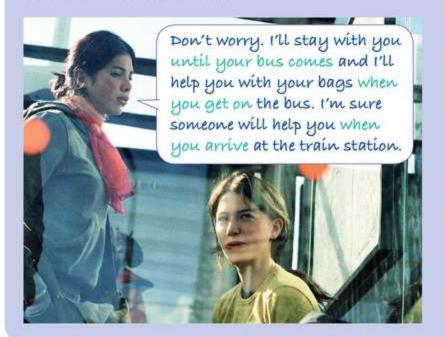
No.

Are you going to write something on the computer?

Yes, that's right.

Present simple with a future meaning

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



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

I'll speak to Dave. Then I'll phone you.

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

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

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

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

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

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

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

*3 07.1 Which pictures go together? Listen to conversations 1–3 and number the pictures. There are two pictures for each conversation.





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



e

	Complete the sentences with the phrases in he box.
100	while I ride until you press as soon as I see
	by the time she gets as soon as she gets
	when she hears about before you eat
	until you shout 'Stop!' while you cook

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

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

> help get practise play be do buy learn wear save stop

- ▶ When I'm about 25 I'm going to get a good job .
- ▶ I'll be 30 when my brother is 25.
- I'm not going to wear a uniform when I leave school.
- 1 As soon as I get home this evening I'm going to

2	I won't	before I'm 2	1

- 3 When I leave school I'm going to _
- 4 When I wake up next weekend I'll
- 5 Before I go to sleep tonight I'm going to

6 I won't _____ until I'm very old.

7 I'll _____ when I'm very old.

8 I'm going to ______ as soon as I get a job.

7

GAME

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

1'll be 30 ...

You'll be 30 when your brother is 25!

That's right. Two points for you.

\$8 \(\bigcup 7.2 \) Complete the dialogue with the phrases in the box. Then listen and check. Practise the dialogue with a partner.

1

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

Rosy:	Shall we	arrange a time to talk
	about the pro	ject together?
Lucy:	OK. What 1	on Monday
00200	afternoon?	3.E.V.
Rosy:	2	my cousins.
	3	free on Tuesday morning
Lucy:		an appointment with the
5-5-5-10- * .550		f past ten. 5
	Tuesday after	*.
Rosy:	The state of the s	in the afternoon, I'm
	afraid.	
Lucy:	Shall we mee	t before 7 to
0.00000	the dentist? Y	ou can come to my house.
Rosy:		to your house at
8000000 6 0000	about nine o'	
Lucy:	9	ask Alice, too?
Rosy:		her now.

9

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

Today	Neek
Monday	T
morning do my homework	m
afternoon 3.00 meet Sam	af
evening	ev
Tuesday	F
morning	n
afternoon	af
evening	E

Today W	leek i
Monday	Th.
morning	mor
afternoon do my homework	afte
evening 7.00 cinema with Amy	ew
Tuesday	F
morning	п
afternoon do my homework	af
evening	€

Let's go fishing together in the holidays.

Good idea. How about Tuesday afternoon?

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

Good idea.

Future continuous and future perfect

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

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

Mr Smith won't be teaching us this time next year. 'Will you be doing your homework at five o'clock this afternoon?' 'Yes, I will./No, I won't.'



We'll be watching football at four o'clock.

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

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

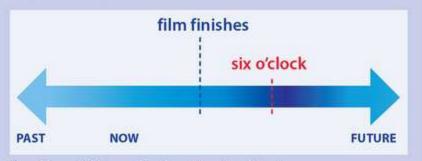
We use the future perfect (subject + will + have + past participle) when we predict events that will be completed before a specific time in the future.

The film will have finished by eight o'clock.

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

'Will you have finished that book by the end of the week?'

'Yes, I will./No, I won't.'



The film will have finished by six o'clock.

*10 (a) 7.3 Listen to the sentences, then answer the question about pronunciation.

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

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

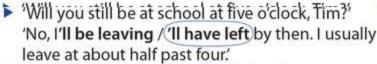
a /hæv/ | b /əv/ |

*11 07.4 Listen and circle T (true), F (false) or DK (don't know).



- Tim's going to leave school at five o'clock. T/F/DK
- Jess and her family will finish eating dinner after six o'clock. T/F/DK
- 2 The coach will be arriving in Liverpool at about six o'clock. T/F/DK
- 3 Ryan's going to finish painting the wall tomorrow. T/F/DK
- 4 Anna's never visited New York before. T/F/DK
- 5 Max's flight to China departs some time before ten o'clock tomorrow. T / F / DK

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



- 1 'Can I phone you at six o'clock, Jess?' 'I think we'll be eating / 'Il have eaten dinner at six. Could you phone a bit later?' 'Of course.'
- 2 'Is it a very long journey?' 'Yes. It will take about six hours but we'll be stopping / have stopped four times on the way.'
- 3 'How are you getting on, Ryan?'
 'I'm afraid I won't be finishing / won't have finished painting the wall by the end of the day.'
- 4 'Anna's going to New York next week.' 'Really? She'll be visiting / 'Il have visited New York three times! She's already been there twice.'
- 5 'Are you all ready for tomorrow, Max?' 'Yes, thanks. Just think! At ten o'clock tomorrow I'll be flying / 'Il have flown to China! I'll be reading / 'Il have read a book or maybe I'll be watching / 'Il have watched a film!'





14

Use the questions from exercise 13 to interview a partner.

Will you be studying here six months from now?

No, I won't be studying here because it will be the holidays! I'll be relaxing.

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



16

Write an email in reply to Paul. Include this information:

- · your plans for next week
- your plans for Tuesday
- your plans for Saturday
- your predictions about your exams

- A 'll be B 'll have been C 'm being
 A are you doing B will you have done C will you do
 A 'm going to go B will go C 'm going
 A 're staying with B stay C will have stayed
 A 'll drive B 'll be driving C drive
- 5 A Will you have finished B Will you finish C Are you going to finish
- 6 A get B'll have got C'll get
- 7 A will be B are being C 're
- 8 A 'll be coming B 'll have come C come
- 9 A pass B are passing C will pass
- 10 A will you have done B are you going to do C do you do

Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Reading

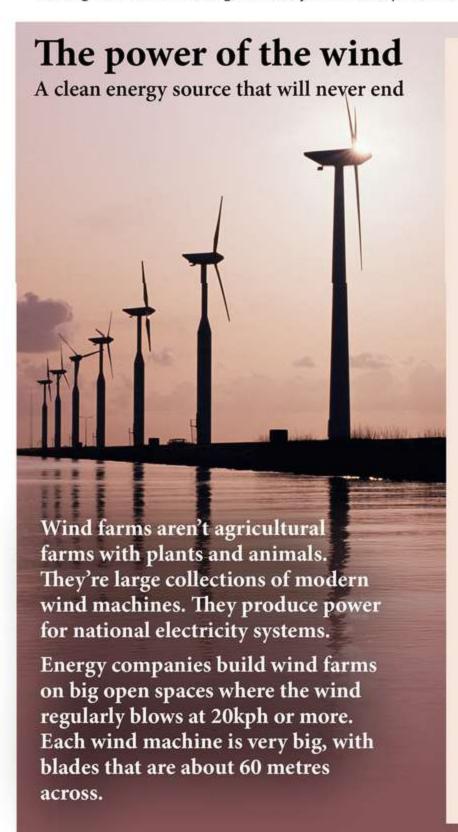
Read the text and questions below. For each question, tick A, B, C or D.

Martin Paul Winner of the Young Achiever Award 2012 I won the Young Achiever Award in 2012, when I was 20. At the time, I was working as a football trainer with young people in the local community. I left school at sixteen with only a few qualifications. I applied for a place at college but I didn't get it. There were no jobs that I could do. The future looked difficult. I'm not an academic person, but I've always loved sport - football in particular. I had a fantastic sports teacher at school. One day I realized that I wanted to develop other people's sporting ability, the same way my teacher had helped me. I offered free football lessons to young people in the local community. They liked my lessons and more people came. Eventually I built a team. I didn't get any money but I loved the work. Then someone nominated me for the Young Achiever Award. To my surprise, I won it. It's been brilliant. I still do the football coaching, but now the local council pays me for the work. The award has given me confidence. Next year 11 be returning to formal education. I ve got a place on a Sports Science course at the local college.

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

1	At the age of sixteen, Martin
	A didn't want to go to college.
	B was teaching football to young people.
	C hadn't got many qualifications.
	D won the Young Achiever Award.
2	What might Martin say about his school sports
	teacher?
	A [He used to give me academic work. >
	B He didn't believe that I was good at sport.
	C (I didn't like his lessons.)
	D [I think his style of sports]
	training was very good.
-	NAVID DE DES DE AARDES DE DE DE LA SERVICIO DEL SERVICIO DE LA SERVICIO DE LA SERVICIO DE LA SERVICIO DEL SERVICIO DE LA SERVICIO DEL SERVICIO DE LA SERVICIO DEL SERVICIO DE LA SERVICIO DEL SERVICIO DELA SERVICIO DEL SERVICIO DEL SERVICIO DEL SERVICIO DEL SERVICIO DE
3	What might Martin say about the football lessons he gives?
	A People didn't use to pay me.
	B [I'm not used to people paying me.]
	€ \ A lot of people came to the
	lessons when I started.
	D
	(The local council has never paid me.)
Δ	What might Martin say about his Young
7	Achiever's Award?
	A [It hasn't changed my life. >
	Te nusve e onuvegen vieg et [e.
	B (It's already changed my life.)
	C (It's going to change my life.)
	D [It isn't going to change my life. >
5	What might Martin say about his future?
	A [I think I won't enjoy college. >
	B (I'm going to find a job as soon as I can.)
	C [I'm going to study sports science.
	The young to strung sports science.
	D [I'll be living in another town]
	next year.

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



The early history of wind power

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

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

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

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

From wind power to electricity

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

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

The development of wind farms

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

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

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

Plans for Argentina

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

3 Read the text below and choose the correct option for each space. Write A, B, C or D.



Face blindness

'I often forget names but I c forget a face.' We're all used to 1___ this. But why is it true?

Probably, like most people, your brain 2____ the memory of thousands of faces. This 3____ that you recognize people you 4___ before. And 5 you hear the name of a person that you know, an image of their face will appear in your mind.

For about 2% of the population, however, everybody's faces 6___ to be the same, or very similar.

Emily Roberts has had this problem ___ she was a child but she's only known the name for it *___ a few weeks. '1 *___ about memory on the internet when I saw an article about 'face blindness'.

'I realized at that moment that other people have this problem. Since then I've joined a face blindness support group, and I 10_ getting help and advice in the future.'

- A still B ever C never D already
- 1 A hears B hearing C heard D hear
- 2 A got B used to have C has D's having
- 3 A has meant B meant C 's meaning D means
- 4 A met B 've met C 're meeting D 'd met
- 5 A since B by C while D when
- 6 A are appearing B appeared C have been appearing D appear
- 7 A for B since C yet D still
- 8 A since B already C for D just
- 9 A was reading B 'd read C 've read D will have read
- 10 A 'm going to B 'll be C 'm D 've been

Writing

- 4 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - When did you start learning the clarinet? How long have you been learning the
 - We decided to walk home, then the rain started. We _____ already decided to walk home when the rain started.
 - 2 I've eaten two sandwiches but I want more food. I've eaten two sandwiches but I'm
 - 3 We always pass the supermarket so we'll pass it soon.

_____ hungry.

We_ passing the supermarket soon.

- 4 It will close, then we'll get home. It _____ closed before we get home.
- 5 We'll get home and then I'll cook some eggs. I'll cook some eggs _____ we get home.
- 5 An English friend, Jack, is coming to visit your town next Wednesday. Write an email to Jack. You should:
 - tell him how you feel about his visit
 - tell him about your plans for next Wednesday
 - suggest that you meet at the Top Café

Write 35-45 words.

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

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

Write a letter, answering your friend's questions.

Listening

1

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

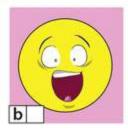






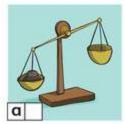
▶ Which is Ronny now?

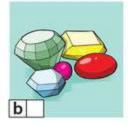






1 How's the man feeling?

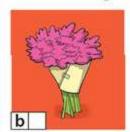






2 What's the woman describing?







3 What did Amy see when she arrived home?

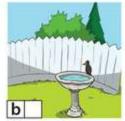


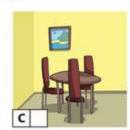




4 Where is the plane at the moment?

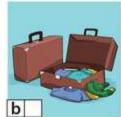






5 Where's Tim now?







6 Which suitcases are Max's?

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

	The paintings in the Skylight Gallery A have come from Japan. B are usually in Japan. C will be in a gallery in Japan.
1	Theo is going to give A two or three presentations. B a short presentation. C a very long presentation.
2	Theo painted 'Forest Green (I)' A when he was a boy. B in Canada. C in his studio.
3	What does Theo say about 'Forest Green (I)'? A He still likes it. B He used to like it but he doesn't like it now. C He prefers his other paintings of Dean Forest
4	Libby woke up A after Theo had finished 'Girl'. B while Theo was painting 'Girl'. C when Theo took a photo of her.
5	Which is true about 'Dots and Lines'? A
6	C Leo painted it after he'd left art school. What does Leo say about 'Dots and Lines'? A He doesn't like it. B It hasn't got dots and lines on it.

Speaking

10 Work in pairs. Look at these photographs of people looking at things. Take turns to talk about what you can see in your pictures.

He knows why people like it.





The -*ing* form and the infinitive

I can use the -ing form and the infinitive in different verb patterns.

The -ing form



The -ing form is like a noun. We often use it to talk about activities when we think about the actual process of the activity.

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

We use the **-ing** form after **go** to talk about sports and other activities.

go swimming, go fishing, go running, go shopping

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

I **love organizing** my DVDs.

We use the -ing form after the verbs **try**, **start** and **finish**.

Can I **try doing** that? When will you **finish painting** it?

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

We use the **-ing** form after **see** and **hear somebody** or **something** when we see or hear only part of an activity in progress.

I heard you playing the piano this morning when I passed your house. It sounded really nice.

(= I heard part of the process.)

We saw Mike fixing the roof. He looked very busy. (= We saw part of the process.)

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

This includes many common adjective + preposition combinations such as afraid of, famous for, fed up with, interested in, useful for and many common verb + preposition combinations such as apologize for, look forward to, rely on, succeed in, think about.

He's famous for crossing the Atlantic by hot air balloon.

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

* 1 What can you see? Complete the sentences with the -ing forms of the verbs below.

play chess ski take photos paint swim skip

- ► I can see someone <u>painting</u>.
- 1 I can see someone __
- 2 I can see someone _____
- 3 I can see someone _
- 4 I can see someone _____
- 5 I can see two people _



1 I can hear some 2 I can hear some 3 I can hear some 4 I can hear some 5 I can hear some 6 I can hear some What can Cover exc can your	one kicking a bone as sone	the validable in pairs. any activities and heard. the value of the v	erb in brackets. not used to getting to lock. (get) el like for a loney went last year and a lot of time reach. (collect) son isn't interested in se these gloves for in the was busy all read a low start the always worth all read always worth always all read always worth always all read always worth always	up before six g walk. (go) ar. (camp) (read) shells on the films. (watch) (cycle) he garden. (work) morning. (cook)
\$5	complete the table.	1)		
Paul likes	He isn't very good at	He doesn't like	He spends a lot of time	He's never tried
taking photos		5 Or 6	and	9 Or 10
	olumn. Compare your	able with two true answars. Can the others	find the false answer? I spend a lot of	
and	good at -, - or	or	and	or
I like meet		cting shells on the beach		Live hone to t
the phrases with to box. Then put a time be do have having lots of	You're right! That on to you? What's not? Co the -ing form of the ver ck (✓) or a cross (✗) in t have own spend	omplete #8 she boxes.	What's important t things in exercise 7 important) to 6 (no	to you? Order the 7 from 1 (very ot important). Then ers in small groups. the most
2 healthy3 well at s4 time with	chool th your family ossessions (DVDs, cloth	a lot I lík	of time talking to my e knowing different k For me, doing	y friends and

The infinitive without to and with to

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

We also use the infinitive without to after the verbs make and let.

Why did you let him eat that? Don't make me laugh!

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

We use the infinitive with to after many verbs connected with thinking and planning (like want, would like, plan, hope, intend, decide, arrange and promise).

Mary hopes to study engineering. I've arranged to meet Andrew later.

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

We use the infinitive with to with some adjectives (crazy, delighted, difficult, easy, fascinating, funny, great, happy, impossible, nice, OK, pleased, right, sad, sorry, surprised, wonderful, wrong).

It's crazy to pay so much money for a bottle of water! I was surprised to see you at school today.

We can also use the adjectives easy, difficult, impossible with for + someone + the infinitive with to.

It's difficult for me to answer that question.

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

9 0 8.3 What did you hear? Listen and complete the sentences with the infinitive of a verb from the box.



break catch close drink drop kick open say shout take

•	I heard someone	drop	a plate.
1	I heard someone_		a window.

- 2 I heard someone _____ a photo.
- 3 I heard someone ______ a ball.
- 4 I heard someone ______ an umbrella. 5 I heard someone ______ a door.
- 6 I heard someone ______ 'yes'.

*10 Circle the correct option.

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

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

-	Can you walk	on your hands? (walk)	
1	What are you planning		
	tomorrow? (do)		
2	Are you good at makin (laugh)	g people	_?

- 3 How often do you use chopsticks _____ rice or noodles? (eat)
- 4 Do you let your friends _____ your books? (borrow)
- 5 Do you know how ______ pasta? (cook)
- 6 Is it ever OK ______ to someone? (lie)
- 7 Is it difficult for you _____ up in the morning? (get)

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

'I know how to...' Work in small groups. What practical skills do you have? Use the ideas in the box.

Change/replace:

a plug/a tyre/a battery/a light bulb

Cook/make:

eggs/bread/pizza/pasta/a meal/a smoothie/ ice cream

Mend/repair:

clothes/a bicycle/a computer

Clean/wash:

clothes/dishes/a car/a floor/a carpet

Jason knows how to change an electrical plug.

The infinitive with to or -ing

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

I don't **regret** leaving. He **avoids talking** about it.

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

I like to check my homework carefully.

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

You could offer to help her.

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

Let's stop looking at the map. (= We are looking at the map. I don't want to look at the map.)
Let's stop to look at the map. (= I want to stop because I want to look at the map.)

I tried to get the paint off my T-shirt. (= I couldn't get the paint off my T-shirt) (an attempt)

I tried washing my T-shirt in very hot water. (= I washed my T-shirt but it didn't have the result I wanted.) (an experiment)

I don't remember closing the door. (= Did I close it or not? I don't know.)

I didn't remember to close the door. (= I know that I didn't do it.)

*14 Choose the correct form.



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

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



•	Does Mike enjoy acti	ing ? (act)
	I don't mind	
2	It's starting	(rain)
3	I think Alice deserves	(win)
4	He practised	his name. (write)
5	I hate	late. (be)
6	Did you manage	to her? (speak)
7	We can't risk	now. (stop)
8	They refused	me a reason. (give)
9	Let's stop said everything. (talk)	about this now. We've
10	You need	the door now. (open)
		the computer on and off
12	We're aiming	at two. (leave)

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

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



expensive, and you'll mi	
	iggest 10 (take) the ter taxis are also an excellent pout.
Security - Avoid 12	(walk) around the city on Remember 13 (keep)
Would you like 14	(know) more? - Visit

our website 15

exciting city.

(read) about the history of this

17

What should a visitor to your town or city see and do? Write a short guide. Use the headings from the text in exercise 16 and include some of the expressions from the box.

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

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

SHOPPING

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

18



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

Most people need	i
and	every day.

In life, you can't avoid _____

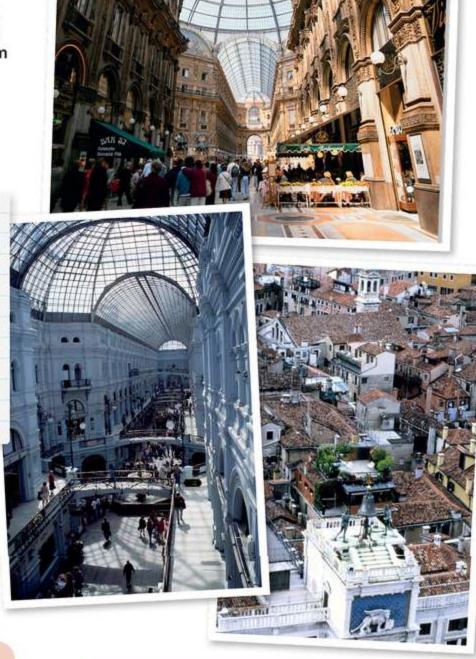
Very few people find it easy _______,

Most people want ______, and _____

are the best ways of staying happy.

We wrote, 'Most people need to eat, to drink and to sleep every day.'

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



Self-evaluation Rate your progress.

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Reported speech

I can report statements and questions.

Reported statements

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

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

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

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

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

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

See page 189 for a summary of changes.

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

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

We also change possessives and pronouns. Polly said, 'You can use my camera to take a photo of yourself."

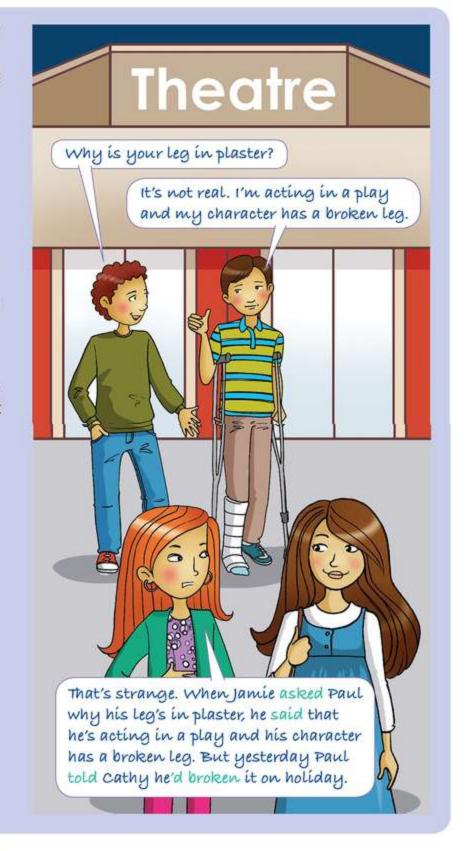
Polly said that I could use her camera to take a photo of myself.

'You can use these chairs.'

She said I could use those chairs.

Time and place references usually change, too. Jason said, 'I can meet you here tomorrow.' Jason said that he could meet me there the next day.

See page 189 for a summary of changes.



* 1 Complete the sentences with said or told.

- ▶ Julia said she would help me.
- 1 You _____ you didn't need it.
- 2 Beth and Carla _____ me that I'd won a prize.
- 3 He _____ he was sorry.
- 4 Alice _____ Pete she'd seen Andy.

- 5 They _____ him they were coming.
- 6 Kim _____ that Edward had to go home.
- 7 Max _____ he couldn't remember.
- 8 You _____ I should buy it.

2	Complete the reported speech with the correct form of the verb from the direct speech.	6 They left two hours ago.				
	▶ 'I want to stop,' she said.	She said that they had left two hours				
	She said that she <u>wanted</u> to stop.	7 I cut myself on some glass.				
	1 'Jack's waiting for you,' he said. He said that Jack for me.					
	2 'I won't tell anyone,' I promised.	Mike explained that he had cut on some				
	You promised you anyone.	glass.				
	3 'You must stay in the boat,' they said.	8 I've had these trainers for five years.				
	They said that we in the boat. 4 'We were on the bus at the time,' Alison said.	He said he had had trainers for five years.				
	Alison told me that they on the	The said the flux flux and a said the flux for five years.				
	bus at the time.	4 09.1 What did they actually say? Listen and				
	5 'I gave the picture to Jenny,' he explained. He explained that he the picture	tick the direct speech that matches the reported speech.				
	to Jenny.	► He said,				
	6 'I've finished,' she said. She told me that she	a 'The ladder has broken.' 🔽				
	7 'We can help you tomorrow,' he said.	b 'The ladder will break.'				
	He said that they me the	1 She said,				
	next day.	a 'I'll phone him tomorrow.'				
** 3	8 'You shouldn't open it,' they said. They told us that we it.	b 'I'll phone you this evening.'				
	,	2 He said, a 'They're busy.'				
*3		b 'I'm busy.'				
	reported speech. Use eight words from the box.	3 She said,				
	then me that himself before day those	a 'I'll buy it next year'.				
	next there myself you her	b 'I bought it last year.'				
	I'm going to the beach today.	4 They said,				
		a 'We're going to stay here.'				
	Jason said he was going to the beach that <u>day</u> .	b 'We went there.'				
	1 I'll come back tomorrow.	5 She said,				
	He said he would come back the day.	a 'It happened yesterday.' b 'It happened two days ago. 				
	* nave in through the same of the control of the control of the same transfer of the same	6 He said,				
	2 I can fix it now.	a 'I wouldn't see anything with those glasses.'				
	Molly said she could fix it	b 'I can't see anything with these glasses.'				
	3 Heidi phoned this morning.					
	She told me that Heidi had phoned morning.					
	morning.					
	4 Ed and Kate are looking at you.					
	She said that Ed and Kate were looking at					
	5 I feel comfortable here.					
	He told me that he felt comfortable					

I'm sorry.

I'm sorry

He said he was sorry. She said she was sorry.

6 Complete the reported speech.

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

7

GAME

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

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

I spoke to Ernie. He told me that he had never ridden a motorbike.

> I spoke to Beth. She said that she had never played tennis.

8 0 9.3 Read the notes Max wrote after he went to Manor ice rink today. Then listen to what the man said yesterday. Tick if the information was correct.



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9

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

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

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

Reported questions

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

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

Reported questions use statement word order (subject before verb) and not question word order. She asked (me), 'Can you swim?'
She asked me if I could swim.

'When's it going to start?' she asked (us).

She asked us when it was going to start.

In reported information questions, we use the same question word as in the direct speech.

'What would you like to do tomorrow?' she asked Vicky. She asked Vicky what she would like to do the next day.

In reported **yes/no** questions we add **if** or **whether** after *asked* (+ object).

'Are you going to stay here?' he asked. He asked **if/whether** I was going to stay there.

'Will it hurt?' Andy asked the doctor.

Andy asked the doctor if/whether it would hurt.

Because reported questions use statement word order, we don't use **do**, **does** or **did** in reported **yes/no** questions.

She asked, 'Do you know him?'
She asked **if/whether we knew him**.
(She asked if we did know him.)

We use the same reported question pattern when we use phrases like **Could you tell me...?** or **Do you know...?** and **Let's ask ...** The tense doesn't change in these sentences.

Could you tell me what time the supermarket opens? (Could you tell me what time does the supermarket open?)
Let's ask someone what time it is.
(Let's ask someone what is the time.)

We sometimes report questions and conversations in a summary sentence.

I asked Elizabeth about her family.

She told me about her grandparents.

10 Circle the correct words.

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

*11 Complete the questions that the speakers asked.

•	She as	sked	if I had b	een to	Eg	jypt.
	'Have	иои.	been to	Equpt	?'	she asked.

1	They asked him if he was goi	ing to the match.
	<u> </u>	?' they asked him.

4	She asked Mary	what she would like to eat.
	•	?' she asked Mary.
		Sine asked mary.

3	Andy asked	the dentist if it would hurt.
	1	?' Andy asked the dentist.

4	The teacher	asked	whether	I would	change	seats
	1			7'aske	d the te	acher

5	He asked us if we needed a lift.	
		?' he asked u

6	My mum asked me if I could tid	tidy my room.		
	·	?' she asked me		

7	The interviewer	asked	IT I	had	ever	written	my
	own project.						
	100 60						

V. a	- 12	?'he	asked	me

8 The student asked what happens when you heat

the mixture.	5136F	\$2
4	?'the	student asked.

*12	 *13 Write the reported questions. * 'How long have you lived here?' she asked them. She asked them how long they had lived there.
▶ a How often do you watch TV? ✓	1 'Where have you been?' the teacher asked her.
b What did you watch on TV yesterday? ☐c Where do you watch TV? 	2 'Are you feeling OK?' Mandy asked me.
d Who do you usually watch TV with?	3 'Have you got a football?' Angie asked them.
1 a How many people are there in your family?b Do you live in a house or a flat?	4 'What time's the next bus?' Sam asked.
c How long have you lived there?	5 'What will happen next?' Bella asked him.
d Do you have a garden?	6 'Can you help me?' he asked.
2 a Do you like swimming?b How often do you go swimming?	7 'What should I do?' I asked him.
d Have you ever swum in the sea?d Have you ever swum in a river?	8 'How did you hurt yourself?' they asked him.
a What are you going to do tomorrow?b What are you planning to do next weekend?	*14 Work in four groups. Write the reported questions. Look at the example. Group A Turn to page 181. Group B Turn to page 184.
 What will you be doing 20 years from now? Where will you be living five years from now? 	Group C Turn to page 185. Group D Turn to page 186.
4 a How often do you listen to music?	Where does it hurt?
b What's your favourite kind of music?	How often do you clean your teeth? She asked me where it hurt.
c Can you play a musical instrument?	She asked me how often I cleaned my teeth.
d Have you ever been to a live concert?	
5 a What's your favourite meal?	
b Do you ever cook for your family?	\$15 GAME Work in groups of four, one from each
c When do you eat the main meal of the day?	group in exercise 14. Read your reported questions. Can the others guess where
d Who do you eat the main meal of the	you were?
day with?	She asked me where it hurt.
6 a What do you usually wear at the weekend?	Were you at the doctor's?
b What did you wear last weekend?	
c How many pairs of jeans have you got?	
d How many pairs of trainers have you got?	

:16

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

I asked Gemma if she had a garden.

Billy asked me what I wore last weekend.

17



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

George, could you tell me how often you listen to music?

Every day.

And what's your favourite kind of music?

I like all kinds of music, but my favourite is traditional folk music.

GEORGE

listens to music every day likes all kinds of music – favourite is traditional folk music listens...

Libby, do you like swimming?

Yes, I do.

How often do you go swimming?

Once a week.

can you tell me if you have ever swum...

LIBBY

likes swimming

goes swimming once a week

has swum ...

\$18



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

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

19



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

Have you ever asked a stranger for help in the street? What did you ask him/her? Was the stranger helpful?

What's the nicest thing anyone has ever said to you?

Have you ever said something really stupid? What did you say?

When did you last ask a teacher something? What did you ask? What did he/she answer? What's the last thing you said to someone in your family this morning?

Someone once asked me if she could borrow the shoes that I was wearing. I said no, because I needed them.

Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Reporting verbs + object + the infinitive

I can use reporting verbs to report requests, orders, advice etc.



We can use different reporting verbs in reported speech to express functions like requesting, advising or giving permission.

We use the reporting verb ask to report requests and the reporting verb tell to report orders.

- Reporting a request Tanya said, 'Could you shut the door, please, Mary?' → Tanya asked Mary to close the door.
- Reporting an order Ivy said, 'Close the door, Mary!' → Ivy told Mary to close the door.

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

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

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

- Negative reporting verb Tony said, 'Walk to the tree.' → Tony didn't ask me to run to the tree. He asked me to walk to the tree.
- Negative infinitive verb (not + the infinitive) The teacher said, 'Don't run in school!' → The teacher told me not to run in school.

These are some of the common reporting verbs:

advise to tell somebody what you think they

should do

allow to say that somebody can do something

encourage to say positive things to make somebody

feel confident about doing something

to give somebody information about how instruct

to do something

invite to ask somebody to do something or come

somewhere (a party, your house)

to tell somebody firmly to do something order

(stronger than told)

to get somebody to do what you want or persuade

to believe something

to make somebody remember something remind

to tell somebody about difficulties or warn

problems that might happen

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

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



2 10.2 Listen and complete the sentences with the correct form of these verbs.

listen get close read jump not/look not/worry



She asked Sam to close the window.

1 He told Max ______.

2 She told Kate _____ about it.

3 He told Sally ______.

4 He asked William ______ the letter again.

5 She asked Mary ______.

6 He asked Suzy _____ the milk.

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

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

say 'hello'.

can you write your name, please?

You told me to say hello. You asked me to write my name.

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

> allowed them to use wanted them to buy encouraged them to swim invited them to sit reminded them to take ordered them to go

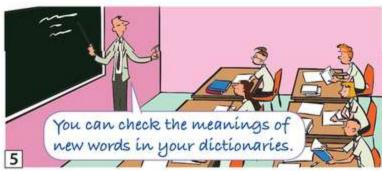












- Jim encouraged them to swim with him.
- 1 My grandmother ______ in her garden.
- 2 Sally _____ their water bottles.
- 3 The girl ______ it for her.
- 4 The head teacher ______ to the office.
- 5 The teacher ______ their dictionaries.

5 10.3 Listen and circle the answer.

- He's encouraging / ordering Bella to run faster.
- 1 She's advising Suzy to wear / not to wear the blue jacket.
- 2 He's reminding her / She's reminding him to take some medicine.
- 3 He's ordering someone to read / to give him the letter.
- 4 She's instructing him to go / not to go into her office.
- 5 She allowed / persuaded Milly to show her the
- 6 He's inviting / persuading Sam to go fishing with

\$6 10.4 What did the person say? Tick the correct answer.	Ask and answer the questions from exercise 7 in small groups.
 a 'You can eat red meat every day.' b 'You should eat red meat every day.' 1 a 'You can use the computer.' 	Do you ever invite your friends to eat at your home?
b 'You can't use the computer.' 2 a 'Don't go near it! It's dangerous.'	No, but I sometimes invite my friends to play computer games at my house.
 b 'Could you please not go near it?' 3 a 'I think you should probably stand in two lines.' 	Write your answers to the questions in exercise 7, giving details and examples.
 b 'OK everyone, stand in two lines!' 4 a 'Yes, you can go on the grass!' b 'Don't forget to go on the grass!' 5 a 'Please can you open it?' b 'Please don't open it!' 	HOW DO I INTERACT WITH DIFFERENT PEOPLE? I sometimes invite my friends to watch films at my house. Last week I invited my friends Katie and Molly to come and watch a comedy at my house, and we had a really good
6 a 'Jason and Tim, what happened?' b 'Jason, what happened?'	*10 Write six more sentences about how
Complete the questions with the words below. allow invite persuade a stranger you to do to give to help to play	people interact using the verbs in the box advise ask allow encourage instruct invite order persuade remind tell want warn
How do you interact with different people? Do you ever ▶ <u>invite</u> your friends to eat at your home?	Parents often ask children to help with the housework.
Do you ever invite your friends 1 games at your home?	Teachers
Do your friends invite 2 to watch films at their homes?	Students Doctors
What don't your parents 3 you to do? (For example, go out in the evening, spend a long time on the computer)	Dentists
Can you 4 other people to do things? Do other people persuade you 5 things easily? Give examples.	Bus drivers
Have you asked someone in your family 6 you money recently? Why did you need it? Did you get it?	Self-evaluation Rate your progress.
Do you ever ask people 7 you with your homework? If so, who do you ask?	2 3 4
Have you ever asked 8 to give you directions in the street? If so, were their instructions clear?	5 6 7 8

11

Sentences with it

I can use it in a variety of sentence structures.



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

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

'Do you like walking in the rain?' 'I love it!' (it = walking in the rain)

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

We use it in the following pattern to give opinions.

It	be, seem, feel	adjective	to + infinitive
It	's	nice	to meet you.
It	feels	good	to be home again.

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

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

We use **it** + **be** to talk about the weather. It's snowing. It was sunny. We use it+ be to talk about distance.

It's about 100km to London from here.

(There's about 100km to London from here.)

It was a five-minute walk from the hotel to the beach.

We use **it**+ **be** to talk about clock time. **It**'s half past ten.

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

It takes me twenty minutes to get to school.

lt	take	object	time	to + infinitive
lt	'll take	me	ten minutes	to copy it.
lt	took	Ryan	two days	to get here.

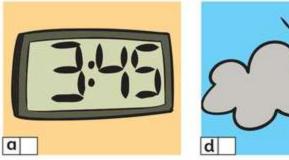
We also use the same structure but with no object (it + takes + time) when we say how much time an action takes for most people.

It only takes two minutes to complete this questionnaire.

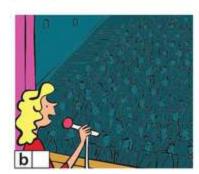
In questions and negatives we can use it + take (+ object) + long + to infinitive.

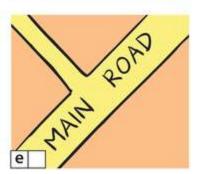
Will it take (you) long to fix my bike? (a long time) It won't take (me) long to finish the book.

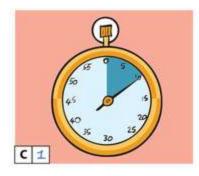
★ 1 11.1 Listen and number the pictures from 1–6.

