

new edition

Grammar

three

Jennifer Seidl



OXFORD

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Are you running away?

Present simple or present continuous?

- JENNY What's wrong? **Are you running** away from someone?
- ANNA Yes, a horrible green thing on a skateboard **is chasing** me.
- JENNY That's Trig, an alien from Trignon. He's very friendly.
- ANNA I **don't care** who he is, I **don't like** him. I **don't** usually **talk** to aliens. Merton is a very strange town.
- JENNY **Don't you live** in Merton?
- ANNA No. I **live** in Kingsley, but my brother Ben and I **are staying** with my Aunt Sarah and my cousin Mark for a few months. I haven't got any friends here.
- JENNY Well, I'm **going** to the cinema with my brother tonight. Do you want to come?
- ANNA Yes, thanks. I **love** films ... But **is Trig coming**?



Grammar lesson

Present simple

We use the present simple

- 1 for actions that we do (or don't do) regularly, especially with **always, often, usually, sometimes, never, every day, etc.**:
*I **don't** usually **talk** to aliens.*
- 2 for facts:
*I **live** in Kingsley.*
- 3 when we say we **like, love, hate, dislike, know, believe** or **think** something:
*I **love** films.*

Present continuous

We use the present continuous

- 1 for something that is happening at the moment of speaking, often with **now, at the moment, today, etc.**:
*A green thing **is chasing** me.
Are you running away from something?*
- 2 for something temporary:
*I'm **staying** in Merton for a few months.*
- 3 to talk about future plans, often with time expressions such as **next week, on Tuesday, tonight**:
*We're **going** to the cinema tonight.
Is Trig coming?*

Words to learn

horrible shake wave comedy
stare wonder ladder burglar

1 Verb forms

- a Fit the present simple **he/she/it** forms of the verbs into the puzzle.

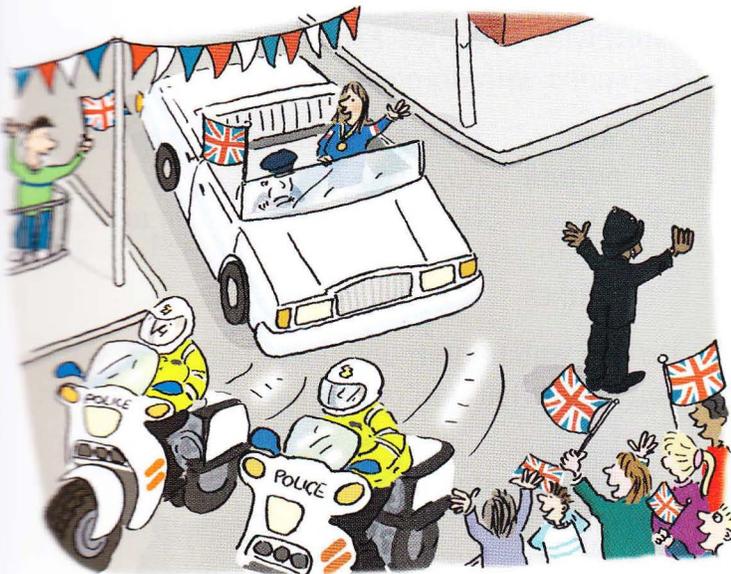
do be begin hurry have mix ✓



2 What's happening?

Debbie Foster has won an Olympic medal for swimming. Everyone is celebrating. Use the verbs from the box in the present continuous to complete the sentences.

come ✓ get out go into stop try
ride shake stand wave

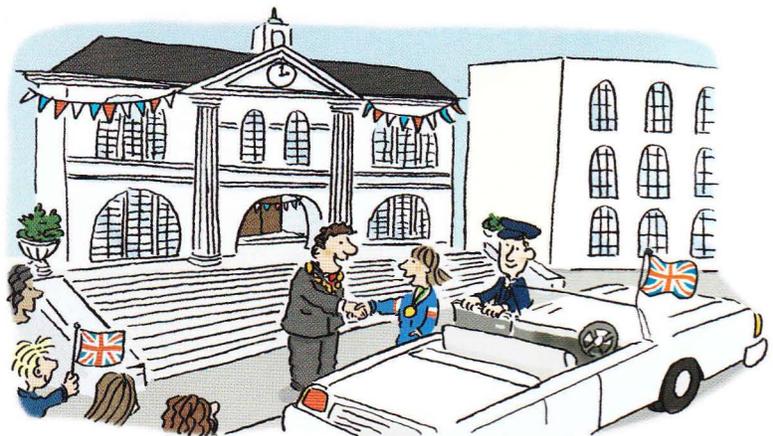


⇒ The car **is coming** round the corner.

- Two policemen on motorbikes in front of the car.
- A policeman the traffic.
- Some people flags.

- b Fit the **-ing** forms of the verbs into the puzzle.

forget choose ✓ hit lie make happen



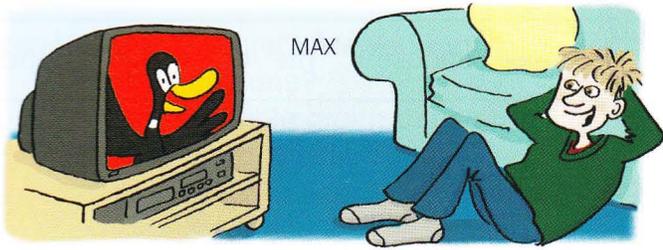
- Now Debbie of the car.
- The Mayor hands with her.



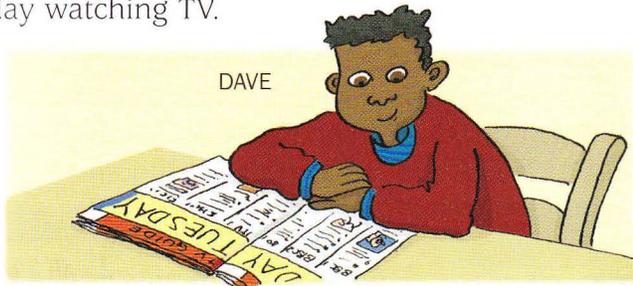
- Debbie the Town Hall.
- Jenny and Nick to see her.
- Trig on Nick's shoulders.

3 Television

We asked some people the question 'Do you watch too much TV?' Here are their answers.



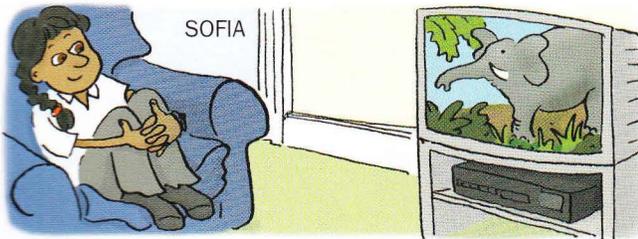
Yes, I think I do. I love cartoons. I always watch my favourite ones. I spend three or four hours a day watching TV.



I don't think that I watch too much TV. I watch TV for about an hour a day. I like comedy shows but I think game shows are stupid. I read the TV guide, so I always know what's on.



No, I don't. I have other things to do. I play the piano and read books. I sometimes watch programmes about wildlife, but I don't usually know what's on.



Yes, I do. As soon as I come home from school I turn on the TV. I sometimes watch TV for about five hours a day. My mum doesn't say anything. I do my homework in the morning.

a Are these sentences true or false? Correct the false statements.

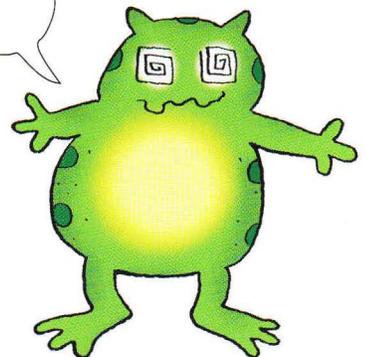
- ⇒ Max watches cartoons.
True.
 - ⇒ Marion watches game shows.
False. She doesn't watch game shows.
- 1 Dave likes comedy shows.
 - 2 Marion watches TV for three or four hours a day.
 - 3 Sofia plays the piano.
 - 4 Max always watches his favourite cartoons.
 - 5 Sofia does her homework in the evenings.
 - 6 Marion reads the TV guide.
 - 7 Dave watches TV for an hour a day.
 - 8 Max hates cartoons.
 - 9 Sofia phones her friends when she comes home from school.
 - 10 Dave spends five hours a day watching TV.
 - 11 Max watches TV for an hour a day.
 - 12 Dave always knows what's on TV.
 - 13 Marion likes comedy shows.
 - 14 Dave hates game shows.
 - 15 Max thinks that he watches too much TV.

b Work with a partner. Ask and answer five questions with **do** or **does**. Give short answers.

- ⇒ YOU *Does Max watch game shows?*
PARTNER *No, he doesn't.*
- ⇒ YOU *Do Max and Sofia watch too much television?*
PARTNER *Yes, they do.*

c Do you watch too much television? What do you like? What don't you like?

I don't watch too much TV.



🔍 Detectives

Tom and Nick are looking at the house across the street. Put the verbs in brackets in the present simple or the present continuous to make correct sentences.



TOM What ⇒ are you staring (you stare) at?

NICK There's a man at Mr and Mrs Johnson's house. He ⇒ doesn't live (not live) there. I wonder what he 1..... (do).

TOM Perhaps he 2..... (visit) them.

NICK No. They're not at home. They both 3..... (work) in London. They 4..... (catch) the same train as Dad every morning. It's strange. He 5..... (look) at the house very carefully.

TOM Now he 6..... (try) to open the gate, but it's locked. Look! He 7..... (climb) over the garden wall.

NICK Let's watch him. I want to see what he 8..... (do).

TOM He 9..... (go) to the garage. He 10..... (carry) a ladder. Now he 11..... (use) the ladder to go up to the bedroom window!

NICK He must be a burglar... Hey! You! What 12..... (you do)?

MAN It's all right, boys. I've come to repair the roof.



5 Your plans

What are you doing next weekend at these times?

⇒ Friday evening
On Friday evening I'm going to the cinema.

- 1 Saturday morning
- 2 Saturday afternoon
- 3 Sunday morning
- 4 Sunday afternoon

Something awful happened

Past simple or past continuous?

AMANDA I **was shopping** yesterday when something awful **happened**. I **saw** a skirt in a shop window. I **liked** it, so I **went** in to try it on.

JENNY **Did you buy** it?

AMANDA No. Just as I **was putting** it on, it **tore**.

JENNY So what **did you do**?

AMANDA I **told** the shop assistant. She **didn't make** me pay for it, but I **didn't try** on any more skirts.



Grammar lesson

Past simple

We form the past simple of regular verbs with **ed** or **d**.

happen – **happened**, like – **liked**

Irregular verbs have a special form. Look at page 127.

see – **saw**, tear – **tore**

We use **did** + base form for questions, and **did not** or **didn't** + base form for the negative.

***Did you buy** it?*

*She **didn't make** me pay for it.*

We use the past simple for an action that started and finished in the past, often with a time expression.

*Something awful **happened** yesterday.*

Past continuous

We form the past continuous with **was/were** + the **-ing** form.

*I **was shopping**.*

We make questions and negative forms like this:

Were you shopping?

*Jenny **was not** (OR **wasn't**) **shopping**.*

We use the past continuous for an action that was already happening at a particular time in the past.

*When Amanda **was shopping** yesterday, she **saw** a skirt.*

Past simple or past continuous?

When one action interrupts another, we use the past continuous and the past simple together in one sentence. We use the past continuous (**was putting**) for the longer action and the past simple (**tore**) for the shorter 'interrupting' action.

*Just as I **was putting** it on, it **tore**.*

Words to learn

awful shop assistant corner
marry tailor sew cloth
import special

1 Verb square

Find the infinitives and the past simple forms and write them in the lists.

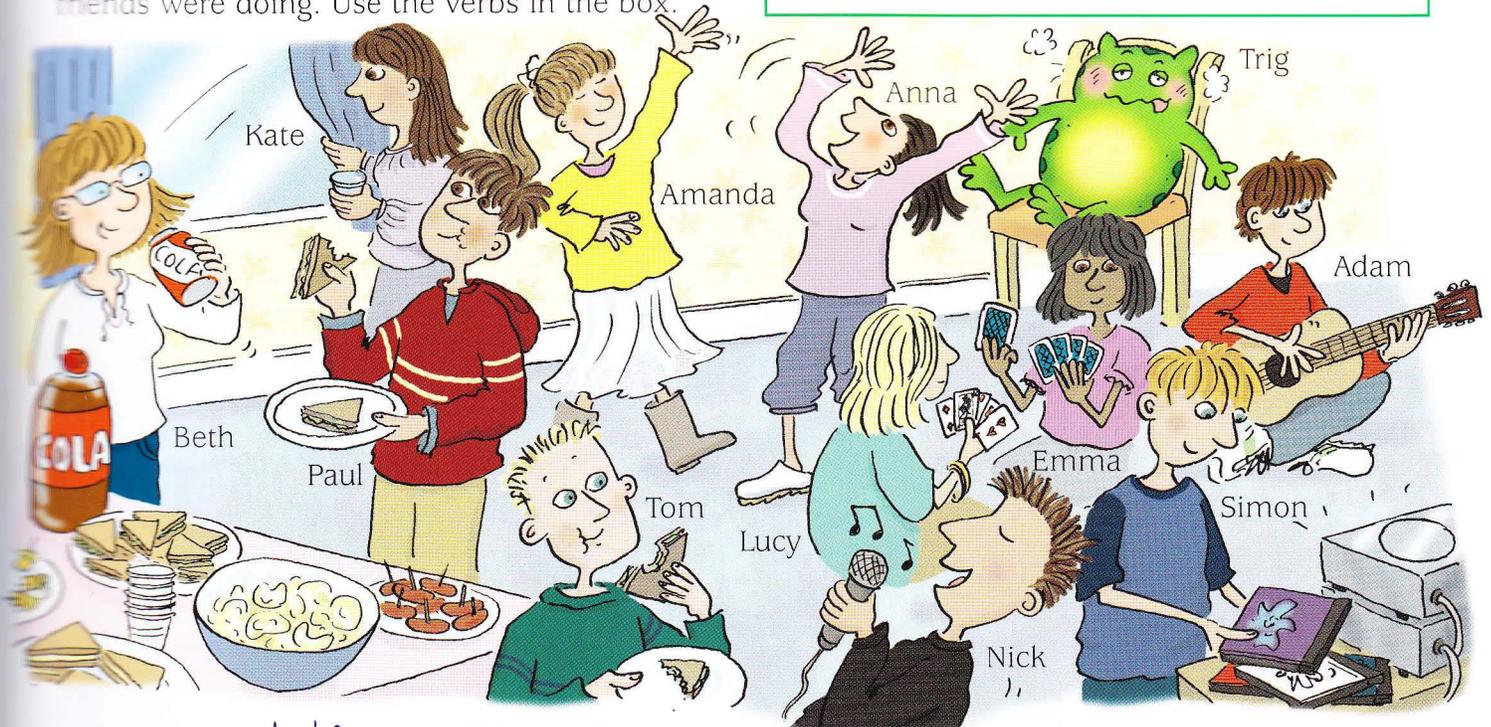
infinitive	past simple
⇒ come	⇒ came
.....
.....
.....
.....
.....
.....
.....

A	X	D	F	T	O	O	K	M	C	S	D	R
Y	C	O	M	E	W	Y	U	P	F	A	I	U
W	O	R	K	Q	E	G	K	N	O	W	Z	N
Q	G	P	R	A	N	L	C	A	M	E	T	H
Z	O	P	U	K	T	A	K	E	G	U	K	S
M	N	S	E	E	V	S	W	T	I	X	N	T
W	O	R	K	E	D	L	H	L	V	Q	E	I
E	T	W	I	O	B	G	A	V	E	D	W	O

2 What were they doing?

Last Saturday, Jenny went to a party. When she arrived, this is what she saw. Say what her friends were doing. Use the verbs in the box.

look (x2) play (x2) sit dance sing
drink eat



⇒ Kate was looking out of the window.

- Nick
- Amanda and Anna
- Adam the guitar.
- Trig in the corner.
- Tom and Paul sandwiches.
- Simon at the CDs.
- Beth cola.
- Emma and Lucy cards.

3 The story of jeans

Put the verbs in brackets in the past simple or past continuous.

Levi Strauss ⇒ came..... (come) from a small town in the south of Germany. When he ¹..... (be) a young man, he ²..... (fall) in love with the mayor's daughter. But the mayor and Levi's parents ³..... (not want) them to marry. Levi's parents ⁴..... (send) him away to New York where his brothers ⁵..... (live). They ⁶..... (be) tailors and they ⁷..... (teach) him to sew.

In 1850, Levi ⁸..... (take) some cloth from New York to San Francisco when he ⁹..... (meet) some men. They ¹⁰..... (look) for gold in the streams and rivers. The weather was bad. It ¹¹..... (rain) and the wind ¹²..... (blow). The men were cold because they ¹³..... (wear) thin cotton trousers. Suddenly Levi ¹⁴..... (have) an idea. He ¹⁵..... (use) the cloth which he ¹⁶..... (carry) to make trousers for the men. It was warm, thick cloth. He ¹⁷..... (sew) on metal studs to make the trousers stronger. The men ¹⁸..... (love) the trousers but they ¹⁹..... (not like) the colour. So when Levi Strauss ²⁰..... (open) a shop in San Francisco, he ²¹..... (import) a special blue material from France. That's how jeans ²²..... (become) blue.



5 Where did he come from?

Use the words in brackets to write questions about Levi Strauss.

⇒ He came from Germany. (Where ... from)

Where did he come from?

- 1 His parents sent him to America. (Where)
- 2 His brothers taught him to sew. (What)
- 3 In 1850 he set out for San Francisco. (When)
- 4 He met some men on the way. (Who)
- 5 They were looking for gold. (What)
- 6 They were wearing thin cotton trousers. (What)
- 7 He was taking cloth to California. (What)
- 8 He made trousers from the cloth. (Why)
- 9 He sewed metal studs on the trousers. (What)
- 10 The blue material came from France. (Where ... from)

5 A phone call

Use the verbs in brackets in the past simple or the past continuous to complete the conversation.

JENNY I ⇒ phoned (phone) you at seven o'clock last night. You ¹..... (not answer).

What ²..... (you do)?

AMANDA I ³..... (be) at Anna's house.

JENNY What ⁴..... (you do)? ⁵..... (you learn) your French verbs?

AMANDA No. First we ⁶..... (write) our English essays. Then we ⁷..... (do) our Maths homework. After that we ⁸..... (watch) a film.

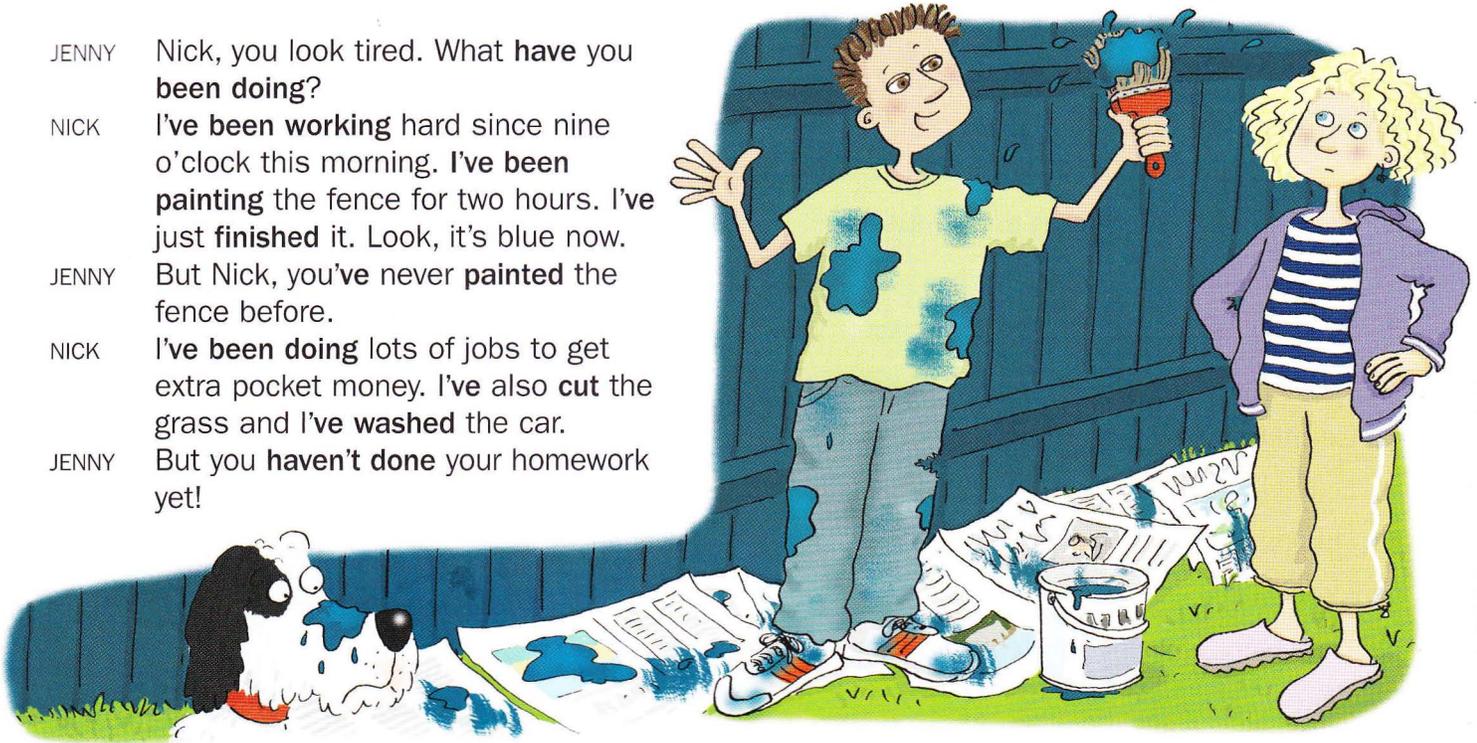
JENNY ⁹..... (you watch) the new Will Smith film?

AMANDA No, we ¹⁰..... (borrow) the latest Harry Potter film from her brother.

Nick's been working

Present perfect simple or present perfect continuous?

- JENNY Nick, you look tired. What **have you been doing**?
- NICK I've **been working** hard since nine o'clock this morning. I've **been painting** the fence for two hours. I've just **finished** it. Look, it's blue now.
- JENNY But Nick, you've never **ainted** the fence before.
- NICK I've **been doing** lots of jobs to get extra pocket money. I've also **cut** the grass and I've **washed** the car.
- JENNY But you **haven't done** your homework yet!



Grammar lesson

Present perfect simple

have or has + past participle
I **have washed**, he **has cut**

Look at the list of irregular verbs and their past participles on page 127.

We use the present perfect simple

- 1 for a completed action with **just** and **already** and for an uncompleted action with **yet**:
*You **haven't done** your homework yet.*
- 2 for a completed action which has an effect or result in the present:
*I've just **finished** it. Look, it's blue now.*
- 3 for a completed action at an unknown or unstated time, often with **ever** and **never**:
*You've never **ainted** the fence before.*

Present perfect continuous

have been or has been + -ing form
I **have been working**, he **has been painting**

We use the present perfect continuous

- 1 for an action that begins in the past and continues up to the present. The action may be finished or unfinished:
*I've **been doing** lots of jobs.*
- 2 with **for** and **since** and **how long** to emphasize how long an action has been happening:
*I've **been working** hard since nine o'clock this morning.
I've **been painting** the fence for two hours.*

Words to learn

extra youth club model
karate mark

1 Find the past participles

a How many past participles can you find? Be careful! Some words are in the past simple form.

B	E	E	N	X	K	X	D	R	A	W	N	S
L	S	A	Z	Q	N	Z	J	U	T	R	S	T
O	W	T	F	R	O	Z	E	N	E	I	P	O
W	A	E	X	S	W	U	M	Y	Z	T	O	L
N	M	N	W	E	N	T	R	A	N	T	K	E
T	A	K	E	N	Q	W	A	S	S	E	E	N
F	E	L	L	Q	D	R	I	V	E	N	N	Q
S	H	A	K	E	N	X	G	O	N	E	Q	Z

b Choose six verbs from a. Write the infinitive, past simple and past participle forms.

infinitive	past simple	past participle
⇒ be	⇒ was	⇒ been
.....
.....
.....
.....
.....
.....
.....
.....
.....

2 What has Nick done?

Look at the pictures. What has Nick done? What have Tom and Nick done? Use verbs from the box.

clean cut✓ feed give make paint

- ⇒ Nick has cut the grass.
 1 Nick the goldfish.
 2 Nick and Tom Tom's bike.
 3 Nick his bed.
 4 Nick and Tom Chip a bath.
 5 Nick the fence.



3 Activities

Write new sentences using the present continuous with **for** or **since**.

⇒ Amanda has tennis lessons. (2003)

Amanda has been having tennis lessons since 2003.

⇒ Jenny has piano lessons. (three years)

Jenny has been having piano lessons for three years.

1 Tom plays in a band. (2002)

2 Nick goes to a youth club. (a year)

3 Paul draws cartoons. (2004)

4 Anna enters swimming competitions. (two years)

5 Tom plays football for the school team. (three years)

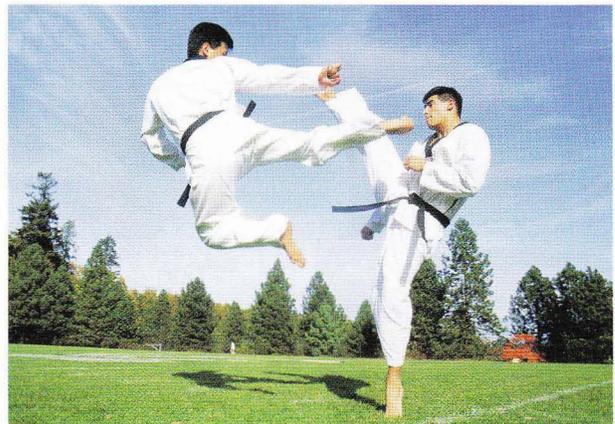
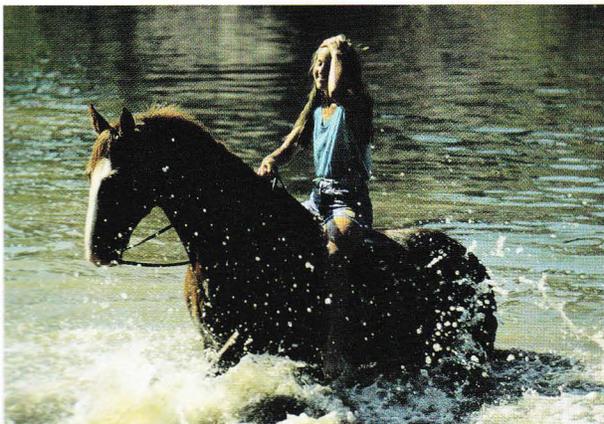
6 Diana goes horse riding. (2003)

7 Ben makes models. (six months)

8 Lucy writes to a pen-friend in Athens. (2004)

9 Beth works in a supermarket on Saturdays. (nine months)

10 Emma has karate lessons. (2003)



4 How long?

On a piece of paper, write a sentence about something you do regularly. Use the present perfect continuous with **for** or **since** to say how long you have been doing it, like this:

I've been playing the guitar for two years.

Do not write your name on the paper.

The teacher will collect all the papers and give them to different students.

Take turns to guess whose paper you have got. Continue until you have found the right person.

⇒ YOU *George. Have you been playing the guitar for two years?*
GEORGE *Yes, I have. OR No, I haven't.*

5 What have they been doing?

⇒ Complete the sentences with the present perfect simple or the present perfect continuous.

- ⇒ Anna has been writing... (write) a letter to a magazine. She's just finished it.
- 1 Nick (look) for his Maths book all morning, but he hasn't found it yet.
 - 2 Jenny (wait) for the bus for half an hour, but it hasn't arrived yet.
 - 3 Nick (play) a computer game for two hours and he's still playing.
 - 4 Ben hasn't finished making his model yet. He (make) it for two weeks.
 - 5 Amanda (not come) home yet. She's been shopping in town since ten o'clock.
 - 6 Mr Bell's car (make) strange noises, so he's taken it to the garage.
 - 7 Paul has been drawing cartoons for two hours. He (not finished) yet.
 - 8 Amanda has been waiting for Jenny in town. Jenny (not arrive) yet.
 - 9 Lucy's been sewing. She (make) a dress. It's pretty.
 - 10 It (rain) all day and it hasn't stopped yet.
 - 11 Mr Blake has been marking tests all evening but he (not find) a good one yet.
 - 12 Trig (practise) the present perfect all day.

⇒ Think of a job or activity that you've started but haven't finished, for example, something that you're making, reading or drawing. Write a short paragraph about it. Say how long you've been doing it.

Have you seen Ben?

Present perfect simple or past simple?