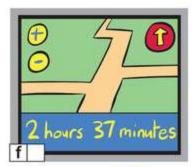












* 2 11.1 Listen again and complete the sentences with the words below.



crazy TV presenter easy far Jamie 35 perfect

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

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

the nearest supermarket/bank/ bus stop/train station/airport the sea the city centre New York Paris Tokyo

How far is it to the nearest supermarket from here?

It's about 100 metres.

How far is it to New York from here?

It's a four-hour flight.

22 M	84-4-1			
. 4	Match	1 a-	to	-8

		100
•	Look at the view!	d
1	What was the weather like?	
2	I'm Gemma.	
3	Did it take you a long time?	
4	Do you like skateboarding?	
5	How did this happen?	_
6	Who's that?	
7	How long is the journey?	

- a It's Martin.
- **b** No, it took about 45 minutes.
- c It's five past eight.

8 What's the time?

- d It's beautiful!
- e It was cold and clear.
- f It's nice to meet you.
- g I don't know anything about it.
- h I've never tried it.
- i It's a ten-hour flight.

GAME

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

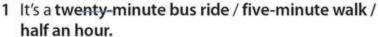
Look at the view!

It's amazing! I leve it!

I think it's raining over there.

6 Cross out the wrong answer.

It feels / has / 's good to be in the fresh air.



- 2 'What was the weather like?' 'It was a lot of fog / raining / very nice.'
- 3 It doesn't take long / me a long time / a ten-minute bike ride.
- 4 'Where's the shop you were talking about?' 'It's 75 kilometres from here / a map on the noticeboard / difficult to explain.'
- 5 There's a sandwich on the table and it's for you / there's a drink in the fridge / it's a salad in the fridge.
- 6 'What's that noise?' 'There's Milly. / There's a big football match at the park. / It's Toby.'

7 Add it or there.

Add it or there.

► Is it Sunday today?

1 'I'll use Henry's bike.'
'_____ would be good to ask him first.'

2 _____'s a spider on the wall and I don't like

3 _____'s the first day of summer today.

4 That was interesting, wasn't _____?

5 _____ was early in the morning and _____ wasn't anyone around.

6 _____'s about 100 km from here to Tokyo.

7 'Don't worry. _____ won't take long to clean that up.'

8 '____'Il be about 40 people here.'

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



Hí, it's Cathy here. I'm in the car with Dad.

1—'s raining really heavily and 2—'s a lot of traffic. 3—'s moving very slowly. 4—'s fifteen miles to Oxford from here. Dad thinks it's going to 5— us at least half an hour to get to you, but it's difficult 6— say really, because the traffic's so bad. I'm sorry we're going to be late but 7—'s nothing we can do about 8—. I'll call again in a while.

Bye for now.



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

Where are you? What time is it?

Where are you travelling to?

Why are you late?

How long is it going to take you to get there? How will it feel to arrive at your destination?

Hí, it's Toby here. It's about half past two and I'm on the bus to the museum. It's really annoying because there was a ...

10 GAME

Work in pairs. Look at the questions and write short answers in a different order on a piece of paper. Can your partner guess which questions they answer?

How long does it take you (more or less) to get ready for school in the morning? ... to read a 300-page book? ... to get to school in the morning? ... to eat an apple? ... to iron a shirt? ... to brush your hair in the morning? ... to eat a pizza? ... to walk to your best friend's house? ... to pack your bags for a holiday? two minutes three weeks twenty minutes fifteen minutes 45 minutes

I think it takes you two minutes to eat an apple.

That's right!

Self	Self-evaluation		Rate your progress.				
	0		00		9	9 9	
1							
2							
3							
4							
5							
6							
7							
1 2 3 4 5 6 7 8							
10							

Verbs with two objects

I can use verbs with two objects in two different patterns.



Some verbs (like make, give, send and offer) can have two objects.

Ann's taking a box of chocolate biscuits to Rosy. Ann's taking Rosy a box of chocolate biscuits.

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

Pattern 1				
subject	verb	direct object (thing)	to/for + object (person/people)	
Mary I've	teaches left	music some pizza	to children. for you.	

subject	verb	indirect object (person/	direct object (thing)
Mary I've	teaches left	people) children you	music. some pizza.

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

We use to after the verbs bring, give, lend, offer, pass; send; teach; tell; threw; sell; shew; write:

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

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

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

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

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

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

a letter / Leo She sent a letter to Leo.

3 a postcard / Peter

1 a parcel / Polly

4 a text message / Tom

2 an email / Emily

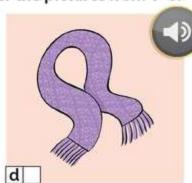
5 a smoke signal / Sidney

2 12.1 Change the sentences from exercise 1 to pattern 2. Then listen, check and repeat.

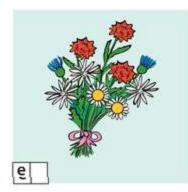
She sent Leo a letter.	
-	
9	-

*3 12.2 Listen and number the pictures from 1-6.

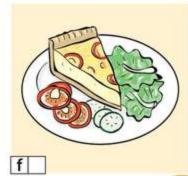












4 12.2 Match a-g to 1-7. Then listen again and check.



- 1 Shall I fetch a
- 2 I'm making ____
- 3 Can you pass ____
- 4 I've left ____
- 5 Did you offer ____
- 6 I've picked ____
- 7 I'll give ____
- a some food in the fridge for you.
- **b** her these flowers.
- c her a scarf.
- d them to her later.
- e Pete your old bike?
- f me the salt, please?
- g it for you?

5 Read the questionnaire and complete the questions with the phrases below.

you maths given someone people things write someone write you sold something them for you it for you an email to lend people you a story

You and the people around you

Give and take

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

Who does it?

- 7 Do you make your own breakfast in the morning or does someone make
- 8 Do you choose your own clothes or does someone choose _

What do you remember?

- 9 Who taught ______ two years ago?
- 10 When did someone last read



6

Use the questionnaire in exercise 5 to interview a partner.

who did you last send an email to?

My friend violet.



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

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

Complete the sentences with to or for.



- ▶ I made a paper hat <u>for</u> Tim.
- Let's send these photos <u>to</u> Annie.
- 1 I'll leave a message _____ Kate.
- 2 Can you give this box _____ Jason?
- 3 Shall I lend €100 _____ Emily?
- 4 She's ordered a pizza _____ you.
- 5 I'd like to show your drawings _____ Max
- 6 I'll find some socks _____Toby.
- 7 Let's pick some cherries _____ Jess.
- 8 Shall I choose a book _____ you?
- 9 You have to throw the ball _____ Iris.
- 10 Pass the scissors _____ Frank.
- Talk in pairs. Change the sentences in exercise 8 to pattern 2.

I made Tim a paper hat.

Let's send Annie these photos.

*10 GAME

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

I made Tim...

A paper hat!

11 Are the sentences and questions correct v or incorrect x? Correct the mistakes.



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





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

banks libraries I shops some people my friend chefs my brother/sister lend give make tell sell write send cook

money books
presents stories
jokes emails letters
clothes meals
postcards things

people children me customers my brother/sister businesses (my/their) friends

Banks lend money to people.

I've never given my brother flowers.

My friend sent me a present last week.

Self-evaluation Rate your progress.									
	9	9 0	9	999					
1									
2									
4									
1 2 3 4 5 6 7 8 9									
6									
, Q									
9									
10									
12									

Revision 3 Units 8–12

Reading

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



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



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



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



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



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

A Lightbox Film Club

It's fascinating to discover the techniques that film directors use and to learn about the history of some of the world's most famous films.

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

Phone Paul on 466713.

B The Rayford Runners

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

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

C Gourmet Cooking Club

Do you spend a lot of time cooking? Would you like to improve your skills?

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

D Card Craft

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

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

E The Norley Bookworms

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

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

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

F Chess for Beginners

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

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

G Green Space Club

The Green Space Club is beginning to change our city!

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

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

H The Midas Film Club

What's the point in watching a fantastic film and then just going home? At the Midas Film Club we watch films on the big screen together, then go the cinema café to discuss the film informally. Read the text and questions below. For each question, tick A, B, C or D.

My Arctic Trek by Jason Archer

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

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

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

D I would encourage other people to do it.

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

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

•	What is the writer's main purpose in writing this text? A □ to persuade other people to do an Arctic trek B ☑ to describe why he did the trek and what he saw and heard about C □ to teach people how to stay safe in cold temperatures D □ to encourage people not to visit the Arctic	4	 What did Jason learn from Billy's story? A how to survive in cold water B how to throw a rope to someone to save their life C that the ice in the Arctic may not be as strong as it looks D that it will be a long time before global 			
1	Why did Jason do the trek?		warming changes the Arctic			
	A to make money for charity	5	What would Jason probably say?			
2	 B to make people think about the problems of rising sea temperatures C to see polar bears playing in the snow D to meet people who knew the Arctic well What would a reader learn about Jason from the text? A He thinks it isn't worth asking people to give 		My family refused to give me any money for charity because they didn't want me to do the trek. B Seeing two polar bears was very frightening.			
	money to charity. B He avoids doing things that are difficult. C He enjoys adventure and is interested in nature		Billy felt the ice moving but he couldn't see anything.			
	and the environment. D He regrets doing the trek.		D [It's important for people to find a way of stopping global warming.]			
3	What does Jason say about the trip?					
	 A Trekking on the snow and ice was easier than he expected it to be. B I didn't like stopping to look at the polar bears because I wanted to keep walking. C The organizers told us it would be easy but it was really difficult. 					

3 Read the text below and choose the correct word or phrase for each space. Write A, B, C or D.

Silver Jewellery-making Workshop

Thank you for B on our next Silver Jewellery-making Workshop. By the end of the day, you'll have the confidence to make beautiful gifts 1_ all your friends!

This one-day workshop will teach 2_ all the basic skills you need 3_ a piece of silver jewellery from start to finish.

4_ will be a short talk about how 5_ your jewellery online. We'll also give you advice on the best way 6_ your work for sale.

We suggest 7__ some designs with you so that you can start working without delay. The tutor, Jenny Lake, has taught Art and Design 8_ adults for many years. You will be able to see her 2_ a ring from the initial design to the final product.

Remember 10___ some ideas for designs with you to the workshop!

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

Writing

Read the messages on a website. Complete the texts using the words in capitals. Make changes to the words if necessary.

Help! I'm finding it impossible to sit and study for two hours every night. I see my brothers 1 and want 2 time with them. I hear people 3 and I don't want to miss 4 anything interesting.		
you? It must 6 difficult for you	BE	
7 your work well. You need	DO	
8 a quiet place.	FIND	
I agree. Don't let yourself 9 distracted by people around you.		
10 in a noisy place is difficult		
for anyone. Also, don't make yourself		
11 at your desk for too long.		
After 45 minutes stop 12 and		
have a short break.		

- 5 Complete the second sentence so that it means the same as the first sentence. Use no more than three words.
 - I saw Ann. She was writing a letter to Kate. I saw Ann writing a letter to Kate.
 - 1 I asked her, 'What are you writing?' I asked her ______ writing.
 - 2 'You should send a postcard to Charlie too,' I said to Ann.

_____ Charlie a postcard. I persuaded ___

- 3 'I'll buy you the postcard, I said. I said that I'd buy the _____
- 4 'You can choose it,' I said.

5 We didn't drive to the post office.

There was no point _____ _ to the post office.

6 It was only a fifteen-minute walk there. It only took us _____ walk there.

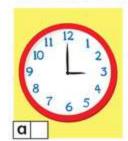
- Your friend Gemma met your friend Polly yesterday, and she liked her very much. Write an email to Polly. In your email, you should
 - tell Polly what Gemma said about her
 - suggest going somewhere together next week
 - tell Polly that you're planning to send her something and explain what it is

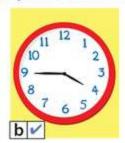
Write 35-45 words.

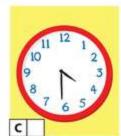
Listening

8 R3.1 For each question, listen and choose the correct answer A, B or C.

What time did Tanya leave school?







1 Which is the correct sign?







2 Which picture shows Mrs May?



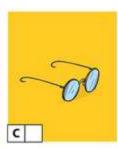




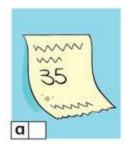
3 What does Ivy want?

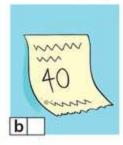


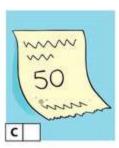




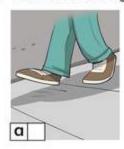
4 How much did the woman pay?

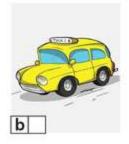


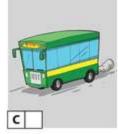




5 How will Dave get to the station?







R3.2 You will hear the owner of a Guest House welcoming a group of guests. Complete the missing website information. Use one word in each space.

000 ABBEY GUEST HOUSE **Welcome Dinner** o'clock in the Peacock Restaurant This is what some of our previous quests have 1_____ __ about the Welcome Dinner: 'A fantastic evening!' 'We're so pleased that we 2____ ____ to the welcome dinner. We made new friends who 3_ ___ be our friends for ever!' Price: An extra £10 per person. Meals Breakfast (Garden Room): 7.30-9.00a.m. Lunch (Waterlily Room): 12.00-2.00p.m. Evening meals (Peacock Restaurant): 6.00p.m. to midnight We can bring you 4______ in your room. Please speak to Reception. Local attractions Visit the Botanical Gardens (a 5______ -minute walk) Hear people 6______ traditional stories in the Market House Would you like to practise 7_____ the local language? Visit the Language Café, 27 Park Street. Fireworks, every evening, 10p.m. Main Square

Speaking

Local transport

8.30-9.30, 4.30-5.30.

10 Work in pairs. Turn to page 188. Take turns to talk about what you can see in your pictures.

Buses for the city centre leave here every 15 minutes.

We suggest that you avoid 8______ in town at these times:

13 Ability and requests

I can use modal verbs to talk about ability and make requests.

Ability (can, can't, could, be able to, managed to)



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

We use the modal verb can + the infinitive when we talk about an ability or skill in the present.

I can speak French.

I can't open it. Can you get it?

We use **could** or **was/were able to** when we talk about a general skill or ability in the past.

Amy **could ski** when she was a child. = Amy **was able to ski** when she was a child.

I couldn't swim six years ago. = I wasn't able to swim six years ago.

Could they **read** when they started school? = **Were** they **able to read** when they started school?

We use was/were able to, but not could, when there was an opportunity to do something at a particular moment in the past.

Fortunately, we **were able to get** home before it started raining.

Fortunately, we could get home before it started raining.

But in negative sentences we can use either **couldn't** or **wasn't/weren't able to**.

Unfortunately, we **couldn't get** home before it started raining. = Unfortunately, we **weren't able to get** home before it started raining.

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

We can use **managed to** + the infinitive for difficult achievements.

We eventually **managed to start** the car. He **didn't manage to swim** across the river.

To predict future ability we use **be able to** with **will** or **be going to**.

You'll be able to see the stage from here. I'm not going to be able to come on Friday.

We also use **be able to** after **used to**, **want to**, **would like/love to** and with the present and past perfect. He **used to be able to** run very fast.

I'd love to be able to ski.

I've never been able to draw people's faces.

Modifiers

To modify the degree of ability with can, could and be able to we use (quite/very) well and not ... at all. My grandmother was able to paint very well. (= a very good painter)

I can speak French quite well. (= a good French speaker)
I couldn't hear you very well. (= not good)
I can't sing at all. (= a bad singer)

To modify the degree of difficulty we can use **easily**. I can easily do that. / I can do that easily.

They were easily able to see us. They were able to see us easily.(= with no problems)

* 1 13.1 Listen and tick the correct answer.	3 13.2 Write the sentences in the correct order. Then listen and check.
► How many balls	
can he juggle?	► open/the box/we/managed to we managed to open the box.
a Two.	1 play golf/I'd like to/be able to
b Three.	
c Four.	2 can't/he/at all/swim
1 How well can Mandy	
do a handstand?	3 quite well/used to/be able to/she/play
a Very well.	4 able to/draw/l've/always/been
b Quite well.	4 able to/draw/r ve/always/beerr
c Not at all.	5 very well/they/do it/couldn't
2 When were they playing tennis?	
a In the morning.	6 speak to Pete/were/you/able to
b In the afternoon.	=
c In the evening.	4 Circle the correct answer.
3 How well can she swim?	► Can / Could you read when you were three?
a Very well.	1 He's never been able to / could hear very well.
b Quite well.	2 Could / Did you manage to finish it?
c Not at all.	3 She can quite well speak Italian / speak Italian
4 Can Dad fix the gate?	quite well.
a Yes, no problem.	4 We could / couldn't fix it at all. It was completely broken.
b Yes, but it will be difficult.c He doesn't know.	5 I can well / easily carry that. It isn't heavy.
	6 Suddenly, the goalkeeper moved away from the
5 Did Heidi get into the house?	goal and I could / was able to kick the ball into
a Yes, through the front door.	the back of the net.
b Yes, through the bathroom window.	* F O
c No. She didn't manage to get in.	\$5 13.3 Listen to Jenny talking, and circle T (true) or (F) false.
* 2 GAME Work in two groups. Make a list.	Charlie managed to climb a tree for the first time
You have five minutes. Which	this morning. T/F
group has the longest list?	1 Charlie couldn't climb very high in the tree at
	the park. T/F
Group 1	2 He couldn't shout to Jenny. T/F3 Jenny has always been able to climb trees. T/F
What can animals do that people can't do?	4 Jenny was able to help her little brother. T/F
	5 Jenny would like to be able to do rock-climbing.
Birds can fly.	T/F
What can people do that computers can't do?	
People can walk.	
Group 2	
What can people do that animals can't do?	
People can write books.	
What can computers do that people can't do?	
Computers can store lots of information.	

6 13.3 Complete the story with the words in the box. Listen and check.

can can't can't couldn't was able to been able to be able to managed

My Blog			
to the pa This surp climb thin high, but	ning, I took my rk and he got s rised me beca ngs easily. Toda then his shirt g	stuck up a tree use usually he ay, he climbed got caught on	e. can up very
'Help!' he	e shouted. 'I 2_		_ aet
7.1	e sounded rea		J
I hate he	ghts. I've neve	3	
	l buildings beca		
	n. It makes me		
5	even sta	nd on a chair!	
	n I heard Charli rent, and I ⁶		
to him. I	7	to free his	shirt and
	ed down the tr		
I hope th	e experience h	as changed m	ne
	Will 8	Printed the second of the seco	
buildings	now? I don't k	now, but I ho	

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

not at all quite easily very easily quite/very well

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

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

I can't change a bicycle tyre at all but I can easily read a map.

I can't walk on my hands at all.
I can play golf quite well.

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

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

9

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

I'd love to be able to read a map.

I can do that. I'd like to be able to juggle.

Me too!

10

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

3	I've been able to speak English since I was five years old.	
4	I can use an English-English dictionary very easily.	
5	I can understand films in English quite easily.	
6	I can spell words in English <u>quite</u> well.	V
7	I can very well.	
8	I could when I was ten years old.	
9	I'd like to be able to	

I can't understand films in English very well.

That's true for me too, but I watched a film in English a few weeks ago and I managed to understand some of it.

11

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

My friend Leo can play the guitar very well.

My brother can write computer programmes.

Requests (can, could, would, may)

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

We use Can you ...? to make simple requests, and/or when the relationship between the speaker and the listener is informal.

'Can you come with me?' 'Of course.'

We also use Can I/we...? to request permission informally.

'Can I use your pen?' 'Yes, of course.'

We use **Could you ...?** to make requests that are more difficult for the listener to fulfill, and/or when the relationship between the speaker and the listener is more formal.

'Could you do this exercise again, please?' 'All right.' 'Excuse me, could you tell me the way to the station?' 'I'm sorry, I don't know this area.'

We use Could I/we ...? or May I/we ...? to request permission in more formal situations or when we don't know the listener.

'Could I ask you a question?' 'Certainly.'

'Excuse me, could we sit here?' 'I'm afraid these seats are taken."

'May we leave now?' 'Yes, that's fine.'

We can also use Would you + mind + verb + -ing ...? to make polite requests.

'Would you mind closing the door, please?' 'Not at all.'

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

To request permission, we use would with mind + if I + past simple.

'Would you mind if I opened the window?' 'Actually, I'd like to keep it closed."

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

	BBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBB			100
a	at home	d	in a library	
b	in a restaurant	е	in a shop	

f in the street

13 Circle the correct option.

c on a train

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

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

brackets. Use no more than three wo	ords. 🧥
▶ I want to come with you! (can)	

	can I come	with you?
1	Help us with these bo	xes!

3.4	123	us with these boxes,
ĺ	please? (could)	
		0.0000000000000000000000000000000000000

2	I want to see you	ur passport!
	883'	your passport, please?
	(could)	

3 Say that aga	3 Say that again, please.		
Would		that again?	
(mind)			

4	Get me some water!	
	S	_ get me some water,
	please? (would)	

5	We want to see the photos.
	the photos, please?

	(may)
6	I want to use your pen. (used)
	Would you mind
	your pen?

\$15 Match the request (a-f) and the response (g-l) to each picture 1-6.

Requests

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

Responses

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













16



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

could you get rid of that for me?

Sorry, but I've never been able to go near spiders!



Excuses, excuses! Work in small groups. Take turns to make polite requests. The others must try to think of as many different excuses as possible with can, could or be able to. Use the ideas below or your own ideas.

lend me some money
help me with my homework
help me with the washing-up
come swimming with me
speak a bit louder
mend this bicycle tyre
change this electric plug
carry these bags for me
get my kite from the top of that tree

Could you help me with this maths homework, please? It's algebra.

I'd love to be able to but I'm really busy.

I'm afraid I can't see it because I haven't got my glasses with me.

! looked at it earlier but I couldn't understand it.

> Sorry but I've never been able to do algebra.

Self-evaluation Rate your progress. 2 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Necessity and obligation

I can use modal verbs to talk about necessity and obligation.

Must, have to, need to, can



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

Obligation and necessity	Prohibition
(= Do this.)	(= Don't do this)
must need to	mustn't
should have got to	shouldn't
have to	can't
No obligation/necessity (= It's not important to do this.)	Permission/freedom (= It's OK to do this.)
don't have to don't need to needn't	can, may

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

You must stop at the yellow line.

You mustn't run with the ball.

We can't talk in the library.

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

I must remember to bring some water.

You mustn't worry so much!

We use can and may to say that something is permitted. May is more formal than can. You can leave your books on the shelf this evening.

To ask about permission we use Can ...? Can you wear jewellery to school?

We use should and shouldn't to give advice or suggest action for other people. It expresses an opinion. I think he **should** ask a friend for help. You shouldn't eat that.

We use have to to talk about rules. He has to wear black shoes for school.

We also use have to when a situation means that there is no other choice for action. We have to climb over the wall because there isn't a gate.

We use **need to** to talk about things that are personally important, necessary or urgent. I **need to** go now. My bus leaves at six.

Have got to is similar to need to, but it is more informal and also more urgent. Is that the time? I've got to go! We've got to tell the teacher about this.

When there is no obligation or necessity we use don't have to, don't need to and needn't. I don't need to get up early tomorrow – it's the first day of the school holidays! You needn't worry about that.

When we ask about obligation we use Do/Does ... have to ...? Do you have to do homework every day?

When we ask about specific necessity we use Do/Does ... need to ... ? Do I need to bring this book tomorrow?

* 1 Match functions a-h to sentences 1-8.	4 Circle the correct options.
1 You must hit the ball into that area	You can / need to be here at six o'clock tomorrow
2 You must come for lunch one day!	morning. Don't be late!
3 You can stay here until five o'clock	1 I think we should / have to leave now. It's
4 You should buy a dictionary	getting late.
5 You have to have a passport to go to	2 Can I / Do I have to watch the football match this
another country	evening? I really want to.
6 You don't need to finish it now	3 You can't / needn't bring your books to school
7 We have to clean our shoes every day	tomorrow. You only need a notebook and pen.
8 Emily has to wear glasses	4 Attention! You should / must stop at the yellow
a an international rule	line! Do not cross the yellow line!
b a family rule	5 Farmers have got to / have to work every day of
c giving permission	the year.
d an invitation	6 You can / should take it home. Would you like to?
e a medical necessity	You decide.
f advice	7 You mustn't / don't have to do that! It's
g a sports rule	dangerous!
h free from obligation	8 Sorry. You don't need to / can't wear shoes in
n nee nom obligation	the house.
* 2 14.1 Where are the conversations? Listen	9 Can I / Do I have to wear this hat? I really don't
and number the places 1–6.	like it.
a in a café d on a train	10 You mustn't / don't need to pay. It's free to enter.
b in the street e at reception	
c at home f at school	5 Complete Jack's sentences with the best words
	from the box.
3 14.2 Complete these sentences from exercise 2	must mustn't should can't 've got to
with the verb in brackets and a verb from the box.	TANK DOOR MICHIGAN AND DESCRIPTION OF THE PROPERTY OF THE PROP
Then listen and check.	
	▶ Jack → his cousin:
change cross eat have have see sign	'We <u>can't</u> eat sweets at our school.
stay tidy use watch	Can you?'
► I can't eat eggs. (can't)	1 Jack → his teacher:
1 You inside the building. (must)	Excuse me, I go to the
2 You when the man is red.	bathroom?'
(mustn't)	2 Jack → a friend:
3 a DVD? (may/l)	'Sorry, I can't talk now. I take this
4 You at the next station. (will have	book to the library.
to)	3 Jack 4 his little brother.
5 here? (I/have to)	'No! You play with my phone.'
6 You a black pen. (don't have to)	4 Jack → Jack:
7 You your room first. (need to)	'It's not fair! My little brother
8 I some tests at the hospital soon.	get up early every day!'
(have got to)	Jack Jamena.
9 your ticket, please? (can/l)	'I think you try again.'
10 You a short break now. (can)	6 Jack → Jack:
a short bleak flow. (call)	'I remember to phone Charlie this afternoon! Why do I always forget?'

6

GAME

Work in groups. Choose a job. Can the others guess what it is? Ask questions with Can you ...? and Do you have to ...?



Work in groups. Look at the signs. How many of the rules can you write in five minutes?



Jobs

footballer doctor lawyer builder shop assistant writer taxi driver accountant musician waiter police officer nurse

Can ...

work at home make a lot of money wear whatever you like have long holidays

Has to ...

sit down a lot run or walk a lot wear a uniform wear smart clothes retire at a young age write a lot of reports and emails get up early work in an office work at night

can you work at home?

No, I can't.

Do you have to wear a uniform?

No, I don't.

Are you a lawyer?

Yes, I am.

***7**



Tick ✓ the sentences that are true for you. Then work in groups to find people who ticked the same sentences.

I have to make my bed every day.

I have to help clean the house.

I don't have to help with the cooking.

I've got to have a haircut soon.

I must tidy my bedroom this evening!

I need to go to the library soon.

I can't watch more than three hours' television every day.

I can't go out with my friends every evening.

I have to make my bed every day.

That's the same as me! And I have to help clean the house.

I don't have to do that.



Had to, needed to, needn't have, couldn't



We use **had to**, **needed to** and **couldn't** + the infinitive when we talk about necessity, obligation and freedom to act in the past.

We can use **had to** for any past obligation or necessity. We can use **needed to** for any past necessity.

Obligation and necessity	Prohibition	
had to	couldn't	
needed to		1

They had to wear black shoes. (= It was the rule.)
We had to climb over the wall. (= We had no choice.)
We had to/needed to post the letter. (= It was important to us.)
I couldn't use my computer on the plane.

No obligation /necessity	Permission /freedom
didn't have to didn't need to	could

We **didn't have to** do homework at primary school. I **didn't need to** go to the doctor because I felt better this morning.

We could choose what we wanted to eat.

We use **needn't have** + the past participle when we say in the present that a completed past action was unnecessary.

Needn't have is different from didn't need to.

We didn't need to take food. (= It wasn't necessary to take food. We knew that. ③)

We needn't have taken the food. Nobody ate it.

(= It wasn't necessary to take the food. We didn't know that. (3)

9	(14.3 Listen and tick the correct answers.
	>	Why didn't Fred play with friends after
		school?
		a He didn't want to.
		b He had to work.
		c He didn't have any friends.
	1	Why did Milly give flowers to Amy?
		a She wanted to.
		b She had to.
		c Amy had asked for flowers.
	2	What did Carrie do at the music studio?
		a She watched people play and record music.
		b She played different musical instruments
		and used the recording equipment.
		c She used the recording equipment.
	3	What did Ted do today?
		a He went to the library but it was
		closed.
		b He went to the library.
		c He went to school.
	4	Why didn't Alice pay?
		a She didn't want to.
		b She couldn't because she didn't have
		any money.
		c She didn't need to.
	5	Why didn't Ann see the film?
		a She couldn't because of her age.
		b She didn't want to.
		c She had to do her homework.
	6	How did they get to the station?
		a They ran.
		b They walked.

c They took a taxi.

10 Circle the correct option.

- I could /didn't have to / needed to write this report, but I wanted to. I chose to do it.
- 1 Toby had to go / needn't have gone / couldn't go to school yesterday because he had a hospital appointment. He was at the hospital all day.
- 2 'You've got so many things in your bag!' 'I know. And I had to take / needn't have taken / couldn't take my umbrella because it didn't rain at all!'
- 3 We couldn't / had to / didn't need to use our dictionaries in the exam. We had to leave them in our bags.
- 4 I didn't need to wake up / needn't have woken up / had to wake up early because it's the holidays. I stayed in bed until half past nine!
- 5 The hotel restaurant was fantastic. We couldn't / had to / could eat anything that we wanted.
- 6 'You missed the end of the film!'
 'I know. I couldn't / could / had to leave early because of my bus.'
- *11 Complete the second sentence so that it means the same as the first. Use a modal verb from the box.



can't couldn't didn't have to may mustn't needn't have should

	You mustn't swim here.					
	You	can't swim	here.			
1	Can	Luca varus dist				

1 Can I use your dictionary? ______ your dictionary?

- 2 We didn't wear jeans because it was prohibited. We ______ jeans.
- 3 You can't open it yet. You ______ it yet.
- 4 There was no obligation to buy the picture.

 We ______ the picture.
- 5 In my opinion it would be a good idea for you to say 'sorry'.
- I think you ______ say 'sorry'.

 6 I watered the garden but it wasn't necessary because it rained later.

I _____ the garden because it rained later.





Take turns to read one of the problems. The other students choose a role and respond. Change roles.



The questioner: Do you need to ...?

Why do you need to ...?

Did you have to ...?

The director:

You must ... / have to ... You mustn't / can't ...

You needn't have...

The calmer: You don't have to ...

You don't need to ...

You can ...

8

The adviser: You need to ...

You should /shouldn't...

I don't know the rules of football.

I haven't got many friends.

I'm tired because I studied for four hours yesterday evening.

I painted this picture for you. It took me all day! I've got toothache.

I swam in the river. Now I'm really cold.
I don't understand modal verbs.

I don't know the rules of football.

Why do you need to know the rules of football?





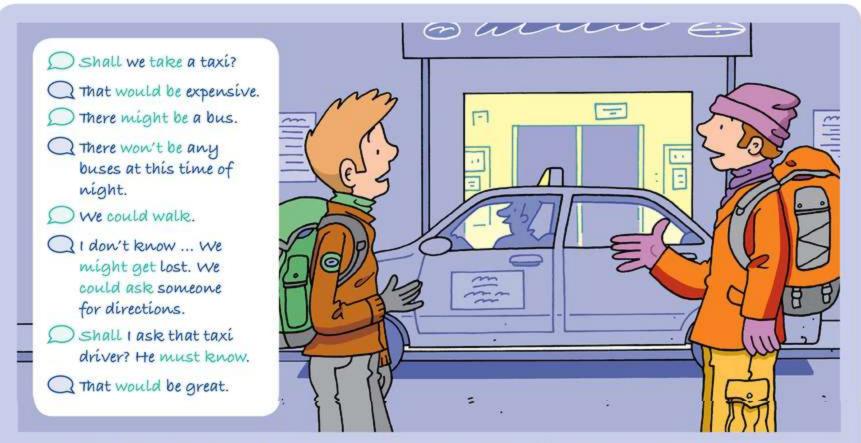
You should ask Oscar. He knows about football.

Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9 10 11 12

Plans, predictions and guesses

I can use modal verbs to discuss plans, to make predictions and to speculate and guess about present situations.

Making plans (shall, could, would)



A modal verb shows the speaker's attitude or opinion towards a fact, event or activity.

We could take a taxi. (suggesting a plan) That taxi driver must know. (making a guess) We might get lost. (making a prediction)

We use the modal verbs shall, could and would when we suggest and discuss possibilities for future plans.

We use **could** in the affirmative form when we suggest different possibilities.

We could watch TV. You could draw the pictures.

We use Shall we ...? and Shall I ...? when we ask questions about plans.

What time shall we meet? Shall we leave soon?

To reply to questions with shall we usually use Let's ... or How about ...?

'What shall we do?' 'Let's phone Martin.' or 'How about phoning Martin?'

We use would in I'd like to... and Would you like to ...? to talk about preferences for plans.

What time would you like to start? I'd like to stay at home this afternoon.

We use That + would/wouldn't be when we respond to suggestions for plans.

- That would be nice/great/ wonderful!/fantastic!
- That would be good/better/the best thing to do!
- That would be difficult/very expensive.
- ⊗ That wouldn't be easy.

As well as the modals shall, could and would, we also use Let's... and Why don't ...? to make suggestions and plans.

Let's stop at five o'clock.

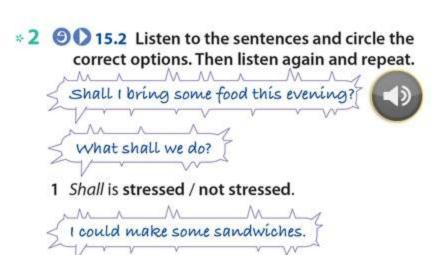
Why don't we go to the beach?

1 15.1 Listen. What are the people talking about? Match conversations 1-6 to a-f.

- a a room .
- **b** a piece of homework ____
- c a holiday 1

- d an afternoon activity ____
- e a visit to a friend ____
- f a broken vase ____





We could ask for help.

2 Could is stressed / not stressed.

M M That would be fantastic! That would be difficult.

3 Would is stressed / not stressed.

Work in groups. What could you do with these things? Which group has the most

£885	paint
milk	scissors
flour	sticks
sugar	string
butter	glue
chocolate	
a camera	six bags of potatoes
a wooden box	a piece of wood
wheels string	a knife

We could eat the chocolate and drink the milk!

- Circle the correct answer.
 - I shall /('d like) to go to the library tomorrow.
 - 1 'We could / would invite Jenny.' 'That's a good idea.'
 - 2 'Why don't we keep it a secret?' 'That wouldn't / couldn't be very kind.'
 - 3 'What shall / would we give her?' 'How about some flowers?'
 - 4 'A walk in the forest?' 'Yes, why not? That would / shall be nice.'
 - 5 'Shall we play some music?' 'Yes, we shall / let's.'
 - 6 Could / Would you like to come with us?
- 5 15.3 Complete the conversations with the words in the box. Listen and check. Then practise the conversation in pairs.



don't could could like would shall shall would would

Ivy: Shall we go for a walk tomorrow?

Sue: That 1_____ be nice. Ivy: Where 2___ ____ we go? Sue: We 3_____ walk to the lake.

Ivy: Yes, and we 4_____ go swimming.

Sue: I don't know ... I think the water 5_____ be very cold!

Ivy: 6_____ I bring a picnic? Sue: That 7______ be lovely.

Ivy: I'd 8_____ to invite Julia to come with us.

Shall I ask her?

Sue: Yes, of course. Why 9_____ we ask Katy, too?

Role play. Work in pairs. What are you going to do? Have three conversations and make plans. Use shall, could and would. Use your own ideas.

Conversation 1

What / we give / Anna? bike? DVD? computer game?

Conversation 2

Where / we stay / on holiday? at a luxury hotel? at a campsite?

Conversation 3

What / we do / at the weekend? play football? read books?

What shall we give Anna?

We could give her a book.

That would be a good idea.

Predictions (might, may, will)

We use **might**, **may** and **will** when we make predictions about the future.

We use **will** and **won't** when we are sure about a prediction.

You'll love it! (= I'm sure.)

Bill won't know the answer. (= I'm sure.)

We use the adverbs **probably** and **definitely** to modify predictions. We put these adverbs after **will** but before **won't**.

They'll probably win. (= I'm almost sure.)
They'll definitely win. (= I'm 100% sure.)
It probably won't rain. (= I'm almost sure.)
It definitely won't rain. (= I'm 100% sure.)

We use might, might not, may and may not when we aren't sure about a prediction. The bag might break. (= It's possible.) The bag might not break. (= It's possible.)

Karen may want to talk about it. (= It's possible.)

Karen may not want to talk about it. (= It's possible.)