- NICK Have you **seen** Ben?
 TOM Yes, I **saw** him about ten minutes ago.
 NICK Where **did** you **see** him?
 TOM In the park. He was playing football with Jason.
 NICK Jason? He's a very good player. **Have** you ever **played** football with him?
 TOM I **played** in a match against his school team once.
 NICK **Did** you **win**?
 TOM No, we **lost**. Jason **scored** five goals.
 Later ...
 BEN I've **had** a great time in the park. I **played** football with Jason and I **saved** ten goals. Jason **has asked** me to be the goalkeeper in the next match.

Grammar lesson

Present perfect simple

We use the present perfect simple for a finished action at an unknown or unstated time.

Have you seen Ben?

I've had a great time in the park.

We use the present perfect simple with **ever**, **never**, **just**, **already** and **not yet**.

Have you ever played football with him?

Past simple

We use the past simple for an action that started and finished in the past, often with a time expression: **ago**, **last week**, **yesterday**, etc.

I saw him about ten minutes ago.

I played in a match against his school team once.

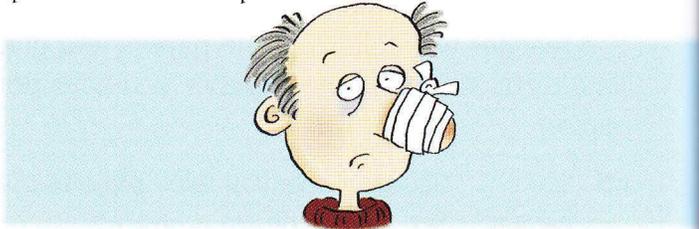
Did you win?

Words to learn

balcony land destroy bright
 boss offer serious edge
 nervous preparation

1 This week in Merton

Use the words to write one sentence in the present perfect and one sentence in the simple past about each picture.



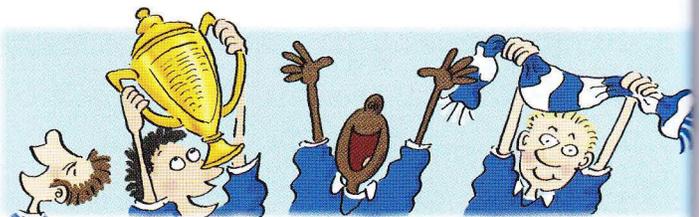
- ⇒ Mr Curtis break his nose on Saturday
 Mr Curtis has broken his nose.
 He broke it on Saturday.



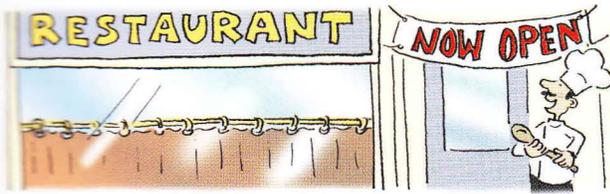
- 1 The Mayor open a youth club on Friday
-
-



- 2 Miss Pim lose her cat on Thursday
-
-



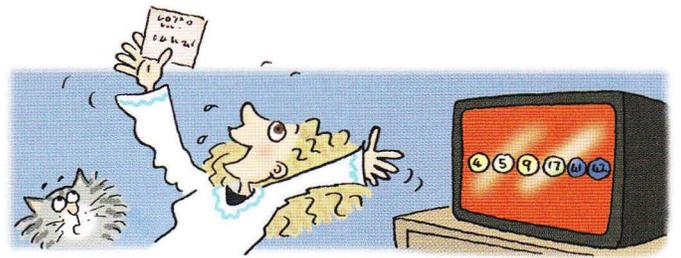
- 3 Merton Rangers win the cup on Saturday
-
-



4 A new restaurant open on Monday

.....

.....



5 Jo Smith win the lottery on Friday

.....

.....

2 I haven't written for a long time ...

Complete the letter with the present perfect simple or the past simple of the verbs in brackets.

Dear Hannah

I'm sorry I \Rightarrow haven't written (not write) for a long time. I \Rightarrow got (get) your last letter in July. A lot of things ¹..... (happen) since then. In August we ²..... (go) on holiday to Spain. It was great! I ³..... (never have) such a good time on holiday before. I ⁴..... (even learn) a few words of Spanish.

Only two bad things ⁵..... (happen) there. I ⁶..... (lose) my new camera, and my sister ⁷..... (fall) off our hotel balcony and ⁸..... (land) in a palm tree. She almost ⁹..... (destroy) the tree, but she ¹⁰..... (not hurt) herself. I ¹¹..... (send) you a postcard from Granada. ¹²..... (you get) it?

In September I ¹³..... (start) at my new school. I ¹⁴..... (make) a lot of new friends already.

One more bit of news: I ¹⁵..... (paint) my room – bright orange! Mum and dad aren't very happy, but my friends think it's great.

Please write soon.

Jessica



3 Have you seen ...?

Cross out the wrong verb forms.

Yesterday Nick ⇒ ~~met~~/~~has met~~ Paul and Ben on his way to school.

1 'Have you seen/Did you see Metal Man 2?' 2 ~~has asked~~/~~asked~~ Nick. 'It's on at the cinema this week.'

'No. I 3 ~~haven't been~~/~~didn't go~~ to the cinema for months.'

4 ~~answered~~/~~has answered~~ Paul. 'I 5 ~~haven't been~~/~~didn't go~~ since my birthday.'

'But I 6 ~~saw~~/~~have seen~~ Metal Man 1 and Metal Man 2,' 7 ~~said~~/~~has said~~ Ben.

'I 8 ~~have seen~~/~~saw~~ them last week. My cousin's friend 9 ~~has given~~/~~gave~~ us two special tickets. We saw eight films in two days, but I can't remember any of them,' 10 ~~has explained~~/~~explained~~ Ben.



4 Have you ever ...?

Practise making dialogues with your partner by using the information in the table. Then use your own ideas and make new dialogues with your partner.

- ⇒ YOU *Have you ever been to China?*
 PARTNER *Yes, I have.*
 YOU *When did you go there?*
 PARTNER *I went there two years ago.*

Action	What/Where	When/Where	What/Where	When/Where
go	to China	two years ago	.....	.....
see	a tiger	in a zoo	.....	.....
watch	a football match	last Saturday	.....	.....
find	a lot of money	last week	.....	.....
read	a Harry Potter book	a month ago	.....	.....

5 The stuntman

Nick is watching John Morris interview the stuntman Adam Woods on TV. Complete the sentences with the present perfect simple or the past simple of the verbs in brackets.

JOHN How long \Rightarrow have you been (you be) a stuntman?

ADAM For about ten years.

JOHN And how \Rightarrow did you become (you become) a stuntman?

ADAM Well, one night about ten years ago I ¹..... (stop) a fight in a bar. Jake, who is now my boss, ²..... (see) me in action and ³..... (offer) me a job with his stunt team. I ⁴..... (say) 'yes', of course.

JOHN ⁵..... (you ever jump) out of a plane?

ADAM Yes, lots of times.

JOHN ⁶..... (you ever have) a serious accident?

ADAM Yes, I have.

JOHN When ⁷..... (it happen) and what

⁸..... (happen)?

ADAM Four years ago, I ⁹..... (jump) off a building onto a trampoline. I ¹⁰..... (miss) the trampoline. I ¹¹..... (break) both my legs.

JOHN What's the most dangerous stunt that you

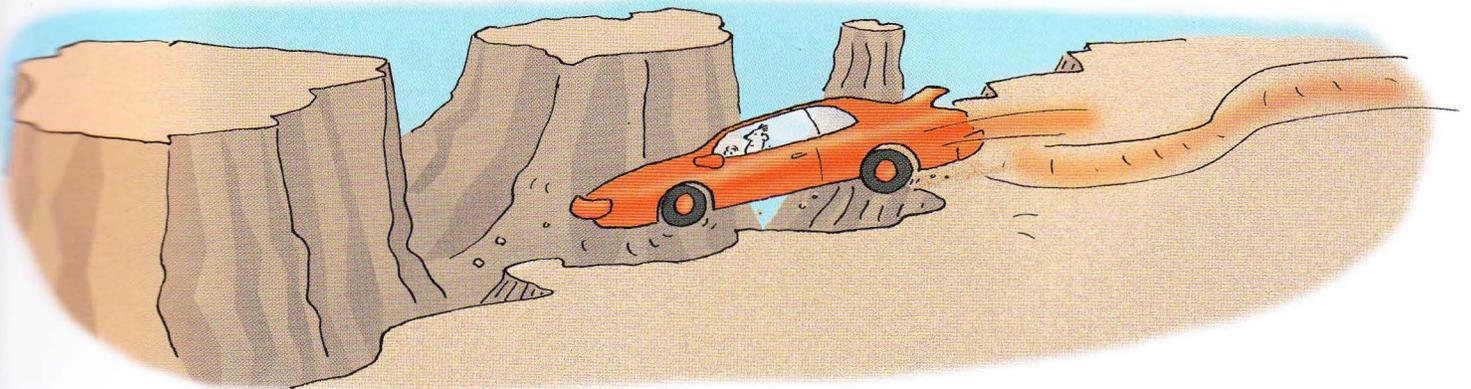
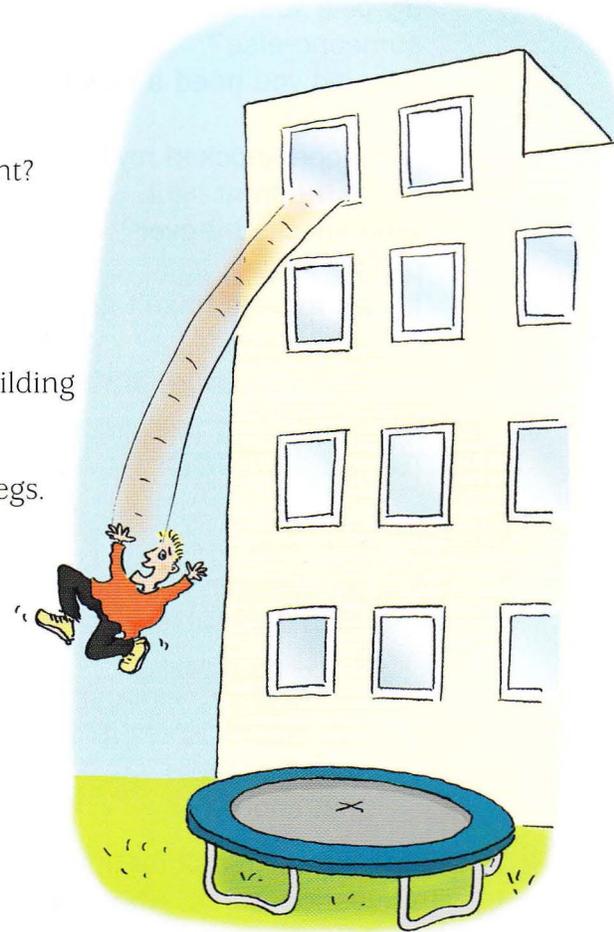
¹²..... (ever do)?

ADAM I think it ¹³..... (be) last year.

I ¹⁴..... (drive) a car over the edge of the Grand Canyon.

JOHN ¹⁵..... (you be) nervous?

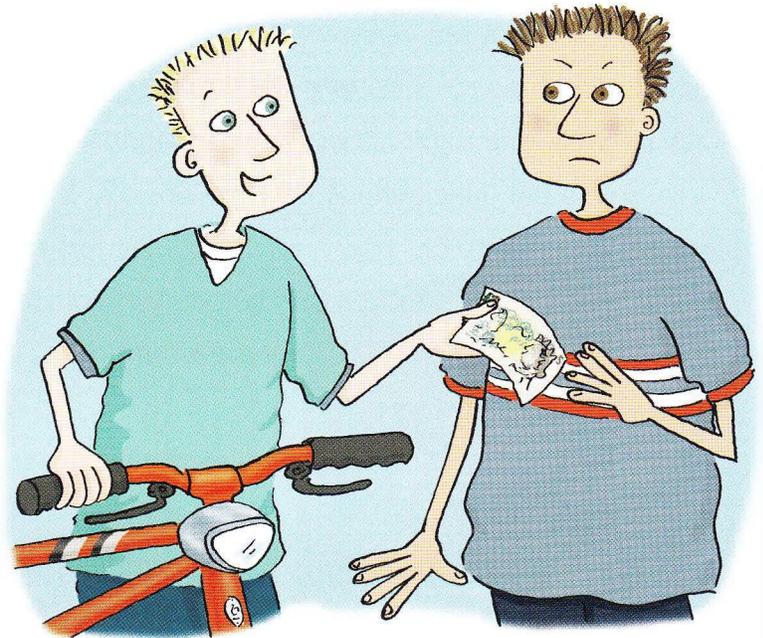
ADAM A little. But ¹⁶..... (we do) a lot of careful preparation first.



How much do you want?

Questions

- NICK **Can** you lend me some money until the weekend?
- TOM **Have** you already spent your pocket money? **How much** do you want?
- NICK **How much** have you got?
- TOM Five pounds. **Is** that enough? **Do** you need more?
- NICK **Haven't** you got more than five pounds?
- TOM No. Sorry. I had to buy a new light for my bike yesterday. **Why don't** you ask someone else?
- NICK **Why did** you need a new light? **What** happened?
- TOM Someone knocked my bike over and broke the front light.
- NICK **Who** knocked it over? **Why didn't** they pay for it?
- TOM It was Trig. He hasn't got any money!



Grammar lesson

Questions

- In yes/no questions the auxiliary verb comes first. The subject comes next, then the verb.

Can	you lend me some money?	Yes/No.
Have	you already spent it?	Yes/No.
Do	you need more?	Yes/No.
Is	that enough?	Yes/No.
- Questions which ask for information begin with question words: **where, when, what, who, which, why, whose, how, how much**, etc. We put the question word before the auxiliary verb.

How much	have	you got?
Why	did	you need a new light?
- If **who** or **what** is the subject, the verb in the question is the same as it would be in an affirmative sentence.

Who knocked it over? (Who is the subject.)

What happened? (What is the subject.)

If **who** or **what** is the object of the verb, we make the question with a form of **do**. Compare:

Who saw Nick? (Who is the subject.)

Who did Nick see? (Nick is the subject. Who is the object.)
- To make a negative question we add **n't** to the auxiliary verb. Negative questions can express surprise or regret.

Haven't you got more than five pounds?

Why didn't they pay for it?

We use **Why don't you/we ...?** to make suggestions.

Why don't you ask someone else?

Words to learn

lend front shy worry type
sense attack kill

1 What kind of person are you?

Complete the questions with the correct form of **be**, **have** or **do**. Then ask your partner the questions and put a ✓ in the correct box.