We use **may** and **might** in the same way, but **may** is slightly more formal than **might**.

We can use I expect and I think before predictions with might, may and will to show that the prediction is our opinion.

I expect he'll be hungry. I think they might buy a new car.

For negative predictions we usually use I don't think + will.

I don't think they'll agree.

* 7 Circle the correct answer.

- I'll probably probably will go to bed early.
- 1 She definitely won't / might not tell you.
- 2 It won't probably / probably won't finish late.
- 3 This food is very hot and spicy. You not may / may not like it.
- 4 I expect / It expects it'll be cold this evening.
- 5 I think she might not / won't agree.
- 6 Jason will definitely / definitely will help you.

15.4 Optimists (⊕) and pessimists (⊕). Match two responses (a–I) to each dialogue 1–5. Then listen and check.

- We'll take a taxi.
 - 🛭 d 😊 h
- 1 I'm going to give this book to Toby.
 - 8 __ 0 __
- 2 I've lost my necklace!
 - 8 _ 0 _
- 3 I'm going to take some of this medicine.
 - 8 __ 0 __
- 4 She really wants to go to that university.
- 5 I'm going to climb that tree!
- a You won't find that again.
- **b** She may not pass all her exams.
- c You'll get a wonderful view.
- d It'll be expensive.
- e I expect they'll offer her a place.
- f You'll definitely get it back.
- g It'll help you feel better.
- h It'll be quick.
- i He won't like it.
- i It'll taste horrible.
- k He'll love it.
- I I think you might fall.



Work in groups. Make optimistic and pessimistic predictions like those in exercises 7 and 8.

a friend's tennis match the weather tomorrow a skiing holiday a maths exam an appointment with the dentist

He'll definitely win!

He might hurt himself.



Write optimistic predictions about your classmates. Work in groups and share your predictions.

I expect vicky will travel around the world.

Guesses and speculations (must, might, could, can't)



We use must, might and can't when we guess and speculate about a present situation.

When we guess and speculate about the present circumstances of the situation we use must/might (not)/could/can't + the infinitive or be + verb + -ing.

A guess about a present event = 'I'm 99% sure it's true.'

That man must be cold. He must be feeling uncomfortable.

A guess about a present event = 'I'm 99% sure it's not true.'

He can't be very happy. He can't be feeling very good.

A guess about a present event = 'Maybe. It's possible.'

He **might need** some help. It could be a fishing competition. He **might not have** any dry clothes. We can also guess and speculate about the past action or situation that created the present situation. To do this, we use must/might (not)/can't + have + past participle or must/might (not)/can't + have + been + verb + -ing.

A guess about a past event = 'I'm 99% sure it happened.'

He must have fallen in the river. He must have been fishing.

A guess about a past event or activity = 'I'm 99% sure it didn't happen.'

He can't have wanted to get wet.

A guess about a past event = 'Maybe. It's possible.'

Someone might have pushed him! He **might have wanted** to get something out of the water.

He **might have been trying** to catch a big fish. He **might not have been** in a competition.

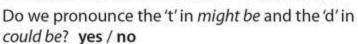
*11 1 15.5 Listen. Which three pictures is he talking about?







12 15.5 Listen again and answer the question about pronunciation. Then listen and repeat.



GAME

Work in pairs. Take turns to make two sentences about a picture from exercise 11 with It might be or It could be. Can your partner guess the picture?

It might be a cup. It could be a plate.

Is it this picture?

Yes, that's right.



14 Circle the correct option.

- I'm not sure. You must / might / can't be right.
- 1 His birthday can't / might / must be on the 31st April. There are only 30 days in April.
- 2 He must / could / can't be a doctor. We don't really know.
- 3 I didn't see them on the bus. They must walking / walk / be walking to school today.
- 4 The post office might / must / could not be open at this time of day.
- 5 It's got black and white stripes, so it must / can't / might not be a zebra.
- 6 'Why is he asleep at eleven o'clock in the morning?' 'He might not sleep / might not be sleeping / must not be sleeping.'
- 7 £1000! You can't have joked / must be joking / might have been joking!
- 8 Were you OK yesterday? You must have felt / might feel / can't be feeling cold without a jacket.
- 9 He must have broken / can't have been breaking / can't have broken his leg. Look – he's walking fine!
- 10 Where did he get that cake? He must buy / have bought / have been buying it.

\$15 \int 15.6 Complete the sentences with the correct form of the verbs in brackets. Then listen and check.



- The lesson was at nine o'clock. He was at the dentist's at nine o'clock.
 - He can't have been (be) at the lesson.
- 1 You had your bag on the bus. Now you don't have it.
 - You _____ (must/leave) it on the bus.
- 2 She thinks it really happened but she was asleep. She _____ (must/dream).
- 3 They wanted to come. They didn't come.
 They ______ (might/change)
 their minds.
- 4 He was talking about it yesterday and he wrote it on his hand.
 - He ______(can't/forget).
- 5 The ground was dry. Now it's very, very wet. It ______ (must/rain)
- 6 It was working. Now, it isn't working.
 Oh dear. We _____ (might/break) it.

\$16 15.7 Listen again and answer the question about pronunciation.

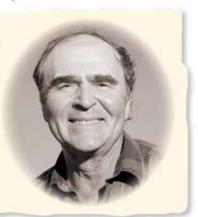
How do we pronounce might have, must have and can't have?

- a /mait hæv/ /mast hæv/ /kg:nt hæv/
- b /maitəv/ /mastəv/ /ka:ntəv/

17 GAME Work in groups. Follow the story trail.

1 Read part one of the story.

There's a man called Edward who has a job that he loves. He works outside. He likes animals, but he doesn't work with animals.



2 What's Edward's job? Guess from the jobs in the box. Use *can't*, *might* or *could*.

shop assistant zoo keeper artist farmer traffic warden cook office worker gardener librarian builder taxi driver fisherman

He can't be a cook.

He could be a builder.

3 Now turn to page 181 for part two of the story.

Sel	elf-evaluation		Rate your progress.						
	9			0	•		0	9 9	
1									
2 3 4 5 6 7 8 9									
3									
5									
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12 13									
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Revision 4 Units 13–15

Reading

1 Look at the text in each question. What does it say? Tick ✔ A, B or C.

1	Please show your tickets. A □ You can show your tickets. B ☑ You must show your tickets. C □ You could show your tickets.	4	I probably won't be home before 9pm, so don't wait for me at dinner time. See you later.
0.E0	I think I might have deleted some photos on the computer. Can you call? Billy		Bx A
2	A I've definitely deleted some photos. B It's possible that I deleted some photos. C I might delete some photos. Thank you for the biscuits. Actually, I bought some earlier, but no problem - we've got lots now and I'm sure George will help me eat them!	5	Hi Suzy Shall we ask Linda to come with us on Saturday? Claire A We could ask Linda. B We must ask Linda.
3	A You needn't have bought the biscuits. B You were able to buy the biscuits. C You had to buy the biscuits.	6	C We'll probably ask Linda. Hi Jason
	Please do not open the window.		Could you bring some DVDs with you tomorrow? Thanks Mike
	 A You couldn't open the window. B You aren't able to open the window. C You mustn't open the window. 		 A

- Look at the sentences below about astronauts. Read the text to decide if the sentences are true or false.
 - ▶ The first astronaut travelled into space in 1961. (true) false
 - 1 'Astro' means space so 'naut' must mean 'sailor'. true / false
 - 2 You have to travel more than 100km into space to be an astronaut. true / false
 - 3 More than 520 people must have flown into space in the last fifteen years. true / false
 - 4 The pilot has to take command of the whole space mission. true / false
 - 5 All mission specialists have to do space walks and repairs. true / false
 - 6 A space agency might accept someone with a university degree in mathematics and good eyesight for the selection process. true / false
 - 7 A space agency might accept an experienced jet pilot with high blood pressure for the selection process. true / false
 - 8 Someone who is 195cm tall can't become an astronaut. true / false
 - 9 Mission specialists needn't understand the mechanics of the spacecraft. true / false
 - 10 Astronauts in training must spend a lot of time working underwater in a space suit. true / false

BEING AN ASTRONAUT: A CAREER IN SPACE

From the first manned spaceflight in 1961 to trips to the International Space Station in the last fifteen years, more than 520 people from around the world have become astronauts.

The word 'astronaut' comes from the Greek and means 'space sailor'. In official terms, an astronaut is someone who has flown more than 100km into space.

Hierarchy and duties

On a space flight there will always be a commander, a pilot and mission specialists.

The commander has responsibility for a whole space mission. The pilot helps the commander to control and operate the spacecraft and other space vehicles. Mission specialists have specific duties in different areas. They might do space walks, experiments or repairs.



The basic qualifications

These are the basic qualifications that you need to apply to a space agency.

- You need a university degree in engineering, science or mathematics.
- + You need to have 1,000 hours experience as a jet pilot in command.
- + You need to pass a physical examination, which covers the following areas.

You need to be able to see long distance and things near to you.

You can't have high blood pressure.

You must be between 158cm and 191cm tall.

Applicants must write a CV that includes all their skills, experience and references.

The selection process

The space agency selects about 100 candidates. These candidates have to attend interviews and medical tests for a week.

The training process

All astronauts need to train for two years. They have to learn about the mechanics of the spacecraft and how to operate its systems.

They also have to do a lot of training underwater in swimming pools because this is similar to being in space. For this training, the astronauts have to wear space suits.

3 Read the text below and choose the correct word for each space. Write A, B, C or D.

Diving Detective

c you believe this story? A man on holiday in France thought he'd lost his camera for ever when he dropped it in a river. But he 1___ have worried. A young diver found it and 2____ to return to it him.

Andrew Sully was canoeing on a river with his family when he accidentally dropped the camera.

'Oh no! There 3____ be about 100 pictures on there!' said his wife, 'We 4___ never see them again!'

'I 5___ be able to find it,' said Andrew, and he dived into the river to look for the camera. Unfortunately, he wasn't 6____ to see anything and he soon 7____ stop looking.

Two weeks later, 23-year-old student Kevin was scuba diving in the same river when he found the camera.

He 8___ to download the photos and then he started his detective work.

'There were pictures of a man standing by a "Sully" sign, so I guessed the owner 9____ be called Sully. There were also photos of a cycling event, and I found Mr Sully on the event website. I 10____ to email him a message saying 'I think I 11___ your camera.'

'My wife and I were very happy to see our camera and all our holiday photos again,' says Andrew. 'We 12___ like to say a big 'thank you' to Kevin. Perhaps we'll buy him some new diving equipment!'

- A Must B Might C Can D May
- 1 A can't B needn't C might D might not
- 2 A managed B could C able D can
- 3 A could B can't C might have D must
- 4 A 'd B need C could D 'll
- 5 A won't B can't C might D would
- 6 A able B could C can D need
- 7 A will B could C had to D might
- 8 A managed B could C wasn't able D didn't manage
- 9 A must B was able to C can't D couldn't
- 10 A 'll B 've got to C was able D could
- 11 A must find B might find
 - C might have found D can't have found
- 12 A 've B could C'll D'd

Writing

- Here are some sentences about a trip to the supermarket. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - I didn't manage to get everything on the shopping list.
 - I wasn't able to get everything on the shopping list.
 - 1 I needed to take a taxi home.
 - I _____ take a taxi home.
 - 2 I wasn't able to use my credit card. I _____ use my credit card.
 - 3 I'm 99% sure I left a bag in the taxi. I must ______ a bag in the taxi.
 - 4 I'm 80% sure we'll need to get some more milk tomorrow.

_ to get some more milk We'll tomorrow.

- 5 I bought these biscuits, but now I see that there's a box of biscuits in the cupboard!
 - I _____ these biscuits!
- 6 Why don't we try shopping online next time? try shopping online next time?
- 5 Your friend Martin is coming to stay with you and your family this weekend. Write an email to Martin. In your email, you should
 - predict what the weather will be like at the weekend
 - ask Martin to bring something
 - suggest an activity for Saturday afternoon

Write 35-45 words.

6 Write a story with the title below.

I thought I couldn't do it but in the end I could.

7 This is part of a letter that you received from your English friend Andy.

> There are lots of rules at our school that we mustn't break.

How about at your school? What rules do you have?

Write a letter to Andy, telling him about the rules at your school.

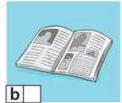
Listening

8 R4.1 Listen and choose the correct answer A, B or C.



What does the girl want?

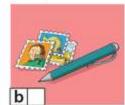


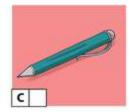




1 What did the boy buy?

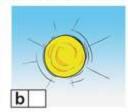






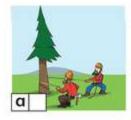
2 What is the weather forecast for today?

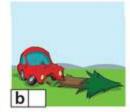


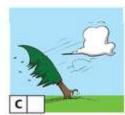




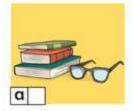
3 What does the girl think happened?



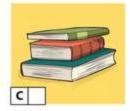




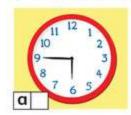
4 What is the girl going to take with her?

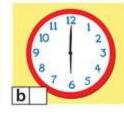


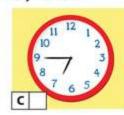




5 What time will Jamie's train probably leave?







6 Which is the woman's list?







- 9 R4.2 You will hear a conversation between Milly and Ben about a camping trip. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.
 - Milly and Ben were probably in the garden when Richard rang. yes/no
 - 1 Ben would like to have lunch now. yes / no
 - 2 Milly knows that Richard is going out this afternoon. yes / no
 - 3 Milly, Ben and Richard need to buy tents. yes / no
 - 4 Ben won't have to buy a sleeping bag. yes / no
 - 5 Ben hasn't been able to buy a map for the trip. yes / no
 - 6 Milly needn't have bought plastic cups, plates and bowls. yes / no

Speaking

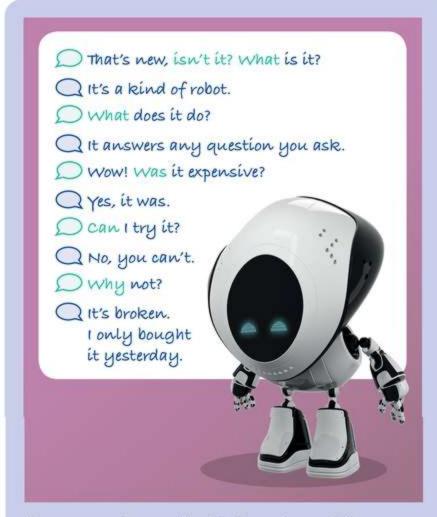
10 Work in pairs or small groups. You and your friend(s) have to prepare a performance for a show at school. Talk about which equipment you will use and who will use it.



Questions and question tags

I can ask questions; I can use question tags to check information and make conversation.

Questions



We use questions to check information, ask for information, make requests, suggestions, offers and invitations.

Yes/no questions and wh- questions usually have the same word order.

Are you sad? Why are you sad? Did you eat it? When did you eat it?

In short answers to yes/no questions we use the auxiliary verb from the question.

'Was she here yesterday?' 'Yes, she was.'

'Can you see a boat?' 'No, I can't.'

'Have you been working?' 'Yes, I have.'

We use the auxiliary verbs do, does and did in questions with the present and past simple.

'Do you play tennis?' 'Yes, I do.'

'How often do you play tennis?'

'Does it work like this?' 'No, it doesn't.'

'How does it work?'

'Did he phone you?' 'Yes, he did.'

'Why did he phone?'

Ouestions with what and who can follow two different orders.

Subject question (who/what + verb)	Answer
Who phoned?	Polly phoned.
What broke?	A cup broke.

Object question (who/what + auxiliary verb/ + subject + verb)	Answer
Who did you phone?	I phoned Andy .
What did Ted break?	Ted broke a plate.

We use whose to ask about possession.

'Whose pen is this?' 'It's mine.'

'Whose are these books?' 'They're Dan's.'

We use what when we ask about a wide choice (many possible answers) and which when we ask about a limited choice (a small number of possible answers). What's your favourite day of the week?

Which day of the week do you prefer? Friday or Saturday?

We often use questions with what + noun and how + adjective.

What colour are her eyes?

What time does the film start?

How far is the station from here?

How old are you?

If a question has a preposition, the preposition usually goes at the end.

What's that bag made of?

Who are you going to travel with?

Questions with What ... for? mean 'Why?'

What did you say that for?

What did he want the money for?

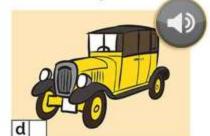
Questions with What is/was ... like? mean 'Describe him/her/it/them.'

What's the weather like today?

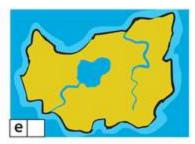
What were the hotel rooms like?

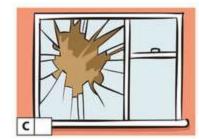
1 16.1 Listen to the questions. What are they asking about? Listen and number the pictures.















Where does she live? How old is it? Whose is it?

Who does it belong to? How did that happen? What's the climate like?

Does the voice go up or down at the end of each question?

- a Down
- b Up

* 3 Complete the questions with the correct question word from the box.

How How What Which When Whose Where Who Why

- ▶ <u>what</u>'s it made of glass or plastic?
- 1 _____ book is this yours or Carrie's?
- 2 _____ do you prefer red or blue?
- 3 _____ are your keys in your bag or in your pocket?
- 4 _____ did you open it with scissors or with a knife?
- 5 _____ shall we stop now or in five minutes?
- 6 _____ didn't you come because you couldn't or because you didn't want to?
- 7 _____ won you or Frank?
- 8 _____ good are you at tennis good or very good?

4 16.3 Listen to the questions. Tick the best answer for each question.



•	a	Every day. 🗾
	b	Wood and glass.
	c	Because she lives near me.
1	a	To the shops.
	b	It's about 20km from here.
	c	Tomorrow.
2	a	Because I'm cold.
	b	About 10 minutes.
	c	To school.
3	a	At six o'clock.
	b	It's Martin's.
	c	Paper.
4	а	Katie.
	b	On Fridays.
	c	Really good.
5	а	It's Jenny's. 🗌
	b	Wood and metal.
	c	About half ten o'clock.
6	а	About 500 metres.
	b	Three times a week.
	c	It's big, with lots of fruit trees.

- 5 Circle the correct options. Practise reading the questions with the correct intonation.
 - ► 'How/ What late was Heidi?' 'About ten minutes.'
 - 1 'What was the meal like / for?' 'It was delicious! I really enjoyed it.'
 - 2 'Who did you see / saw you?' 'I saw Linda.'
 - 3 'What / Why did you say that for?' 'Because it's
 - 4 'What makes you / do you make happy?' 'Good food and good music!'
 - 5 'Which likes you / do you like best mornings or evenings?' 'Evenings.'
 - 6 'When / What month is your birthday?' 'August.'



Work in pairs. Ask and answer questions and complete your story. Student A turn to page 182. Student B turn to page 184.

7	16.4 Listen to the introduction to a quiz.	ı
30-	What do you need to write?	

a names b numbers c questions



16.5 Work in groups. Can you comple	ete
the quiz? Listen and check. Which team	
has the most correct questions?	

	Quiz	4 Q U	Pla	net,
		e Design		
	-1			
Saasa	nd oceo	ne		

the Atlantic Ocean the Pacific Ocean the Mediterranean Sea the Baltic Sea

- ► Question: How <u>deep is the Baltic Sea</u>? Answer: About 55m.
- 1 Question: How _____ Answer: 165.2 million square kilometres.

Rivers

The Mississippi The Nile The Amazon The Yangtze

- 2 Question: Where does _ Answer: Lake Victoria in Tanzania.
- 3 Question: How Answer: About 6,498km.

Our Universe

Mountains and Lakes

Lake Geneva Cotopaxi Mount Everest Lake Titicaca

- Question: Where __ Answer: In Ecuador.
- 5 Question: How ___ Answer: 8,848m.

Planets

Venus Pluto Mars Saturn Mercury Uranus Neptune Earth

- 6 Question: What do _ Answer: They call it 'The Red Planet'. 7 Question: How ______ Answer: 460°C.
- 8 Question: How _____ Answer: About 4.5 billion km.

Capital cities

Caracas La Paz Nairobi Kathmandu

- Question: Where ___ Answer: In Venezuela.
- 10 Question: How _____ Answer: 3,640m above sea level.

9 00 16.6 Listen and answer the question about pronunciation. Then listen again and repeat the questions.

Has it got six legs? Am I right? can you and your sister swim? Will it be OK? Does Carla know Alex? Is Leo coming?

Does the voice go up or down at the end of each question?

- a Down
- **b** Up



Work in pairs. Ask your partner yes/no questions. How many of these short answers can you make your partner say in one minute?

Yes, there is.	No, I won't.	Yes, she is.	No, you don't.
Yes, I have.	No, I don't.	Yes, I will.	No, there isn't.
Yes, it has.	No, you don't.	Yes, there are.	No, she isn't.
No, there aren't.	No, It isn't.	Yes, he is.	No, she doesn't.
Yes, you are.	No, he doesn't.	Yes, you do.	No, it hasn't.

Is there a teacher in this room?

Yes, there is.

Question tags

A question tag is a short question that we can add to the end of a statement. We form it like this: auxiliary verb + subject. John's funny, isn't he?

The subject in the tag is the same as the subject in the statement. You worked yesterday, didn't you?

A negative statement has a positive tag. A positive statement has a negative tag.

Edward can walk to the farm, can't he? It isn't easy, is it?

Sentences with the present simple or the past simple have do, does or did in the tag.

Antony likes painting, doesn't he? You don't have any cousins, do you? Debbie passed her exam, didn't she?

Sentences with an auxiliary verb have the same auxiliary verb in the tag.

We'll see the new baby, won't we? They can't leave now, can they? We **shouldn't** say anything, **should** we?

Some structures have different tags.

Structure	Auxiliary	
used to	did	You used to live here, didn't you?
l am	aren't	I'm late, aren't !?
Let's	shall	Let's stop, shall we?
have got	have	You've got a bike, haven't you?
Imperative	will	Don't tell him, will you?



When the subject in the sentence is this or that, the subject in the tag is it. That was fun, wasn't it?

When the subject in the sentence is **these** or **those**, the subject in the tag is **they**. These are your pens, aren't they?

We use question tags with rising intonation when we want to check information that we aren't sure about.

Pandas come from China, don't they? Your dad's an engineer, isn't he?

We use question tags with falling intonation when we are sure of the answer and we expect the listener to agree with us.

It's cold today, isn't it? You won't forget to phone, will you?

*11 Circle the correct option.

- Kate's got the books, doesn't / hasn't she?
- 1 The bus will stop here, won't / will it?
- 2 They went home, didn't / don't they?
- 3 I'm going to be late, aren't / am not !?
- 4 Max can speak French, doesn't / can't he?
- 5 Let's get some lunch, will / shall we?
- 6 You and I already knew that, didn't we / you?



12 16.7 Listen. Does the question tag rise or	15 Complete the sentences with the	e tags below.
fall? Tick va or b. Listen again and repeat.	don't they? can you? aren't l	
► The tickets are expensive, aren't they?	will you? didn't you? has it?	
a b		
1 Polar bears live at the North Pole, don't they?	Don't forget, will you?	
	1 You can't do it,	
	2 I'm sitting in the right place,	*
2 That isn't a real diamond, is it?	3 This is easy,4 Angle and Leo like basketball, _	
a b	5 It hasn't got any wheels,	
3 Libby's from Australia, isn't she?	6 You used to have long hair,	
a b		
4 Lake Geneva's in Switzerland, isn't it?	16 Write the missing tags.	
a b	It used to be here, <u>didn't it?</u>	
5 He has told you, hasn't he?	1 It hadn't broken,	
a b	2 Try your best,	
	3 You'll work hard,	
6 You're Brian's daughter, aren't you?	4 Don't be late, 5 That's wrong,	
a b	6 He hasn't seen us,	
7 They aren't going to win, are they?	7 You and I have finished,	
a b	8 Jason and Carla weren't smiling	
AND THE PARTY OF T		
8 That wasn't very good, was it?		
8 That wasn't very good, was it?	17 Work in pairs. Use ques	걸어가 맛있다면 보면 되었다. 나는 사람이 가지 않아야 한다면 되었다.
8 That wasn't very good, was it? a b	correct intonation to ch	걸어가 맛있다면 보면 되었다. 나는 사람이 가지 않아야 한다면 되었다.
	correct intonation to ch your partner.	eck the facts with
a b	correct intonation to ch your partner. Student A turn to page	eck the facts with
a b D \$13 () 16.8 Listen. Does the listener agree (A) or	correct intonation to ch your partner.	eck the facts with
a b 16.8 Listen. Does the listener agree (A) or disagree (D) with each speaker? Write A or D.	correct intonation to ch your partner. Student A turn to page	eck the facts with 182. 185.
a b 16.8 Listen. Does the listener agree (A) or disagree (D) with each speaker? Write A or D.	correct intonation to ch your partner. Student A turn to page Student B turn to page	eck the facts with 182. 185.
a b	correct intonation to ch your partner. Student A turn to page Student B turn to page	eck the facts with 182. 185.
a	correct intonation to ch your partner. Student A turn to page Student B turn to page Helsinki's in Finland, isn't it?	eck the facts with 182. 185. I'm not sure.
a b 16.8 Listen. Does the listener agree (A) or disagree (D) with each speaker? Write A or D. A 3 6 6 1 1 4 7 1 2 5 8 1 8 1 Work in pairs. Talk about colours using checking tags with falling intonation.	correct intonation to ch your partner. Student A turn to page Student B turn to page Helsinki's in Finland, isn't it? Pandas eat bamboo, don't they?	eck the facts with 182. 185. I'm not sure. Yes, I think so.
a b land	correct intonation to ch your partner. Student A turn to page Student B turn to page Helsinki's in Finland, isn't it?	eck the facts with 182. 185. I'm not sure. Yes, I think so.
a b 16.8 Listen. Does the listener agree (A) or disagree (D) with each speaker? Write A or D. A 3 6 1 7 1 2 5 8 1 8 1 9 Work in pairs. Talk about colours using checking tags with falling intonation. Speakers: make some mistakes with the colours! Listeners: respond	correct intonation to ch your partner. Student A turn to page Student B turn to page Helsinki's in Finland, isn't it? Pandas eat bamboo, don't they?	eck the facts with 182. 185. I'm not sure. Yes, I think so.
a b land	correct intonation to ch your partner. Student A turn to page Student B turn to page Helsinki's in Finland, isn't it? Pandas eat bamboo, don't they?	eck the facts with 182. 185. I'm not sure. Yes, I think so.
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17

Relative clauses and exclamatory sentences

I can use defining and non-defining relative clauses; I can use exclamatory sentences.

Defining relative clauses

Defining relative clauses give essential explanatory information about the subject or object of a sentence. The subject or object can be a person, thing or place.

We use the relative pronouns **who**, **which**, **whose**, or **that** to introduce defining relative clauses.

We use **who** or **that** when the defining relative clause gives information about a person.

Main clause	'I spoke to the man.'
Essential information	'Which man?' 'He painted this picture.'
Sentence with defining relative clause	'I spoke to the man who/ that painted this picture.'

We use **which** or **that** when the defining relative clause gives information about a thing or animal.

Main clause	'I've eaten the cake.'
Essential information	'Which cake?' 'You made it.'
Sentence with defining relative clause	'I've eaten the cake which/ that you made.'

We use **whose** when the defining relative clause gives information linking a person to another person or thing as a possession.

Main clause	'I was helping the girl.'	
Essential information	'Which girl?' 'Her suitcase broke.'	
Sentence with defining relative clause	'I was helping the girl whose suitcase broke.'	



We use the relative adverb **where** when the defining relative clause gives information about a place.

Main clause	'We're going to the café.'
Essential information	'Which café?' 'Anna works there.'
Sentence with defining relative clause	'We're going to the café where Anna works.'

When the person or thing is the object of the defining relative clause, the relative pronoun (who, which or that) can be omitted.

object

I spoke to a girl. You met her yesterday.

I spoke to the girl (who/that) you met yesterday.

We can't do this when the person or thing is the subject of the defining relative clause.

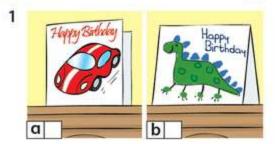
subject

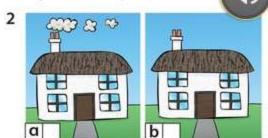
I spoke to a girl. She's got eight brothers.

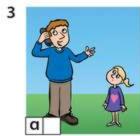
I spoke to a girl who's got eight brothers.

We can never omit the relative pronouns whose and where.

* 1 17.1 Listen and tick the thing, place or person they talk about.









2 Circle the correct option.



- Let's meet at the place where / which we met yesterday.
- 1 He's got a machine who / which makes really good ice-cream.
- 2 The girl that / who she won the competition is over there.
- 3 Where's the boy who / whose phone rang during the film?
- 4 I like those biscuits that / that they have chocolate on top.
- 5 There are three bridges which / where cross the river.
- 6 It's a fruit who monkeys enjoy / monkeys enjoy.
- 7 That's the museum which / where you can see the king's crowns.
- 8 Can you tell me who / whose said that?

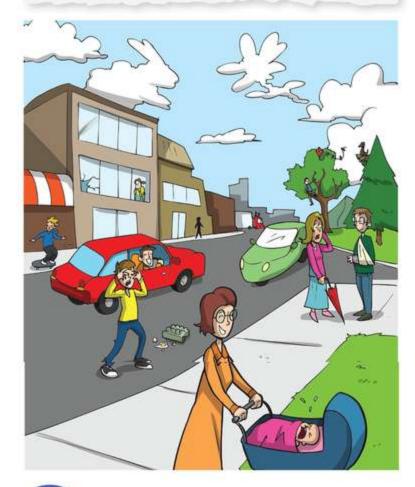
\$3 Subject or object relative pronoun? Find and cross out the object pronouns.

- I'm listening to the CD which you gave me.
- Where's the person who works here?
- 1 It's an animal which runs very fast.
- 2 That's the shop that I was talking about.
- 3 Are you going to eat the cake which I made?
- 4 I know some people who don't eat meat or eggs.
- 5 The girl who we helped sent me an email.
- 6 I'll find a pen which works.
- 7 It's an area of the city which is quite dangerous.
- 8 Have you found the book that you lost?
- **4** Rewrite each pair of sentences as one sentence using a defining relative clause. Omit the relative pronoun where possible.
 - Let's ask that man. He's got a map. Let's ask that man who's got a map.
 - 1 It's an animal. It has a long trunk.
 - 2 That's the lake. We swam there.
 - 3 That's the house. My uncle built it.
 - 4 I'll ask the girl. She painted the picture.
 - 5 Do you like the wall? We painted it.
 - 6 I saw the girl. Her dad is a lawyer.
 - 7 We can find a shop. It sells milk.
 - 8 What happened to the boy? You used to play football with him.



Work in pairs. Student A look at this picture. Student B look at the picture on page 185. Write six questions about your picture with Can you see ...? + a defining relative clause.

can you see a window that's broken? can you see a man who's laughing?





Now show your partner your picture and ask your questions. Answer his/her questions. Can you find everything in two minutes?

can you see a man who's laughing?

Let me see... Ah yes, he's here.

Non-defining relative clauses

Non-defining relative clauses give non-essential, extra information about the subject or object of a sentence.

The subject or object can be a person, thing or place.

We use the relative pronouns **who**, **which**, and **whose** and the relative adverb **where** to introduce non-defining relative clauses.

We use commas to separate the non-defining relative clause from the main clause.

Main clause	Extra information	Sentence with non-defining relative clause
They live in a yurt.	A yurt is a big tent.	They live in a yurt, which is a big tent.
My brother works in Saudi Arabia.	My brother is a teacher.	My brother, who's a teacher, works in Saudi Arabia.
That's Paula.	Her mother is a famous singer.	That's Paula, whose mother is a famous singer.
Naples is a city in the south-west of Italy.	Pizza comes from Naples.	Naples, where pizza comes from, is a city in the south-west of Italy.

We sometimes use a non-defining relative clause to comment on a whole clause.

She helped me with my homework. That was kind. She helped me with my homework, which was kind.

* 7 <u>Underline</u> the word or clause that the non-defining relative clause refers to.

- She's passed all her exams, which we're very pleased about.
- 1 He grows daffodils, which are yellow flowers.
- 2 He was riding a red bike, which his uncle gave him for his birthday.
- 3 I broke the cup you gave me, which I'm really sad about.
- 4 I took lots of photos, which I'll show you later.
- 5 He's lost his passport, which is going to create a lot of problems.

*8 Add the missing commas.

- I ate a samosa, which is a kind of pie from India.
- Louise who I've known for many years is going to move to Canada.
- 2 They gave me a present which was really kind of them.
- 3 They live in Slovenia where there are some beautiful mountains.
- 4 You need to use saffron which is a very expensive spice.
- 5 Edward whose brother is in your class is a really good chess player.
- 6 I had a long chat with Tim which was really nice.
- 7 My sister who's a musician is playing in a concert this weekend.

Rewrite the sentence to include the information in brackets.

- Vitamin D helps strengthen your bones and teeth. (You get Vitamin D from sunlight.) Vitamin D, which you get from sunlight, helps strengthen your bones and teeth.
- 1 This is a story about Kate. (You'll meet her tomorrow.)
- 2 We arrived early. (That was good.)
- 3 Baklava is very tasty. (Baklava is a Greek dessert.)
- 4 Mary speaks Spanish very well. (Mary's mother is Mexican.)
- 5 We went to Fez. (Fez is a city in the north of Morocco.)
- 6 Green Street is very busy. (Suzy lives there.)

Exclamatory sentences

We use exclamatory sentences to express our feelings in response to things we see and hear about.

How strange! What a disaster!

Exclamatory sentences don't need a verb. They usually have an exclamation mark.

How	+ opinion adjective	
How	strange! interesting! confusing!	

What	a/an	singular noun
What	a an	day! opportunity!

What	uncountable noun
What	happiness! rubbish!

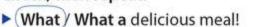
What	a/an	size/opinion adjective	singular noun
What	a	long	story.
	an	interesting	day.

What	size or opinion adjective	plural noun	
What	difficult big	questions! feet!	

We can also use What a lot of + plural or uncountable noun to exclaim at quantity. What a lot of people! What a lot of food!

We sometimes add a verb clause at the end of an exclamatory sentence. What difficult questions you ask! How funny you are!

*10	17.2 Circle the correct answer. Listen and
	check, then repeat.



- 1 What / What a great film!
- 2 What a strange / strange clothes he wears.
- 3 How / What fun!
- 4 What / How an idea!
- 5 How / What funny!
- 6 What beautiful eyes that she has / she has.

*11 Write the sentences. Add exclamation marks.



nails / what / long What long nails!

- 1 a / day / what / beautiful
- 2 kind/is/she/how
- 3 talks / rubbish / what / he
- 4 books / a lot of / what
- 5 true/how/is/that

*12	17.3 Complete the exclamatory sentences
	with the words in the box. Listen and check,
	then practise the conversations with a partner



a	an	what	how	what	an
wh	nat a	long	that will	be	

'I bought this shirt for £2.'

'What _a ____ bargain! That's really cheap!'

1 'Guess what? We're going to perform the play at the city theatre next year.'

_exciting!'

2 'Tanya's family are going to travel round Australia in a camper van!

'I know. What an adventure _____

- 3 'I want to get ill. Then I can stay in bed all day.' _____ nonsense! Don't say that!'
- 4 '5-0! 5-0! What ______ excellent result!'
- 5 'This time last year we were stuck in the car in the snow. Do you remember?'

'Yes. _____ night that was!'

- 6 'There's a new girl at school. She's called Apple Dora: '_____ unusual name!'

GAME)

17.4 Work in groups. Listen. The first group to respond with an appropriate expression from exercise 11 or 12 wins a point.

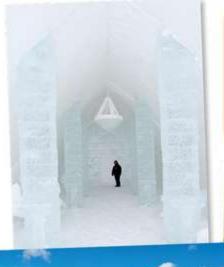
What a

The sun's shining. It's not too hot and not too cold.



Work in pairs. Imagine these are your holiday photos. Write about the things, people and places in them. Use relative clauses.

Student A



I went to Sweden on holiday. These people, who we met at the hotel, were really friendly. That's the mountain we climbed.



Student B



I went to Australia on holiday. This is the place where we stayed. This man, who I met on a fishing trip, was really friendly.





Role play. Work in pairs. Talk about your holiday photos from exercise 14. Respond with exclamatory sentences.

I went to Sweden on holiday. This is the place where we swam every day.

What beautiful blue water!



Choose five of your own photos and write about them with relative clauses.

This is my cousin, who lives in Kuwait.



Bring your photos to class and talk about them. Work in pairs or small groups.

These are some photos I took last summer. This is my cousin, who lives in Kuwait.