	Yes	No
⇒ Are you sometimes shy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
⇒ Do you enjoy doing puzzles?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 you got a lot of books?	<input type="checkbox"/>	<input type="checkbox"/>
2 you a friendly person?	<input type="checkbox"/>	<input type="checkbox"/>
3 your room usually tidy?	<input type="checkbox"/>	<input type="checkbox"/>
4 you like getting up early in the morning?	<input type="checkbox"/>	<input type="checkbox"/>
5 your homework always neat?	<input type="checkbox"/>	<input type="checkbox"/>
6 you hate sports?	<input type="checkbox"/>	<input type="checkbox"/>
7 you fit?	<input type="checkbox"/>	<input type="checkbox"/>
8 you worry when you make mistakes?	<input type="checkbox"/>	<input type="checkbox"/>
9 you often bored?	<input type="checkbox"/>	<input type="checkbox"/>
10 you cry during sad films?	<input type="checkbox"/>	<input type="checkbox"/>
11 you laugh a lot?	<input type="checkbox"/>	<input type="checkbox"/>
12 you ever written a poem?	<input type="checkbox"/>	<input type="checkbox"/>
13 you ever get angry?	<input type="checkbox"/>	<input type="checkbox"/>
14 some colours make you feel happy?	<input type="checkbox"/>	<input type="checkbox"/>
15 you got a lot of hobbies and interests?	<input type="checkbox"/>	<input type="checkbox"/>

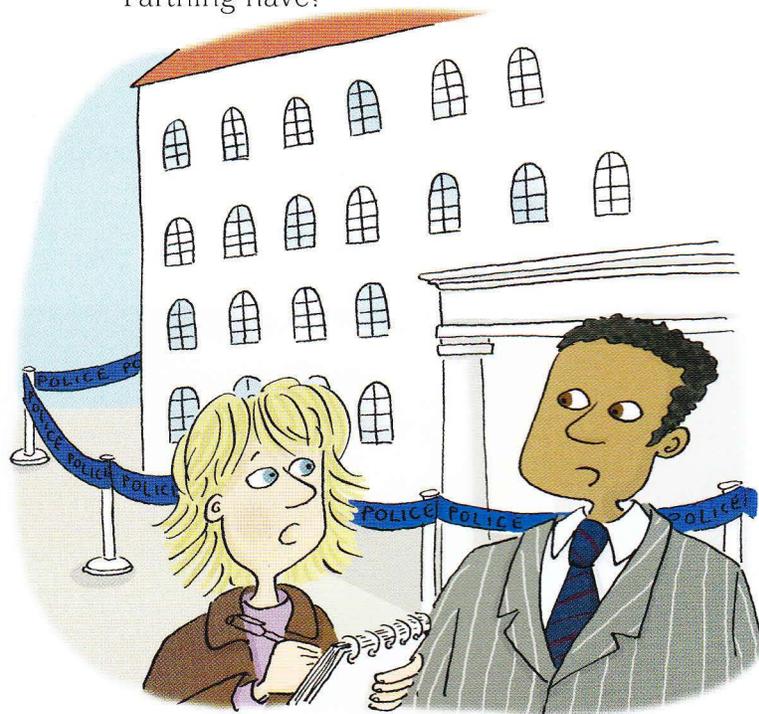
2 Who did it?

Last Saturday night someone murdered the actor Henry Farthing at his flat in London. A newspaper reporter is asking a detective these questions. Put in the correct question words: **who**, **what**, **when**, **where**, **why**, **how**, or **how much**. Sometimes more than one answer is possible.

⇒ Who killed the actor?
Have you got any ideas?

⇒ How much / What have you found out?

- was he killed?
- did it happen?
- found the body?
- did Farthing get home on the night of the murder?
- did Farthing do on the day of the murder?
- did he talk to?
- did the murderer get into Farthing's flat?
- money did Farthing have?



3 All about sharks

Amanda is writing a project about sharks. She sent an email to a shark expert. Here are the replies. What were Amanda's questions? Use the words in brackets.

⇒ (How many) How many types of shark are there?

There are more than 250 types of shark.

⇒ (Where) Where do sharks live?

Sharks live in oceans, but some live in lakes and rivers.

1 (What)

Sharks eat fish – and sometimes surfboards.

2 (How)

Sharks find their food with their sense of smell.

3 (How many)

Many sharks have more than 2,000 teeth.

4 (Which)

The Whale Shark is the largest shark.

5 (Which)

The smallest shark is Pygmy Shark.

6 (When)

The Megamouth shark was discovered in 1983.

7 (How fast)

Some sharks swim at 97 kilometres an hour.

8 (How dangerous)

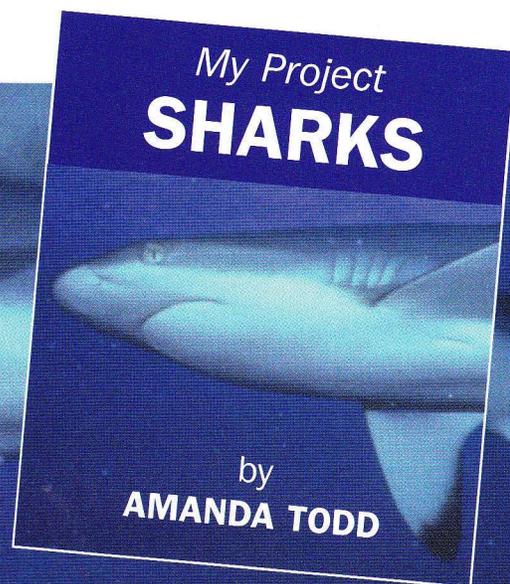
Sharks aren't very dangerous.

9 (How many)

Sharks attack fewer than a hundred people every year.

10 (How many)

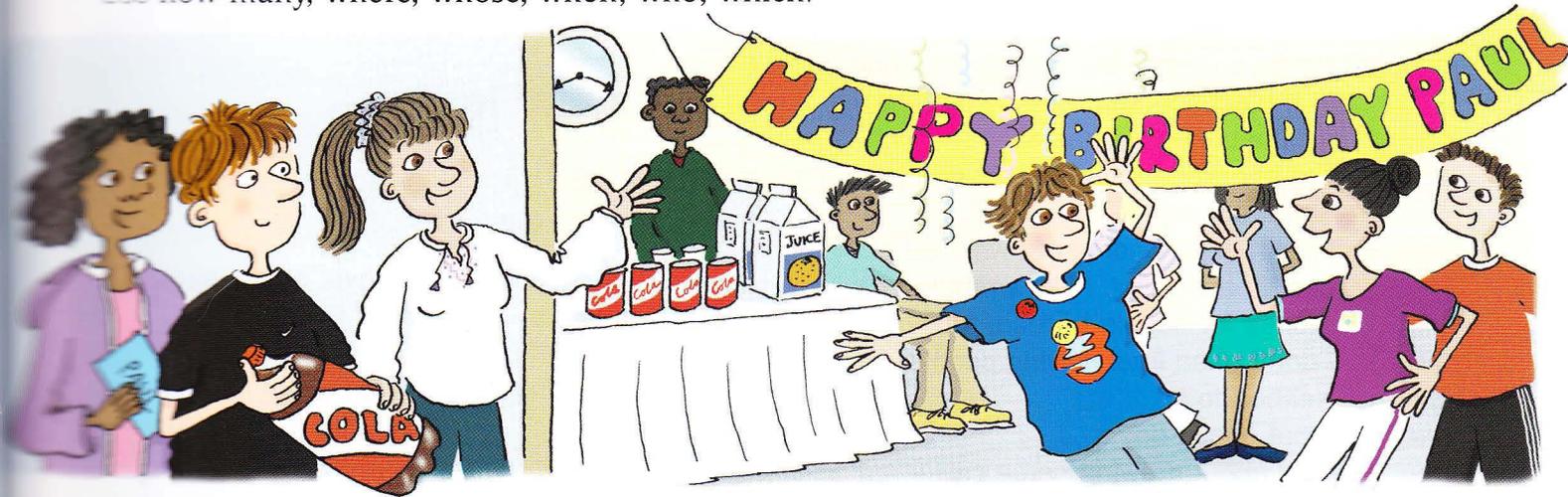
People kill millions of sharks every year.



5 The party

Amanda went to a party last night. Jenny didn't go. Write Jenny's questions.

Use **how many, where, whose, when, who, which.**



⇒ Who did you go with?

I went with Alex and Simon.

1

The party was at the sports centre.

2

It was at the sports centre in Littleton.

3

The party finished at ten o'clock.

4

It was Paul's party.

5

It started at eight o'clock.

6

Paul's mum made the food.

7

He invited fifteen boys.

8

Adam brought the CDs.

9

Paul danced with Susie.

10

We drank orange juice and cola.

11

I wore my new jeans.

12

He invited ten girls.

5 Suggestions

With a partner, make suggestions with **Why don't you ...?**

⇒ It's hot in here.

YOU *It's hot in here.*

PARTNER *Why don't you open a window?*

1 I'm thirsty.

2 I've got a headache.

3 I'm tired.

4 I've got a lot of homework to do.

5 I'm hungry.

6 My bike's dirty.

7 My feet are wet.

8 I'm cold.

9 I never have any money.

10 My watch is broken.

You're good at drawing

–ing form; so/neither do I, etc.

- TOM Have you heard the news? Everyone in the school has to do something for the school magazine.
- JENNY But is anyone interested in **reading** about our school?
- AMANDA I am. I enjoy **finding** out what other people are doing. I like **writing** stories for people to read, too.
- TOM I don't mind **interviewing** people.
- NICK **Neither do I.**
- ANNA What shall I do?
- JENNY How about **drawing** some cartoons? You're good at **drawing**.
- NICK **So am I.**
- TOM No, you aren't. You can't draw anything.
- NICK **Neither can you.** Anyway, I'd like to write about football matches. Sports reports are always popular.



Grammar lesson

–ing form

We use an –ing form

- after the verbs **like, love, enjoy, hate, can't help, don't mind, finish**:
*I like **writing** stories.*
*I enjoy **finding** out what other people are doing.*
*I don't mind **interviewing** people.*
- after prepositions such as **about, at, in**:
*How about **drawing** some cartoons?*
*You're good at **drawing**.*
*Is anyone interested in **reading** about our school?*

so/neither do I, etc.

We use **so ...** to agree with affirmative statements and **neither ...** to agree with negative statements.

If **be, have, do, can, could, should, will, must,** etc. are used in the original statement, we use a form of the same verb after **so** or **neither**.

*You're good at drawing. So **am I.** OR So **are** Tom and Paul.*

*You **can't** draw. **Neither can** you.*

But if the verb in the statement is a full verb (**like, enjoy, know, etc.**), we use a form of **do** after **so** and **neither**.

*I **like** writing stories. So **does** Anna.*

OR *So **do I.***

*I **don't mind** interviewing people. **Neither do I.** OR **Neither does** Tom.*

Words to learn

interview sports report joke
romantic worm

Writing for the magazine

Put the verbs in brackets in the **-ing** form.

NICK I don't think people like \Rightarrow reading (read) poems and stories in magazines.

JENNY What are you going to write, then?

NICK Well, I enjoy ¹..... (watch) football and I'm good at ²..... (write) about it, so I'll write a sports report.

JENNY I hate ³..... (read) about sport, but I don't mind ⁴..... (learn) about music. What about ⁵..... (have) a music page?

NICK And we could have a joke page. I'm good at ⁶..... (tell) jokes.

JENNY Are you still interested in ⁷..... (interview) people?

NICK Yes. I think I'll interview the captain of the school football team.

JENNY Well, I suppose he won't mind ⁸..... (talk) about football.

Are you good at drawing?

Write true answers to the questions with verbs in the **-ing** form.

\Rightarrow Are you good at drawing cartoons?

No, I'm not. But I'm good at making models.

OR Yes, I am. I'm also good at painting pictures.

1 Are you good at repairing things?

2 Are you interested in collecting things?

3 Are you bored with watching television?

4 Are you good at saving money?

5 Are you interested in reading computer magazines?

6 Are you tired of doing English exercises?

I'm tired of making mistakes.



3 What do they like?

Look at these people and make five sentences about each of them with words from each box. Use the **-ing** form.

like not like love hate not mind enjoy

play football	read books
eat pizza	drive fast cars
listen to rock music	dance
swim	watch TV
watch horror films	

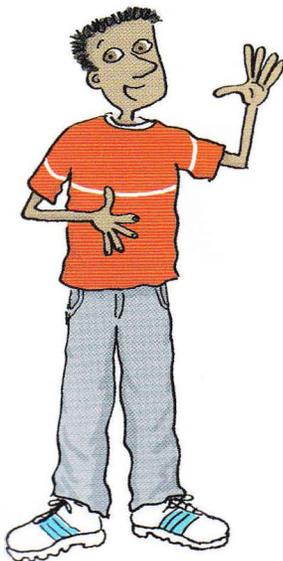
⇒ *Maya doesn't like playing football.*



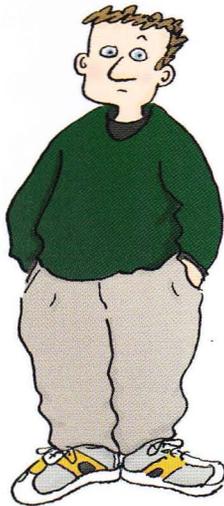
MAYA



SARAH



LARRY



DES

4 What Ben can do

Ben has written sentences about himself. Max and Ella have put a ✓ to show that the same is true for them or a ✗ to show that it isn't true for them.

	Max	Ella
⇒ I like basketball.	✗	✓
⇒ I can't speak Greek.	✓	✓
1 I like reading books.	✓	✗
2 I can stand on my head.	✗	✓
3 I'm not good at running.	✓	✓
4 I can't play the drums.	✗	✓
5 I've got a pet dog.	✓	✓
6 I don't like chocolate.	✓	✗
7 I've been to Spain.	✓	✗
8 I'm not shy.	✓	✗
9 I don't watch romantic films.	✗	✓
10 I don't know how to dance.	✗	✓

Make sentences about Ben and his friends with **neither** or **so**, like this:

- ⇒ *Ben likes basketball. So does Ella.*
 ⇒ *Ben can't speak Greek. Neither can Max or Ella.*

5 Compare yourself with others

Say six sets of sentences about what you have in common with other people (appearance, interests, likes, dislikes, etc.). Include sentences with **so ...** or **neither ...**

- ⇒ *My sister's tall. So am I.*
My brother collects things. So do I.
My cousin doesn't like cheese. Neither do I.

- 1 My brother/sister/cousin
- 2 My dad
- 3 My mum
- 4 My best friend
- 5 The pupil next to me
- 6 Our teacher

Match the speakers

Match the statements to the replies. Who is talking to whom?

⇒ Jenny is talking to Anna.