Sel	f-evaluatio	n Rate you	r progress.
	9	00	999
1			
2			
1 2 3 4 5 6 7 8			
5			
6			
8			
9			
10 11			
11 12			
13			
14			
15			
16 17			

Reading and writing

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



of several bottles which had belonged to a German perfume-maker who was travelling on the ship. A historian who was in the room when the bottle was opened cried with emotion at the beautiful scent.

Perfume, which has the power to change people's emotions, has been part of human history for thousands of years. The word 'perfume' comes from the Latin words 'through' (per) and 'smoke' (fumus).

What's the connection between smoke and perfume? The Mesopotamians, who lived more than 6,000 years ago, burnt wood and resin. This produced

and added it to fat or other oils such as almond oil. Popular scents were rose, cinnamon and sandalwood.

The Egyptians put these perfumes into attractive containers, which they traded with people in other places.

In 2003, archeologists on Cyprus found perfume bottles and mixing jugs which showed that people there were making perfume in 2000 BC. They mixed essential oils of pine, almond and bergamot with olive oil to make their perfumes.

 What kind of writing is this? A ☐ an opinion article B ☐ an advertisement C ☑ an information article D ☐ a story 	 A Ccording to the text, which is true? A Thousands of years ago, people in Egypt and Cyprus made perfume which was made from plant oil. B The Mesopotamians used similar methods but
What's the purpose of the information about the bottle of the perfume from the <i>Titanic</i> ? A to show that people who were on the <i>Titanic</i> used perfume B to give information about the history of	 different ingredients. The Mesopotamians didn't like oily perfumes for the body. The ancient Egyptians were the only ancient civilization who used perfume bottles.
perfume-making in Germany C to tell a story about recent history which shows the power of perfume D to give an example of an object that archeologists found on the <i>Titanic</i> What question does this text answer?	 4 What's 'resin' (paragraph 4)? A
 A What did ancient Egyptian perfume bottles look like? B How did perfume-making begin? C Where can I learn more about the history of perfume? D Why did ancient Egyptians use perfume? 	 Why was perfume important for the ancient Egyptians? A It was a business commodity. B Historians and archeologists aren't sure. C They mixed rose, cinnamon and sandalwood oil with fat or other oil. D They put it into beautiful bottles.

The people below are looking for a website. Read about eight websites and decide which website would be most suitable for each person.



Paul's thirteen years old. He's been ill and he wants to watch things that are interesting and funny too.



Cathy needs to find some questions for a school quiz. The theme is sport.



Amy's going to leave school next year. She can't decide what kind of job she'd like to do.



Tony is doing a piece of homework about an event which happened in 1964. He wants photos which will make his project more interesting.



Sidney has a friend whose young brother has a special talent for music. He wants to read the biography of a talented musician.

What will I look like?

How will your face change over the next five years? Ten years? Twenty years? Would you like to know? Upload your photo, add your health information and see the results!

What's that song?

You're out and you hear a new song that you like. What's it called? You don't know. Who wrote it? You don't know. Use the search facility on this website to find it.

C How crazy!

You think you've seen everything, don't you? Well, you haven't until you've seen 'How crazy!' It's a free collection of video clips. You'll see people doing crazy things you won't believe! You must be over 12 years old.

Which career?

What are my skills? What do I enjoy doing? How important is money to me? This website helps you answer these questions and to identify your possible future careers.

Who said it? E

'Who said it?' is a website that has hundreds of questions about famous quotations by sports people, film stars, singers and other celebrities. Answer the questions yourself or use the questions to test your friends.

See where it happened!

This is a website where you can click on a historical event and see photos of the location today and in the past. There are also maps and interesting facts that relate to the locations.

What a genius!

This is a fascinating website for anyone who is interested in the minds of exceptional individuals.

Read the life stories of people whose achievements in the fields of mathematics, art and music make them remarkable. Click on the links to see examples of these amazing individuals' work.

Dress me!

Are you interested in clothes and fashion? Enter your personal data into this website and it will tell you the sizes and styles that you should wear.

3 Read the text below and choose the correct word for each space. Write A, B, C or D.

▶ B is the Blue Star?

The Blue Star is a kind of starfish '___ is usually completely dark blue or light blue. There are also some Blue Stars which are green, purple, pink, yellow or orange.



2___ do Blue Stars live?

Blue Stars live in coral reefs and sea grass in the Indian Ocean and parts of the Pacific Ocean.

3___ do they look like?

They have five rounded arms with an eye at the end of each arm ⁴___ can identify only light and darkness. Their mouth, ⁵__ is in the centre, is on the underside of the body.

How 6___ do Blue Stars grow?

Blue Stars can grow up to 30 cm across.

⁷___ do they eat?

Blue Stars are omnivores, 8___ means that they eat plants and animals.

Can Blue Stars grow new arms if their arms break off?

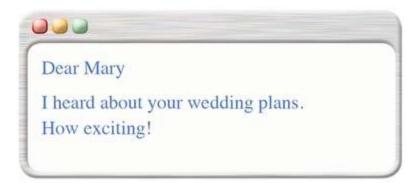
Yes, they 9___. In fact, a single broken Blue Star arm can grow into a whole new Blue Star. 10___ amazing is that?

- A Who B What C Which D How
- 1 A who B which C it D what
- 2 A Where B How C Why D When
- 3 A How B What C Where D Which
- 4 A it B who C they D that
- 5 A where B that C who D which
- 6 A size B shape C big D often
- 7 A When B How C What D Where
- 8 A what B that C it D which
- 9 A can B do C are D will
- 10 A How B What C It's D That's

Writing

- 4 Complete b so that it means the same as a. Use no more than three words.
 - a I think you're not busy. Am I right?
 - b You're not busy, are you?
 - 1 a Do you remember Polly? I showed you her photo yesterday.
 - **b** Do you remember Polly, _____showed you yesterday?
 - 2 a Polly and I met at this museum.
 - **b** This is the museum _____ we met.
 - 3 a She bought a book about the museum. (She gave it to me.)
 - **b** She bought a book about the museum to me.
 - 4 a People don't often do things like that. I'm sure you agree.
 - **b** People don't often do things like that,
 - 5 a She's a very kind person.
 - b _____ kind person!
- You've heard that your older cousin Mary is going to get married to Bill, who you've never met. Write an email to Mary. In your email, you should
 - · express your feelings in response to Mary's news
 - ask Mary about the date of the wedding
 - ask Mary other questions about Bill and the wedding

Write 35-45 words.



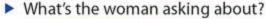
6 This is part of a letter you received from an English friend.

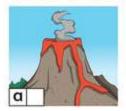
> What's your favourite piece of clothing? Where did it come from? What does it look like? How long have you had it? Why do you like it? How often do you wear it?

Write a letter, answering your friend's questions.

Listening

7 R5.1 For each question, listen and choose the correct answer A, B or C.

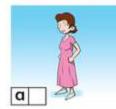


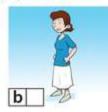


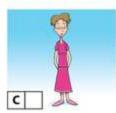




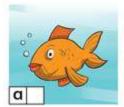
1 Who did the boy speak to?



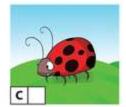




2 What's the man asking about?



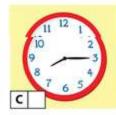




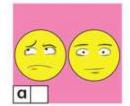
3 What time does the train leave?

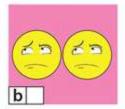


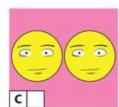




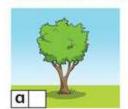
4 How are the two people feeling?



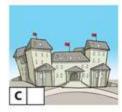




5 What's the woman asking about?







6 Which woman are they talking about?







- Ryan and his mum have just ordered fruit salad. yes /no
- 1 Ryan doesn't like the music the pianist is playing. yes / no
- 2 Ann has never eaten Feijoada. yes / no
- 3 Ann doesn't eat meat these days. yes / no
- 4 Ann knows the name of the song that the pianist is playing. yes / no
- 5 Ryan is surprised because his pizza is very big. yes / no
- 6 Ryan thinks he won't want any dessert. yes / no

Speaking

9 Work in pairs. Ask and answer questions using these ideas.

Student A

What / your name?
What / be / your surname?
How / you spell it?
you / like studying English?
you think / English will be useful for you in the future?
What / you do / last weekend?

Student B

Where / you come from? you / a student? Where / you study? What subjects / you study? What / you enjoy doing in your free time? What / you do yesterday evening?

What's your name?

I'm Andrew.

Zero and first conditional

I can use zero and first conditional sentences to explain the consequences of present and future actions.

Zero conditional



We use zero conditional sentences for real situations, to describe how people and things always behave. The result clause explains the automatic consequence of the **if** clause.

If paper burns, it makes a lot of smoke.
I get thirsty if I don't drink enough water.

The verb in both clauses of zero conditional sentences is in the present simple. The **if** clause can come first or second. We use a comma when the **if** clause comes first.

If I phone Toby after six oʻclock, he **doesn't** always **answer**. This liquid **looks** blue **if** light **shines** on it.

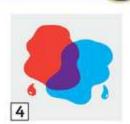
* 1 18.1 Complete the zero conditional sentences with the phrases in the box. Then listen and check.

> it floats doesn't break you get purple I eat a big lunch you don't keep you get 24

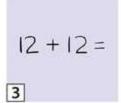












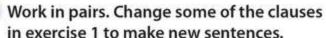


- If you put an apple in a bowl of water, it floats
- 1 If ______ ice-cream in the freezer, it melts.
- 2 I feel sleepy if _____
- 3 If you add twelve and twelve, _____
- 4 _____ if you mix red and blue.
- 5 A ball ______ if you drop it.

2 Look at the pictures in exercise 1 and cover the sentences. How many of the sentences can you remember?

If you put an apple in water, it floats.

3



If you put a key in water, it doesn't float.

If you put an apple in a fire, it burns.

If you put an apple near my brother, he eats it!

18.2 Work in groups. Test your mental maths! Listen and do the maths. Which group can call out the correct answer first? add (+) divide (÷) multiply (x) subtract (-) What do you get if you subtract five from 70? What do you get if you divide 20 by two? What do you get if you 100! multiply ten by ten? What do you get if you add sixteen and sixteen? Work in pairs. Write six sums using numbers between 1 and 500. Then test another pair. Make sure you know the answers! 80 ÷ 2 = 156 - 14 = 17 × 3 = What do you get if you divide 80 by two? Complete the sentences with the correct form of the verb in brackets. ▶ If a friend is (be) sad there isn't be) anything you can do to help. 1 | _____ (not/like) it if it (rain) every day. ___ (feel) better if they 2 Everyone _____ _____ (take) regular physical exercise. 3 Food _____ (taste) better if you _____ (be) really hungry. _____ (not/matter) if you _____ (speak) English with the accent of your own language. 5 Most plants _____ (not/grow) well if they _____ (not/have) light and water. 6 Eating sweets _____ (not/give) you energy if you _____ (be) tired. 7 If children _____ (watch) a lot of TV it ____ (make) them more intelligent.

18.3 Listen to Andy and Julia talking about the first four sentences in exercise 6. Do they agree (v) or disagree (x) with the sentence?

	Andy	Julia	
•	×	X	
1	Х	✓	
2			
3			

8

Talk in groups. Do you agree or disagree with the sentences in exercise 6?

I think that if a friend is really sad there are lots of things you can do to help them.

Me too.



Use the clauses below and your own ideas to write ten zero conditional sentences about things that are always true for you.

I can't sleep I feel ill I feel angry I shout I sneeze I laugh I go for a run I close my eyes I feel dizzy I have a hot bath

IT'S JUST THE WAY I AM

If I can't sleep I read a book.

I can't sleep if a clock is ticking.

I shout if someone can't hear me.

10

Work in small groups. Read out and compare your sentences from exercise 9. How many of your sentences are the same?

if I can't sleep I read a book.

If I can't sleep I think about a place I like.

8 If you _____ (cry) at a sad film it

____ (mean) you're a weak person.

First conditional



We use first conditional sentences for real situations, when we describe the probable result or consequence of a possible future event. If he puts those leaves on the fire, they will make a lot of smoke.

The verb in the **if** clause of first conditional sentences is in the present simple. In the result clause we use **will/won't** + the infinitive form. If you **leave** now, you **won't meet** Theo. Those pots **will break** if you **stand** on them!

We can also use (not) going to, must/mustn't, should/shouldn't, can/can't, might/might not or the imperative in the result clause.

If Jenny **phones**, **can you take** a message? You **shouldn't go** into the sea if you **can't** swim. **Sit** here if you **want**.

We often use the first conditional in negotiations, offers, warnings and when giving advice.

"I'll help you with that, if you like.' 'Yes, please.'

"If I lend you my bike, can I borrow your skateboard?' 'OK, but if you borrow my bike you must be careful with it.'

'If you don't wear a hat you might catch a cold.' OK.'

Unless + a positive verb means the same as if + a negative verb.

I won't phone you unless there's a problem. (= I won't phone you if there isn't a problem.) Don't eat berries unless you know what they are. (= Don't eat berries if you don't know what they are.)

*11	18.4 Where are the conve	ersations? Listen and
	number the places 1-6.	

	1		١.
	100	75	w)
1	ш.,	D	ш
	w		g
	-		

a	at home	
b	on a train	1
c	in a library	_
d	in a shop	2
e	on a beach	_
	in a restaurant	

\$12 18.4 Complete the conversations with the phrases in the box. Then listen again and check.



you should have you like you pay it washes off you go you'll feel I'll ask you tidy take you want to can go you bring we'll have to wait

1	'We ► can go	and get a drink at the
	next station if 1	
	'I don't know The	ere isn't much time, and if we
	miss the next train,	2 for an hour
	and get the 4.07 an	d then we'll be late!
	1 suppose so, but if	
	3SO	3. 5 (a) 1 (b) 1 (b) 1 (b) 1 (b) 1 (c) 1 (
2		a bit extra you can have it
	gift-wrapped.'	
	'No, thanks. It's fine	as it is.'
3	'Come and get som	e more suncream if
		to the sea again, OK?
	'Why?'	
		in the water
	you might get burn	nt. And if you get burnt
	⁷ re	ally horrible later:
4		your bedroom now we can
	all watch a film tog	ether later.'
5	'This rice tastes fun	ny, and it's a bit cold.
	'Well, if you're not h	nappy with it
	9th	e waiter to take it back.'
	'But will I get anoth	ner one?'
	'Of course! Unless 1	order
	something differen	it.'
6		them back late, you'll have
	to pay a fine.'	
	OK!	
	′ ¹² t	his leaflet, if you want. It's got
	all the details.'	12 E SE

*13 Work in pairs. Practise the conversations.

14 Circle the correct answers.

- If you stay here, I'll go/go and get the tickets.
- 1 You should ask Tony if you want / 'Il want some help with that.
- 2 There 'II / won't be enough food unless everyone brings some.
- 3 We'll be late unless we don't leave / leave right
- 4 Don't / Won't talk about it if you don't want to.
- 5 Wait a minute! You don't / shouldn't have a big meal if you want to go swimming.
- 6 There won't be any left for later if you eat / might eat them all now.
- 15 18.5 Match the warnings a-f to the results 1–5. Then write the *if* clause to complete the first conditional sentences. Listen, check your answers and repeat.
 - Close your backpack!

Take an umbrella!

Don't touch that frying pan!

Don't eat all those sweets!

Eat your meal!

Come out of the sea!

- b if you don't take an umbrella, you might get wet.
- _all your things are going to fall out!
- _ you'll be hungry later.
- that jellyfish might sting you.
- you're going to feel horrible.
- _____ you'll get burnt.

116

Work in pairs. Change the result clauses in exercise 15 to make new sentences. Use will, and might and be going to. Use your imagination!

if you don't take an umbrella, you might regret it later.

> if you don't take an umbrella, you'll get wet and then you'll catch a cold.

If you don't take an umbrella, it will definitely rain!

17 Add if or unless to the sentences.

- You mustn't leave the room unless a teache says you can.
- 1 _____ we leave now, we might arrive on time.
- 2 I won't look at your story _____ you want me to.
- 3 You shouldn't cross the road _____ a car's coming.
- __ you sleep now, you won't be able to sleep tonight.
- 5 It won't work _____ you don't switch it on!
- 6 Don't take that food ______ you can eat it all.
- 7 I'm not going to take the medicine _____ I really need to.
- 8 Your book will get wet _____ you leave it in the garden.

18 GAME

Work in small groups. How many different ways can you finish these pieces of advice with if and unless?



Don't try to climb a mountain...

Never jump into a river...

You shouldn't criticize people...

Don't wear jeans...

You mustn't use electrical equipment...

Don't lend people things ...

Don't try to climb a mountain ...

... if the weather is bad.

... unless you have an experienced climber with you.

... unless you're fit and well.

... if you don't have enough food and water for the journey.



Who will you phone if you need to talk to someone today?

Who will you ask if you need help with your schoolwork?

What will you drink if you're really thirsty after school?

What will you say if someone asks you how you are today?

What will you do if you're bored this evening?

Who will you phone if you need to talk to someone today?

I'll phone my friend Amy. I always phone her if I want to chat about things.





Work in groups of four. Students A and B look at the role cards on this page. Students C and D go to page 186. Discuss who you can help and who can help you. If you ask for help you must offer something.

Student A

Your requests

You want someone to come sea fishing with you. You want someone to take some photos of you. You need someone to help you with your computer.

What you can offer

- You'll lend people books and DVDs.
- You'll teach guitar and piane lessons (£3.00 for one hour).

But ...

- Your back hurts if you do physical work (like lifting heavy things or painting walls).
- Your legs hurt if you walk or run a long distance.

Student B

Your requests

You need someone to help you move some heavy boxes. You want to borrow some books for the weekend. You want someone to paint your bedroom walls.

What you can offer

- © You'll help people who have problems with their computers.
- You'll give free guitar and piano lessons.

But

- ⊗ You won't lend any DVDs unless you can borrow some in
- You'll only give music lessons if people practise a lot at home.

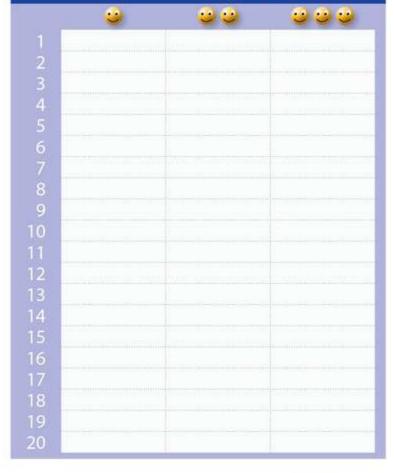
Can someone come sea fishing with me?

Sorry, I can't do that. 1 feel sick if I go on a boat.

> I'll come sea fishing with you if you can lend me some books for the weekend.

Yes, I can lend you some books! Thanks!

Self-evaluation Rate your progress.



Second and third conditional

I can use the second and third conditional sentences to describe the consequences of hypothetical present, future and past events.

Second conditional



We use second conditional sentences when we describe the imagined result or consequence of an unreal or unlikely situation in the present or future. If this was a real diamond, it would be worth a lot of money.

The verb in the **if** clause of second conditional sentences is in the past simple. In the result clause we use **would/wouldn't** + the infinitive of the verb. I **would be** very surprised **if** it **snowed** tomorrow. **If** you **offered** Martin help, he **wouldn't** accept it.

We often add adverbs like **probably** and **definitely** and phrases like **I think**.

I think I'd probably call the police if that happened.

We often use **could** in the **if** clause. You **would** enjoy it more **if** you **could swim**. We can also use **could** and **might** in the result clause instead of **would**.

If we went to the village we **could get** some eggs.

If Vicky wasn't so bossy, she **might make** more friends.

We usually use second conditional sentences to imagine situations in everyday life.

If they offered you the job, would you accept it?

We also use second conditional sentences to speculate about more unusual hypothetical situations.

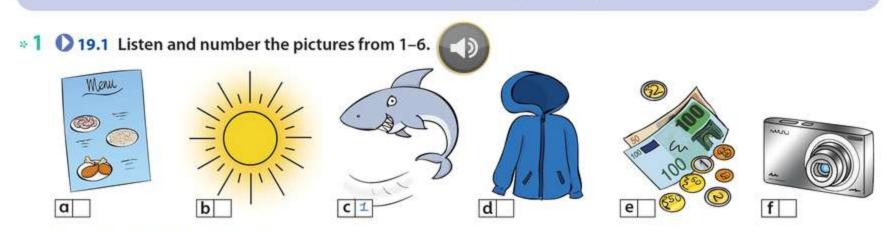
What would happen if there was no carbon dioxide on Earth?

In more formal writing and speaking we sometimes use were instead of was after if.

If James were here, we could ask him.

We always use **were** in the phrase **If I were you** ... for giving advice.

If I were you, I'd keep it.



2	Write the words in the correct order to complete the responses.	\$ 5	GAME Work in small groups. Take turns to read out a problem. The others give advice		
	► really, really / I'd / scared / be I'd be really, really scared !		with If I were you, I'd Who gives the best advice?		
	1 that / I'd / never / do No,		I get a lot of headaches. I find it hard to get out of bed in the morning.		
	2 angry / be / think / really / I'd I		I'm worried about my exams. I don't have many friends.		
	3 I'd / get / you, / the jacket / were / I If		My feet are always cold. I get a lot of backache.		
	4 the prawns / choose / probably I'd		I can't run very far or very fast.		
	5 never / never / we'd / got dark, / see / the stars / it / If!		1 get a lot of headaches.		
			If I were you I'd take some medicine.		
3	19.1 Match the responses 1–5 from exercise 2 to sentences a–e. Then listen and check.		If I were you, I'd have my eyes tested.		
	How would you feel if you were in the sea and you suddenly realized there was a shark in the water?		I think the second piece of advice is best.		
	a I like the jacket best, but the T-shirt would probably be more useful	# 6	Complete the sentences with the correct form of the verb in brackets.		
	b How would life be different if it was daylight 24 hours a day?		If she <u>had</u> (have) more time she'd learn a language.		
	c If you could eat something from there, what would it be?		1 If they (live) nearer we might see them more often.		
	d How would you feel if a stranger took your photo in the street?		2 He (not / say) those things if he knew the truth.		
	e If you found a lot of money in a shop, would you keep it?		3 If I (not / live) with my family, I'd have to cook my own meals.		
Л			4 Where (you / go) if you could fly?		
4	Work in pairs. Act out the conversations. Change some of the answers.		5 I think I (enjoy) these songs more if I understood the words.		
	How would you feel if you were in the sea and you suddenly realized	‡7	Talk about the questions in pairs. Then compare your ideas in a group of four.		
	there was a shark in the water?		In what situation would you?		
			climb through a window?		
	I'd feel terrified!		hide under a table? shout in the street?		
	Me too! I'd be so frightened!		paint your face yellow?		
	P		wear all your oldest clothes?		
			buy flowers?		
			walk backwards?		
			get up at four o'clock in the morning?		

In what situation would you climb through a window?

I'd do that if I lost my house key and I needed to get in!



Keeping our feet on the ground

Gravity is the force that makes objects heavy. If there weren't) wouldn't be any gravity, the universe simply wouldn't exist. But if we 'could / would experience life without this essential force, what would it be like?

If we 2didn't have / wouldn't have gravity, nothing would stay on the ground. Our books and pens 3didn't/wouldn't stay on our desks. Furniture would float up to the ceiling, and cars would fly into space. We 4had / 'd have to fix everything to the ground with strong chains.

People wouldn't stay on the ground either. We *floated/ 'd float around with everything else. And if people and big objects of loated / would float around together, imagine how many accidents 'happened / would happen!

Finally, remember that without gravity, all the water in lakes, rivers and seas *disappeared / would disappear and we "didn't/wouldn't have any water. Quite simply, if earth ¹ºdidn't / wouldn't have this amazing force, we wouldn't survive at all.





Work in pairs. Discuss the question below. Make notes of your ideas. Then work with another pair in a group of four and share your ideas.

How would our world be different without these things?

electricity

cameras and film cameras

the internet

radiation

space exploration

if there wasn't any electricity, we'd have to burn gas or candles for light.

> We'd burn more wood for heat, so forests would disappear.

People would have to find other sources of power for machines.





Write an essay with the title 'Imagine a world without computers.' Use this essay plan to organize your ideas.

Paragraph 1: Introduction

Paragraph 2: The negative consequences of a world

without computers

Paragraph 3: The positive consequences of a world

without computers

Paragraph 4: Your opinion

A WORLD WITHOUT COMPUTERS Most people find it difficult to imagine a world without computers. What would the consequences actually be?

Third conditional

We usually use third conditional sentences when we talk about past events or actions that had significantly positive or significantly negative results. If I hadn't broken my leg I wouldn't have met Sam. Everything would have been OK if Tanya hadn't forgotten to bring her passport.

In third conditional sentences we change the facts of the past event and then imagine the result or consequence of the changed facts.

Facts: I had wet hands. I was tired.

Consequence: I dropped the plate. It broke.

Imagined different facts: If I hadn't been tired and if I hadn't had wet hands ...

Imagined different consequences: ... I wouldn't have dropped the plate and it wouldn't have broken.

We use the past perfect in the **if** clause and **would/ wouldn't** + **have** + past participle in the result clause. We'd have got wet if it had rained.

If he hadn't shown me the photo, I wouldn't have believed it!

In these sentences we can use 'd as the short form of both would and had.

Would you have done that if you'd been in his position? ('d = had)

We'd have been late if we hadn't taken a taxi. ('d = would)



b /wod hæv/

/wudənt hæv/ ____

*11 Circle the correct answers.

- If I'd known / I knew the answer I'd have got full
- 1 I would have texted you if I would have / I'd had had my phone.
- 2 If Anna got up / had got up earlier she would have caught the bus.
- 3 I don't know what would have happened if you hadn't / wouldn't have got home.
- 4 Would you have remembered the ticket if they hadn't asked / didn't ask to check it?
- 5 I wouldn't have known if they hadn't have / hadn't told me.
- 6 If I did /I had done more revision I would have got a better mark.
- 7 If the teacher had checked the register, he would have realized that she arrived / she had arrived late.
- 8 Would you have asked her to help if you knew/ had known she was ill?

-	
1	If you'd followed the instructions,
1	it wouldn't have broken.
	1/
•	a You followed the instructions.
	b Vou didn't follow the instructions.
	c 🗸 It broke.
	d It didn't break.
1	a We helped him.
	b We didn't help him.
	c He asked for help.
	d He didn't ask for help.
2	a I woke up early.
-	b I didn't wake up early.
	c You phoned me.
	d You didn't phone me.
	Comments of the Comments of th
3	a I was hungry.
	b I wasn't hungry.
	c late it.
	d I didn't eat it.
4	a I missed the bus.
	b I didn't miss the bus.
	c I was late.
	d I wasn't late.
	u i i wasii ciate.
5	a Jack came in.
	b Jack didn't come in.
	c The door was open.
	d The door wasn't open.
6	a Vicky asked the teacher for help.
	b Vicky didn't ask the teacher for help.
	c The teacher helped Vicky.
	d The teacher didn't help Vicky.
	19.2 Listen again and answer the question
a	bout pronunciation. Then listen and repeat.
Н	ow do we pronounce would have and wouldn't have
a	/wodov/
	/wudntəv/

 Match a-g to 1-6. Then write third conditional set If he (have) more time _c_ 1 I (say) hello 2 The letter (arrive) by now 3 If you (work) harder 4 What (she/do) 5 If we (not/visit) Fred that day 6 If you (wear) boots c If he'd had more time, he wouldn't have median 1 2 3 4 	
5 6 15 GAME Work in large groups. Read the instructions and play the game.	2 Max was walking in town when he saw a lot of bank notes sticking out of a cash
 Instructions 1 Work alone. Read the situations on the cards. Imagine what you would have done in each situation, and then imagine what two other people in your group would have done. Make notes. 2 Talk in groups. Did you guess correctly what your friends would have done? 	Iris was in the playground at school whe heard two other pupils saying bad things her friend Âmy. The other pupils were old and bigger than her. They didn't know the school was a school when the say in the school was a school when the school was a school was a school when the school was a school when the school was a school was a school was a school when the school was a school was
1 Linda was walking along the side of a big river when she saw a young boy fall into the water. Linda could swim, but not very well She couldn't see the boy's parents and she could see that the boy needed help. There was an old man working in a field nearby.	ell. Solf evaluation of the change instance
I would have panicked and shouted for help. Frank, I think you would ha jumped straight into the wat	
I don't know Maybe. Kate, I know you can't swim so I think would have called the old man for help. You're right!	nk you 8
16 19.3 Listen to what happened next. How would you have felt? Did the people react in the same way as anyone in your group?	13 14

	 nade so many mistake	
(-		

> 3 Iris was in the playground at school when she heard two other pupils saying bad things about her friend Amy. The other pupils were older and bigger than her. They didn't know that Iris could hear what they were saying. If what the people were saying was true, then it could change Iris and Amy's friendship for ever.

Self-evaluation Rate your progress.

		- 6		•	9			
2								"
3								-00
4								
5								
1 2 3 4 5 6 7 8 9								
7								-111
Q			1					
0								2000
10								-00-
11								
12								-1111
	-							-1111
13								
14								-111-
15								-0-
16						-		

I can express different attitudes about present and past situations.

Wish and if only with past tenses; be glad/pleased (that)

When we are happy about a present or past situation, we can use I'm glad/pleased (that) + any tense.

Situation: We've finished.

(i) I'm glad we've finished.

Situation: He didn't forget.

I'm pleased he didn't forget.

Positive clauses stay positive and negative clauses stay negative. There is no shift in tense.

When we are unhappy about the present situation, we use I wish or if only + past simple or continuous to say how we would like things to be.

Situation: We're late.

(3) I wish we weren't late.

Situation: The sun isn't shining.

(8) If only the sun was shining!

In these structures we can use were instead of was for all subjects.

I wish Jack was/were older.

When we are unhappy about, or regret, a past situation, we use I wish/if only + past perfect to say how we would like the past to be different. Situation: You told me the answer.

I wish you hadn't told me the answer.

Situation: I broke the computer.

If only I hadn't broken the computer.



Because we use I wish and if only to express our feelings, we often use other emphatic words like so and such.

Fact: I'm very tired.

Declaration: I wish I wasn't so tired!

i'd rather you didn't!

If only is often more personal and emphatic than wish. Alison wishes it was warmer but I wish it was colder! 'If only I had the key!' said Jenny.

Circle the correct options.

- I wish my brother's /was here.
- 1 If only we have / had a bag.
- 2 I wish it isn't / wasn't so cold.
- 3 I'm glad you're / were feeling better now.
- 4 I wish I can / could play the piano.
- 5 If only we know / knew the answer!
- 6 I'm glad it's / was Friday today.

* 2 @ 20.1 Listen and underline the stressed words.

- 1 | wish | wasn't so hungry.
- 2 If only I had my phone.
- 3 I'm glad you don't remember.
- 4 I wish I was rich.
- 5 I'm glad I'll see you later.

* 3 ② 20.1 Listen again, then circle the correct answers. Listen again and repeat.

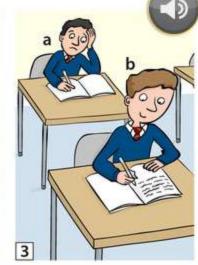
- 1 We stress / don't stress wish, only, nouns, verbs, adjectives and adverbs.
- 2 We stress / don't stress positive auxiliary verbs.
- 3 We stress / don't stress negative auxiliary verbs.
- 4 We stress / don't stress if, pronouns and so.



4 20.2 Complete the sentences with the correct positive or negative form of the verb in brackets.

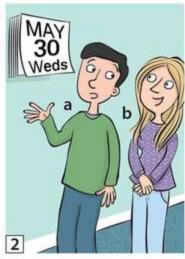


Then listen and check.











- tall. (be) a I'm glad I'm
 - b If only I wasn't so tall! (be)
- 1 a I'm glad you _____ football. (like)
 - b I wish you _____ football too. (like)
- 2 a I wish it _____ Friday. (be)
 - **b** I'm just glad it _____Thursday! (be)
- 3 a If only I _____ all the answers! (know)
 - b I'm glad I _____ all the answers. (know)
- 4 a If only I _____ short hair like yours! (have)
- b I'm glad I _____ long hair. (have got)5 a I'm glad I _____ ski. (can)
 - b I wish I _____ ski. (can)

Write sentences about the people in exercise 4. Use He/she wishes ... and He/She's glad ...

> She's glad she's tall. She wishes she wasn't so tall.

 Tick (✓) or cross (X) if the facts below are true for you or not. Then write sentences with wish, if only and be glad, making any changes you need to.

I've got long hair. x It's Friday. V The sun's shining. V I'm hungry. x I've got an apple in my bag. I'm sixteen. I can speak German. I can ride a bike. It's the winter. I've got an older sister. I can fly. I know somebody famous.

> I'm glad I haven't got long hair. I wish it was Friday. I'm glad the sun's shining. I'm pleased I'm not hungry.

I've got long hair. x It's Friday. X

> I wish I had long hair. I'm glad it isn't Friday.

Talk about your sentences in small groups. Give extra information.

> I'm glad I haven't got long hair. It takes too long to brush it!

> > I wish I had long hair. I've just had it cut but I don't really like it like this.

▶ open / the shops / glad / I'm / are phrases in the box.	
I'm glad the shops are open. something else to wear wish	'm glad
1 was / Jason / if / here / only l'd had a different century I h this century these clothes	ad
2 taken / I / Tim / wish / a photo / had I'm glad I chose to wear	
3 some sunglasses / wish / I / I / had <u>these clothes</u> this morning.	1
	sen <u>something</u> this morning.
5 enjoyed / glad / yourself / I'm / you	
6 I / didn't / wish / Beth / have / problems / so many breakfast this morning.	
* 9 Are the sentences in exercise 8 about a present or past situation? Circle the correct option.	
▶ present / past 4 present / past	
1 present / past 5 present / past 13 I was born here	e.
2 present / past 6 present / past	
5 present past	l'd been
	different place.
10 20.3 Listen to Billy, Louise and Iris talking	
about problems. Write B (Billy), L (Louise) I'm glad I was born in 5	·_
and I (Iris) next to the sentences.	
▶ I wish I'd dried my hands. I wish I'd been born in 6	
1 I wish I'd been there and seen it myself	
2 If only I'd done more work!	
3 I'm glad Suzy told me where she got it \$13 Write extra information for the formation for the f	our sentences
4 I'm glad someone filmed it with wish in exercise 12. It doesn	't matter if the
5 I wish I'd gone to bed earlier the night sentences are true or false for yo	ou.
before	
6 If only I hadn't broken my arm! I wish I'd chosen something el	se to wear
11 Complete the sentences with the verbs comfortable and these trousers	
in the box.	s are too hot.
be not/drop not/break go	
not/pick up prepare have \$14 GAME Is it true? Work in group	0.05
► He wishes he 'd been more careful. sentences to your group	
1 He wishes he the dish with guess which sentences a	are true for you?
Land.	and a summer
2 Handahada Andrew Shire Children Control of the State of	
3 She wishes she the dish. this morning because this shi comfortable and these trousers	
exam.	S WIE COU PIOC.
4 She wishes she a good night's	10.50
sleep the night before.	that's not true.
5 She wishes she her arm.	
6 She wishes she to the wedding. You're right. It's not true.	
glad I chose these clothes	today.

Wish + would; would rather + past simple

When we're unhappy about other people's actions we can use wish + would + the infinitive to explain what we would like to change in the future.

subject	wish	object	would(n')t	base verb	
1	wish	he	would	come	home.
I.	wish	you	wouldn't	do	that.

With this structure we give a strong, emotional declaration of our feelings.

Fact: She always shouts. Declaration: I wish she'd speak more quietly.

Fact: You always leave your socks on the floor. Declaration: I wish you wouldn't leave your socks on the floor.

We can also use this structure to talk about objects and the weather.

I wish it would stop raining!

When we're unhappy about another person's behaviour, we can use would rather + past simple to explain what we want the other person to do or not do.

subject	'd rather you	past simple	
1	(1) (1) · · · · ·	didn't do	that.
We	'd rather you	left	now.

This structure is softer and more polite than wish + would.

I'd rather you didn't phone me early in the morning. (= soft, polite)

I wish you wouldn't phone me so early in the morning! (= stronger, more emotional, less polite)

We also use this structure when we say 'no' to polite requests.

'Can I go now, please?' 'I'd rather you stayed another ten minutes.'

15 Circle the correct option.

- 'I wish Mandy wouldn't' I'd rather Mandy didn't bang the door like that. It drives me crazy!' 'I know! It's the same every night!'
- 1 'Excuse me. I wish you wouldn't put / I'd rather you didn't put your feet on my bag.' 'Oh, I'm so sorry! I didn't realize what I was doing!'
- 2 'Can I go out this evening, please?' 'No, I wish you would stay / I'd rather you stayed at home this evening. But you can go out at the weekend:
- 3 'This place isn't as good as it used to be.' 'You always say that! I wish you wouldn't. / I'd rather you didn't. It's so negative.'
- 4 'I wish Jim would remember / I'd rather Jim remembered my birthday. He always forgets!' 'Do you want me to remind him his year?' 'No, it's OK.'
- 5 'Do you mind if I open the window?' 'I wish you wouldn't / I'd rather you didn't, actually. I'm a bit cold.'

- 6 'What are we going to do if the bus is late? Will Sidney be angry?' 'I wish you'd stop / I'd rather you stopped worrying about everything! It makes me nervous!'
- \$16 Work in pairs. Practise the conversations in exercise 15.

17 Complete the sentences with the correct form the verbs in brackets.

of	

- ▶ I wish Pat would help me sometimes! (help)
- ▶ I'd rather you <u>finished</u> your meal now, please. (finish)
- 1 I wish you _____ things like that! (not/say)
- 2 I'd rather you _____ now, please. (leave)
 3 I'd rather you _____ it on the table.
- (not/put)
- 4 I wish you _____ with your mouth open. (not/eat)
- 5 I'd rather you ______ straight home after school. (come)
- 6 I wish it _____! (rain)

18 Complete the questionnaire with the correct form of the verbs in the box. Then answer the questions.

> have forget can can get get go learn listen give start snow wake up

How happy are you?
Tick the answers that are true for you. 1 I'm glad I * _ can a _ speak English. b _ do sport. c _ ride a bike
2 wish 1 more a time. b friends. c money.
3 I wish I'd a 2 learning English when I was much younger. b 3 a musical instrument when I was younger.
4 I sometimes wish other people would a 4 to me when I talk. b 5 me more responsibility.
5 \ wish \ \ \ a earn some money. b drive a car. c speak English more fluently.
6 I wish it would a
7 I wish I hadn't a

19

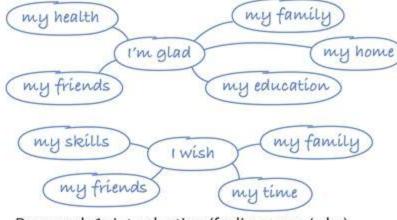
GAME

Work in pairs. Guess your partner's answers to the questionnaire, then check. Did you guess correctly?

1 think you're glad you can speak English.

> Yes, but I wish I could speak English more fluently.

Make notes about your life, then write about yourself using the essay plan. Use be glad/pleased and wish where possible.



Paragraph 1: introduction (feelings now/why) Paragraph 2: the good things in my life

I'm glad that ...

Paragraph 3: things I'm not happy about in the past and present

I wish ...

Paragraph 4: conclusion - what I can do to make some changes

on the wh	ole, I feel very happy. I have a big
	d we have enough money for a
comfortabl	
I'm very a	lad that

Self-evaluation Rate your progress.

Revision 6 Units 18–20

Reading

1 These people want to learn a new skill. Read about eight courses and decide which course would be best for each person.



Pete's been painting for many years. He'd like to do an art course but he would only be happy if it was a serious course with other people who were the same level as him.



Mandy would like to learn how to relax. She lives outside the city and she'd rather not travel far to get to a lesson.



Brian is a 70-year-old man who had some heart problems a few years ago but who is now in quite good health. He wishes he'd learnt how to surf when he was younger.

A Car Maintenance

If your car got a flat tyre in the middle of nowhere, would you know how to change it? Learn how to keep your car running smoothly.

Successful completion of this course leads to B-VOC qualification.

Saturday mornings, starting 17th September. Call Mike (0861 8442 0769)

B Singing for Fun

I'd like to start a singing group. I'm looking for men and women of all ages. If you'd like to sing but you're not confident about your voice, I can help you with one-to-one singing lessons. Call Frank on 0762–861–9550

C Improve your Singing

We are the only all-female choir in the city and we welcome women of all ages. We start every session with singing lessons for individuals and small groups. We meet every Wednesday evening in the Riverside Rooms at 7pm.

D Masterton Painting Group

We are a drop-in club that runs painting lessons on Saturday afternoons (2–4 p.m.). Cost: £5.00 per session. You pay only for the sessions that you attend. (There is an extra cost for art materials.)

Venue: Masterton Hall, New Road



Isabel has some money to spend on a course, but doesn't want to do a course unless it has a practical application and leads to a qualification.



Libby would like to learn to sing but she's not very confident. She won't do a course unless it's only for women.



Toby would like to learn to paint at the weekend. However, he sometimes has to work at the weekends and he doesn't want to pay for the lessons if he doesn't attend them.

E Yoga Tuition

Are you stressed and anxious? If you do yoga regularly it can help you relax. I teach yoga classes for all abilities on Tuesday and Thursday evenings.

If you would like one-to-one tuition I can visit you in your own home.

emilyhealthforlife@cooke47.com

F Extreme Surfing

Surf coaching to push you to your limit! Don't consider this unless you are already an advanced surfer in good health.

Phone Tom on 0937-881-6424

G Saturday Art Courses

I run ten-week Saturday Art Courses all through the year. My courses are suitable for experienced artists who'd like to paint and draw on a regular basis.

Cost: £70 (or £120 if you pay for two courses)

Email: carlaartclasses@vincent.com

H Seaside Sports for All

Body-boarding, surfing, water-skiing, beach volleyball – we give lessons in all sorts of seaside sports. It doesn't matter if you're five or sixty-five! Everyone's welcome. We make sure our lessons suit your age and level of fitness.

Weblink: www.SSFA/896sbt/ul

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



For me, clothes have always been much more than just things that you wear to keep warm. I'm fascinated by their design, their colour and the materials they're made from.

I remember making clothes for my dolls when I was about seven years old, and I didn't like books unless they had pictures of interesting clothes in them.

At school I became interested in theatre. I thought for a while that I wanted to be an actor, but I soon discovered that I didn't have a natural acting ability.

I still wanted to work in the theatre, though, so I became involved in set design and stage make-up. Then one day, one of the wardrobe assistants was ill and I had to help dress the actors. I knew then that I'd found something I loved doing, and for the next two years I spent a lot of my spare time finding or designing and making the right clothes for school plays.

When I was sixteen, I applied for a college course in theatre design, but I wasn't offered a place. They said it was because I didn't have a portfolio.

I'd never thought of taking photos of all the costumes I'd designed.

I spent two more years getting experience and building a portfolio, and eventually I got a place at college. Since then, my career has flourished. If someone offers me work, I always say 'yes'. These days, I mostly work on historical TV dramas.

Before anything else, I have to read the script so that I understand exactly what the play is about. Then I start designing and sewing the outfits. If the budget is small then I buy old clothes, cut them up, and make them into new clothes.

My work doesn't finish when the filming begins. Actors work hard, and if a programme is filmed outdoors their costumes will often get dirty or damaged, so some of my job involves cleaning and repairing clothes.

At other times, I have to do the opposite. Sometimes I have to make clothes and then damage them to make them look old. Clothes for a drama set 300 years ago would look strange if they were too shiny and new.

•	What is the writer's main purpose in writing this text? A to explain what job she'd rather do B to describe her career path C to explain why her job is difficult D to talk about the history of costume design	 What does Anna say about her portfolio? A If she'd thought about it, she would have started taking photos of her work much earlier. B If you saw her portfolio today, you would 	
1	 What would a reader learn about Anna from the text? A She often wishes she was an actor. B She wouldn't have become a costume designer if she hadn't failed her exams. C She's creative and she works hard. 	be very surprised. C If she'd taken photos of her early work, the photos wouldn't have been very good. D If she hadn't lost all her photos, she would have had a very good portfolio.	
2	 D She wishes she hadn't gone to college. What does Anna say about herself as a child? A She was very interested in the theatre. B She liked looking at pictures of clothes. C She would have made clothes for her dolls if she'd known how to do it. D She wishes she'd had more clothes. 	 5 What does Anna say about costumes for historical TV dramas? A She wishes the actors would be more careful with the clothes. B She feels happy if she makes costumes that look perfect. C She sometimes has to damage costumes if 	
3	 What might Anna say about her acting ability? A 'I'm glad I realized at a young age that I'd never be a good actor.' B 'If I'd had a good teacher, I'd have become a very good actor.' C 'If I earn a lot of money as a costume designer, I'll be able to go to drama school.' D 'If only my family had encouraged me to 	they look too new. D If actors worked harder, they would keep their clothes cleaner.	
	become an actor!'		

3 Read the text below and choose the correct word for each space. Write A, B, C or D.

Sleep and learning

In the past, some people believed in 'Sleep Learning'. They thought people could learn new information be they played recordings while they were asleep. However, scientists in the 1950s proved that it wasn't possible. '____ you are completely awake, you can't process new information.

If 'Sleep Learning' was possible, pupils ²— to spend much less time at school. But the reality is, we only learn well if our minds ³— fresh. And our minds aren't refreshed unless we ⁴— a good night's sleep.

When we 5____, we remember tasks that we have learnt during the day. We also develop new understanding about things.

When Vicky was at college, she often got just five and a half hours sleep a night. She studied late in the evenings, saying to herself, 'If I'm sleepy tomorrow, I 6___ an extra cup of coffee.' Unsurprisingly, she didn't get good grades in her exams.

If Vicky 7___ just two more hours a sleep a night, she 8___ much better at school. Sleep experts believe that unless you 9___ for seven and a half hours or more at night, you can't perform well the next day.

Vicky says, 'If 10____ I'd known about the relationship between sleep and learning when I was at college. With better exam results, my life would be very different now.'

- A as B if C unless D because
- 1 A If B When C Unless D Without
- 2 A will need B would need C need D needed
- 3 A were B would be C will be D are
- 4 A don't get B didn't get C get D got
- 5 A sleep B will sleep C slept D would sleep
- 6 A 'll drink B 'd drink C drink D drank
- 7 A had had B had C would have had D would have
- 8 A would have done B did C had done D did
- 9 A had slept B slept C will sleep D sleep
- 10 A I've B I wish C unless D only

Writing

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

ave phoned you back last night if got home so late. H	
got home so late.	
	IAVEN'T
m glad you 2 come on Thursday. I'll c	AN
	IEED
o stay late at college. I'll phone you if	
hat 4, of course.	APPEN
o you really have to leave again on	
21 21 5	AN
atie keeps watching the weather	
orecast and saying, What will we do if	
211	AIN
	VILL
ou suggested going to a restaurant on	
	O
londay, if that's OK. It'll be really busy	
Sunday.	
bee you on Thursday,	
likê	

- 5 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - I want you to stop eating so many sweets.

 I wish <u>you'd stop</u> eating so many sweets.
 - 1 People who take regular exercise feel better. If people ______ they feel better.
 - 2 I won't go running if you don't come with me.
 I won't go running ______
 with me.
 - 3 He got ill because he didn't listen to the doctor.

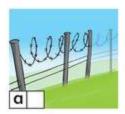
 If _______ to the doctor he wouldn't have got ill.
 - 4 Please could you not use my tennis racket?
 I'd rather _____ my tennis racket.
 - 5 We didn't win the match and I'm sad about that.

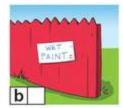
 I ______ won the match.
 - 6 I eat unhealthy food because you cook unhealthy food.

I _____ unhealthy food if you didn't cook it.

Listening

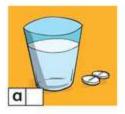
- 6 R6.1 For each question, listen and choose the correct answer A, B or C.
 - Which fence is the man talking about?

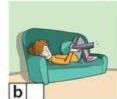


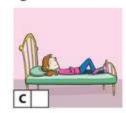




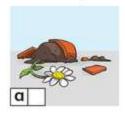
1 What is the woman advising the girl to do?

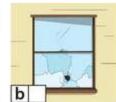






2 Which problem does Ed need to sort out?

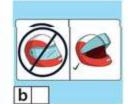






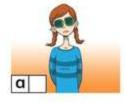
3 Which rule is the woman talking about?

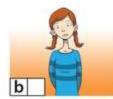






4 Which is Anna?







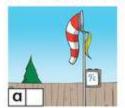
5 What would the boy do?

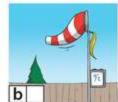


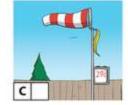




6 What is the weather like today?







- 7 R6.2 You will hear a conversation between Dave and Catherine about advertising. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.
 - Dave's glad there are so many advertisements on TV. yes (no)
 - 1 Catherine really wishes there weren't so many advertisements on TV. yes / no
 - 2 If Catherine wants a drink, she gets it when the advertisements come on. yes / no
 - 3 Dave would rather the advertisements on TV were quieter. yes / no
 - 4 He switches the TV off when the advertisements come on. yes / no
 - 5 Catherine bought her trainers because she saw an advertisement for them in a magazine. yes / no
 - 6 She wishes she hadn't bought the trainers. yes / no
 - 7 Dave always reads the advertisements in newspapers. yes / no
 - 8 Dave is glad the film is starting again. yes / no

Speaking

8 Work in pairs or small groups. A friend from Australia is planning to visit your country next year. She hasn't decided yet which regions she wants to visit (the coast, the cities, the mountains), or when she will come.

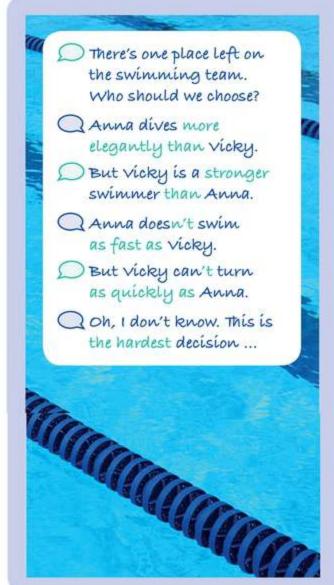
Talk to your partner about the things she will need. Here are some ideas to help you.



Comparative and superlative forms

I can use comparative and superlative forms of adjectives and adverbs.

Comparative and superlative adjectives



We use comparative and superlative adjectives when we compare the qualities of things, people, places and times.

We use comparative adjectives to compare two things, two people, two times or two places.

He's happier now than he was last year.

(now © © © / last year ©)

Tennis is OK, but basketball is more exciting.

(tennis v basketball v v v)

We can use a comparative form when one of the things is something we know about.

He's much happier **now**. (than at some time in the past that we know about)

We use superlative adjectives when we compare one thing, person, time or place with all the others in the same group.

It's **the hottest** country in Europe. (It's hotter than all the other countries in Europe.)

Amy's **the most intelligent** of all my friends. (She's more intelligent than all my other friends.)

See the table of comparative and superlative forms on page 191.

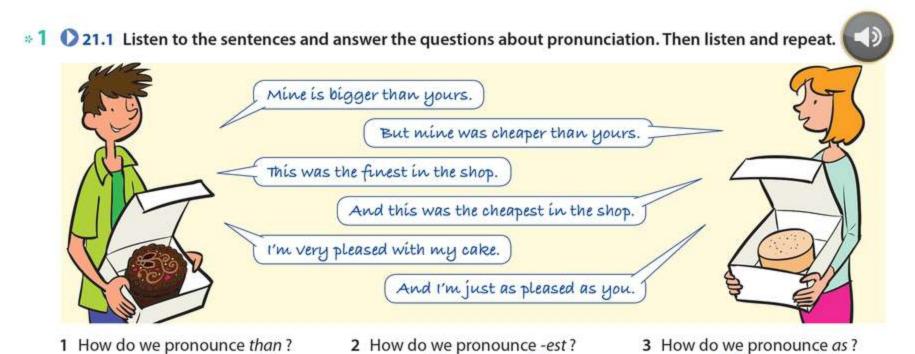
To show that two things are equal we use **as** + adjective + **as**: Jenny's **as** tall **as** Billy now. Is your bag **as** heavy **as** mine?

We often use **not as** + adjective + **as** to show that two things aren't equal:

a /æz/

b /əz/

He isn't as funny as you. (= You're funnier than him.)



b /est/

a /ist/

a /ðæn/

b /ðən/

* 2	Complete the questions with the comparative
	form of the adjective in brackets.

- Whose hands are <u>bigger</u> yours or mine? (big)
- 1 Would you like to have _____ hair?
- 2 Are you ______ at maths or art? (good)
 3 Which is _____ for you to use your left hand or your right hand? (easy)
- 4 When do you feel _____ in a large group of friends or with one or two friends? (relaxed)
- 5 Do you feel ______ on sunny days or on rainy days? (happy)
- 6 Do you think films are _____ than books? (exciting)



Work in pairs. Ask and answer the questions in exercise 2.

Are your hands are bigger than mine?

Let's see ... Yes, your hands are definitely bigger than mine!

* 4 Complete the questions with the superlative form of the adjective in brackets.



- Who's the youngest person in our group? (young)
- 1 What's _____ thing on your table? (small)
- 2 In our group, who has ___ handwriting? (neat)
- 3 Where's ______ place to sit in this room? Why? (good)
- 4 What's _____ thing in the room? (valuable)
- 5 Who's got _____ shoes in the classroom? (clean)
- 6 What's _____ thing you can see out of the window? (far)

Work in small groups. Ask and answer the questions in exercise 4.

Who's the youngest person in our group?

I think it's me.

No, I think you're older than me. When's your birthday?

Use not as + adjective + as to complete the sentences below.



- a helicopter/a jet plane fast A helicopter isn't as fast as a jet plane.
- 1 a DVD/a book heavy A DVD _____ _ a book.
- 2 lemons/oranges sweet Lemons _____ __ oranges.
- 3 cows/bulls dangerous ___ bulls. Cows_
- 4 Italy/Saudi Arabia hot ____ Saudi Arabia. Italy ___
- 5 poems/novels long Poems ______ novels.

1 Look at the two bedrooms. Describe the differences using the words in the box.

big small clean old modern high low tidy messy uncomfortable comfortable

Bedroom 1



Bedroom 2



Bedroom 1 is bigger than Bedroom 2. Bedroom 2 isn't as ...



Compare your own bedroom with the pictures in exercise 7. Tell your partner.

My bedroom isn't as big as Bedroom 1 but it's bigger than Bedroom 2. The furniture is...

Look at the table about telescopes and choose the correct answers.

	Celestar	Astro Seeker	Sky Searcher
What can you see with it?	The moon, lots of planets and some galaxies	Animals, birds, the moon and some planets	The moon, the planets and thousands of stars
Length	88cm	100cm	88 cm
Weight	2.5kg	9 kg	13 kg
Price	£156	£65	£224 (usual price) £170 (sale price)
Notes	Good for beginners	Good for first time telescope users	An excellent telescope for people with more experience

- ► The Celestar(is)/ isn't as long as the Sky Searcher.
- 1 The Astro Seeker is as good as / better than the Celestar for beginners.
- 2 At the moment, the Sky Searcher is cheaper than usual / the cheapest telescope.
- 3 The Sky Searcher is the most expensive / longest telescope.
- 4 The Celestar is heavier / isn't as heavy as the Astro Seeker.
- 5 The heaviest / shortest telescope is the Sky Searcher.
- 6 The Celestar is the most powerful telescope / more powerful than the Astro Seeker.

21.2 Look at the table again and complete the sentences with the correct form of the adjectives in the box or as ... as . Then listen and check.



expensive	good	shiny	cheap	interested in anima	als light	powerful	
He chose	the Cele	star bed	ause it v	vas the lightest	telescope	in the shop.	
1 She boug	ht the A	strô Sea	ker beca	iuse it was			
2 He bough	nt the Sk	y Search	ner beca	use it's usually			
3 She chose	the Sky	Search	er becau	ise it's	_ for peop	le with more experien	ce.
4 He didn't	want the	e Astro	Seeker b	ecause it isn't	1	he Sky Searcher or the	Celes
5 Her son li	ked the	Celesta	because	e it was	telesco	pe in the shop.	
6 He bough	nt the As	tro Seel	er becau	use he's just	as	tronomy.	

11 Complete the second sentence so that it means the same as the first.

- Nobody in the room was as happy as me. I was the happiest person in the room.
- 1 You're not as confused as I am!
 I'm ______you
- 2 The book's better than the film.

 The film ______ the book.
- 3 Nobody in the class is a stronger swimmer than Ed.

Ed ______ the class.

4 You weren't later than us and we weren't later than you.

We ______ you were.

- 5 No place on Earth is more beautiful than this. This ______ on Earth.
- 6 Paul is funnier than Heidi. Heidi ______ Paul.

12 Complete the sentences with your own opinions.

- 1 The countryside isn't <u>as exciting as</u> the city.
- 2 Computers aren't as ______people.
- 3 Animals aren't ______ as people.
- 4 Boys aren't _____ girls.
- 5 Wednesday is the _____ day of the week.
- 6 This town is _____ place in this country.
- 7 Football is ______ sport in the world.

‡1 :	3 ر	W
		fr,

Work in groups. Compare your sentences from exercise 12 with other people.
Who has the same opinions as you?

The countryside isn't as exciting as the city.

I don't agree! I think the countryside is more interesting than the city!

Comparative and superlative adverbs

We use comparative and superlative adverbs when we compare and contrast the way things happen. Jack spoke more loudly than Amy but Claire spoke the most clearly.

We also use comparative adverbs when we ask or advise people or to change their behaviour. You make a lot of mistakes. You should do it more carefully.

We usually form comparative adverbs with more and superlative adverbs with most. Could you walk more slowly, please? Of all the students in the class, Martin speaks German the most fluently.

Some adverbs like early, late, fast, hard, high and low have the same form as their adjectives. We add -er and -est to make the comparative and superlative forms of these adverbs.

Can you come earlier tomorrow? Who worked the hardest?

The comparative and superlative forms of well, badly and far are the same as the comparative and superlative adjective forms of good, bad and far. well → better → the best

badly \rightarrow worse \rightarrow the worst

 $far \rightarrow further \rightarrow the furthest$

You can see further with the Sky Searcher telescope. Who can sing the best?

In informal speech we can add add -er and -est to short (one-syllable) adverbs to make comparative and superlative forms. These forms should not be used in writing.

Who can get there the quickest? (= the most quickly)? You should speak louder. (= more loudly)

We can also use (not) as ...+ adverb + as to make comparisons.

Katie doesn't walk as quickly as me. I can't play the piano as well as Ernie.

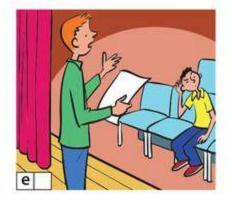
See the form table on page 191.

*14 21.3 Listen. Match 1-6 with the pictures a-f.





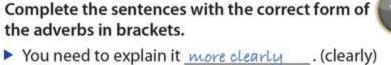








*15 Complete the sentences with the correct form of



1 Do it ______ next time. (carefully) 2 Can we walk ______, please? (quickly) 3 Rosy works _____ (hard) than Dora.

4 He's playing so much _____ than he did yesterday. (badly)

5 You must try to write _____, please. (neatly)

6 Go _____! (fast)

7 Who in your family speaks English ______? (well)

8 You can probably do this _____ than me. (easily)

9 You need to do ______ than that! (well)

10 I usually get up _____ at the weekend than during the week. (late)

11 I can't run as ______ as you. (quickly)

12 Who can throw the ball ______? (far)

16 Write the questions.

- can / the / arrives / earliest / at school / who Who arrives at school the earliest?
- 1 run / the / who / fastest / can
- 2 a bird / can / who / best / draw / the
- 3 who / furthest / swim / can / the
- 4 most / click / the / who / can / the / their fingers / loudly
- 5 clearly / pronounce / 'crisps' / who / the / can / most
- 6 can / who / the / the English alphabet / quickly / the / most / say
- 7 lives / from / the / furthest / school / who



Work in small groups. Compare the things in exercise 16 for all the people in the group.

I think I arrive at school the earliest. I arrive at eight o'clock.

> Yes, I arrive later than that. I arrive at quarter past eight.

But I arrive at ten to eight, so I arrive the earliest!

18 21.4 Listen to Penny comparing life in her country now and life in her country 50 years ago. Circle true or false.



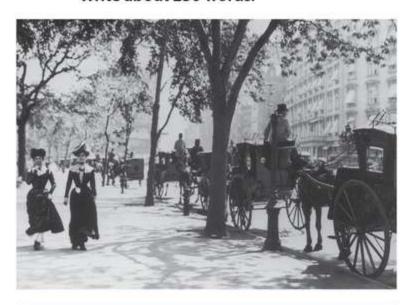
- Penny thinks people worked harder in the past. True (False)
- She thinks people communicate better now. True / False
- 2 She thinks people communicate more openly now. True / False
- 3 She thinks people have a better diet now than 50 years ago.

True / False

- 4 She thinks life is more comfortable now. True / False
- 5 She thinks people are happier now. True / False



What's the difference between life for people in your country today and 100 years ago? Are people happier now than before? Think about the things in the box. Write about 250 words.



food and drink money education health and life expectancy fun communication transport and travel family life quality of life

In some ways, I think life for people in my country was better 100 years ago. People lived in smaller towns and villages and families were closer. They were happier because ...

Self-evaluation Rate your progress.

		9.0	9 9 9	
1 2 3 4 5 6 7 8				
2				=::::
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	-			
19				

Adjectives and adverbs of degree

I can use adjectives and modify them with adverbs of degree.

Position of adjectives



We can use one or more adjectives before a noun. We had a fantastic time. He told a funny story.

We can also use an adjective after a linking verb (appear, be, become, get, feel, look, seem, smell, stay, taste).

Are you feeling hungry?

The test was **easy** at the beginning but it quickly became **difficult**.

Some adjectives (afraid, alive, alone, alike, ashamed, asleep, awake, ill, well) can only go after a linking verb and not before a noun.

Dave was **awake** all night. I don't feel **well**.

Some adjectives (main, chief, only, indoor, outdoor, inner, middle, outer) can only go before a noun.
There is an inner room through that door.
Which is the main exit?

We often use present and past participles as adjectives.

We usually use past participle (-ed) adjectives to describe how people feel. We often use them after verbs like be, feel, get and seem.

The boys seem **excited**.

I'm getting tired.

We also use past participle adjectives before a noun when we describe the condition or appearance of something (an injured animal, a striped T-shirt, a broken window) or the process that something has gone through (a boiled egg, pasteurized milk, dyed hair).

We use present participle (-ing) adjectives to describe the things that make people feel a certain way. The football match is exciting. This work is tiring.

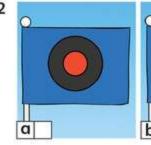
We often use present participle adjectives before nouns.

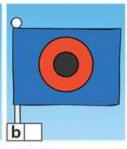
It was an **exciting** football match. It's an **interesting** book.

* 1 D 22.1 What or who are they talking about? Listen and write 1 and 2 in boxes a and b.











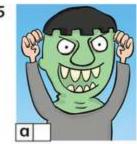














*2	Tick ✓ the correct sentences.	4 GAME Work in pairs. Cover exercise 3. How
	a 🗾 It was shocking news.	many adjectives can you remember?
	b It was shocked news.	▶ a <u>great</u> hotel 7 shops
	1 a You need to get ready.	1 an seat 8 a flight
	b You need to ready get.	2food 9 acity
		3 weather 10 questions 4 a film 11 an shirt
	2 a This sofa is an uncomfortable.	4 a film
	b This is an uncomfortable sofa.	6 service
	3 a That window is only.	oservice
	b That's the only window.	5 Complete the conversations with the correct
	4 a Help! I'm getting confusing!	adjective from the box.
	b Help! I'm getting confused!	afraid alike alive alone asleep
	5 a Whose is this half-eating sandwich?	ashamed awake
	b Whose is this half-eaten sandwich?	
	to Describe at W to A A	► 'Is Mike sleeping?'
	6 a It's an indoor swimming pool.	'No, he's awake !
	b The swimming pool is indoor.	1 'Is that Linda?' 'No, it's her sister. They look very'
	7 a He's an afraid person.	2 'The house is very quiet.'
	b He often feels afraid.	'That's because the children are'
	8 a The chocolate layer is outer.	3 'That looked scary!'
	b The outer layer is chocolate.	'Really? I didn't feel'
	The outer layer is chocolate.	4 'All the plants in the garden are dead!'
#3	22.2 Complete the sentences using the	'Well, the trees are'
	information from the box. Then listen and check	5 'I can't believe I forgot her name! I feel terrible!'
	your answers.	'You don't need to feel'
	amazing food ironed shirt fantastic music	6 'Is Lea OK?'
	very kind doctors and nurses great hotel	'He's fine. He's got lots of friends, so he's never
	very uncomfortable seat very expensive shops	
	confusing questions	6 Complete these sentences about yourself.
	Miles the film 2/	Keep your sentences secret.
	'How was the film?' 'It was brilliant, and the <u>music was fantastic</u> !	1 I'm a/an person, but I'm not
	1 'How was the restaurant?'	2 My friends are and
	'The service was terrible but the	3 My brother/sister is and
	2 'How was your time in hospital?'	4 This classroom is and
	'Not great, but the'	5 This school is but it isn't
	3 'How was your flight?'	6 I like films which are and
	'The flight itself was smooth but my	
		I'm a quiet person but I'm not shy.
	4 'How was your holiday?'	My friends are kind and funny.
	'The weather was disappointing but the	
	5 'Did Charlie look smart?'	7 (405)
	'Yes, his trousers were clean and his	7 GAME Work in pairs or small groups. Read the
		adjectives from one of your sentences in exercise 6. Can the others guess what or
	6 'How was the exam?'	who it is?
	'Not too bad, but some of the'	1 (000 0 (000 0 (000 0))
	7 'How was your trip?'	Kind and funny. Your sister?
	'It's a beautiful city but the'	No, my friends.
		No, my trienas.

Order of adjectives

We can use two or more adjectives before a noun. They usually follow this order:

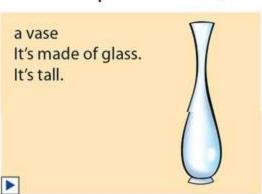
opinion	good, terrible, fantastic
size	large, small, tiny
most other qualities	easy, slow, cold, strong, kind, comfortable
age	old, new
shape	square, round, oval
colour	yellow, red, white
origin	Indian, Turkish, Italian
material	paper, glass, wood
type train, electric	
purpose sewing, shopping, sports, shower	

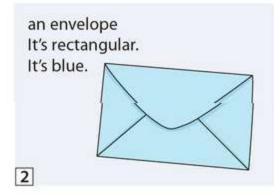
an old French sewing machine
(age, origin, purpose)
a horrible blue plastic shower cap
(opinion, colour, material, purpose)
a short bus journey
(size, type)
an easy maths exam
(other quality, type)

Some nouns can be used like adjectives before a noun to describe material, type and purpose.

a metal cup, a train ride, football boots

*8 Describe the pictures. Use It's / She's a and They're + the adjectives in the correct order.

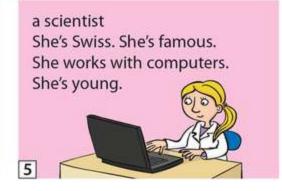












- t's a tall glass vase.
- 3 ______ 4 _____ 5 ____
- § 9 GAME Work in pairs. Go to page 187 and play the maze game.
- Look around you and find things that you can describe with two or more adjectives.

 Can your partner see them too?

can you see a white plastic pencil case?

A white plastic pencil case? Ah yes, over there.

Can you see a large brown sports bag?

Yes, it's Paul's.

Adverbs of degree (very, really, rather, quite)



We use adverbs of degree with adjectives and other adverbs.

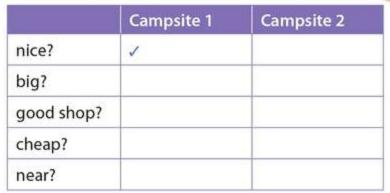
- We use adverbs like very and really to make the meaning stronger.
 It's very cold. I think it's going to snow.
 I'm really happy. I've just passed my exam.
- We use quite and rather to make the meaning weaker. When there's a positive meaning we normally use quite.
 She's quite funny. I like her.
 This train is quite fast. I think we'll arrive on time.
- When there's a negative meaning we normally use rather, but quite is also possible.
 He drives rather fast. (= He drives quite fast.) It's not safe.

*11 Look at the pictures and complete the sentences with very or quite.



- ► Tony's tent is in a <u>very</u> bad condition.
- 1 Heidi's tent is _____ small.
- 2 Tony's tent is _____ old.
- 3 Bill's tent is _____ big.
- 4 Heidi's tent is _____ expensive.
- 5 Tony's tent is _____ cheap.
- 6 Bill's tent is _____ old.
- 7 Heidi's tent is _____ new.
- 8 Bill's tent is in a _____ good condition.

\$12 22.3 Listen and complete the checklist with for very, v for quite, or x for not very.







Work in pairs. Ask questions with the words in the box. Answer using very, really or quite.

brother sister school bag English maths parents school town

big clever difficult easy long new nice old small tall

is your school big?

Yes. It's quite big.

\$14 Choose the correct answer to complete each sentence.



- 'Did you enjoy your swim?''No. I only swam for ten minutes because the water was too / rather / very cold.'
- 1 The exam was so / quite / very easy. I think I'll probably pass.
- 2 That car is a bit / rather / not old. I don't think he's going to buy it.
- 3 It's too / rather / so noisy, I'm afraid. Tim is practising the drums.
- 4 No I can't buy that one. It's quite / too / enough expensive.
- 5 That book is not / too / quite interesting. I think you should read it.
- 6 'I liked that song.' Did you? Oh, I thought it was very / so / rather boring.'
- 7 My brother's really / quite / rather happy at the moment. He's just got a new dog!
- 8 'This train is very / quite / rather fast.' 'Yes. They call it a bullet train!'



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My Blog

▶ My travels ▶ India ▼ India

Our journey around the beautiful Indian/ Indian beautiful state of Rajasthan continues!

We were already 'awake / outdoor at five o'clock and we spent an 2interesting / interested morning exploring Jaipur, the 3famous capital / capital famous city of Rajasthan.

The local buses were 4quite / very busy and it would have been impossible to get a seat, so we decided to hire san electric / an electric small rickshaw. Our driver was frather / very friendly, and gave us lots of 'fascinating / fascinated facts about the city.

Jaipur is full of *elegant pink / pink elegant buildings, and people often call it the Pink City. One of these buildings is the 'eighteenthcentury grand / grand eighteenth-century palace, the Hawa Mahal.

This amazing 10 pink fifteen-metre / fifteenmetre pink structure has 953 small windows and it is "very / rather popular with photographers. We certainly weren't the 12 alone / only tourists there, even at six o'clock in the morning!





Write a description of a place. Include information about the topics below and lots of adjectives. Don't write the name of the place!

the buildings a special building or park the people the transport positive points one or two negative points

WHERE IS IT?

A beautiful green river runs through this very small capital city, and there are beautiful old white buildings along the river banks.

There is a hill with an old castle on the top and ...

317 Give your text to other students to read and discuss. Can they identify the place?

I think this city is Prague.

But look, it says this very small capital city'.

Oh yes. It could be Ljubljana.

Yes, I think it is.

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9					
3					
A					
5					
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12 13					-111.
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Adverbs: frequency, manner, place and time

I can use and combine different kinds of adverbs.

Adverbs of frequency



Adverbs give extra information about adjectives, verbs and other adverbs. They say how often, when, where and how things happen.

We use adverbs of frequency to say how often something happens.

never rarely ever sometimes often usually always seldom hardly occasionally

We use adverbs of frequency before a main verb. Sally occasionally phones us.

We never play tennis.

However, we use adverbs of frequency after **be** and auxiliaries.

Jim's always busy.

I've often thought about you.

That doesn't usually happen.

We can use **sometimes** and **usually** at the beginning of sentences.

Sometimes we go shopping together. **Usually** I'm on time.

We can also use expressions like every (other) day, every Thursday and twice a month to talk about frequency with the present simple. These expressions can go at the beginning or the end of a sentence. She checks her emails three times a day.

On Mondays we go swimming.

To ask about frequency we use **How often** ...? 'How often do you read?' 'Every day.'

In yes/no questions, we place the adverb of frequency before the verb.

Do you always use a green pen?

Does he often do that?

Do you ever read the newspaper? (ever = 'at any time')

* 1 23.1 Listen and choose the best option to complete the sentences.

- Julia <u>o</u> goes to the cinema on her own.
 a sometimes b hardly ever c never
- 1 Henry ___ travels by train.
 - a often b occasionally c never
- 2 Tim ____ listens to music in bed at bedtime.
 a always b usually c often

- Vicky goes ru
- 3 Vicky ___ goes running.a always b usually c hardly ever
- 4 Isabel ___ writes letters.
 - a often b sometimes c never
- 5 James ____ watches the news on TV.
 a often b sometimes c rarely

	equency in the correct place.
•	My grandparents went on holiday. (rarely)
	My grandparents rarely went on holiday.
1	You should say 'thank you'. (always)
2	I've been to hospital. (hardly ever)
3	The shop was busy in those days. (seldom)
4	Lock the door. (always)
5	He's late. (occasionally)
6	She forgets my name. (often)
7	I'll forget you. (never)
8	Don't say that again! (ever)
A	Don't say that again! (ever) re the sentences correct ✓ or incorrect ×? ewrite the incorrect sentences. He has a piano lesson every Thursday. ✓
A R	re the sentences correct v or incorrect x? ewrite the incorrect sentences. He has a piano lesson every Thursday. V Does ever she drink tea?
A R	re the sentences correct v or incorrect x? ewrite the incorrect sentences. He has a piano lesson every Thursday.
A R	re the sentences correct v or incorrect x? ewrite the incorrect sentences. He has a piano lesson every Thursday. V Does ever she drink tea?
A R	re the sentences correct v or incorrect x? ewrite the incorrect sentences. He has a piano lesson every Thursday. V Does ever she drink tea? X Does she ever drink tea?
A R	re the sentences correct or incorrect or ewrite the incorrect sentences. He has a piano lesson every Thursday. Does ever she drink tea? **Noes she ever drink tea? Milly never is ill.