- ⇒ JENNY I won't be fourteen until next year.
 1 NICK I don't like going to the dentist's.
 2 TOM I've bought a new CD.
 3 BEN I couldn't do the Maths test.
 4 AMANDA I'm going to the pop concert tomorrow.

- SAM Neither could I.
 ANNA Neither will I.
 JENNY So am I.
 TOM Neither do I.
 NICK So have I.

Write the replies.



⇒ NICK I can't dance very well.



1 BEN I would like to have a new bike.



2 SAM I can stand on my head.



3 JENNY I wouldn't like to eat a worm.



4 ANNA I like pizza.



5 AMANDA I'm not hungry.



TOM Neither can I.



SAM



BEN



AMANDA



TRIG

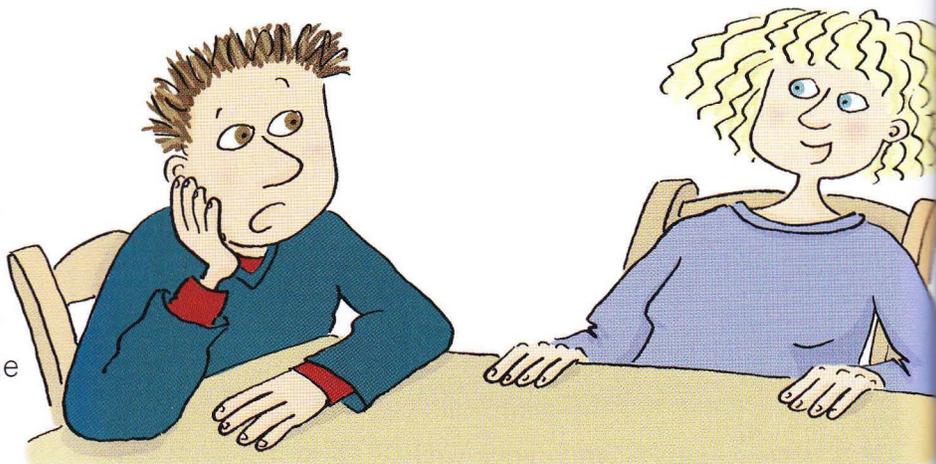


JENNY

Could you help me?

could, would for requests; Uncountable nouns

- NICK Jenny, **could** you help me?
 JENNY Yes, of course.
 NICK I need some **advice**. I want to buy Mum a birthday present, but I don't know what to get her.
 JENNY What about some **perfume**? Or **a piece of jewellery**? She hasn't got much **jewellery**.
 NICK **Could** you choose it for me? And **would** you lend me some money to buy it with too?



Grammar lesson

could, would

We usually use **can** to ask for something, but **could** and **would** are more polite. We use **could you** or **would you** when we ask someone to do something.

Could you choose it for me?

Would you lend me some money?

We use **could I** and **could we** to ask for permission.

Could I go shopping tomorrow, Mum?

Uncountable nouns

We can count nouns like **book**. They have a singular and a plural form.

Some nouns are uncountable. They don't have a plural form and we use a singular verb with them. We use them with **some/any, a lot of, not much, how much**, etc. We don't use them with **a/an** or with numbers.

Kinds of food, materials (e.g. **sand, gold, wood**) and abstract nouns (e.g. **fun**) are often uncountable. Here are some more examples:

advice	fun	furniture
help	information	jewellery
knowledge	luggage	money
music	news	perfume
progress	traffic	work

*What about some **perfume**?*

*She hasn't got much **jewellery**.*

We can make some uncountable nouns countable by using **a piece of**.
a piece of jewellery

The word **hair** is usually uncountable, but single hairs are countable.

*My **hair** is too long.*

*There are **two hairs** in my soup.*

Words to learn

The uncountable nouns in the list above

Being polite

Anna is in a shoe shop. Complete her requests with **Could/Would you ...?** or **Could I ...?**

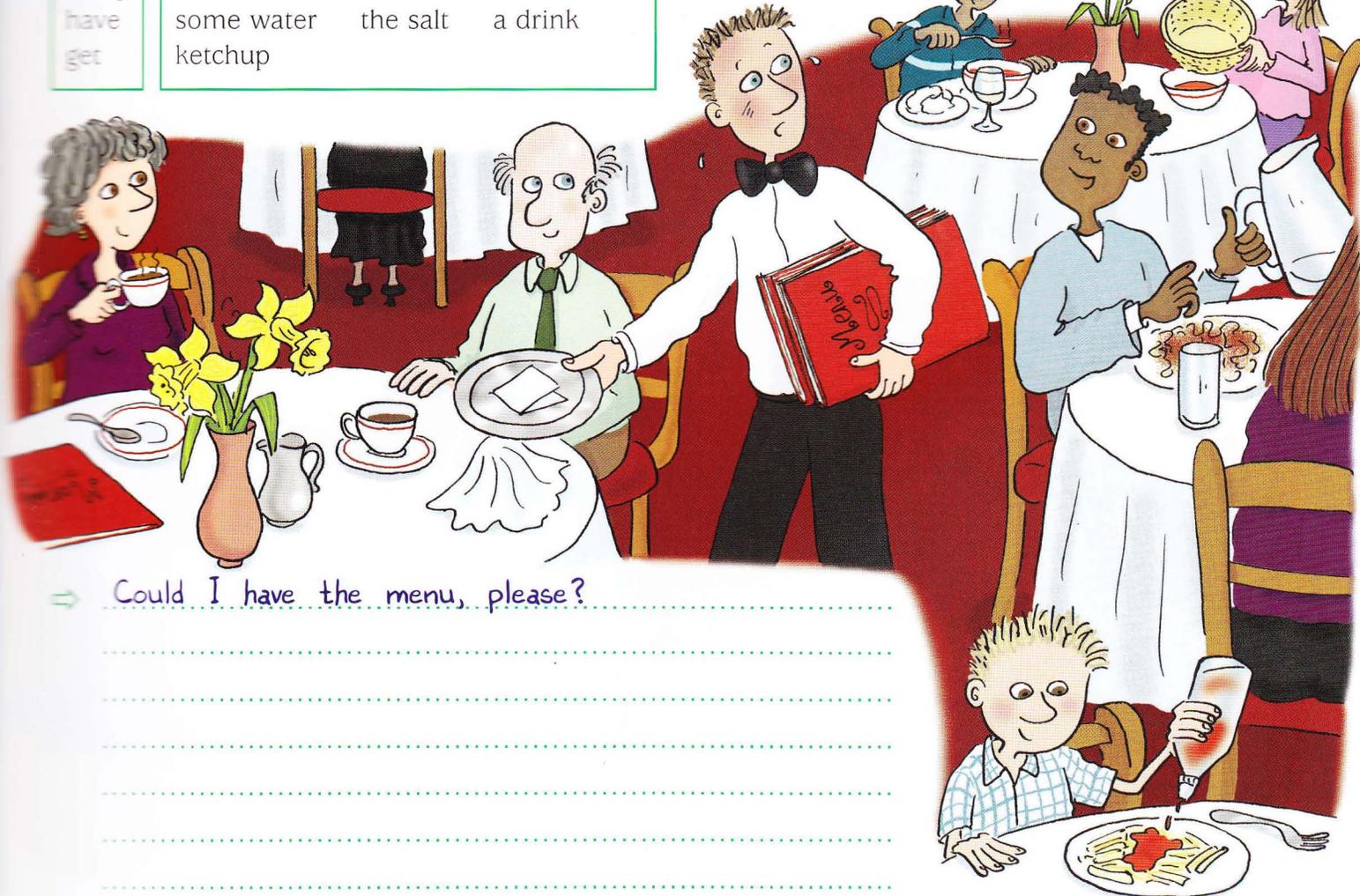
- ⇒ Could I try on the red ones, please?
- ⇒ Could/Would you bring me the pink ones?
- 1 look at some cheaper ones?
- 2 get the black ones out of the window?
- 3 These are too big, bring me a smaller size?
- 4 show me some different colours?
- 5 tell me how much they cost?
- 6 pay later?



Ask the waiter

You are in a restaurant. Write six questions to ask the waiter. Use the verbs and nouns in the boxes and **Could/Would you?** or **Could I?**

bring	the menu	the bill	more bread
have	some water	the salt	a drink
get	ketchup		



- ⇒ Could I have the menu, please?
-
-
-
-
-
-
-

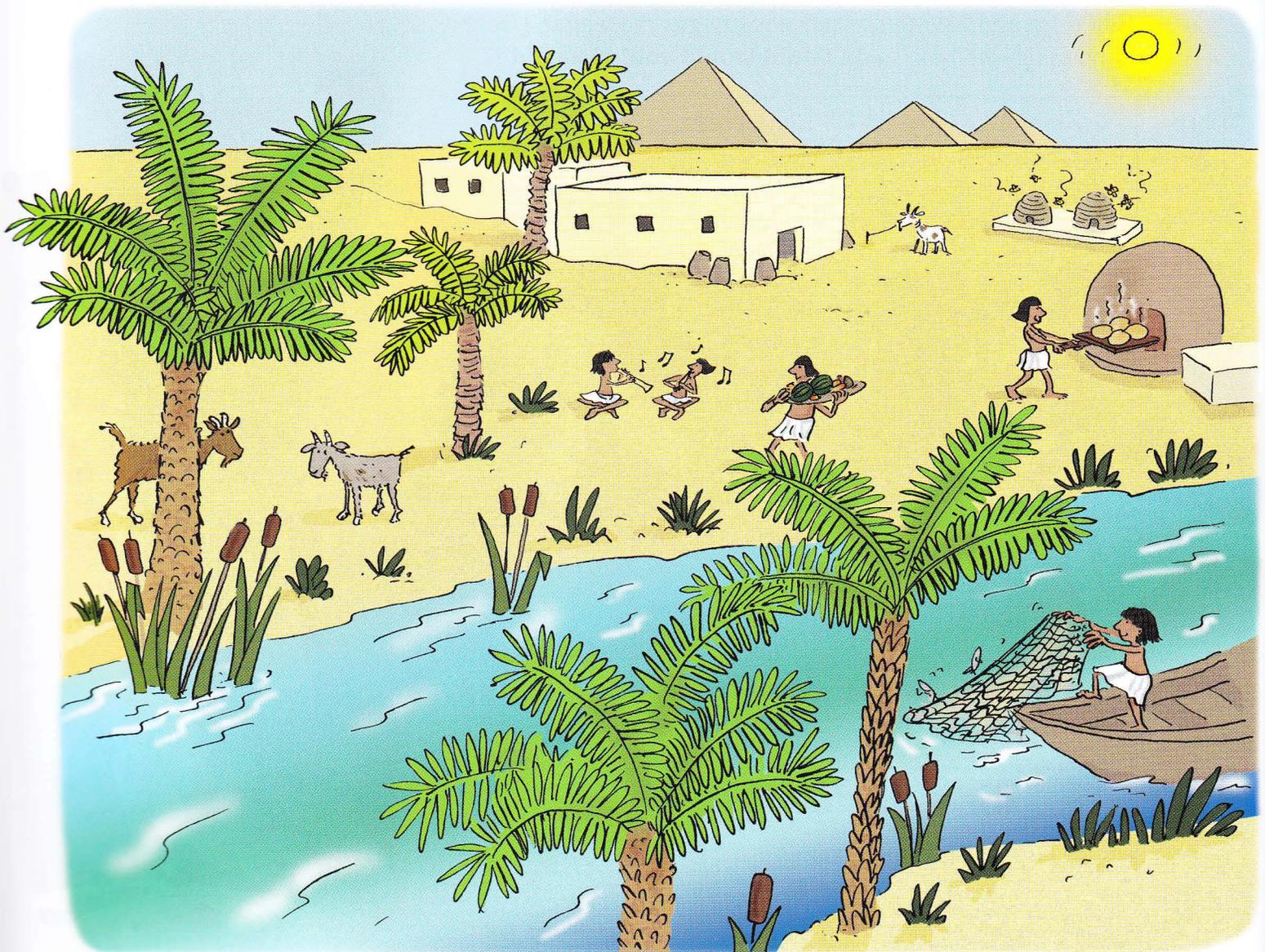
3 The Ancient Egyptians

a Do you know these facts about the Ancient Egyptians? Cross out the wrong words.

We have found a lot of interesting \Rightarrow information/informations about life in Ancient Egypt. Most Egyptian children went to school when they were eight. The teachers were very strict, but the Egyptians liked ¹ musics/music and most children learned to play an instrument.

Egyptian houses did not have ² much/many furniture. The furniture ³ was/were usually made of ⁴ -/a wood, but rich people had furniture decorated with ⁵ an/- ivory or gold. Their clothes were made of ⁶ a/- cotton. Women wore ⁷ -/a beautiful jewellery. Egypt had gold mines, so ⁸ a lot of/many jewellery was made of ⁹ -/a gold. All men and women wore make-up and perfume.

They got milk and ¹⁰ meat/meats from goats, and they ate a lot of ¹¹ fish/fishes. They sweetened their ¹² food/foods with honey. They baked their ¹³ bread/breads in mud-brick ovens. They also ate ¹⁴ a lot of/many fruit.



⇒ Say if the sentences are true or false. Correct the false ones.

⇒ The Ancient Egyptians had a lot of furniture in their houses.
False. They didn't have much furniture in their houses.

⇒ Most children learned to play an instrument.
True.

- 1 We haven't found much information about life in Ancient Egypt.
- 2 Not much Egyptian jewellery was made of gold.
- 3 They didn't eat much fruit.
- 4 They ate a lot of fish.
- 5 The men wore make-up and perfume.

⇒ Work with a partner. Ask and answer four questions about the Ancient Egyptians. Ask about their furniture, their clothes, their jewellery or their food.

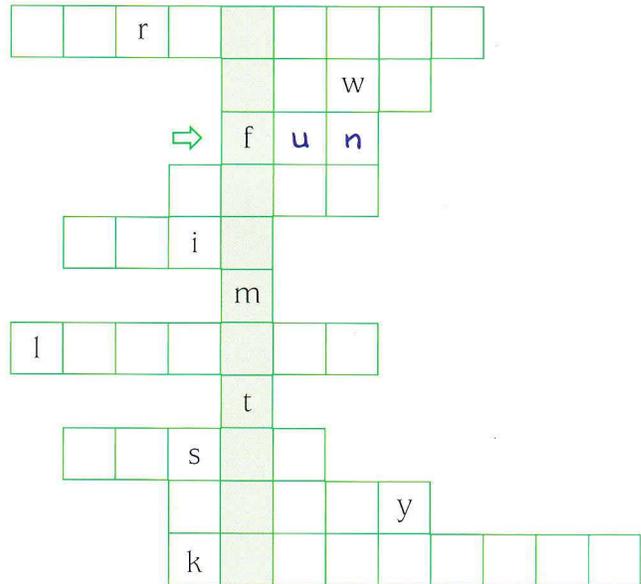
⇒ YOU *Did the Ancient Egyptians wear jewellery?*
 PARTNER *Yes, they wore a lot of jewellery.*



4 Find the mystery word

a Which words are uncountable? Circle the uncountable nouns and fit them into the puzzle (across) to find the mystery word (down).

suitcase	coin	hair
music	answer	week
gold	fact	luggage
news	chair	sandwich
furniture	money	story
fun	knowledge	song



The mystery word is:

b Write five sentences. Use five uncountable nouns from the puzzle.