5 We've talked often about it.

6 Always he doesn't walk to school.

- 4 23.2 What do the people say? Listen and match responses a-i to questions 1-3.
- - 1 How often do you watch a film on TV?
 - 2 Have you ever fallen asleep on a bus or train?
 - 3 Do you always have breakfast?
 - a Not often. About two or three times a year.
 - b No, not always, but I usually do.
 - c Yes, I've often done that.
 - d No, I've never done that.
 - e Yes, I do. Always.
 - f Every day.
 - g I've occasionally done it.
 - h Sometimes, but not very often.
 - i No, I hardly ever have breakfast.
- Work in small groups. Ask each other the questions in exercise 4.

How often do you watch a film on TV, Toby?

About once a week. We often watch a film on TV on Friday evening.

🕻 6 Write six questions with How often ... ? and Do/Are you ever ...? Use the ideas in the box or your own ideas.

> eat lunch outside travel by plane go camping be late for school go to a big party read books or magazines about computers be hungry in the middle of the night

Are you ever late for school?

How often have you travelled by plane?

Work in groups. Guess how the others in your group will answer your questions from exercise 6. Ask your questions. Did you guess correctly?

Are you ever sleepy after lunch? Tom - no, never Rosy - yes, sometimes Angie - yes, always

Tom, are you ever sleepy after lunch?

Yes, I'm usually a bit sleepy after lunch.

Adverbs of manner, time and place



Manner

We use adverbs of manner after a verb to tell us how something happens. We usually place them at the end of a sentence or at the end of a clause.

Ernie speaks slowly.

Suzy washed the vase carefully and put it away.

When we comment on how something happened on one occasion, we can place the adverb of manner at the start of a sentence, or before the main verb. We often do this when we tell stories.

Slowly, he picked up his bags and left the house. He slowly picked up his bags and left the house.

Most adverbs of manner are formed by adding -ly, -ily or -lly to an adjective.

There are a few irregular adverbs of manner: good → well hard → hard fast → fast

To talk about how people travel we often use adverbial expressions with by.

by car, by train, by plane (but on foot)

Time

We use adverbs of time to say when something happens: now, then, early, late, today, tomorrow, yesterday, recently.

We can also use adverbial time expressions: last Wednesday, in 2006, two years ago, in the spring, at the moment.

Adverbs of time and adverbial expressions can go at the beginning or the end of a sentence or clause.

What's the matter now?

Now what's the matter?

The leaves turn orange and brown in the autumn. In the autumn, the leaves turn orange and brown.

But the adverbs of time early, late and then can only go at the end of a clause.

We left the house early and came home late.

Place

We use adverbs of place to say where something is or where something happens: upstairs, downstairs, here, there, everywhere, away, abroad, indoors, outdoors, back, in, out.

Adverbs of place usually go at the end of a sentence

'Hello, it's Mandy here. Is John there?' 'No, I'm afraid he's still at work. I don't know when he'll be back.'

We can also use adverbial place expressions: in the garden, at home, in bed, at work.

Claire was **at college** while Katy was **on the beach**.

When we use more than one adverb or adverbial expression after a verb they usually follow this sequence: manner, place, time.

verb	manner	place	time
My phone works	well	outdoors.	
We asked the man		at the police station	two days ago.
I couldn't think	clearly		yesterday.
You must work	hard	at school	tomorrow

With verbs of movement (run, walk, move, come, go), the place is often closely linked with the verb. In this case we put the adverb of place directly after the verb. She walked away quietly.

Write the adverbs in the correct place in the t	table
---	-------

downstairs proudly never late well away sometimes by bus seldom soon yesterday quickly ever in prison tomorrow here occasionally early happily everywhere

frequency	manner	place	time
	proudly		

Somplete the sentences. Use an adverb of manner formed from the adjective in brackets.

► He's never spoken	angrily	to me.	(angry
---------------------	---------	--------	--------

- 1 She watched them _____. (sad)
- 2 You did that very _____. (good)
- 3 Ask _____, please. (polite)
- 4 He read the story _____. (beautiful)
- 5 I'm afraid I can't walk very _____. (fast)
- 6 He closed the door _____. (noisy)
- 7 Everyone has worked ______ today. (hard)
- 8 He smiled _____ at me. (cheerful)

*10 23.3 Complete the conversations with the adverbs from the box. Then listen and check.

slowly	downstairs	terribly	later	
outdoor	s on foot	out		

- 'Did they work quickly?'
 'No, they worked slowly .'
- 1 'Is Sam in?'
 'No, he's _____.'
- 2 'Is Amy upstairs?' 'No, she's _____.'
- 3 'Can you help me now?'
 'No, but I can help you _____
- 4 'Do you play chess well?' 'No, I play _____!'
- 5 'Shall we sit indoors?' 'No, let's sit _____.'
- 6 'Did you come here by car?' 'No, we came _____.'

11 GAME

Work in pairs. Student A cover exercise 10. Student B read the first lines of conversations 1–3. How many responses can Student A remember? Swap roles for conversations 4–6.

Did they work quickly?

No, they worked slowly.

12 Circle the correct answers.

- Come here now/ now here!
- 1 Ivy runs fast / fast runs.
- 2 Look, they're playing nicely now / now nicely.
- 3 They lived for ten years abroad / abroad for ten years.
- 4 She went away quietly at the end of the lesson. / at the end of the lesson quietly away.
- 5 Where's my book? It was here yesterday / yesterday here!
- 6 Toby's away at the moment / at the moment away. He's in Spain.
- 7 Wait for five minutes here / here for five minutes. I'll be back soon.
- 8 Did you go by plane there / there by plane?

13 Write the sentences.

-	everywhere / yesterday / we looke	d
	We looked everywhere yesterday.	

1	quickly	/run	/ home
1	quickly	/ run	/ nome

2 now/out/l'm going

3 will you be / this evening / in

4 hard / she works / at the weekend

5 carefully / at bedtime / you must clean your teeth

6 quietly / let's talk / for five minutes / in the garden

23.4 Complete the quiz questions with Where, How, How often or When. Then work in groups. Do the quiz, and listen to check the answers.



► How often does a solar eclipse happen? a Once every two weeks. □ b Every two years. ✓ c Once every twenty years. □	does the moon circle the Earth? a About once a year. b About every 28 days. c About every 24 hours. should you breathe if you need to relax? a Slowly. b Noisily. c Quickly. c Quickly.	does 'The Oscars' ceremony (the Academy Awards) take place? a Every two years. b Every autumn. c Every spring.
mer committee of the co	4 would you find	7 was the first Olympic Games?
	an 'attic'? a Upstairs. b Downstairs. c In the garden.	 a Many centuries ago. b In the last century. c Quite recently – about 30 years ago.
	5 did a French	8 should a
1's the best place to be in a thunderstorm? a Outside.	man fly from France to England for the first time in 1909? a By helicopter.	musician play when the score says 'pianissimo'? a Very quietly.
b In a car. c Indoors.	b By plane. c By hot air balloon.	b Very loudly. c Very quickly.



Write more quiz questions to ask each other. Team A, turn to page 182. Team B turn to page 183. Team C, turn to page 185. Follow the example below.

- 'Biennial' events happen
 - a twice a year
 - **b** twice a month
 - c once every two years

Team A: How often do 'biennial' events happen? Is it a) twice a year, b) twice a month or c) once every two years?

Twice a year?

No. Team B?

Once every two years?

Yes, that's right.

	8	9	
3 1 5 5 7 3 3 9	I		
1			
9			
)(
1			

24 So and such

I can use so and such for emphasis and to explain the result of a situation.



We use the adverbs **so** and **such** to add emphasis to descriptions of the quantity and quality of things. *It was a very boring film.* (= an opinion) *It was such a boring film!* (= an emphatic opinion) We usually stress **so** and **such** when we speak.

We can use **so** to add emphasis to an adjective or adverb.

	so	adjective/adverb
They look	so	funny!
He talks	so	quickly!

We can also use **so** with the quantifiers **much**, **many**, **little** and **few**.

so		quantifier	(+noun)	
There's	so	much!		
We've got	so	little	time!	

We use **such** to add emphasis to an adjective and noun combination.

	such a/an		adjective	singular countable noun	
It was	such	а	boring	film!	
He's such		an	interesting	job.	

	such	adjective	plural countable noun / uncountable noun
You've got	such	blue	eyes!
This is	such	hard	work!

We can use **such** + noun (without an adjective) when the noun itself has a positive or negative meaning. That was **such** a **disaster!** ⊗

This is such fun! @

We can also use **such** with the quantifiers **a lot** and **a lot of**.

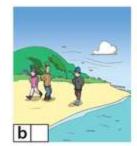
	such	quantifier	(+noun)
Why did you buy	such	a lot?	
There were	such	a lot of	butterflies!

After a clause with **so** and **such** we often add a clause to describe the result.

My seat was **so** comfortable (**that**) **I fell asleep**. This is **such** fun (**that**) **I don't want to go home**.

* 1 24.1 Listen and number the pictures from 1-6.













	24.2 Add so or such in the correct place. hen listen, check and repeat.
	He's got a kind face.
	He's got such a kind face.
1	They were friendly.
2	That's funny.
3	You did that carefully.
4	There's a lot of smoke.
5	Is it a problem?
6	That's true.
7	It was a nice day.
8	That's good news.
9	You run fast!
10	I've got many ideas!
*3	Work in pairs. Look again at the pictures in exercise 1. Can you remember all the sentences with so and such? Use the words in the box.
1	small cold beautiful fed up a long time young apples a mess friends trophies play golf well few many
	It's so beautiful! The houses look so small!
*4	Work in pairs. Look at the things and people around you. Who can make the most emphatic statements with so and such?
	My bag is so heavy today!
	There are so many books on that shelf!
	Your English is so good today!

5	Add so or such to 1–8, then match a–i to 1–8.
-	The book was so good e
	1 The bag was full
	2 The music was loud
	3 He's a genius
	4 I've got many things to do
	5 It was a long car journey
	6 She goes running often
	7 He's a nice boy
	8 The race was a success
	a that she's never at home!
	b that I don't know what to do first.
	that everyone wants to be his friend. d that it broke.
	e that I couldn't stop reading it.
	f that we're going to organize it again next year.
	g that we had to stop for lots of breaks.
	h that I couldn't hear what they were saying.
	i that some people don't understand his ideas.
	with a sentence from box B. Use so/such that A The shelf was high. It was a hot day. The fog was thick. It was cold. There were a lot of people. The wind blew hard.
	В
	The fence fell down. Some people had to stand. She couldn't speak. He couldn't reach it. We couldn't see anything. My ice-cream melted.
	2
	2 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Work in small groups. Take turns to say one of the clauses below. The first person to add an appropriate result clause wins a point.

She's such a nice/a funny/an interesting person that ... He works so hard/slowly/quickly that ...

He's got so many friends/books/pairs of shoes that ...

There was so much snow/rain/fog that ...

It was such a good/bad result that ...

She's such a funny person that ...

... I always laugh when I'm with her!

One point for you!

Read the emails and complete them with the phrases below.

so badly so happy so beautiful so many so near the beach that so amazing that such a fantastic so such such a

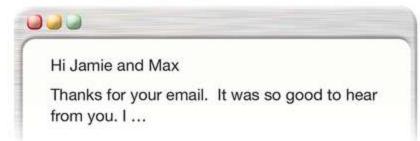


Hi Charlie	
We're having 4	
The island is 5	
6 inter	esting birds and
animals to see.	
Did you hear about D	ave? He couldn't
come with us this ye	ar. It's
7shame	. He was playing
football and he hurt	
8that t	he doctors said he
shouldn't travel.	
Do you think you cou	ld visit him? He'd
	see you. Perhaps you
could take him some	
	DOOKS OF DVDS.
From Max	
PS Our campsite is 10	we can
hear the waves at ni	ght!



Imagine you are Dave. Charlie came to visit you yesterday. Write an email in reply to Jamie and Max. Include the answer to these questions, using so and such:

Was it good to hear from Jamie and Max? What did you think of the photo of the beach? Are you very disappointed about missing the holiday? How is your back? How was Charlie's visit? Did he bring you anything?



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Reading

1 The people below are looking for clothes and shoes. Read the reviews of eight shops and decide which shop would be the most suitable for each person.



George is a fisherman. He needs some new strong blue trousers for his job.



Tommy wants some smart shoes for a wedding. His feet are so narrow that he always has problems finding shoes that fit him.



Sally and Jane love shopping for colourful new clothes but they seldom have much money to spend.



Iris is 80 years old and rarely goes out of the house. She likes comfortable clothes.

Julia wants some advice about

running shoes. She's a competitive

in the future, so she wants to buy shoes that will last a long time.

runner who'll be running more often

Isabel doesn't have much money but she likes unusual clothes.
She's interested in recycling.

A Bella's Boutique

You won't find anything surprising in this shop, but it sells really useful items for work and formal occasions. Plain white cotton shirts, simple black trousers, warm woolly hats – you can find them all here. The clothes are good quality, and reasonably priced, too.

B Optima

'Optima' sells everything from sportswear to party clothes. They have different things in every week, and the prices are low. It's a fun place to visit, and you can find some nice items, but the quality isn't the best and the service isn't very good.

C Such Style!

Pink and black striped trousers, a gold silk jacket and white leather riding boots ... The clothes in this small new shop aren't cheap but they're so unusual you won't find anything else like them!

'Such Style!' is perfect for anyone who wants to look a bit different.

D Living Well

It's good to know that shops like this are still doing well. 'Living Well' has clothes and shoes for older people for whom it's more important to feel good than to look good. They also do free home deliveries.

E From Old to New

Tim and Jenny are the talented young owners of this exciting new shop. They find old clothes and clean them, then give them a modern look by making changes to the whole item or to small details.

F On Form

'On Form' sells clothes (not shoes) for school and indoor and outdoor workplaces, in all colours and sizes.

The shop itself is small, but they are happy to order items for customers.

G Triumphantly Tall

This shop is full of clothes for people who are taller than average. The owners are friendly, and run the shop extremely efficiently.

The prices are quite expensive, but nowhere else offers such a high level of service.

'Triumphantly Tall' also has a range of shoes for people whose feet are bigger or smaller than average.

H Match!

This is the only sports clothes shop we visited that had really helpful salespeople. The clothes and shoes here are a bit expensive, but they last longer than the cheaper ones you can buy in other shops. 2 Read the text and decide if the sentences are true or false.

Four colourful lakes

Lake Pinatubo, the Philippines

This stunning bright blue and green freshwater lake is at the top of Mount Pinatubo, an active volcano 900m high. The lake only came into existence in 1991, when the volcano erupted. The best time to visit and enjoy the warm waters of the lake is in the dry season, because the area can be dangerous when it's rainy.

Laguna Colorado, Bolivia

This saltwater lake is located at 4,200m above sea level. It is very shallow, with a depth of just 50cm.

The lake water is bright red in colour because of plants and minerals, but small white islands in the lake make a striking colour contrast.

Reed Flute Cave Lake, China

This is a still, calm underground lake. It is inside a limestone cave which is over 180 million years old. There is a system of multicoloured lights in the cave which shine dramatically on the cave walls and water.

Spotted Lake, Canada

This lake has some of the largest quantities of minerals in the world, including calcium, silver and titanium. In the summer the lake becomes very dry. More than 365 pools of water remain and are visible as blue, green and yellow spots.

- Mount Pinatubo might erupt again in the future.
 (true) false
- 1 Lake Pinatubo is a young lake. true / false
- 2 It's more dangerous to visit Lake Pinatubo in the dry season than in the rainy season. true / false
- 3 Laguna Colorado is a beautiful shallow red-andwhite freshwater lake. true / false
- 4 Lake Pinatubo is as high as Laguna Colorado. true / false
- 5 Reed Flute Cave is very old. true / false
- 6 The lake in Reed Flute Cave is naturally multicoloured. true / false
- 7 Spotted Lake has fewer minerals in it than many other lakes. true / false
- 8 Spotted Lake always has a 'spotted' appearance. true / false

3 Read the text below and choose the correct word for each space. Write A, B, C or D.

Blink and you miss it



We all swallow, yawn and blink throughout the day. These 1 actions are important reflexes which our bodies do 2.

When we eat a meal, we chew the food and then swallow 3____. When we're 4___, we yawn without thinking. And every few seconds we blink: our eyes close and open 5___ rapidly to clean and refresh our eyes. It happens 6___ quickly that we aren't even aware of it happening.

The number of blinks per minute is different from person to person, and adults blink 7____ frequently than children.

We don't blink * often as usual when we study something closely, which is why our eyes feel tired when we read for a long time.

On average, we lose about four or five seconds of information every minute because of blinking.

However, new research shows that this isn't actually 9___ a problem, because our brains 10__ know when the right time to blink is.

- A regular B regularly C rare D rarely
- 1 A bit B quite C little D fairly
- 2 A unconscious B unconsciously
 C more unconscious D more unconsciously
- 3 A only B always C automatic D automatically
- 4 A indoor B outdoor C tiring D tired
- 5 A very B more C most D so
- 6 A so B such C rather D quite
- 7 A so B as C more D very
- 8 A really B more C most D as
- 9 A rather B as C so D such
- 10 A cleverer B cleverest C clever D cleverly

Writing

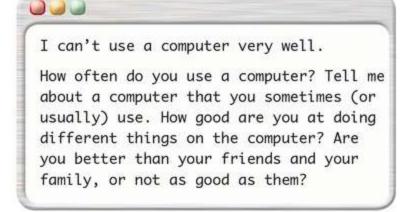
4 Read the email. Complete the text using the words in capitals. Make changes to the words if necessary.

	Dear Alison			
SLEEP	Everyone's still <u>asleep</u> but I've woken up 1 early so I'm writing you this email.			
GOOD	We've come to stay at my grandma's house for a week. She's been ill recently, but she's getting 2 now and we've come to give her some help. She's doing things more 3 than usual, but apart from that she's OK.			
	Her house is very old and beautiful. It has five bedrooms. I'm sharing a room with my			
OLD/BIG	4 sister. It isn't as 5 as the other			
AMAZE	rooms, but it's the 6 because it has 7 views over the river.			
COLD	Unfortunately, the weather was so * and wet yesterday that we spent the whole day			
INDOOR	9 This morning the sky looks			
CLEAR	10 so I think my sister and I will be able			
NTEREST	to go out and do something 11 later on.			
WAKE	Mum and Dad are 12 now, so I'm going to go and have some breakfast.			
	I'll write again soon,			
	Cathy			

5 Complete b so that it means the same as a. Use no more than three words.



- a No butterfly is smaller than the Western Pygmy Blue.
 - **b** The Western Pygmy Blue <u>is the smallest</u> butterfly in the world.
- 1 a You can see through butterflies' wings because they are very thin.
 - **b** Butterflies' wings are ______ you can see through them.
- 2 a The butterfly was small. It was attractive. It was green.
 - **b** It was an ______ butterfly.
- 3 a Rosy paints beautiful pictures of butterflies.
 - **b** Rosy paints butterflies ______.
- 4 a I didn't use to be able to identify butterflies very quickly.
 - **b** I can identify butterflies _____ now.
- **5** a The Goliath Birdwing butterfly is bigger than the Blue Morpho butterfly.
 - **b** The Blue Morpho butterfly is _____ as the Goliath Birdwing butterfly.
- 6 a I saw a very rare butterfly last year. I saw it here.
 - **b** I saw a very rare butterfly ______.
- 6 This is part of an email that you received from a new English friend, Libby.



Write an email to Libby, telling her about you and computers.

Listening

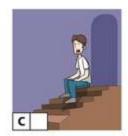
7 R7.1 Listen and choose the correct answer A, B or C.



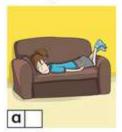
What did the man do?

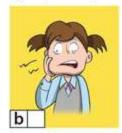


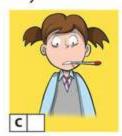




1 Why didn't the girl phone yesterday?

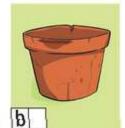






2 What's the man describing?







3 Which sign is the woman talking about?

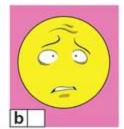


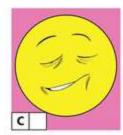




4 How does Libby feel about playing tennis with Jamie?







5 Which is Henry's calendar?







8 R7.2 You will hear a fitness coach describing physical activities. Choose the correct answer A, B or C.

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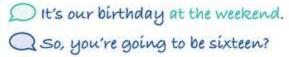
•	How does Heidi describe herself?
	A She's very fit.
	B She's Australian.
	C She's got a lot of experience.
1	Heidi thinks running and swimming
	A are boring.
	B aren't very good forms of exercise.
	C seem boring to some people.
2	Skipping is
	A the best cardio-vascular activity for
	children.
	B more popular with adults than it used
	to be.
	C so cheap that everyone should do it.
3	Your skipping rope should be
	A as long as you are tall.
	B longer than your height.
	C as long as the height from the floor to you
	chest.
4	What is 'spinning'?
	A Outdoor cycling with a really good,
	motivating instructor.
	B Indoor, organized, group cycling.
	C Cycling indoors alone with music.
5	What does Heidi think is the best thing about
	spinning?
	A You follow a well-designed fitness
	programme.
	B The music makes you cycle faster.
	C The weather hardly ever stops a class.
6	What does Heidi say about aqua aerobics
	compared with normal aerobics?
	A It's harder. B It's faster.
	C It's very different.

Speaking

- 9 Work in pairs. Ask and answer these questions together.
 - What's your favourite form of transport? Why?
 - What do you do when you go on a long car journey?
 - Have you ever travelled on an unusual form of transport? What was it? What did it look like?
 - What's the longest journey you've ever done?
 - Do you ever sleep when you're travelling?

I can recognize and use prepositions of time, place and movement.

Prepositions of time



No, he's going to be sixteen and I'm going to be four.

What do you mean?!



Tim and Tom were born on different days in a leap year. Tim was born at 11.55p.m. on February 28th and Tom was born at 12.10 a.m. on February 29th. So Tom only has a birthday every four years!

We use in, on and at with different time words and phrases.

We use in + a time period to describe how long it takes to do something.

He finished the test in twenty minutes.

She read six books in one week!

We can also use in to mean after.

I'll be back in five minutes.

See you in two weeks' time.

We don't use in, on or at before the time expressions yesterday, tomorrow and this/next/last/+ every day/ week/month/year.

We meet every Tuesday.

I'll phone you tomorrow.

For information on other prepositions connected with time, see Unit 3 (by, for and since), Unit 4 (after, before, until) and Unit 17 (until, during, by).

in +	
part of a day	in the morning, in the afternoon, in the evening
a week or more	in the last week of October in the autumn term
month	in March, in April
year	in 1656, in 1973, in 2002
season	in winter, in spring, in summer, in winter
decade	in the 1960s, in the nineties
century	in the 18th century, in the 21st century

on +	
day of the week	on Monday, on Friday
date	on 22nd November
special or particular day	on my birthday, on this day 200 years ago on that day
day + part of day	on Wednesday afternoon on Saturday morning on New Year's Eve

at +	
clock time	at six o'clock, at half past two, at 3.30, at midnight
meal	at breakfast
two or three days	at the weekend
expression with time	at bed time, at break time at that time
the end of/the beginning of	at the beginning of the week at the end of the day

25.1 Listen and complete the missing information.

1

Leo

James phoned (at about ▶ 6.30)

He'll call back in '____ minutes.

See you later,

Tim

2 Oscar Webster - one of the most important writers of the 2 century. - born in London on 3 January 1949. - moved with parents to India in 1949.

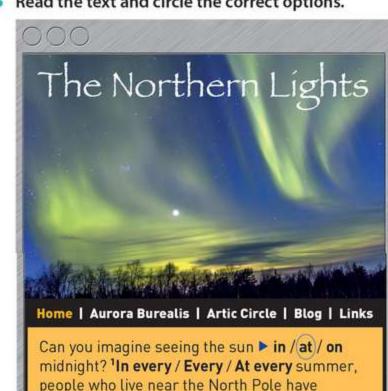
3 Dear Bella It was good to talk to you this 5_____. I'm looking forward to talking to you again on Friday 6_____about your performances in '_____.

4 Cathy phoned She'd like to come and stay in the s____week of May. She II phone again at the .____. Libby

2 Circle the correct answer.

- I always do my homework at /(in)the morning
- 1 I'll be back on / in ten minutes.
- 2 Emily was born on / in 1999.
- 3 We often go camping at / in the summer.
- 4 I saw Martin on / at Monday.
- 5 They came here in / at the last week of January.
- 6 See you on next Friday / next Friday.
- 7 We start lessons at / in nine o'clock.
- 8 People lived here on / in the 12th century.
- 9 He went to bed at / on midnight.
- 10 It happened in / on Thursday evening.
- 11 How many words can you write in / at a minute?
- 12 Birds fly south at / in winter.

Read the text and circle the correct options.



people who live near the North Pole have sunlight for 24 hours. It gets a little darker 2on / at / in night time, but not much.

30n / At / In winter, of course, the opposite is true: the sun doesn't rise 4on / at / in the morning, and it stays dark all day.

But this is also the best time to see an amazing natural phenomenon which from time to time lights up the sky son / at / in night: the Northern Lights, or Aurora Borealis.

60n / At / In Monday 24th October 2011 people in Canada saw a particularly amazing display of the Northern Lights. According to scientists, the bright red, pink and green lights were caused by a sun storm 7 in / on / at the Saturday before.

Usually, people only see the Northern Lights near the Arctic Circle. Incredibly, however, 8in / at / on the 1980s, people as far south as the US-Mexico border saw them, because of particularly powerful sun storms.

: 4	Complete the conversations with in, on or at.
	► 'When will the new library open?'
	'on the 23rd of October next year.'
	1 'When did she live here?'
	' the 1960s.'
	2 'Why didn't she phone?'
	'They didn't have phones that time!'
	3 'When are they leaving?' ' six weeks' time.'
	4 'When was he born?'
	' this day in 1672.'
	5 'When does the film start?'
	' quarter to seven.'
	6 'When do you go swimming?'
	' the school holidays.' 7 'When can we talk about it?'
	' dinner:
	8 'Why didn't you see the play?'
	'I wasn't at school that day.'
25- 12-	GAME Work in pairs. Student A cover exercise
* 3	Work in pairs. Student A cover exercise 4 and Student B ask the questions. How
	many answers can Student A remember?
	Swap roles.
	When will the new library open?
	vivier will the new clothing opens
	on 25th October?
	No, try again!
	on 23rd October?
	According to the
	Yes, that's right.
*6	Complete each line with in, on, at or no
25	preposition (–).
	► Where were you <u>at</u> three/four/five o'clock
	yesterday afternoon?
	1 What were you doing this day last year/
	two years ago?
	2 Where were you last Friday/Saturday/
	Sunday/Monday?
	3 Where will you be two days'/weeks'/
	months'/years'time? 4 How many metres can you run/swim/walk
	five minutes?
	5 How old were you October
	the 24th 2011/May the 1st 2012/January
	the 15th 2013?
	6 Where do you usually sit breakfast/
	lunch/dinner?
	7 What do you usually do your birthday/ Fridays/the last day of term?
	8 What are you doing tomorrow/
	this evening/next Saturday?
	Mark Lesting Letter (100 to 100 to

7 W

Work in pairs. Take turns to choose a question from exercise 6 to ask a partner.

Where were you at four o'clock yesterday afternoon?

I was on the bus.

Where were you at five o'clock yesterday afternoon?

I was at home.



Write four short paragraphs to answer the questions below. Give your text to other students to read.

- 1 What's your favourite season? Why? What do you do in this season?
- 2 Which month don't you like? Why? What happens in this month?
- 3 What's your favourite day of the week? Why? What do you usually do on this day?
- 4 What's your favourite time of day? Why?

TIME AND ME

1 I like summer because I always have a holiday with my friends. We swim and play games in the day, and in the evening we have a meal together.

Prepositions of place

We use the prepositions **in**, **on** and **at** with different kinds of place words.

in +	
containers	in the box, in the bottle
rooms	in the bedroom, in the kitchen
buildings as spaces	in the greenhouse
towns, countries and continents	in Oslo, in Spain, in Asia
car	in the car, in a taxi
pictures	in the painting, in the photo

They're in a bag in the kitchen.

on +	
surfaces	on the path, on the wall
floors of buildings	on the first floor
public transport	on the train, on the bus
roads and rivers	on West Street, on the Nile

I saw him **on** New Road. He was **on** the bus.

at +	
buildings/places where things happen	at the station, at the hospital, at the cinema, at the bus stop
addresses	at 27 Silver Street
events	at the concert
the back/front/ top/bottom	at the top of the hill

We met at the café at the end of the road.

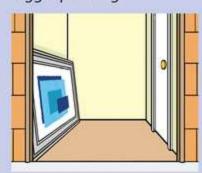
Some prepositions describe the position of an object or person in relation to another.



There's a mouse on top of the painting. There's a spider under the painting.



The painting is **outside** the house. It's **in front of** a bigger painting.



The painting is **inside** the house. It's **opposite** a door.



The painting is **against** the wall. There's a toolkit **near** it. There's an umbrella **behind** it.



The painting is among other paintings. It's between two flower paintings. It's below a painting of a man. It's above a picture of a house.

Somplete the sentences with in, on or at.

- ▶ Jill waited <u>at</u> the bottom of the stairs.
- 1 He's working _____ South America.
- 2 I sit _____ the back of the classroom.
- 3 Did you sleep _____ the plane?
- 4 What have you got _____ your bag?
- 5 It's a town _____ the River Thames.
- 6 There are three cats _____ the picture.
- 7 Is that oil _____ your hands?
- 8 I'll see you _____ the meeting.
- 9 He always wears a suit _____ the office.
- 10 I want some pictures _____ my office.

10



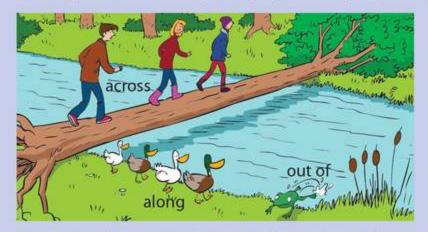
25.2 Work in teams. You have five minutes to circle the correct answers. Listen and check. Which team had the most correct answers?



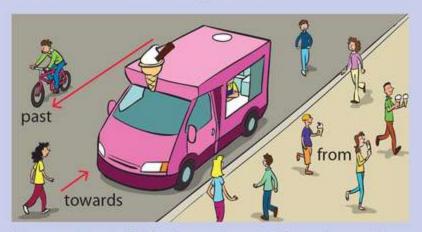
- Carrots grow below/ above the ground.
- 1 Your index finger is next to / under your thumb.
- 2 Pearls grow inside / between oyster shells.
- 3 Your heart is behind / in front of your lungs.
- 4 Dundee is in / near Scotland.
- 5 The giant clam is a shellfish which lives in the sea inside / among coral structures.
- 6 It's not a good idea to stand opposite / against a wall that has a 'wet paint' sign on it.

Prepositions of movement

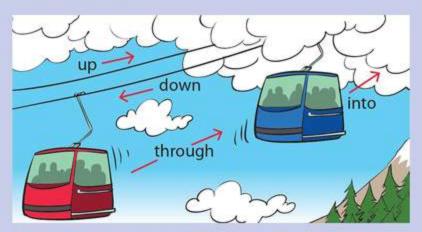
We use prepositions with places, objects and people to talk about movement.



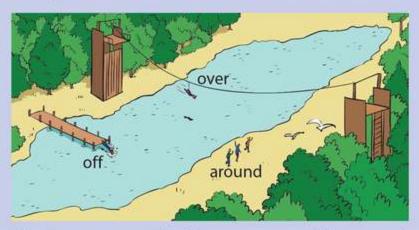
As we walked **across** the river, a frog jumped **out of** it and the ducks walked **along** the bank.



Ann went **towards** the ice-cream van. Tim rode **past** it. Three people walked away **from** the van.

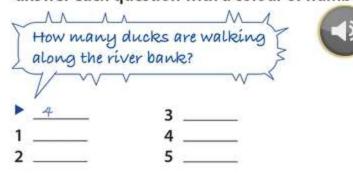


The cable cars went **up** and **down** the mountain **through** the clouds. A blue one went **into** a cloud.



We saw you go **over** the lake as we were walking **around** the lake. The boy jumped **off** the platform into the lake.

*11 25.3 Look at the pictures above. Listen and answer each question with a colour or number.



*12 Circle the correct option.

- The ball rolled up (down) along the hill.
- 1 He walked straight past / off / through me without even saying 'hello'!
- 2 They're going to drive across / onto / over the USA.
- 3 Put your hand along / to / into this box. What can you feel inside?
- 4 The sheep moved towards / through / along the corner of the field.
- 5 How quickly can you run from / towards / around here to that gate?
- 6 Polly chased Ed out of / down / around the table.

13 Complete the sentences with the words in the box.

alon	g from	into	off	out of	over	up
▶ Dic	I they ru	n over	that	bridge?		
1 Ho	w far is it	:	here	to the b	each?	
	e slowly ened it a			r	the er	rvelope
3 Ife	II	the wa	II and	broke n	ny arm.	
				r 100 me		
	u can clir high.	nb	th	e tree bu	ut don'i	go
	e fell	the	river.			

14 Complete the sentences with the correct prepositions of place and movement. Would you rather live bear the beach or the mountains? Would you rather live 1 Europe or North America? Would you rather run 2_ a beach for 10 minutes or jump 3______ a swimming pool? Do you prefer sitting 4_ the back __ the front? of the cinema or 5_ Which floor of a 40-floor block of flats would you rather live 6_____? Do you find it easier to walk up or 7______a steep hill? If there was a deep hole in the ground that was one metre across would you jump 8_____ it or walk 9_____ it? Do you prefer to read, sleep or look out of the window when you're 10_ _____ a car? What about when you're 11_ public transport? If you saw a strange spider 12_ the wall, would you move 13_ it or away 14_____it? Work in pairs. Ask and answer the questions in exercise 14. Ask 'Why?' would you rather live near the beach or the mountains? Near the mountains, definitely.

Because I'd like to try skiing.

16

Work in pairs. Write six more questions with prepositions like the questions in exercise 14. Use the places below or your own ideas.

pocket bag bottle cupboard hospital prison five-star hotel tent classroom kitchen garden desert jungle cave swamp volcano river road path bridge Australia Iceland China Mexico wall floor ground

Would you prefer to travel across Australia or around Iceland?

\$17



Work in different pairs. Ask and answer your questions from exercise 16. Give extra information in your answers if you can.

Would you prefer to travel across Australia or around Iceland?

I'd prefer to travel across Australia. In fact, I'd rather travel around Australia because I'd like to see the coast.

Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

26 Linking words

I can use conjunctions and prepositions to link ideas.

Preposition or conjunction?

We use linking words such as conjunctions or prepositions to express connections of time, cause and effect, and contrast between parts of sentences.

We use conjunctions – for example **and**, **so**, **but**, **because** – to link one clause with another clause, or to link two nouns.

clause	conjunction	clause
We went home	because (reason)	it was raining.
The phone rang	while/when (time)	we were eating.
She missed the bus,	so (consequence)	she was late for school.
We had a good time	even though (surprising contrast)	the weather was so bad.
You can stay here	until (time)	it's the end of the lesson.

We can also use certain prepositions and prepositional phrases as linking words. These words are always followed by a noun.

clause	preposition	noun
We went home	because of (reason)	the rain.
I passed the exam	thanks to (positive reason)	your help.
The roads were closed	due to (negative reason)	the bad weather.
The phone rang	during (time – 'in the middle of')	the meal.
I need your answer	by (time – 'before')	Monday.
We'll stay here	despite (contrast – contradiction)	the bad weather.
He's been to every continent	except (contrast – exception)	Australia.
You can stay here	until (time)	the end of the lesson.



Until can be used as a conjunction or a preposition. Till is an informal form of until. We usually only use it in spoken English.

You can keep it till I go back to school. (conjunction)

We stayed till midnight. (preposition)

* 1 Circle the correct options.

- We did the crossword while till we were waiting for you. We had nothing else to do.
- 1 I need to go to library so / when I'll see you in twenty minutes.
- 2 I like all the colours in the rainbow because of / except yellow. I hate yellow!
- 3 After the accident he made a quick recovery thanks to / due to the support of all his friends.
- 4 I'll be here until / during half past ten.

- 5 Because / Even though he's 85 he goes swimming every day.
- 6 The performance was cancelled thanks to / due to illness.
- 7 He went to school every day despite / due to terrible toothache.
- 8 We were late for the concert despite / because of the traffic.
- 9 Dad works during / while the night.
- 10 We're hoping to finish it until / by half past four.



As and like

As and like can be used as prepositions and conjunctions.

We use **as** as a preposition to talk about someone or something's job or function.

He works as a taxi driver.

You could use this bag as a hat.

We use **like** as a preposition to talk about similarity.

I can't believe it's the summer! It feels **like** winter! He was a scientist, **like** his father.

We also use **like** to introduce examples. We saw lots of insects, **like** bees and butterflies.

We use **as** as a conjunction with clauses about speaking and knowing.

As you know, the school will be closed on Wednesday. It was Tom's idea, **as** I've already told you.

What's t	hat on your he	ad? It looks like a	
	mper. I'm usino	g it as a hat. I'm v	ery .
	ninute it look	es like my jumpe	r!
Q Well, as	Isaíd, I am ver	y cold	
Sam pris	7,2	Sur Eu	SE SE
5.65	23	ES ES	
	2my	and I	610
		A 25 4	-0/

Complete the sentences with as or like.

- Let's use this shirt as a flag.
- 1 What's that noise? It sounds _____ thunder.
- 2 This animal has a very long neck, a bit ______ a giraffe.
- 3 _____ I said yesterday, it's not for sale.
- 4 He's got a job _____ a shop assistant.
- 5 _____ a parent, you need to be very patient.
- 6 _____ most people, she likes being with her friends.

3 0 26.1 Match a-i to 1-8 and add as or like. Then listen and check.

- ► She worked as _____a
- 1 Here's a photo of my uncle. He looks.
- 2 I'd like to talk to you _____
- 3 The test was quite difficult, _____
- 4 He'd like to get a job _____
- 5 She sings beautifully, _____
- 6 We used a sharp stone ______
- 7 Let's get her some flowers, _____
- 8 This perfume smells _____
- a a bird. Listen!
- **b** a friend. Is that OK?
- c flowers and vanilla. It's very nice.
- d a businessman, but he's actually an artist.
- e a knife. It worked very well.
- f roses or tulips.
- g a nurse in the nineties.
- h a tour guide next summer.
- i l'expected.

- 4 Circle one option in each line then finish the sentences so they are true for you.
 - I'm excited / hungry / thirsty / tired because
 I haven't had a drink since eight o'clock this
 morning.
 - 1 I'm excited / hungry / thirsty / tired because
 - 2 I sometimes _____ while I'm coming to school / going home from school / watching TV.
 - 3 I like all kinds of food / music / films except
 - 4 I can speak English / play football / write stories and ______.
 - 5 My mother / father / uncle / aunt works as a
 - 6 One of my friends / brothers / cousins looks like

5

Work in groups. Compare your sentences from exercise 4.

I'm thirsty because I haven't had a drink since eight o'clock this morning.

: 6



26.2 Work in teams. Complete the sentences using words from the boxes. Then listen and check. Which team has the most correct answers?



weapon propeller leg Natural	World (Quiz me	eat insects plants
Antarctica Australia herbivores omnivo Asia South America they're 10 they're 2 North America Europe they're 100 they're	0 they're 50	hunting deforestation overfishing	winter spring day night summer winter
1 During the Ice Age (20,000 years ago), horses lived on every continent except 2 There are deserts in every continent except 3 Spiders live in every continent except 4 Some birds have become extinct because of 5 Some tigers have become extinct due to 6 Some sharks may soon become extinct due to 7 Turtles hibernate during the	9 Some I 10 A fish u 11 Chicker 12 Rhinos 13 Giant to 14 15 Despite 16 Even th	irds migrate during the lizards use their tail of uses its tail as a often live until often live until ortoises live until eat meat and plants their long teeth, high nough they're plants, Flytraps are	ns a

7 Complete the text with six of the linking words in the box.

and and as because during except like due to while so thanks to

Some species of plants \ _and _ animals have already become extinct '_____ human activity, '_____ other species face the possibility of extinction in the future.

Extinction can happen '____ people hunt and kill too many animals of one species.

In other cases, people damage the animals' habitat, '____ the animals lose their homes and food.

Organizations '____ the World Wildlife Fund help to preserve animals in danger of extinction. '____ their help, many animals have been saved.



Write a short text to answer the questions below. Use ideas from exercises 7 and 8 and your own ideas. Use linking words where possible.



- Many species of animals face the possibility of extinction in the future. Why is this?
- Which animals would you most like to save? Why?

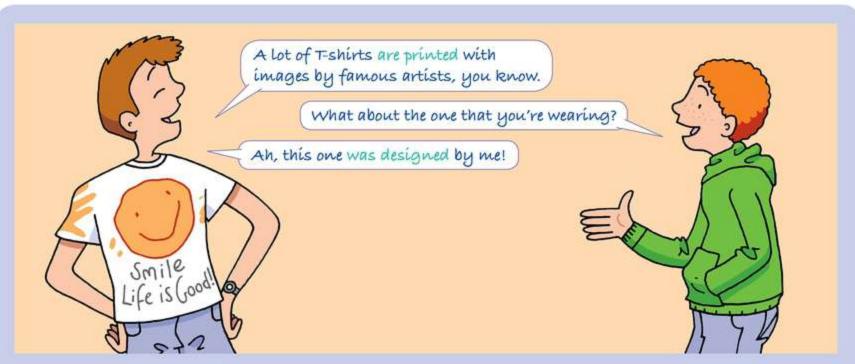
Some animals face the possibility of extinction in the future because humans ...

Self-evaluation		Rate your progress.							
. 2	8		0	•		0	9	9 8	
1									
2 3 4 5 6									
4									
6									
7									

Present and past simple passive

I can use the passive to talk about processes, systems and past events.

Active or passive?



Most English sentences are active. In active sentences, the focus is on the person or thing which is doing the action. When the subject is doing the action, we call it the agent.

Subject (agent)	Verb	Object	Other information
People	drink	tea	in many countries.

The emphasis changes in passive sentences; the subject of the sentence is not the agent. We don't always include the agent.

Subject	Verb	Other information
Tea	is drunk	in many countries.

We can introduce the agent using **by**. But we use the passive because the most important thing in the sentence is not the agent.

This chair was made by a young carpenter.

Subject	Verb	By + agent	Other information
Tea	is drunk	by people	in many countries.

We often use the passive when we don't know the agent, or when it isn't necessary to state the agent. Oranges are grown in Spain.

For this reason, we often use the passive to describe processes, systems, and events in the news.

The seeds are removed from the fruit, then the fruit is dried in the sun.

The new cinema was opened yesterday.

The passive is more impersonal than the active because it focuses on the action rather than the person or people doing the action. For this reason we often use the passive in more formal speech and writing.

* 1 Are these sentences active (A) or passive (P)?

- ▶ The tower was built in 1703.
- ▶ They built the tower in 1703.
- 1 Where do people grow lemons? ____
- 2 Where are lemons grown?
- 3 Two men stole the painting.

- 4 The painting was stolen.
- 5 Class 4 is taught by Miss Brown.
- 6 Miss Brown teaches Class 4.
- 7 Who was it made by?
- 8 Who made it?



Present simple passive

We often use the present simple passive to talk about systems and processes, where the actions are more important than the people who are performing them.

The water is tested every day, and the results are sent to a laboratory for analysis.

We form all passives with the auxiliary verb be and a past participle. In the present simple passive, be is in the present simple.

Fresh bread is sold here.

I'm not told all the details.

'Are the bins emptied every day?' 'Yes, they are.'

* 2 27.1 Match the present simple passive verbs to the sentences. Then listen and check.

> are checked is unloaded is sorted is attached is collected are loaded



What happens to your luggage when you travel by plane? Here's how the system works.













A special tag ► <u>is attached</u> to every piece of luggage at Departures. All the bags and suitcases _____ by a machine. The luggage _____ and loaded onto a cart for the flight. All the bags and suitcases for the flight _____ onto the aeroplane. The luggage at Arrivals. It 5_ from the carousel by the passengers.

Work in pairs. Cover the sentences in exercise 2. Look at the pictures. Can you remember all the sentences?

# 4	Complete the sentences with the verb in brackets
	in the present simple passive.

	-
1	
5	
	Carl Control

	Yogurt is made	from milk. (make)
1	The ice	into small pieces. (break)
2	The apples	in the autumn. (pick)
3	The floors	every day. (not/clean)
4	1	to go to every meeting.
	(not/expect)	
5	Martin	a lot of homework. (give)
6	You	downstairs. (need)
7	The information keep)	for ever. (not
8	All the exam resulteacher. (see)	lts by the head

5 Complete the text with the correct verbs in the present simple passive.

throw sort wash crush take melt make

How is glass recycled?

Bottles and oth	ner glass items <u>are thrown</u>
into recycling l	bins. The items ¹
from the recycl treatment plan	ling bin to a glass nt. They ²
by colour - gre	en, white and brown.
They 3	so that the glass
is completely of	lean. The glass
4	into small pieces.
It 5	at a high temperature.
Then it 6	into new bottles
and jars.	

6 Complete the questions with is or are.

•	What o	ire old bottles and glass items thrown into?
1	Where	they taken to?
2	How_	the bottles and glass items sorted?
3		the glass washed or broken first?
4	What_	the old glass made into?

7 Work in pairs. Cover exercise 5. Ask and answer the questions in exercise 6.

> What are old bottles and glass items thrown into?

Recycling bins.

Past simple passive

Some old coins **were found** in a field near here. My sister **was interviewed** on TV.

In the past simple passive, **be** is in the past simple. *The painting was stolen*.

We weren't invited.

'Were these photos taken by your uncle?'
'Yes, they were.'

When we use adverbs of time with the passive, we put them between **be** and the past participle. T-shirts were first worn in the 19th century. This job was usually done by a man.

*8 27.2 Read the conversation and circle the correct answers. Then listen and check.



Sam: What's all that stuff?

Ted: I ▶ gave / was given this old box that ¹belonged / was belonged to my greatgrandfather. He ²was / was been a photographer.

Sam: Wow. What kind of photos 3did he take / was he taken?

Ted: He was a journalist, so he 4often sent / was often sent to different countries and he 5took / was taken all kinds of photos.

A lot of his professional photos 6sold / were sold by one of my aunts last year, but this box 7kept / was kept in the family because the pictures are more personal.

Sam: Oh, right.

Ted: Look at these photos. I'm pretty sure they *took / were taken in Japan.

He *loved / was loved Japan, and he
10 offered / was offered a good job there, but he didn't take it. I don't know why.

: 9		omplete the sente the past simple a	ences with the verb in brackets active or passive.
	•	Everyone was ai	ven a present. (give)
			off his bike. (fall)
	1	Linda and Amy _ teacher. (ask)	to leave by the
	2		300 years ago.
	3		_ by the police. (not/stop)
			anything about it. (not/tell)
			20 minutes ago. (arrive)
	6	The bag	behind the tree. (hide)
	7	These tables	here. (not/make)
	8	All the letters	a week ago.
		(definitely/post)	
	9	lt	yesterday. (not/deliver)
1	0	Computers	200 years ago.
		(not/exist)	
	, F.		/bicycles/first/ride? were bicycles first ridden ?
	1	In which decade/	DVDs/invent??
	2	Where/violins/firs	st/make?
	3	In which century, In which century	/the first newspaper/print? ?
	4	Where/football/fi	rst/play?
	5	In which century, In which century	/ice-cream/first/eat? ?
	6	Where/coffee/firs	TOTAL CONTROL
11	1	questions	oups. How many of the in exercise 10 can you answer? answers on page 187.
			West 11 Mars 126 to 1881 WAR
		When and where	were bicycles first ridden?

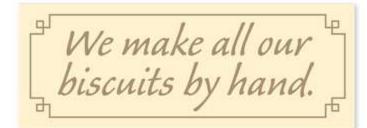
I have no idea!

I think it was in the nineteenth century, but I don't know where.

12 Work in pairs. Student A go to page 182. Student B complete the sentences below. Then check your answers with Student A.

The water is checked every two hours.

Someone checks the water every two hours.



1 All our biscuits _ by hand.

A woman was arrested at three o'clock in the morning.

2 The police __ her at three o'clock this morning.

Total: £25.05 Julia served you today. Thank you!

by Julia today. We hope you enjoyed your meal!



_ all the fish locally. 4 They_

They opened this building in 1996.

5 This building __ _____ in 1996.

13 Complete the passive sentences so that they mean the same as the active sentences. Use by + agent.



- A fashion designer designs a new line of clothes. A new line of clothes is designed by a fashion
- 1 Factory workers make the new line of clothes.
- 2 Lorry drivers transport the finished clothes to the shops.

The finished clothes __

- 3 Shop workers unpack the delivery.
- 4 Customers buy the clothes.
- 5 The customers wear the clothes.

14 Rewrite the text using the present and past simple passive.

People all around the world use umbrellas. Someone invented the basic umbrella over 4000 years ago.

We see umbrellas in ancient art from Greece, Egypt, Assyria and China.

People designed the first umbrellas for protection from the sun.

People didn't use umbrellas in Europe until the 18th century.

Passengers leave about 80,000 umbrellas on the London Underground every year.

umbrellas are used by people all around the world. The basic umbrella ...



Write about the everyday objects below using the present and past simple passive. Answer the questions.

T-shirts

Who wears them? What are they made of? What designs are printed on them? Find out: When were they first worn?

Tea bags

Where are they produced? Who uses them? How do people use them? Find out: What's the history of tea bags?

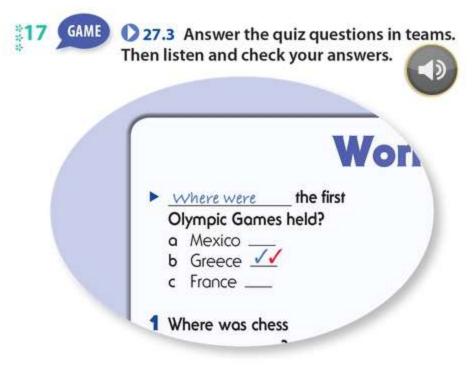
Toothbrushes

Who uses them? What are they made of? How do electric toothbrushes work? Find out: When were they first invented?

first played mostly made built where was where were usually seen when were where is oranges grown invented by coffee produced

World Knowledge Quiz

where were the first	4 Akan spoken ?	8 In which century was this bridge
Olympic Games held?	a Kenya	in Venice, Italy?
a Mexico	b Ghana	
b Greece	c Nigeria	
c France		
	5 Where are most of the world's	BARRA ARRAN
Where was chess	?	
?	a Brazil	A THE WALL
a India	b The USA	
b Scotland	c Spain	a the sixteenth
c China	-abasi	b the tenth
	6 Where is most of the world's	c the nineteenth
What is glass	?	c me mileleerim
of?	a Colombia	9 Who were fireworks
a silica	b Kenya	a the British
b latex	c Brozil	b the Australians
c oil		c the Chinese
	7 About how far above Earth	c me crimese
denim jeans	are meteors, or 'shooting stars'	10 the first
first worn?	3	2 22
a the 18th century	a 10km	skyscraper built?
b the 19th century	b 100km	a Japan
c the 20th century	c 1000km	b The USA c Canada



Self-evaluation			Rate your progress.				
	9		00		0	<u>.</u>	
1							
2							
3							
4							
5							
2 3 4 5 6 7 8							
7							
8							
9							
0							
1							
2							
3							
4							
6							
7							

Future simple passive and might

I can talk about possible and certain future events in the passive.

Future simple passive



We use the future simple passive to predict what will happen to something or someone, or to make a promise.

It will be delivered on Tuesday. You'll probably be asked again.

We form the future simple passive with will be and the past participle.

This door will be moved.

You won't be asked any questions.

'Will it be fixed soon?' 'Yes, it will.'

As with all passives, we can add by + agent to say who will do the action.

This afternoon you will be taught by Mr Smith.

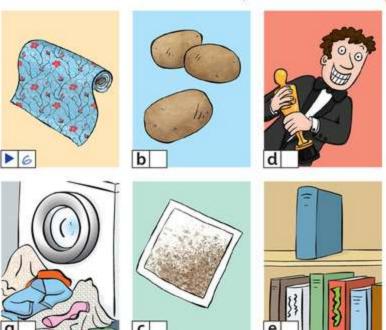
We use with + instrument, ingredient or material to say what the agent will use.

The cake will be cut with a silver knife.

We can add the adverbs definitely and probably to future simple passive sentences to express different degrees of certainty.

We place the adverb between will and be but before won't be.

It'll definitely/probably be moved. They definitely/probably won't be given any help. * 1 28.1 Listen and number the pictures from 1-6.



Complete the sentences with the future simple passive of the verbs in brackets. Then match the sentences to the pictures in exercise 1.

-	They'll be wa	shed . (wash) a
1	He	(interview)
2	lt	(borrow)
3	It	in a cup of hot water. (put)
4	It	into pieces. (cut)
5	They	(iron)
6	lt	(read)
7	They	again. (wear)
8	He	(photograph)
9	It	to the library. (returned)
10	They	(peel)
11	lt	in the bin. (throw)
12	It	into a dress. (make)

3 Complete the sentences with by or with.



The car will be attached to the truck with a special chain.

1	His portrait will be painted	a famous artist.
2	Each certificate will be tied	a red ribbon.

- 3 The room will be decorated _____ balloons.
- 4 The biscuits will be covered _____ pink icing.
- 5 The programme will be watched _____ millions of people around the world.
- 6 The final decision will be made _____ the editor.

Future simple passive or active? Circle the correct answer.

- All the doors will paint / will be painted blue.
- 1 Look, those flowers will open / will be opened tomorrow.
- 2 The new road will finish / will be finished soon.
- 3 I'm very sorry. You won't disturb / be disturbed again.
- 4 The medicine will work / will be worked soon.
- 5 He will remember / will be remembered for hundreds of years into the future.
- 6 Don't worry, you'll tell / 'll be told what to do and where to go.

\$ 5 Add the adverbs in brackets to the correct place in the sentences.

- You/won't be told the results today. (probably)
- 1 They'll be given a prize. (definitely)
- 2 It'll be kept here for 24 hours. (probably)
- 3 I'll be invited. (definitely)
- 4 It won't be finished today. (probably)
- 5 You won't be asked again. (definitely)
- 6 They won't be needed. (probably)

Complete the passive sentences so that they mean the same as the active sentences.

•	We won't give your details to anyone else.
	Your details won't be given to anyone else.
1	We will contact you again in the autumn.
	You us again in the
	autumn.
2	We definitely won't keep this information on
	our computer.
	This information on
	our computer.
3	They probably won't build the new road in the
	next five years.
	The new road in the
	next five years.
4	Local people will probably use the new sports
	centre.
	The new sports centre
	local people.
5	They probably won't build the houses with
	environmentally-friendly materials.
	The houses

environmentally-friendly materials.



Read the email from Cathy, then complete the formal letter that Cathy's dad received. Use the future simple passive and the information from the email.

000

Date: 16 March

Subject: Exciting news!

Hi Louise

Can you believe this? My dad has won an all-inclusive luxury city break for our family in a competition. But it's a mystery tour! Someone will tell us the destination when we get to the airport.

We'll fly to the mystery destination and someone will meet us at the airport. They'll show us around the city and then they'll take us to our hotel. Someone will unpack our bags and then we'll go to the restaurant where they'll serve us a five-course meal.

That's all we know at the moment! I'll send you a postcard!

Cathy

14 March

Dear Mr North

Congratulations! You and your family have won an all-inclusive luxury city break to a mystery city!

Come to City Airport (with your passports) on 17 April, and the mystery destination will be revealed to you!

You will fly to the mystery destination and at that airport you will be...

Passive with might

We form the future passive with **might be** instead of **will be** when we are not so certain about a future action or event.

You **might be asked** a few questions at the police station.

You might not be given a certificate, I'm afraid.

In informal speech we often use **get** instead of **be** in passive sentences.

The bike **got damaged** in the accident. You **might get invited** to the party.

We also often use **get** with **might** when we talk about possible unexpected or unplanned events in the future, and particularly to talk about accidents. Be careful on the golf course. You **might get hit** by a golf ball!

*8 28.2 Complete the sentences with the words below. Then listen, check and repeat.

	get	not	might	met	taken	used	asked
>	We	mig	ht	_ be g	iven son	ne book	ζς.
1	It m	ight b	oe		as a	bag.	
2	He might be			to give a speech.			
3	You	migh	nt not be	at the airport			
4	The	y mig	ht get _			to a res	taurant.
5	She	migh	nt not			ffered t	he job.
6	It m	ight_			be anno	ounced	today.

Complete the passive sentence so that it means the same as the active sentence. Use might be in 1-3 and might get in 4-6.



•	Someone might boil them.
	They might be boiled .
1	Someone might fry them.
	They
2	Someone might scramble them.
	They
3	Someone might paint them and use them as
	decorations.
	They
	ilicy .



•	Someone might put it in the bin.
	It might get put in the bin.
4	Someone might burn it.
	I+

5	Someone might recycle it.
	It
5	Someone might use it to clean the floor.

\$10 Complete the warnings. Use might get and the correct form of a verb from the box.

bite	burn	damage	infect	splash
sting	strike			

>	Don't go too near the water. You <u>might get</u> splashed.
1	Don't go near that snake. You
2	Don't drop it! It
3	Move those boxes away from the fire. They
4	Keep away from that jellyfish. You
	Don't visit that website. Your computer by a virus.
6	Don't go outside in a storm. You

	11/02/2017/2020	STORE AND CONTROL OF
11	GAME	Work in a group. Take turns to talk about your plans. The others think of good and

your plans. The others think of good and bad things that might happen. Are you optimists or pessimists?

I'm going to play football.

by lightning.

You might get hit by the ball.

You might be chosen to play for the national team!

\$12 28.3 Listen to three people playing a game. Which object is the girl thinking of?





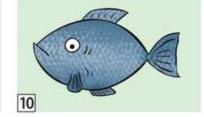


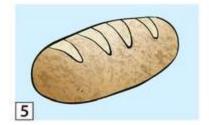






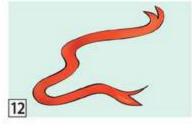












13 GAME

What is it? Play the game in small groups. Use the verbs below. Can the others guess the object?

burn break paint clean mend catch eat use as a (+ noun) move recycle put used (to + infinitive) throw tie wash give climb paint kick make into sth cook wear

It definitely won't be sat on.

is it number 11, the broken chair?

Yes!



Do you agree or disagree with these statements? Circle A (I agree) or D (I disagree), then talk in groups.

Are you an optimist or a pessimist	?
I'll probably get struck by lightning one day.	A/D
I'll definitely be offered a place at college or university.	A/D
I'll probably never get stung by a jellyfish.	A/D
I might get stung by a bee.	A/D
I might be asked to appear in a film in the next five years.	A/D
I'll probably be elected as a politician one day.	A/D
I'll definitely be chosen to represent my country as a sportsperson before I'm 25.	A/D

I think I'll probably get struck by lightning one day.

Realty? I don't think that will ever happen to me.

			4		
7		- 79		-	
1 2 3 4 5 6 7 8					
3					
4					
5					
6					
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8					
0					
10					
11					
12					
13					

Have something done

I can use have something done to talk about services provided by professionals.

Have something done is a special passive structure which we use when we arrange – and usually pay – for somebody to do a specific job for us.

She had her nails painted.

(= She paid someone to paint her nails.)

We can use **have something done** in different tenses and with different modal verbs. Only **have** changes.

Are you having your hair cut?

I won't have my eyes tested today.

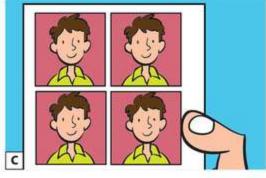
Subject	have	object	past participle	
He	has	his bike	checked	once a year.
They	're having	their car	repaired	at the moment
We	had	the house	painted	last year.
She	's had	her hair	washed.	
You	can have	your eyes	tested	here.
1	might have	my hair	cut	tomorrow.



- * 1 What can you do at the shopping centre? Match 1-5 to a-f.

 - 1 You can have a T-shirt printed.
 - 2 You can have your computer fixed.
- 3 You can have a spare key cut.
- 4 You can have your photo taken.
- 5 You can have your shoes mended.













- 2 ② ② 29.1 Listen to the sentences and answer the question about pronunciation. Then listen again and repeat.
 - 1 Have you had your hair cut?
 - 2 I've had my shoes polished.
 - 3 She's having her eyes tested.
 - 4 I might have my feet measured.

In sentences with have something done which word do we usually stress?

- a have ____
- b the object (your hair, my shoes, her eyes, my feet) ____
- c the past participle (cut, polished, tested, measured) ____
- Look at the signs in exercise 1 but cover the sentences 1–5. How many of the sentences can you remember?

You can have your nails painted. You can have ...

Work in pairs. What's happening in each picture? What order (1–6) do you think the pictures go in?







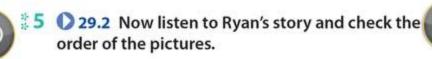






He's having his feet measured in picture c and that's definitely the first picture because he hasn't had his hair cut yet.

I think the next picture is ...



ite the sentences.	
x-rayed/I/it/had	6.3
Allowed St. Commonwell	

	1 had it x-rayed.	
1	have to/them/tested/I/have	
2	by/I/it/had/bandaged/a nurse	
3	repaired/having/tomorrow/l'm/it	
4	cut and styled/it/l'd/in a new way/had	
	9	

Work in pairs. Think about Ryan's story. What do it and them refer to in each sentence in exercise 6?

5 them/hadn't had/for ages/I/measured

I had it x-rayed. 'It' is his arm. He had his arm x-rayed.

8 Complete the second sentence so that it means the same as the first. Use have something done and include the word in brackets.



•	We had to pay someone to cut a spare key for
	us last week. (have)

We had to have a spare key cut last week.

1	Someone is cleaning	g the windows today.
	We	today. ('re)

- 2 When did someone last cut your hair? When ______? (did)
- 3 Nobody has ever taken our photo at school.

 We've _______ at school. (never)
- 4 I might pay for someone to print her name on this plate.

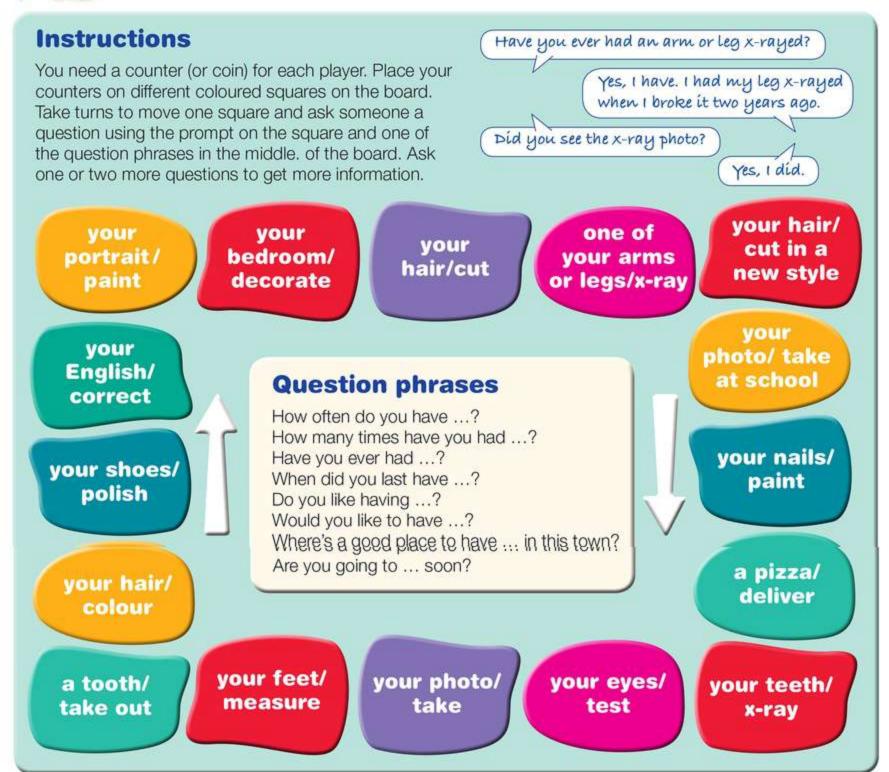
I ______ on this plate. (have)

- 5 Do you like people washing your hair? Do you ______? (like)
- 6 They're going to deliver a pizza to his house this evening.

He ______ this evening. (delivered)









Write eight questions using the ideas from the game. Then write your answers to the questions.

How often do you have a pizza delivered? we hardly ever have a pizza delivered but we sometimes have fried seafood and spicy noodles delivered. There's a really good place near us that does deliveries. Have you ever had a tooth taken out? No, I've never had a tooth taken out and I hope I never have to have it done!

Sell-evaluation		OII I	Rate your progress.				
			و و			9 9	
1							
2							
3							
4							
1 2 3 4 5							
8							
9							

Reading

Look at the text in each question. What does it say? Tick A, B or C.

Hi Ed You might not recognize me when you see me - I had my hair cut on Monday! Milly

- A Milly might go to the hairdresser's tomorrow.
 - B Milly's hair is shorter now.
 - C Milly cut her hair herself.

pool.

0 This swimming pool was opened by Queen Catherine II on 16 November 2009 0

- Queen Catherine had the swimming pool opened. B Queen Catherine opened the swimming
 - C Queen Catherine will open the swimming

Beth Smith's Fair Trade Clothes

All the clothes in this shop are hand-made by workers who are paid a fair amount of money for their work.

- 2 A Beth Smith makes all the clothes.
 - The clothing workers don't get a fair amount of money for their work.
 - C Beth Smith sells clothes that were made by fairly-paid workers.

	T-shirt printing	
	New!	
1	PHOTO → T-SHIRT	
1	Your T-shirt will be transformed!	
1	2 hours service	1

- You can have a photo printed onto a T-shirt.
 - Your T-shirt might be printed in two hours.
 - You can print a photo onto a T-shirt yourself.

Mike

Don't forget to put sun cream on when you go to the beach. The sun's really strong today and could burn you.

PS Remember what the doctor told you!

- 4 Mike's mum
 - A thinks Mike might get sunburnt.
 - got sunburnt at the beach.
 - was told by the doctor to use sun cream.

I won't be at your house until about six because I'm going into town to have my nails painted.

Mandy

- 5 A Mandy's nails will be painted by her friend in town.
 - Mandy will paint her nails this afternoon.
 - Mandy has planned to pay someone to paint her nails.

- 2 Look at the sentences below about coal and diamonds. Read the text to decide if the sentences are true or false.
 - Most diamonds aren't used in jewellery. true/false
 - 1 There are diamond mines and coal mines in India. true / false
 - 2 26,000kg of diamond ore is extracted from the ground every year. true / false
 - 3 Diamond miners use X-ray light to identify diamonds in diamond ore. true / false
 - 4 More coal than any other fuel is burnt to generate electricity. true / false
 - 5 Diamonds are formed from coal. true / false
 - 6 Coal and diamonds both contain the element carbon. true / false
 - 7 The arrangement of carbon atoms is the same in coal and diamonds. true / false
 - 8 Volcanic eruptions often throw out diamonds. true / false
 - 9 Very high temperatures are needed for coal to form. true / false
 - 10 Fossil fuels are formed from carbon and ancient organic material. true / false

Diamonds and coal

Diamonds

Diamond is a very hard and pure substance. Only 20% of diamonds are used in jewellery. The other 80% are used in industry for cutting and other purposes.

Most diamonds are mined in Central and Southern Africa, Canada, India, Russia, Brazil and Australia.

About 26,000 kg of diamonds are mined every year. Diamond ore – rock which contains diamonds – is taken from the ground. The diamonds are identified in the ore with X-ray light. Finally, the ore is crushed to reveal the precious stones.

Coal

Coal is a black rock which is burnt to produce energy for electricity.

More than five billion tons of coal are mined each year. There are coal mines in China, the USA, India, Australia, Russia and many other countries.

Are diamonds formed from coal?

In the past, people believed that diamonds were formed from coal. Geologists now say that this isn't true.

The element carbon is found in both coal and diamonds, but the carbon atoms are arranged differently in coal and diamonds.

Also, although it takes millions of years for coal and diamond to form, they are formed in different ways.

How are diamonds and coal formed?

Diamonds were formed over millions of years deep below the surface of the Earth, at very high temperatures and at very high pressure. They were then thrown out onto the surface of the Earth by volcanic eruptions. At that time, the Earth was hotter than it is today.

Coal is formed over millions of years, by the compression of layers of rock and mud. Like oil, it contains ancient organic material from plants and animals as well as carbon. For this reason coal is often referred to as a 'fossil fuel'.



3 Read the text below and choose the correct word for each space. Write A, B, C or D.

Robots - past, present and future

ASIMO is a robot with a human appearance which can run and walk. It ▶ _ ▶ in 2000 ¹ ___ engineers at the Japanese company Honda.

At the moment, ASIMO ²____ to teach young people about maths and science. In the future, it ³___ people who have problems with movement.

In 1495, Leonardo da Vinci first ⁴____ plans for a robot that looked like a person. But it wasn't until the 1950s that the first piece of robotic technology ⁵___ produced. In the USA, George Devol and Joe Engleberger ⁶___ a robot arm, which was ⁷___ in a car factory.

From then on, more efficient robots and robotics *____, thanks to the development of computer technology.

These days, robots do jobs in places where a human might 9____. For example, they 10____ in places like nuclear power stations, in outer space and deep under the sea.

What jobs 11___ by robots in the future?

Scientists are developing robots which work with other robots or with humans to solve complex problems. Will

12____ replaced by robots like ASIMO completely?

- A creates B created C is created
 D was created
- 1 A to B with C by D at
- 2 A uses B is used C used D was used
- 3 A will help B is helped C will be helped D was helped
- 4 A is drawn B was drawn C draws D drew
- 5 A first B was first C first was D first is
- 6 A design B designedC are designed D were designed
- 7 A used B use C using D be used
- 8 A might invent B invented C might be invented D were invented
- 9 A get hurt B have something hurt C hurt D will be hurt
- 10 A have something used B used C use D are used
- 11 A will do B will be done C might do D are done
- 12 A humans be ever B humans ever be C ever be humans D ever humans be

Writing

- 4 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - Heidi Taylor designed the Atlas Hotel in 1976.
 The Atlas Hotel was designed by Heidi Taylor in 1976.
 - 1 Many people visit the hotel café every day. The hotel café ______ by many people every day.
 - 2 Gardeners established the rose gardens in 1981. The rose gardens ______ in 1981.
 - 3 Many couples pay people to film their weddings at the hotel.

 Many couples have ______ at the hotel.
 - 4 Heidi Taylor is paying someone to write a book about the hotel.
 - Heidi Taylor ______ book written about the hotel.
 - 5 Ed Tims might use the hotel as a location for his next film. The hotel ______ by Ed Tims as a location for his next film.
 - 6 Someone will give you the key to your room.
 You ______ the key to your room.

5 This is part of a an email you receive from an English friend.



Which building in your town or city do you like best? What is the building used for? When was it built? What will happen to it in the future?

Are there any buildings that you don't like? What are they used for? When were they built? What will happen to them in the future?

Write an email, answering your friend's questions.

Listening

6

	127
w Fo	R8.1 You will hear a head teacher elcoming pupils back to school. or each question, choose the correct aswer A, B or C.
•	How many new classrooms were built during the summer holidays? A Two. B Three. C Four.
1	 What happened to C Block? A Someone broke two windows. B Someone stole money from a classroom. C Someone damaged some computer equipment.
2	What will happen at the swimming pool next week? A The roof will be finished. B Everyone in the school will have a swimming lesson there. C Someone will fill the pool with water.
3	What will be announced on Friday? A The title for the new writing
	Pupils who entered the Short Story competition A might have their story printed in the school magazine. B will have their story printed in the school magazine. C have had their story printed in the school magazine.
	What will the school nurse be checking? A The pupils' ears. B The pupils' eyes. C The pupils' hearts.
6	 Why does the headmaster ask the pupils to bring plastic bottles to school? A They are recycled at school. B They are needed for science lessons. C The school is given money for them

7 R8.2 You will hear a museum tour guide talking to a group of visitors. Complete the information. Use one word in each space.

	THE REAL PROPERTY.
king to Use one	[7]
ose one	

	FACTS
┫	The Museum of Film was popened in 1989 by Prince Leo.
Н	The museum is funded by the 1 and donations from the public.
4	Anna Lake's film <i>Open Door</i> was made when she was a ² in Residence here.
H	TODAY 11 a.m: Talk by Jim Bennett: The way I 3 it.
	WAX MODEL COLLECTION Have your 4 taken with your favourite 'star'!
	BE A DIRECTOR IN THE STUDIO FOR FIVE MINUTES!
	All the mini films will be ⁵ on the screen in the café.
	Your 'mini' film 6 be chosen to be included in the People's Film Project.
	NEW! THE REAL THING COLLECTION
	See 7 and accessories which were used in famous films.
IOTE:	Cinema 21 will be closed from 10 a.m. until 12 p.m. today while a new 8 is installed.