- ⇒ *Jenny's hair is blond and curly.*
-
-
-
-
-

Revision 1 (chapters 1–7)

1 What's correct?

Choose a, b or c and write it in the sentence.

- 1 Nick what's on television.
a is always knowing
b always knows
c always know
- 2 I to school when I dropped my school bag. Everything fell out.
a ran
b were running
c was running
- 3 Last year we on holiday to Italy.
a were going
b have gone
c went
- 4 I David since his birthday party in May.
a didn't see
b haven't seen
c don't see
- 5 Jenny and Amanda their homework yet.
a didn't do
b hasn't done
c haven't done
- 6 party did you go to last night?
a Who
b Who's
c Whose
- 7 You can go without me. I don't mind at home.
a to stay
b stay
c staying
- 8 Jenny likes writing stories.
.....
a So do Anna.
b So Anna does.
c So does Anna.

2 Hobbies

Cross out the wrong words.

- ANNA I'm not very interested \Rightarrow ~~to collect~~/in collecting things. Are you?
- JENNY No, not really. I've got other hobbies. I enjoy ¹ writing/to write stories.
- ANNA ² So do I./So I do. I don't mind ³ to write/writing essays for school either.
- JENNY ⁴ Neither do I./ I do neither. It's fun. Nick's good at ⁵ drawing/draw. He draws funny monsters. I can't help ⁶ to laugh/laughing at them. But I can't draw very well.
- ANNA ⁷ Neither can I. /Neither do I. How about ⁸ to paint/painting? Have you finished ⁹ to paint/painting that picture of the horses?
- JENNY Yes, I've finished it now. I love horses. I'm interested in ¹⁰ riding/to ride, too. But it's expensive.

5 Make lists

Put the words in the correct list.

advice ✓ coin ✓ ring luggage job jewellery
news newspaper furniture table suitcase work

a/an

some

⇒ coin

⇒ advice

.....

.....

.....

.....

.....

.....

.....

.....

Which words from the box can you use with **a piece of**? Write them down.

advice chair fact furniture information
luggage music backpack sofa song

.....

.....

.....

.....

.....

6 Mistakes

There is one mistake in each sentence or pair of sentences. Underline the mistake and write the word or words correctly.

⇒ Trig is practising English verbs every day. practises

1 Nick and Jenny are living in Merton.

2 Watch you too much television?

3 Yesterday I have bought some new CDs.

4 Where came Levi Strauss from?

5 I had breakfast, when the phone rang.

6 Tom has guitar lessons for two years. He's getting very good.

7 Nick has learned French verbs for an hour, and he hasn't finished yet.

8 Have you seen 'Matrix 5' yet? ~ No, I didn't go to the cinema for weeks.
.....

9 Nick is good at draw.

10 My best friend doesn't like romantic films. Neither I do.

11 My parents gave me a jewellery for my birthday.

12 I've got an interesting information for you.

She won't let me go

let, make; Indirect speech

Jenny is talking to Anna.

JENNY What's wrong, Anna? You look upset.
 ANNA I want to go out with my friends on Saturday, but my aunt won't **let** me **go**. She's too strict. She **lets** Ben **come** home late, and he's younger than me. Yesterday she **let** him **watch** TV until midnight. She **makes** me **do** the washing-up every day, but she never **makes** Ben **do** anything. It isn't fair.

Now Jenny is telling Nick about Anna's problem.

JENNY Anna says that she wants to go out with her friends on Saturday, but her aunt won't let her go. She says her aunt makes her do the washing-up every day, but she never makes Ben do anything.
 NICK It's exactly the same at our house. Mum makes me tidy up and she never lets me play loud music.

Grammar lesson

let, make

After **let** and **make** we use an object + infinitive without **to**.

*She **lets** Ben **come** home late.*

*She **makes** me **do** the washing-up.*

Indirect speech

This is direct speech. (Anna is talking to Jenny).

'I want to go out with my friends.'

This is indirect (reported) speech. We can leave out **that**.

Anna says (that) she wants to go out with her friends.

say is a reporting verb. If the reporting verb is in the present tense, there is no change of tense in indirect speech.

'I want to go out with my friends.' (present direct)

She says she wants to go out with her friends. (present indirect)

Sometimes other words change in indirect speech, for example, pronouns.

*'My aunt won't let **me** go.'* (direct)

*Anna says that **her** aunt won't let **her** go.* (indirect)

Words to learn

upset strict fair exactly
 kidnap cash

1 Teachers

Use **let** or **make** and a verb from the box to complete the sentences. Add **you** or **us** as the object.

do(x2) play speak✓ eat✓ leave make

⇒ Do your teachers **let you eat** in class?

⇒ Our English teacher **makes us speak** English in class.

1 Our teachers don't lots of homework.

2 Does your teacher tests?

3 Does your teacher early?

4 Our English teacher games in class.

5 Our teachers don't a noise in class.

2 They let me have parties

Write four things from the box that your parents let or make you do and four things that they don't let or make you do.

have parties
stay out late
go on holiday with friends
go to bed at ten o'clock
bring my friends home
listen to loud music
wear whatever clothes I want
watch late films on TV
talk on the phone for hours
spend lots of money
tidy my room
help at home
comb my hair
get up early on Sundays
do homework every night
do the washing-up
clean my shoes

⇒ They let me have parties.

⇒ They don't let me stay out late.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Kidnapped!

Someone has kidnapped pop star James Gold's pet dog. James Gold has just received this note from the kidnappers. Finish reporting what the note says. Change the pronouns where necessary.

We have kidnapped your dog.

We have not hurt him.

He is safe and well.

You must not tell the police.

If you tell the police you will never see your dog again.

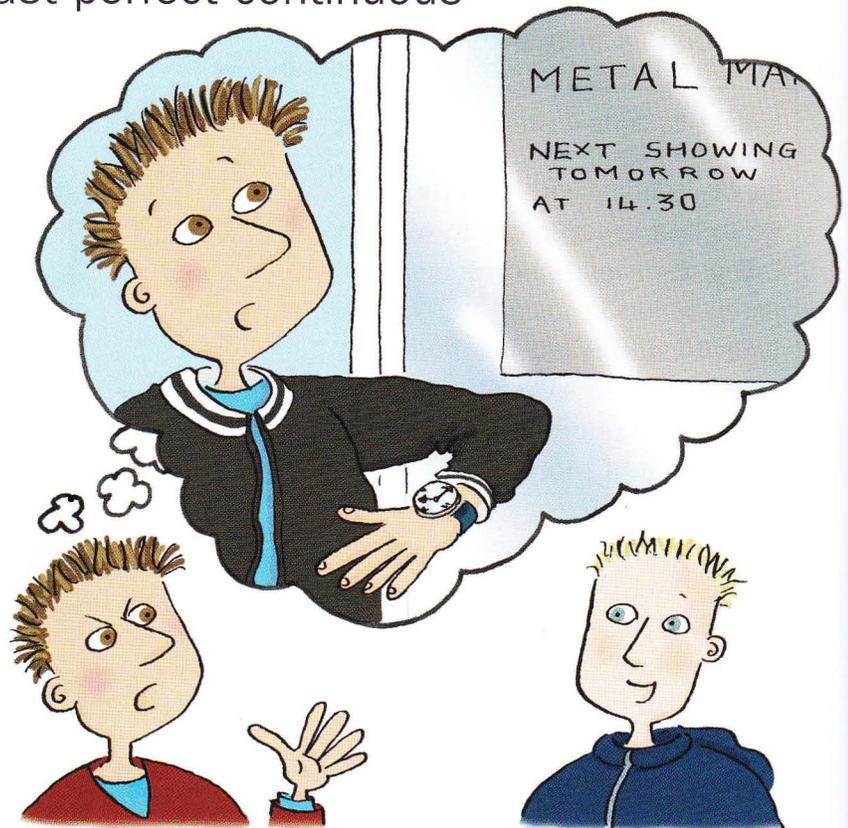
We want twenty thousand pounds in cash!

⇒ The note says that **they** have kidnapped James Gold's dog. It says...

The film had almost finished

Past perfect simple; Past perfect continuous

- TOM Did you enjoy the film yesterday?
 NICK I didn't see the film.
 TOM Why not?
 NICK First, I couldn't get on the bus because I'd **forgotten** my money. So I ran home, but everybody **had gone** out. I couldn't get in, because I **hadn't taken** my key. So I went to Paul's house to borrow some money.
 TOM **Had he spent** all his money?
 NICK No. He wasn't in. When he finally came home, I'd **been waiting** for twenty minutes. After Paul **had lent** me some money, I caught the bus to town. But when I got to the cinema, the film **had almost finished**.



Grammar lesson

Past perfect simple

- We form the past perfect simple with **had** + past participle. There's a list of irregular past participles on page 127.

Long forms	Short forms
I had forgotten	I'd forgotten
I had not taken	I hadn't taken

*I **had forgotten** my money.*
*I **hadn't taken** my key.*
***Had he spent** all his money?*

- We use the past perfect for a past action which happened before another past action.

Yesterday at two o'clock → Yesterday at two thirty → Now
 Nick had forgotten his money. He couldn't get on the bus. Nick is talking to Tom.
 (Nick forgot his money first. Then he couldn't get on the bus.)

- We often use the past perfect with **because**, **so** and **after**.

*I **couldn't get on the bus because** I'd forgotten my money.*
*I'd forgotten my money, **so** I couldn't get on the bus.*
***After** Paul had lent me some money, I caught the bus to town.*

Past perfect continuous

1 We form the past perfect continuous with **had been** + the **-ing** form.
I/he/she/it/you/we/they **had been waiting**.

2 We use the past perfect continuous for a past action which continued until another past action happened.

Past 

Nick had been waiting for twenty minutes. Paul came home.
(Nick was waiting for twenty minutes. Then Paul came home.)

Past 

Now
Nick is talking to Tom.

3 We often use the past perfect continuous with **for** and a period of time.

Words to learn

borrow spend lend tap
overflow fail army marry

Mystery word

Can you recognize the past perfect forms? If the verb is in the past perfect simple or continuous form, leave the letter in the box at the end of the sentence. If the verb is in another form, cross out the letter in the box. If your answers are correct, you can answer the question below.

⇒ *I had seen him before.*

H

⇒ *Has she written to you?*

~~A~~

1 I am talking on the phone.

U

2 The boy hadn't been to the disco.

A

3 She had long hair.

N

4 Had she forgotten to pay?

N

5 Your friends have arrived.

A

6 How long had he been waiting?

N

7 We had had supper.

I

8 Had you met him before?

B

9 He hasn't been living here long.

A

10 She hadn't had a shower.

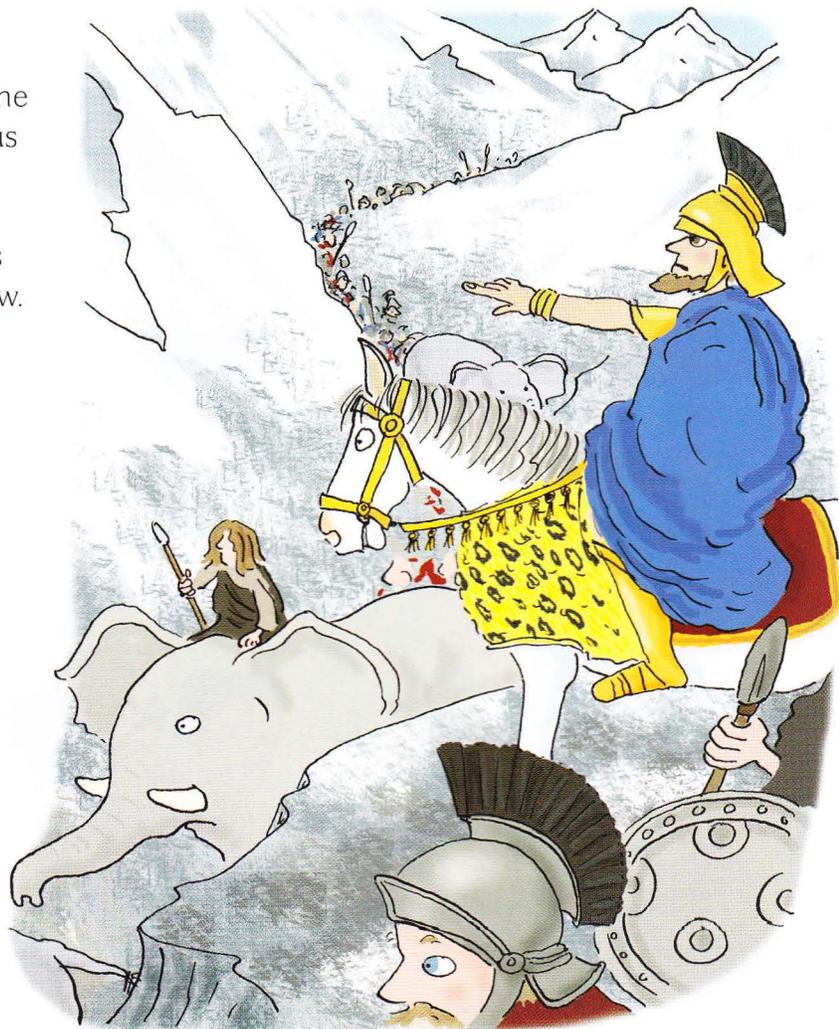
A

11 Had she been writing a letter?

L

Question: Who crossed the Alps with thirty-seven elephants in 281 BC?

Answer: H.....



2 What came first?

Read the sentences and circle the action that came first. Then write one sentence with the past perfect simple and **because**.

⇒ Nick forgot his key. He couldn't get in.

Nick couldn't get in because he had forgotten his key.

⇒ Jane went to the police station. Someone stole her bike.

Jane went to the police station because someone had stolen her bike.

1 Tom spent all his pocket money. He couldn't buy a magazine.

.....

2 Trig felt ill. He ate four bars of chocolate.

.....

3 Jenny didn't have any breakfast. She felt very hungry.

.....

4 Mr Bell couldn't read his newspaper. He broke his glasses.

.....

5 Nick couldn't play basketball. He hurt his thumb.

.....