Speaking

8 Work in pairs. Look at these photographs of people using professional services. Take turns to talk about what you can see in your pictures.





by the recycling centre.

Phrasal verbs

I can recognize and use some common phrasal verbs.

A phrasal verb has two parts – a verb and an adverb. Some of these adverbs look the same as prepositions. Phrasal verbs are usually more informal than a oneword verb. The most common adverbs in phrasal verbs are up, down, out, on and off.

The phrasal verb often has a completely different meaning from the verb by itself.

turn = change direction; turn up = make louder Can you turn the music up? I can't hear it. give = pass to another person; give up = stop trying The puzzle was very difficult so he soon gave up.

put = place something; put out = extinguish Did you put the candles out or are they still burning?

Sometimes the adverb doesn't change the meaning of the phrasal verb much.

I must give this jacket back to Edward.

Can you turn round, please?

I need to put this suitcase down.

When a phrasal verb has an object, it can go before or after the adverb.

Switch the light on./Switch on the light. Take your shoes off./Take off your shoes.

However, when we use a pronoun it always goes BEFORE the adverb.

Switch it on. Switch on it.

Take them off. Take off them.



Some phrasal verbs don't have an object. What time did you get up? (= get out of bed) The plane took off. (= started flying)

Some phrasal verbs have more than one meaning. We need to get on the train now. (= enter) Henry and I get on well but his brother and I don't get on at all. (= have a good/bad relationship with someone)

» 1	Match these common phrasal verbs with the
	correct meaning. Use a dictionary if necessary



1	Match these common phrasal verbs with the
	correct meaning. Use a dictionary if necessary
	W 1 1 2 7 1

- look up 1 wake up
- 2 fill in
- 3 come in
- 4 grow up
- 5 throw away ____
- 6 look out a be careful
- **b** research (in a dictionary or book or on the internet)
- c complete (a form)
- **d** put with the rubbish
- e change from baby to adult
- f stop sleeping
- g enter

2	Complete the sentences with the correct form of			
	phrasal verbs from exercise 1.			

- ► Hello! Do you want to come in and have a coffee?
- 1 'What does this word mean?' 'Why don't you _____ it _____ in the dictionary?'
- 2 'Where's the newspaper?' 'Oh I'm really sorry. I've ____ it _____.'
- 3 Dora ______ at half past five this morning.
- 4 Have you _____ the application form yet?
- 5 I _____ here but I moved to the city when I was eighteen.
- 6 _____! There's a car coming!

Phrasal verbs with get, give, go, put and take

There are many phrasal verbs with the verbs get, give, go, put and take.

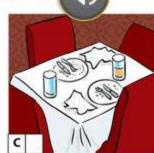
get	give	go	put	take
get up = get out of bed get off = leave a bus, train or plane or move from a seat or bicycle get on with = relate to get back = arrive home	give up = stop trying give sth back = return sth give sth in = submit give sth out = distribute	go on = continue go on = happen go out = stop burning (fire/ lights) go with = match	put away = put in a drawer or cupboard put sth on = gain (clothes or weight) put sth down = put sth on the floor/ground put out = extinguish (fire/lights)	take sth off = remove (clothes) take off = start flying take up sth = start (a hobby) take sth away = remove to a different place

We're getting off at the next stop. Hey! Give that back! It's mine! Can you put the plates away, please?

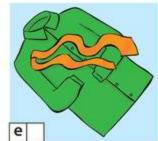
⇒ 3 ○ 30.1 Listen and number the pictures from 1–5.



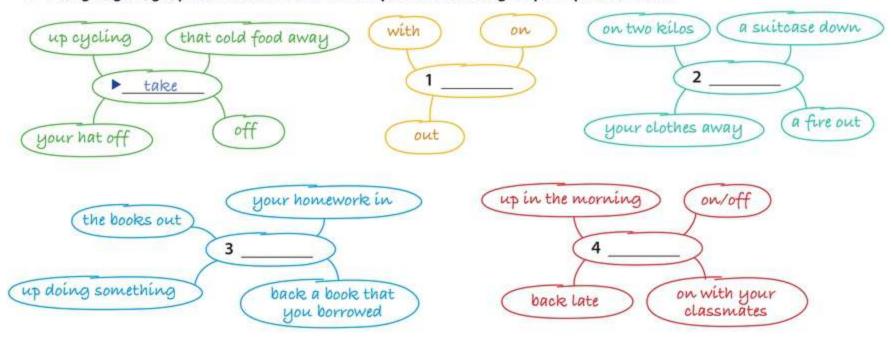








Add get, give, go, put and take in the correct places to make groups of phrasal verbs.



5 Circle the correct verbs.

- You can put / get that box down here.
- 1 Has their plane taken / got off yet?
- 2 What time did you get / give back last night?
- 3 That blue dress goes / gets really well with your eyes.
- 4 Why have they taken / got the chairs away?
- 5 I give / get up! It's too difficult!

- 6 He's put / taken on half a kilo since he came out of hospital.
- 7 Hey! Go / Get off! I've just painted that chair!
- 8 We were having dinner when suddenly the lights put / went out.
- 9 They found a purse in the street so they gave / put it in at the police station.
- 10 Hey! What's going / getting on here?

 \$6	Complete the questions with the correct form of phrasal verbs using a word from each box. Add it or them where necessary.
1 Do these shoes go these trousers? 2 What's been going here?	fill give go grow look put take take wake
Well, go! What happened next?When you finish with that paint can you put it, please?	away back in on off out up up up up
5 He should take a new hobby. 6 You get well with Ed, don't you? 7 Could you give these worksheets, please? 8 Do you want to take your coat? 9 Hey, that's mine! Give it! 10 Well? Do you want to keep trying or do you give? 7 Match a-j to 1-10. 1 Are the boxes still outside? 2 Is Linda still wearing her hat? 3 Shall I stop? 4 Is the fire still burning? 5 Shall I go on holding this plate? 6 Do you know the answer? 7 Are you friends with Milly? 8 Have we still got Tom's DVDs? 9 Is Catherine still on the bus? 10 Is the tent still in the garden?	 What's a good sport for someone in their sixties to take up ? If you don't understand an English word, where do you Look it up ? What time did you this morning? If you borrow something, do you always remember to? Where did your grandparents? What's outside at the moment? When did you last a form? When you go into someone's home do you keep your shoes on or do you? What do you get if you? What do you get if you? What do you get if you? Work in pairs. Discuss your answers to the questions in exercise 9:
 a No, we don't really get on. b No, you can put it down. c No, she's taken it off. d No, go on. 	what's a good sport for someone in their sixties to take up? Swimming's a good sport for everyone.
 e No, I give up. f No, I've put it away. g No, someone's taken them away. 	Yes, and how about golf?
h No, I've given them back.	Join with another pair to compare your answers.
i No, she got off.j No, it's gone out.	we think swimming and golf are good sports for older people to take up.
Who can answer first? Work in small groups. Everyone closes their books	
except one person, who reads out sentences 1–10 from exercise 7.	Self-evaluation Rate your progress.
The first person to say the correct	0 00 000
response wins a point.	1
Are the boxes still outside?	2 3
No, someone's taken them away.	2 3 4 5 6
	7

Reading

	9	
Lo	ook at the text in each question. What does it say?	Tick 🗸 A, B or C.
	Hi Amanda The library rang. They have the book you ordered, but they'll only keep it until wednesday. Charlie	We are expecting about 50 people to come today, but there are only 20 chairs. Please give your seat to someone who needs it more than you! Thanks
	 A Manda must order the book before Wednesday. B Amanda must go to the library by Wednesday. C Manda can keep the library book until Wednesday. 	 A Everyone will be able to have a seat. B There are only a couple of seats. C There aren't enough seats for everyone to sit on.
	Max I've managed to fix the computer so you don't need to do anything about it. Linda	Hi Dad I'm on my way home now. I'm a bit late because the teacher said I could help her in the school garden if I wanted to. See you soon. Milly
1	Linda A wants Max to fix the computer. B has had the computer fixed. C has fixed the computer herself.	 4 The teacher A made Milly help her. B let Milly help her. C asked Milly to help her.
	Opening times Monday to Wednesday 8 a.m6 p.m.	You mustn't enter unless the light is green.
	Thursday 1 p.m9 p.m. Friday 9 a.m12 p.m. Saturday and Sunday 9 a.m2 p.m.	 5 A Only enter when the light is green. B The door opens when the light is green. C You can't enter if the light is green.
2	A The shop is open every morning except	

B The shop isn't open for as long on Saturdays as on Mondays. C The shop is open the longest on

Friday morning.

Thursdays.

- 2 Look at the sentences below about rock and rock formations. Read the text to decide if the sentences are true or false.
 - ► Earth is formed of very few different kinds of rock. true / false
 - 1 Wind is an example of a surface process which has shaped the landscape. true / false
 - 2 Tourists and photographers are attracted to rock formations which look like other things. true / false
 - 3 The 'neck' of the Queen's Head in Taiwan is made of harder rock than the 'head'. true / false
 - 4 The stone columns that form the Giant's Causeway are all the same shape. true / false
 - 5 Visitors mustn't walk on the Giant's Causeway. true / false
 - 6 Wave Rock is on a beach in Australia. true / false
 - 7 It's about 110 metres from one end of Wave Rock to the other end. true / false
 - 8 Geologists think Wave Rock will break soon. true / false
 - 9 Walkers used to be able to walk under the Landscape Arch in Utah, USA. true / false
 - 10 In 2008 a rock formation collapsed in a national park in Utah, USA, due to natural processes. true / false

The surface of our planet is formed of many different kinds of rock. Over many years, geological movement and surface processes (like wind, water, ice, and fire) have formed this rock into different landscapes.

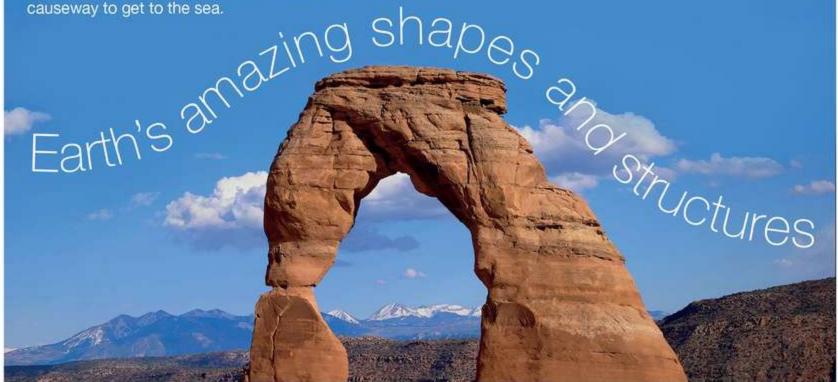
Some individual rock formations are particularly striking, especially if they resemble something like a person or a building. These structures attract tourists and photographers in great numbers.

The Queen's Head in Taiwan is one such popular tourist attraction. It's kind of 'mushroom rock', which means that a piece of large hard rock sits on top of a column of softer rock. The top rock looks like a head and the column looks like a long thin neck. From certain angles it has the appearance of a woman with an elegant hairstyle.

In Northern Ireland, the Giant's Causeway is a large area on the coast that's formed of about 40,000 stone columns. The columns have five, six or seven sides and fit together like pieces of a jigsaw or mosaic. Visitors can walk across the 'steps' of the causeway to get to the sea.

Wave Rock, in the middle of the countryside in Western Australia, was formed about 60 million years ago. This multi-coloured structure is about 15 metres high and 110 metres long and has the appearance of a huge surf wave which is going to crash onto a beach at any moment.

How long will it be before these rock formations change again because of natural processes? It's already happening to some of them. The Landscape Arch is an 88-metre sandstone arch in a national park in Utah, USA. Several pieces of rock have fallen off the thinnest section of the arch in recent years, so the path which goes under it is now closed for safety reasons. A similar rock formation in the same national park collapsed completely in 2008.



3 Read the text below and choose the correct word for each space.

Self-esteem

▶ <u>B</u> agree that 1___ a good level of selfesteem helps people to live more 2___.

What is self-esteem?

Self-esteem is the opinion 3___ about yourself.

4___ you have high self-esteem, does it make you arrogant?

High self-esteem isn't about 5___ that you're better than everyone else. People with healthy self-esteem 6___ believe that they are as 7___ as other people.

Why is self-esteem important?

People with good self-esteem feel positive about life and they usually find it easy to

- 8___ on with other people.
- 9____ you have good self-esteem, it's difficult to take risks and make decisions.

What are the signs of healthy selfesteem?

People who have good self-esteem believe in 10____.

If something is difficult they don't 11____.

They 12___ trying and they aren't afraid to ask for help if they need it.

- A Psychology B Psychologists
 C Psychological D Psychologically
- 1 A have B had C to have D having
- 2 A happy B happily C happier D happiest
- 3 A you have B who you have C what you have D which have
- 4 A Unless B Due to C If D As soon as
- 5 A thinking B think C thought D to think
- 6 A simple B simpler C simply D simplest
- 7 A better B good C best D well
- 8 A go B give C put D get
- 9 A When B If C Unless D Because
- 10 A yourself B myself C ourselves D themselves
- 11 A give up B give it up C it give up D give up it
- 12 A take up B come in C get off D go on

Writing

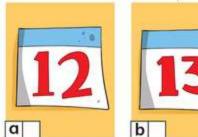
- 4 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - You won't get better at tennis if you don't practise.
 You won't get better at tennis unless you practise.
 - 1 The French invented tennis.
 Tennis ______ the French.
 - 2 My brother is a better tennis player than me. I don't play tennis ______ my brother.
 - 3 That tennis racket is so old.
 That's ______ an old tennis racket!
 - 4 We can't play tennis because it's too dark. It's _______ to play tennis.
 - 5 I don't want you to hit the ball so hard.
 I'd rather _____ the ball so hard.
 - 6 Frank's started playing tennis recently.

 Frank's _____ up tennis recently.
- Your friend Brian is going to stay with a friend in London next week. Write an email to Brian. In your email, you should
 - tell Brian what you will be doing while he's in London
 - · remind Brian to take his camera
 - ask Brian to bring you something from London

Listening

6 R9.1 For each question, listen and choose the correct answer A, B or C.

When is Oscar's birthday?







1 What is the special offer in this shop?



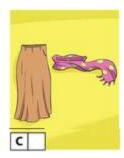




2 Which clothes does Kate want?

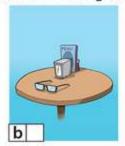






3 Where did the man leave his glasses?

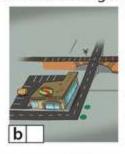






4 Which way will Anna have to go today?







5 What result did the boy get?







7 R9.2 You will hear a fitness coach talking to a group of people. Listen and complete the information. Use one word in each space.



DRAYTON FITNESS CENTRE

What we offer

- ✓ Modern gym > equipment and swimming pool
- Qualified fitness 1_
- Different classes every day of the week

Our promise

If you're not fitter and healthier after three months with us, we'll give you 2_ months free!

Prices

- ✓ Regular membership: £ ³______.00 a week (gym and swim)
- ✓ Fitness classes: £3.00 each
- ✓ Sports PLUS pass: £30.00 a month _'s included (gym, swimming pool, fitness classes)

New member health check

- ✓ All new members 5_____ have a health check at the Drayton Medical Centre.
- Receive a free consultation with a
- health adviser Have your blood pressure 7_

News Flash - The gym will closed next week due to or	lbe
closed next week due to ou	ir

Speaking

8 Work in pairs or small groups. Turn to page 188.

Extra information

Unit 1

- 12 1.5 Complete the audio script with a, an, the, some or (no article). Then listen again and check.
 - A: Wow, look at ▶ the colours in this picture!
 - B: Amazing! I love 1 red! And there are so many different kinds of red there.
 - A: Where is it?
 - B: I think it's in 2_____ Africa, 3____ North Africa. Let me see ... ah yes, it's in 4____ Morocco.
 - A: What is 5_____ red stuff? Is it 6_____ paint?
 - **B:** It's ⁷_____ dye.
 - A: Sorry?
 - B: Dye d-y-e: for changing 8 _____ colour of 9 ____ things. Look, there are 10 ____ animal skins hanging on 11 ____ wall. 12 ___ men are going to dye them to make coloured 13 ____ leather, for making 14 ____ bags and 15 ___ shoes.
 - A: Oh, of course. My mum's got 15_____ bag that kind of colour.

Unit 2, student A

3 What's different? Describe your picture to student B using quantifiers. Can you find ten differences in three minutes?



bath oil brush iron peg perfume rubber gloves shampoo soap towel



Unit 4, student A

12 Prepare questions about the missing information to ask student B.

SPORT: A 73-year-old woman climbed

FOOD: Two Italian men made a

_____ in 2004. 19,000 people

ate it.

SPORT: A 96-year-old South African man did

FUN: 13,413 people painted

_____ at the same time in

Yunnan, China in 2009.

13 Take turns to ask your questions from exercise 12 and answer your partner's questions about this information.

SPORT: In 1998, a man from France swam across the Atlantic.

MUSIC: In September 2011, a man from Italy sang karaoke for almost 102 hours.

SPORT: In 2008, a Chinese man dived down a twelve-metre waterfall.

FUN: In 2009, people in Maine, USA built a 37-metre high snow woman.

What did a 73-year-old woman from Japan climb in 2012?

Mount Everest.

What did a man from France swim across in 1998?

The Atlantic.

Unit 4, student A

21 Imagine you are a TV reporter. You are going to interview Henry and Jamie. Prepare questions.

Questions for Henry

- 1 How often/you/go swimming How often do you go swimming?
- 2 How often/you/see people in difficulty in the water
- 3 What/you/play/on the beach when you/hear/Jamie
- 4 What/Jamie/shout
- 5 What/you/talk about/when/wait/Jamie

Questions for Jamie

- 1 When/you/learn to swim
- 2 How/you/feel about swimming in the sea now
- 3 What/Henry/say/to you
- 4 What/you/say/to Henry
- 5 you/think/Henry will be a good lifeguard

Unit 7, student A

Work in pairs. Mime preparing for the actions. Can your partner guess what you're going to do?

You're going to wash your hands. You're going to play the piano. You're going to going to eat a meal.



Arrange to do the activities in the box with student B. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

talk about our school project play tennis have a picnic watch a DVD together

	morning	afternoon	evening
Monday	do my homework	meet Sam 3.00	
Tuesday			
Wednesday	meet Andy 9.30		cinema with Tom 7.00
Thursday			
Friday	do my homework	dentist 2.30	
Saturday		swimming lesson 2.00	
Sunday			theatre with Vicky 7.30

Unit 15, story trail part 2

Edward is a farmer. Did you guess correctly?

Read part two of the story.

Edward lives in a cold, wet country. He's a happy man. He's been married for 30 years. Edward and his wife Milly grow fruit and vegetables on their farm. It's a small farm. Edward and Milly don't have a tractor or any other big machines.

One day, Edward was working on the farm. Milly was away. She had gone to stay with her sister for a few days.

What was Edward doing? Guess from the activities in the box. Use might have or can't have.

pick oranges drive a tractor pick apples dig feed the animals make jam

He can't have been driving a tractor because he hasn't got a tractor.

> He might have borrowed a tractor from another farmer.

3 Now turn to page 183 for part three of the story.

Unit 9, group A

13 Write the reported questions. Start with She asked me...





- what's the problem?
 - How long have you felt like this?
- Have you got a high temperature?
 - Have you got a headache?

She asked me what the problem was.

Unit 16, student A

6 Read the text and prepare questions to complete the story. Use the question words in brackets. Then ask your partner your questions.

A city garden

Tommy lived in (► Where?), on the (¹Which?) floor of a block of flats. He liked living there because two of his best friends lived in the same block.

The three boys loved (2What?). Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted his own garden.

One day, the boys were walking in a part of the city that they didn't know when they found a small patch of land. They saw (³What?) on the land, and good earth underneath it. Tommy started talking to an old man who was sitting (⁴Where?).

The man said, 'It's my land. Why don't you clear it for me? When it's completely clear, you can grow things here.'

The boys spent three weeks clearing the land. They planted a (*What?), and Tommy got his flower garden, too.

(6Who?) came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave tools, seeds and water to the boys. But they never saw the old man again.

Where did Tommy live?

Where did Tommy live?

In London.

Unit 16, student A

- 17 Choose the answers that you think are correct. Then check them with your partner using question tags. Use falling intonation if you're sure about a fact or rising intonation if you're not sure.
 - 1 Helsinki is in Mexico / Finland / Canada.
 - 2 Tigers live in Africa / Asia / Australia.
 - 3 A hexagon has six / seven / eight sides.
 - 4 A chameleon is a reptile / insect / mammal.

Helsinki's in Finland, isn't it?

Yes, I think so.

Unit 23, Team A

- 15 Use the information below to write quiz questions with How and How often and three possible answers.
 - 1 When a musical score says 'lento' a musician should play slowly.
 - 2 Lions have babies every two years.
 - 3 An Australian man travelled around the world by helicopter for the first time in 1983.

Unit 27, student A

12 Complete the sentences. Then check your answers with student B.

The water is checked every two hours.

► The water is checked every two hours.

All our biscuits are made by hand.

1 We _____ all our biscuits by hand.

The police arrested her at three o'clock this morning.

2 A woman _____ at three o'clock in the morning.

Total: £25.55

You were served by Julia today.
We hope you enjoyed your meal!

3 Julia ______ you today.

They catch all the fish locally.

4 All our fish ______locally.

This building was opened in 1996.

5 They _____ this building in 1996.

Unit 15, story trail part 3

Edward was digging. Did you guess correctly?

Read part three of the story.

Suddenly, he had the shock of his life. He couldn't believe his eyes!

What had happened? Guess from the events below. Use might have or can't have.

saw a snake saw Milly heard some music heard Milly found a ring found some money

He might have seen a snake.

3 Now turn to page 186 for part four.

Unit 2, student B

3 What's different? Describe your picture to student A using quantifiers. Can you find ten differences in three minutes?



bath oil brush iron peg perfume rubber gloves shampoo soap towel



Unit 4, student B

12 Prepare questions about the missing information to ask student B.

SPORT: A man from France swam across
______ in 1998.

MUSIC: A man from Italy sang
______ for almost 102 hours in
September 2011.

SPORT: A Chinese man dived down a
______ in 2008.

FUN: People in Maine, USA built a

____. In 2009.

13 Read the text. Take turns to ask and answer your questions.

SPORT: In 2012, a woman from Japan climbed Mount Everest.

FOOD: In 2004, two Italian men made a 634-metre sandwich. 19,000 people ate the sandwich.

SPORT: A 96-year-old South African man did a bungee jump in 2010.

FUN: In 2009, 13,413 people painted their faces at the same time in Yunnan, China.

What did a 73-year-old woman from Japan climb in 2012?

Mount Everest.

What did a man from France swim across in 1998?

The Atlantic.

Unit 4, student B

21 Imagine you are Henry. Prepare answers for these questions.

How often do you go swimming? How often do you see people in difficulty in the water? What were you playing on the beach when you heard Jamie?

What was Jamie shouting?

What did you talk about when you were waiting with Jamie?

Unit 7, student B

★ 2 GAME

Work in pairs. Mime preparing for the actions. Can your partner guess what you're going to do?

You're going to sneeze. You're going to open a can of drink. You're going to eat some soup.

Unit 7, student B



Arrange to do the activities in the box with student A. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

talk about our school project play tennis have a picnic watch a DVD together

	morning	afternoon	evening
Monday		do my homework	cinema with Amy 7.00
Tuesday		do my homework	
Wednesday	optician – eye test 11.00		theatre with Ed 7.30
Thursday		meet Libby 2.30	
Friday			
Saturday	swimming lesson 10.00		meet Rosy 6.30
Sunday			C.

Unit 9, group B

13 Write the reported questions. Start with He asked me...



Do you want to try some cheese?

Do you need a bag?

Do you want anything else?

How would you like to pay?

He asked me if I wanted to try some cheese.

Unit 16, student B

6 Read the text and prepare questions to find the missing information. Use the question words in brackets. Then ask your partner your questions and complete the story.

A city garden
Tommy lived (▶ Where?), on the tenth floor of a block of flats. He liked living there (¹Why?).
The three boys loved being outdoors. Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted(2What?).
One day, the boys were walking ———————————————————————————————————
The man said, 'It's my land. Why don't you clear it for me? When it's completely clear, you can grow things here.'
The boys spent (4How long?) clearing the land. They planted a fruit tree and some vegetables, and Tommy got his flower garden, too.
Local people came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave (*What?) to the boys. But they never saw (*Who or what?) again.
Where did Tommy live?
Where did Tommy live? In London.

Unit 23, student B

- 15 Use the information below to write quiz questions with How and How often and three possible answers.
 - 1 When a musical score says 'allegro', a musician should play fast.
 - 2 Chimpanzees have babies every five years.
 - 3 An English man travelled around the world by bike for the first time in 1884.

Unit 16, student B

- 17 Choose the answers that you think are correct. Then check them with your partner using question tags. Use falling intonation if you're sure about a fact or rising intonation if you're not sure.
 - 1 Pandas eat grass (bamboo) meat.
 - 2 99 divided by 3 is 3 / 33 / 3,333.
 - 3 Vancouver is in the USA / Britain / Canada.
 - 4 A violin has four / five / six strings.
 - 5 CO, is carbon monoxide / carbon / carbon dioxide.

Pandas eat bamboo, don't they?

Yes, I think so.

Unit 23, student C

- 15 Use the information below to write quiz questions with How and How often and three possible answers.
 - 1 When a musical score says 'forte' a musician should play loudly.
 - 2 Pandas have babies every three years.
 - 3 Three men from the USA travelled across the Atlantic Ocean by hot air balloon for the first time in 1978.

Unit 4, student C

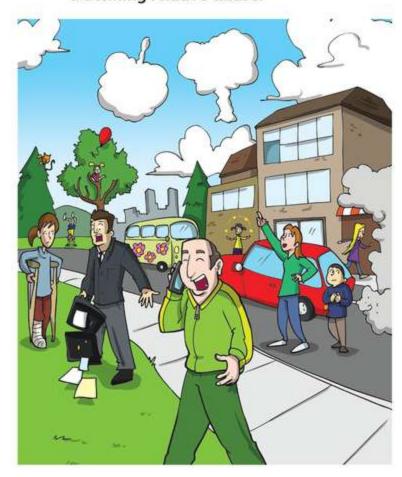
21 Imagine you are Jamie. Prepare answers for these questions.

When did you learn to swim? How do you feel about swimming in the sea now? What did Henry say to you in the water? What did you say to Henry? Do you think Henry will be a good lifeguard?

Unit 17, student B



Work in pairs. Write six questions about your picture with Can you see? + a defining relative clause.



can you see a window that's open? can you see a man who's laughing?

Unit 9, group C

13 Write the reported questions. Start with I asked her...

is there a shop?



What time is breakfast?

Does my room have a sea view?

can I have lunch in my room?

I asked her if there was a shop.

Unit 18, student C and D

20



Discuss who you can help and who can help you. If you ask for help you must offer something.

Student c

Your requests

You want someone to give you piano lessons. You need someone to cut your hair. You want to borrow some books for the weekend.

What you can offer

- © You'll spend time doing outdoor activities with other people.
- © You'll do physical work (like lifting heavy things and painting walls).

But ...

- You won't lend your books and DVDs to people unless they promise to return them.
- You get a headache if you sit near a computer.

Student D

Your requests

You want someone to go mountain climbing with you. You want to borrow some DVDs. You want someone to give you guitar lessons.

What you can offer

- You'll do creative tasks like taking photos and cutting people's hair.
- You'll lend your books and DVDs to people

But ...

- You feel sick if you go on a boat.
- You get a headache and feel sick if you are near fresh paint.
- You haven't got any DVDs.

can someone come sea fishing with me?

I'll come sea fishing with you if you help me move some heavy boxes.

I can't help you, I'm afraid. My back hurts if I lift heavy things.

Unit 15, story trail part 4

He found a ring. Did you guess correctly?

Read the last part of the story.

In fact, it was his wedding ring! He had lost the ring years before when he was working in the field.

2 How did he feel? What did he do with the ring? Write sentences using He must have and the ideas in the box.

be/feel want to tell clean put it on phone

He must have felt very surprised!

3 Compare your ideas with other groups.

Unit 9, group D

13 Write the reported questions. Start with He asked us ...



can I have your ticket

Where are you going?

can I see your passports?

How many bags have you got?

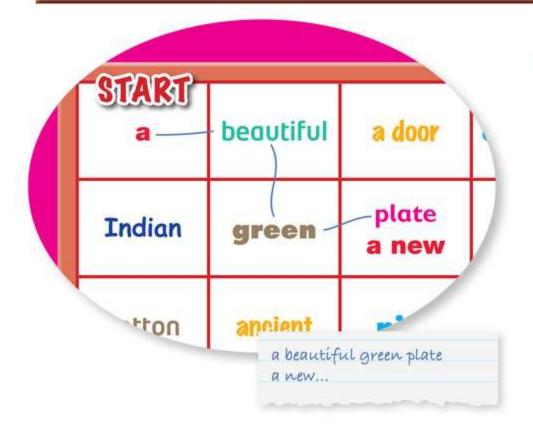
Did you pack the bags yourselves?

He asked us if he could have our tickets.



Work in pairs. Move horizontally ↔ and vertically ‡ through the maze from START to FINISH. Draw a line to build phrases with two or three adjectives in the correct order. Always start a new phrase on the last square of the previous phrase. How many squares do you use?

[3	TART a	beautiful	a door	comedy	FINISH film.	action
I	Indian	green	plate a new	credit	adventure	funny
c	otton	ancient	nice	card a red	short	terrible
	oard nice	chopping	hat a wooden	paper	amazing	an costume
	ôlđ	guest	house a large	square	photo a black	swimming



Unit 27, answers

- 11 Bicycles were first ridden in Germany in the nineteenth century.
 - 1 DVDs were invented in the 1990s.
 - 2 Violins were first made in Italy.
 - 3 The first newspapers were printed in the seventeenth century.
 - 4 Golf was first played in Scotland.
 - 5 Ice-cream was first eaten in the tenth century.
 - 6 Coffee was first drunk in Ethiopia.

Revision 3, Units 8-12

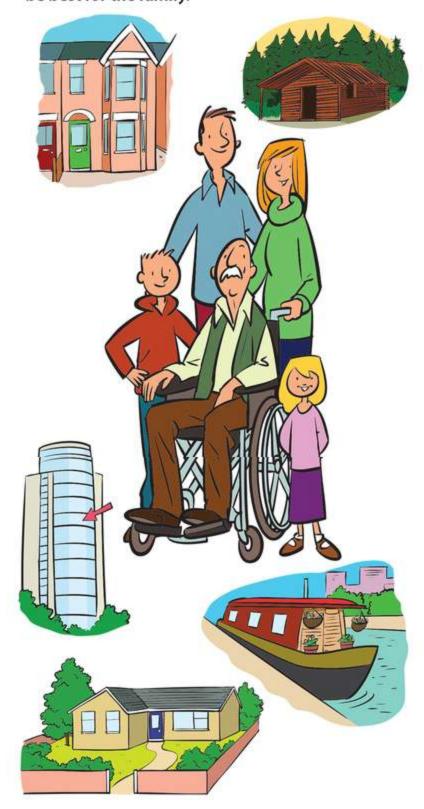
10 Work in pairs. Look at these photographs of people finding food. Take turns to talk about what you can see in your pictures.





Revision 9, All units

8 Work in pairs or small groups. This family is planning to move to a new home. Discuss the homes in the picture and decide which two would be best for the family.



Unit 4 Revision of tenses

Present simple

Spelling rules: he / she / it form			
most verbs	+ -s	eat → eats play → plays	
ending in -ch, -o, -sh, -ss or -x	+ -es	finish → finishes relax → relaxes	
ending in consonant + -y	→ -ies	carry → carries try → tries	
have		has	

Present continuous

Spelling rules: -ing	form	
most verbs	+-ing	eat → eating watch → watching
ending in -e	e + -ing	write → writing have → having
ending in –ie	→ -ying	lie → lying die → dying
ending in one stressed vowel + one consonant	double consonant + -ing	shop → sho pping begin → begi nning
if the vowel is unstressed or the consonant is w, x, y	don't double consonant	listen → listening play → playing

Past simple

Spelling rules: regular	verbs		
most verbs	+ -ed	ask → asked start → started	
ending in -e	+ -d	live → lived hate → hated	
ending in vowel + -y	+ -ed	stay → stayed enjoy → enjoyed	
ending in consonant +-y	→ -ied	carry → carried study → studied	
ending in one vowel + one consonant	double consonant	plan → planned prefer → preferred	
stress not on last syllable	don't double consonant	listen → listened	
if consonant is -w, -x or -y	don't double consonant	relax → relaxed snow → snowed	

Unit 9 Reported speech

Direct speech → Reported speech present tense → past tense

is/are → was/were wants → wanted is/are leaving → was/were leaving have got → had

past simple and present perfect → past perfect

has/have arrived → had arrived spoke → had spoken

modals that change

 $can \rightarrow could$ will \rightarrow would must \rightarrow had to

modals that don't change

could → could would → would should → should

direct speech → reported speech

here → there now → then

this/these → that/those
today → that day

yesterday → the day before/
the previous day

tomorrow → the next/following day

next week/month/year →
the following week/
month/year
last week/month/year →
the previous week/
month/year

three days ago → three days before/
earlier

Present perfect/continuous

	regular	irregular
Affirmative		
I / you / we / the y've he / she / i t's	worked/been working	written/been writing
Negative		
l / you / we / they haven't he / she / it hasn't	worked/been working	written/been writing
Questions	-	
Have I / you / we / they Has he / she / it	worked/been working?	written/been writing?
Short answers	<u>=</u>	
Yes, I / you / we / they have. Yes, he / she / it has.	No, I / you / we / they have No, he / she / it hasn't.	en't.

Past participles of regular verbs are the same as the past simple -ed form. For spelling rules of regular -ed forms, see page 189.

There are no rules for irregular past participles. They are often different from the past simple form. You must learn each one individually. See the list on page 192.

Past perfect/continuous

We form the past perfect with had + past participle. We form the past perfect continuous with had + been + -ing form.

JAG (2017) 프라마 (1874) (1817)				
	regular	irregular		
Affirmative				
Full form				
I / you / he / she / it / we / they had	walkad/baan walking	weitten /h een weiting		
Short form	worked/been working	written/been writing		
I / you / he / she / it / we / they'd				
Negative		_		
I / you / he / she / it / we / they hadn't	worked/been working	written/been writing		
Questions				
Had I / you / he / she / it / we / they	worked/been working?	written/been writing?		
Short answers				
Yes, I / you / he / she / it / we / they had.	No, I / you / he / she / it / v	ve / they hadn't .		

Unit 21 Comparison: adjectives and adverbs

	Adjective/adverb	Comparative form	Superlative form
one syllable	late/late strong fast hard high low	later (than) stronger (than) faster (than) harder (than) higher (than) lower (than)	the latest the strongest the fastest the hardest the highest the lowest
one syllable ending in	big	bigger (than)	the biggest
vowel-consonant	sad	sadder (than)	the saddest
two syllables ending in -y	sunny	sunnier (than)	the sunniest
	early	earlier (than)	the earliest
three or more syllables	interesting	more interesting (than)	the most interesting
	fluently	more fluently (than)	the most fluently
	carefully	more carefully (than)	the most carefully
Irregular forms	good /well	better	the best
	bad /badly	worse	the worst
	far	further	the furthest

Many two-syllable adjectives take the **-er** and **-est** endings. These include *clever*, *gentle*, *narrow*, *pleasant*, *quiet* and *simple*.

Adverbs

ending in consonant	add -ly	fluent → fluently careful → carefully
ending in -e	keep -e and add -ly	nice → nicely
ending in consonant + -y	change -y to -ily	easy → easily luck → luckily
ending in -le	change -le to -ly	comfortable → comfortably possible → possibly
ending in -ic	+ -ally	automatic → automatically dramatic → dramatically

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	send	sent	sent
cost	cost	cost	sing	sang	sung
do	did	done	sit	sat	sat
drink	drank	drunk	sleep	slept	slept
drive	drove	driven	speak	spoke	spoken
eat	ate	eaten	spend	spent	spent
fall	fell	fallen	stand	stood	stood
feel	felt	felt	swim	swam	swum
find	found	found	teach	taught	taught
fly	flew	flown	take	took	taken
forget	forgot	forgotten	tell	told	told
get	got	got	think	thought	thought
give	gave	given	understand	understood	understood
go	went	gone, been	wake	woke	woken
have	had	had	wear	wore	worn
hear	heard	heard	win	won	won
know	knew	known	write	wrote	written
leave	left	left			