6 Ben didn't turn off the tap. The bath overflowed.

.....

7 Carlo forgot his money. He couldn't buy a burger.

.....

8 Jenny got sunburned. She forgot to put on some sun cream.

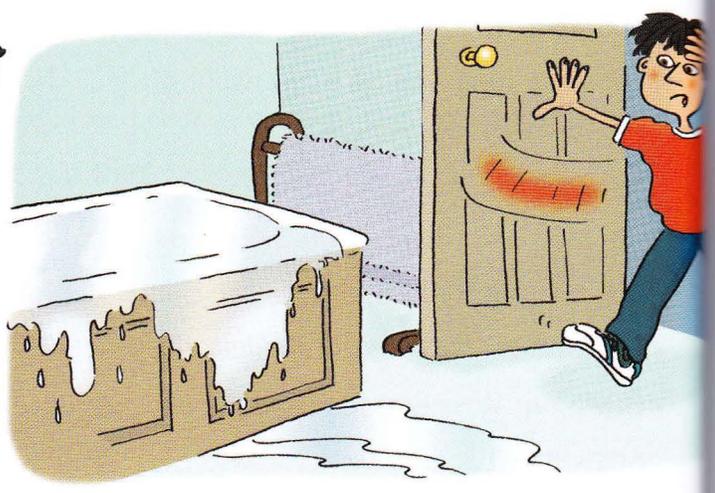
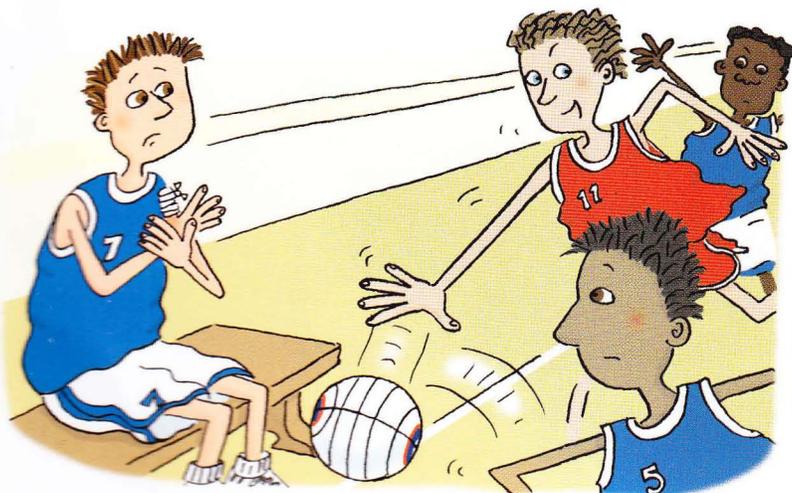
.....

9 Anna couldn't go out. She didn't do her homework.

.....

10 Sue failed the test. She didn't revise for it.

.....



5 Harry's career

Read the notes about Harry's career then answer the questions with **after** and the past perfect simple.

⇒ When did he join the army?

He joined the army after he had left school.

1 When did he rob the bank?

.....

2 When did he work as a waiter?

.....

3 When did he get a job as a singer?

.....

4 Did he form the band before or after he had released a single?

.....

5 When did he become a millionaire?

.....

6 Did he write his book before or after he had become a millionaire?

.....

7 When did he go to live in Los Angeles?

.....

8 When did the band break up?

.....

9 When did he marry Goldie?

.....

10 Did he make the film before or after he had bought a restaurant?

.....

Harry Biggs

left school



joined the army



got a job in a bank



lost his job



robbed a bank



worked as a waiter



got a job as a singer in a night club



released a single



formed a band



became a millionaire



wrote a book



went to live in Los Angeles



band broke up



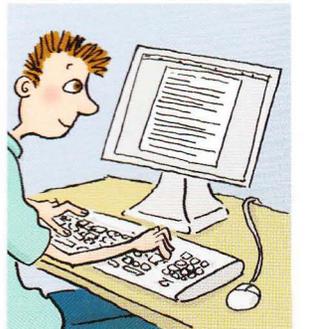
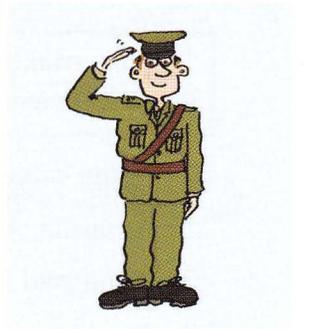
married Goldie Bruce, film star



bought a restaurant



made a film



4 What had they been doing?

Use the words from the box in the past perfect continuous to complete the sentences.

eat make try revise play run
wait swim read ✓ sit watch

- ⇒ Jenny's eyes were tired. She had been reading all evening.
- 1 Amanda was hot. She in the sun.
 - 2 Anna had flour on her hands. She a cake.
 - 3 Tom was hot and out of breath. He in the park.
 - 4 Ben's clothes were dirty. He football with Jason.
 - 5 Amanda was angry. She for Jenny for twenty minutes.
 - 6 Anna was happy. She a funny film on television.
 - 7 Trig felt ill. He all day.
 - 8 Sue was tired. She for exams all night.
 - 9 Mike was cold. He in a lake.
 - 10 Trig fell asleep. He to learn the past perfect continuous.

5 Problems

Choose **a** or **b** and write it in the sentence.

- ⇒ Tom couldn't play football because he had broken his leg.
a had been breaking
b had broken
- 1 Anna didn't go to the party because her homework.
a she hadn't done
b hadn't been doing
 - 2 Nick was tired. He football all afternoon.
a had played
b had been playing
 - 3 Tom couldn't go to the cinema because he all his pocket money.
a had been spending
b had spent
 - 4 Carlo couldn't do the test because he his arm.
a had broken
b had been breaking
 - 5 Nick had to borrow £5 because he his money.
a had been forgetting
b had forgotten

- 6 Amanda didn't do her French homework because she her dictionary.
a had been losing
b had lost
- 7 Mrs Bell's feet hurt. She in town for hours.
a had shopped
b had been shopping
- 8 Nick any breakfast, so he bought a sandwich on the way to school.
a hadn't had
b hadn't been having
- 9 Jenny her keys, so she couldn't get in.
a had been losing
b had lost
- 10 Anna, so her eyes were red.
a had cried
b had been crying

🕒 About you

Talk or write about the last time you felt very tired, your feet hurt, or you were very wet. What had you been doing? How long had you been doing it?

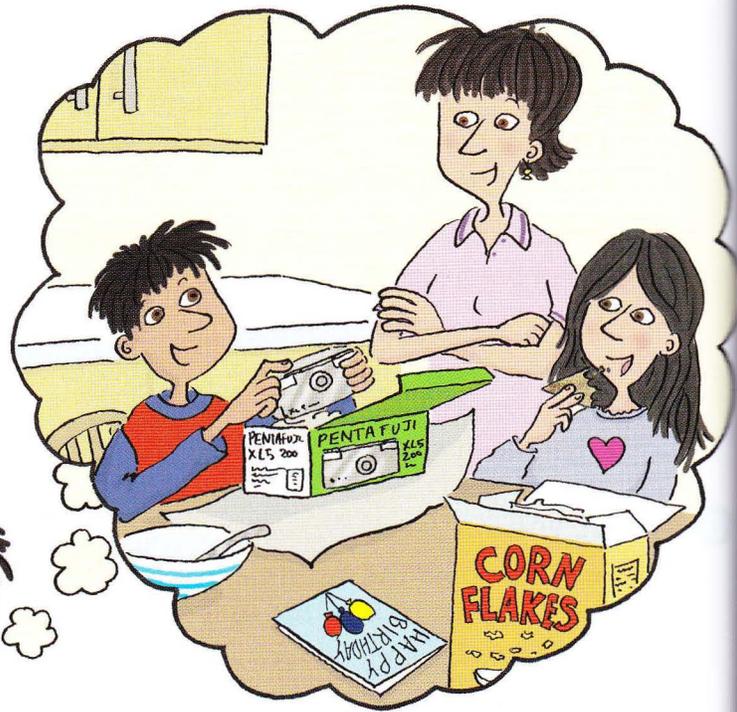
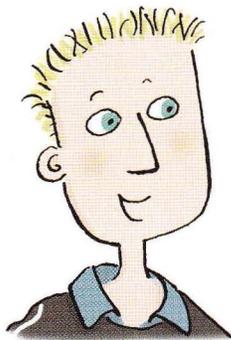
- ⇒ Last Thursday evening I felt very tired because I had been playing basketball for two hours.
- ⇒ Last night my feet hurt because I had been walking around town for three hours.
- ⇒ Last Sunday I was very wet because I had been standing in the rain in the cinema queue for half an hour.



She bought me a present

Verbs with two objects; Time clauses

- BEN It was my birthday yesterday. Lots of people **sent me birthday cards** and Aunt Sarah **bought me a present**. She **gave it to me when** I was having breakfast.
- TOM What was it?
- BEN A new camera. I'm going to use it **when** I go on the school trip. I'll **show it to you after** we've had supper.
- TOM I've got to go to football training this evening, but I'll come **as soon as** I've finished.



Grammar lesson

Verbs with two objects

Some verbs (such as **give**, **send** and **show**) can have two objects: a direct object and an indirect object. The direct object is the thing we give, send, show, etc. The indirect object is the person we give, send or show it to. We put the direct object (the thing) after the indirect object when it's more important. We put the indirect object (the person) with **to** or **for** after the direct object when the person is more important.

Subject	Verb	Indirect object	Direct object
Aunt Sarah	gave	Ben	a camera.
People	sent	Ben	birthday cards.
Subject	Verb	Direct object	Indirect object
Aunt Sarah	gave	a camera	to Ben.
People	sent	birthday cards	to Ben.

We can use two objects with **give**, **send**, **lend**, **show**, **write**, **buy** and **make**.

We use **for**, not **to**, with **buy** and **make**.

Aunt Sarah bought me a present.

Aunt Sarah bought a present for me.

Time clauses

Words such as **when**, **as soon as**, **before**, **after** and **until** can introduce a time clause.

*I'm going to use it **when** I go on the school trip.*

When two actions happen at the same time, we use **when** to introduce the longer action.

*She gave it to me **when** I was having breakfast.*

In time clauses we often use present, past or perfect tenses, but we don't normally use **will** or **would**.

*I'll come **as soon as** I've finished.*

Words to learn

camera invitation engine asleep

Get the order right

Put the words in order and write correct sentences.

⇒ Mark / a letter / sent his girlfriend

Mark sent his girlfriend a letter.

1 Anna / her photos / to / showed / her friends

2 Amanda / for Jenny / a cake / made

3 Jenny / to all her friends / sent / party invitations

4 Jenny and Nick / bought / for their grandmother / some flowers

5 wrote / Who / a postcard / Nick / from Paris ?

6 Amanda / Who / a CD / gave ?

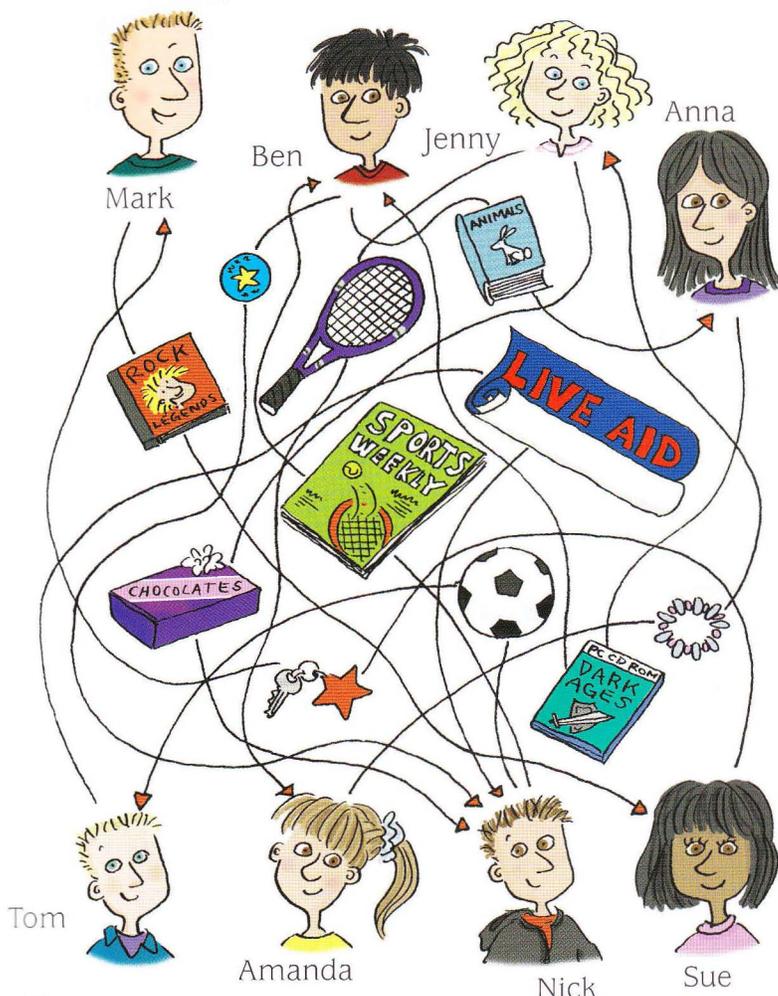
7 Did / to Tom / you send / a postcard ?

8 to Ben / his new computer game / lent / Nick

2 Happy birthday!

- a Look at the picture and say what they gave their friends for their birthdays. Put the words in the same order as the example.

⇒ Mark gave Sue the CD.



- b Answer the questions, like this:

⇒ Did Mark give Ben the CD?
No, he didn't. He gave the CD to Sue.

- 1 Did Ben give Anna the badge?
- 2 Did Anna give Amanda the computer game?
- 3 Did Jenny give Anna the tennis racket?
- 4 Did Ben give Amanda the book?
- 5 Did Tom give Ben the poster?
- 6 Did Nick give Mark the football?
- 7 Did Nick give Tom the magazine?
- 8 Did Jenny give Amanda the box of chocolates?
- 9 Did Sue give Ben the key ring?
- 10 Did Amanda give Sue the bracelet?

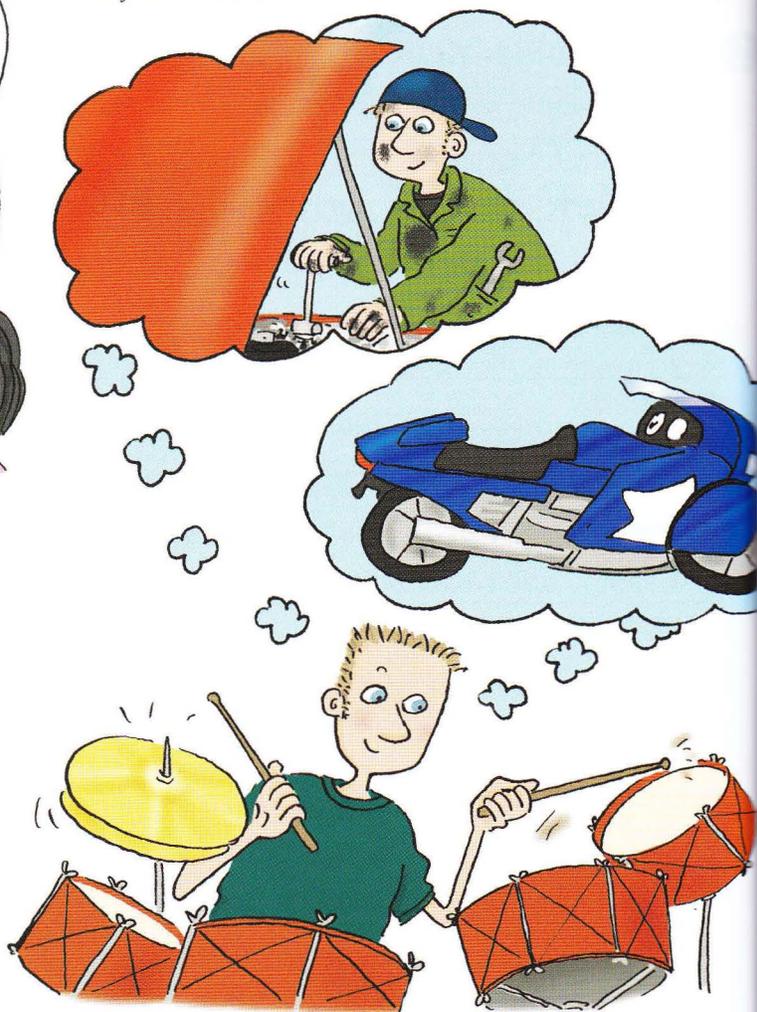
3 Mark

- a Read about Mark and cross out the wrong words.

Mark will finish secondary school next year, ⇒ ~~when/until~~ he's sixteen. He wants to be a mechanic ¹ ~~after/before~~ he has left school. He likes engines. He knew all about cars ² ~~when/before~~ he was only twelve.

He can play the drums. He sometimes practises at night ³ ~~when/until~~ everybody is trying to sleep, or early on Sunday mornings ⁴ ~~before/after~~ anybody gets up. The neighbours are not very happy ⁵ ~~until/when~~ he plays with all the windows open.

⁶ ~~As soon as/until~~ he is seventeen he wants to buy a motorbike.



- b Write a short paragraph about yourself (or someone you know). What do you want to do when you leave school?

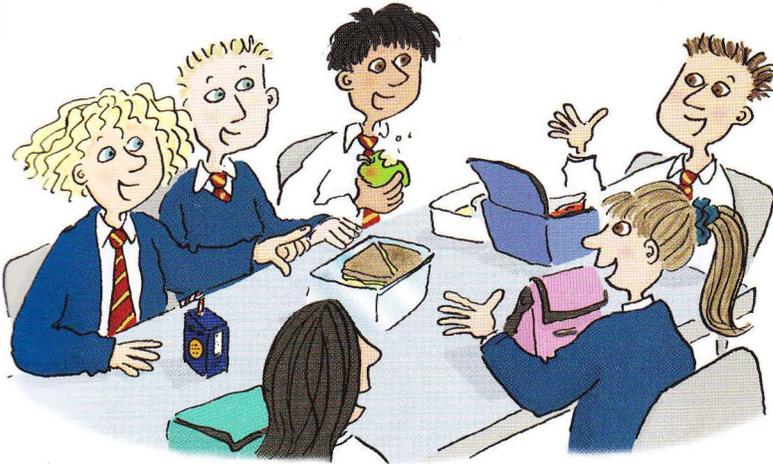
Time clauses

Complete the sentences. Choose a, b or c.

- ⇒ Don't play your music when your dad's asleep.
a until your dad's asleep.
b before your dad's asleep.
c when your dad's asleep.
- 1 I always take my camera
a when I will go on holiday.
b when I go on holiday.
c when I would go on holiday.
- 2 I'd like to work in another country
a after I will have left school.
b after I left school.
c after I leave school.
- 3 Phone me
a as soon as you get there.
b as soon as you will get there.
c as soon as you would get there.
- 4 You can go out
a before you've finished your homework.
b as soon as you've finished your homework.
c until you've finished your homework.
- 5 Don't start writing
a until I tell you.
b when I tell you.
c as soon as I tell you.
- 6 Learn these words
a before you do the test.
b until you do the test.
c as soon as you do the test.
- 7 You must brush your teeth
a until you go to bed.
b after you go to bed.
c before you go to bed.
- 8 We can play my new computer game
a when you will come.
b when you come.
c when you came.

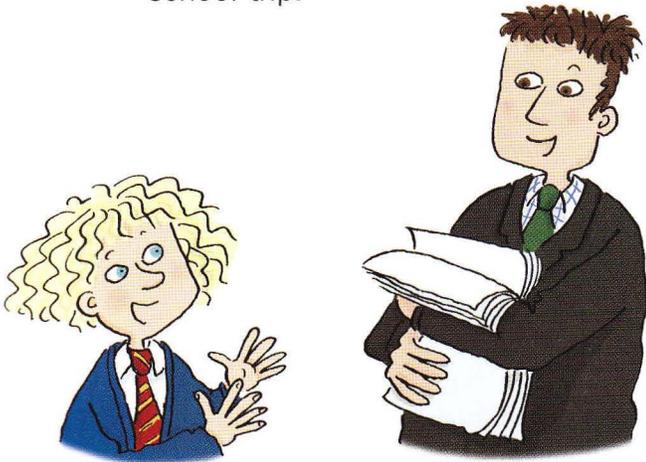
Ben said he could take some photos

Indirect speech in the past; tell and say



It's lunchtime. Jenny, Nick and their friends are talking about the school magazine.

- ANNA I'm drawing the cartoons.
 TOM I interviewed the captain of the football team last week.
 NICK I've already written a report of the last match.
 AMANDA I'll write a story about a ghost in an old castle.
 BEN I can take some photos of our school trip.



After school, Jenny tells Mr Blake what everyone said.

Anna said she **was** drawing the cartoons. Tom told me that he **had interviewed** the captain of the football team. Nick **said** he **had written** a report of the last match. Amanda **told me** that she **would** write a story about a ghost in an old castle. Ben said he **could** take some photos of the school trip.

Grammar lesson

Indirect speech in the past

When the reporting verb is in the past (she said, I told her), we often change the verb tense.

Direct speech	→	Indirect speech
present	→	past
past	→	past perfect
present perfect	→	past perfect
can	→	could
will	→	would
may	→	might

She said, 'I'm **drawing**.' (present)
 She said she **was drawing**. (past)

He said, 'I **interviewed** the captain.' (past)
 He said that he **had interviewed** the captain. (past perfect)

She said, 'I'll **write** a story.' (will)
 She said that she **would** write a story. (would)

say and tell

We use **say** (not **told**) for direct speech.
 Jenny **said**, 'We're writing a school magazine.'

In indirect speech we use **say** or **tell** + **object**.
 Jenny **said** (that) they were writing a school magazine.

Jenny **told me** that they were writing a school magazine.

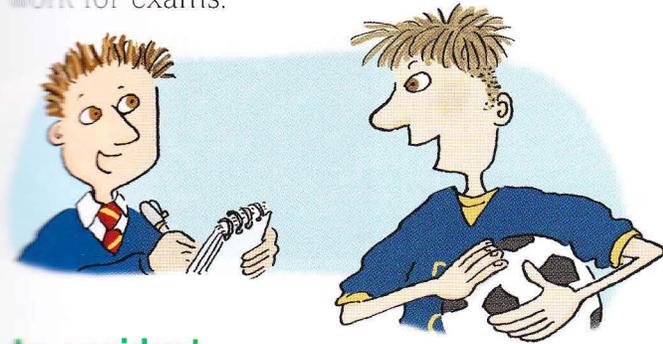
Words to learn

suddenly damaged mess
 violent/violence real
 influence believe weak

Tom's interview

Tom talked to Paul, the captain of the school football team. Paul said:

'We're a good team. We won the cup in 2005. We train three times a week. If the weather's bad, we can play in the gym. I've been captain for a year. We've won all our matches this year, but we don't play well in every match. I didn't score any goals in last week's match. We'll win our next match against Littleton, though. I won't be captain next year because I'll have to work for exams.'



An accident

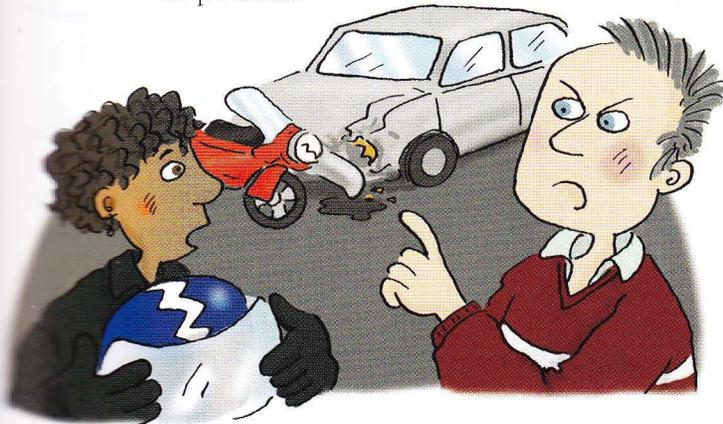
A driver and a girl on a motorbike have had an accident. Amanda heard what they said.

GIRL What a stupid thing to do! You stopped too suddenly.

DRIVER I had to stop. A dog ran across the road. But you weren't looking. And now my car's badly damaged.

GIRL I didn't see a dog. I'll write down your name and telephone number. My light's broken and the bike won't start.

DRIVER It only needs a bit of paint. It can be repaired easily. But the back of my car's a mess. The repairs will cost hundreds of pounds.



Complete Tom's report of the interview.

The captain said they \Rightarrow were a good team and they \Rightarrow had won the cup in 2005.

He said they ¹..... three times a week. He said that if the weather ²..... bad, they ³..... in the gym. Paul told me that he ⁴..... captain for a year and they ⁵..... all their matches this year, but they ⁶..... well in every match. He ⁷..... any goals in last week's match. Paul said they ⁸..... their next match against Littleton, though. He told me that he ⁹..... captain next year because he ¹⁰..... to work for exams.

Later, Amanda tells Nick what she heard. Complete what she says.

The girl said that the driver \Rightarrow had stopped too suddenly. The driver said that he ¹..... to stop because a dog ²..... across the road. He said the girl ³..... and his car ⁴..... badly damaged. Then the girl said that she ⁵..... a dog. She said she ⁶..... down the man's name and telephone number. She said her light ⁷..... broken and the bike ⁸..... start. The driver said the bike only ⁹..... a bit of paint and it ¹⁰..... be repaired easily. But his car ¹¹..... a mess and the repairs ¹²..... cost hundreds of pounds.

3 How 'green' are you?

Nick asked his class these questions.

- ⇒ Have you ever used a bottle bank?
- 1 Do you buy drinks in cans?
- 2 Do you sometimes drop litter in the street?
- 3 Do you use throw-away pens?
- 4 Did you walk or cycle to school today?
- 5 Do you turn off unnecessary lights?
- 6 Do you think about noise pollution?
- 7 Do you write on both sides of a sheet of paper?
- 8 Have you read about the hole in the ozone layer?
- 9 Do you use plastic bags more than once?
- 10 Do you eat fast food?

Yes	No
5	11
15	1
6	10
11	5
2	14
13	3
2	14
15	1
14	2
11	5
15	1

Say the results of the questionnaire.

- ⇒ Five pupils said that they had used a bottle bank.
- ⇒ Eleven pupils said that they hadn't used a bottle bank.



4 Can television make you violent?

Tom has done a survey for the magazine. He asked people if television could make you violent.



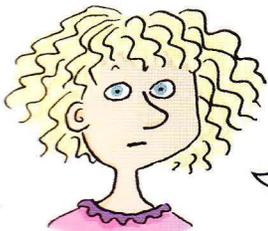
DAVE

TV can't make you violent if you aren't a violent person. I have seen a few violent films, but I'm not violent.



NICK

I saw a violent film last week. I know the blood wasn't real, but a lot of younger children don't know that.



JENNY

I don't watch violent films. The pictures on the news are bad enough.



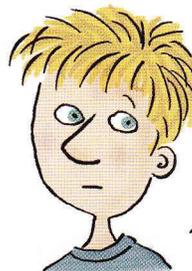
JILL

Violence can influence young people. If they see too many violent programmes, they'll believe that life is like that.



MAX

If you're a nice person, TV violence won't change that. You can always turn the TV off.



SIMON

TV violence can only make you violent if you are a weak person. I'll never rob a bank just because someone in a film does it.

What did they say?

⇒ Dave said that TV couldn't make you violent if you weren't a violent person.

- 1 Dave also said that
- 2 Jenny said that
- 3 Max said that
- 4 Nick said
- 5 Jill said
- 6 Simon said

Work with a partner. Tell your partner what you think about TV violence. Say two sentences. Your partner then tells the class what you said.

⇒ YOU *I think that violence on TV is bad. I never watch violent films.*
PARTNER *He said that he thought violence on TV was bad. He said that he never watched violent films.*

Clubs

Match the two parts of the sentences.

- | | |
|---------------|---|
| ⇒ Anna said | Anna that she should join their youth club. |
| 1 Amanda told | everybody that he was in four different clubs. |
| 2 Nick said | 'You can make lots of friends when you join a club.' |
| 3 Tom told | she would like to join a club. |
| 4 Jenny said | that he was in the photography club and in the computer club. |
| 5 Tom said, | that she was in the sports club and in the drama club. |

You mustn't forget your camera

mustn't and don't have to; had better and would rather

Anna is telling Ben what he needs to take with him on the school trip to Wales.

ANNA You **don't have to** take a sleeping bag because you won't be sleeping in a tent.

BEN I'd **rather** sleep in a tent than stay in a hotel. It's more exciting.

ANNA You'd **better** pack lots of old clothes for the outdoor activities.

BEN I'd **better** take a pen so that I can write some postcards and I'd **better not** forget my torch in case we go out at night.

ANNA You **mustn't** forget your camera. You need to take lots of photos for the school magazine.



Grammar lesson

mustn't and don't have to

We use **mustn't** to stop someone from doing something.

You **mustn't** forget your camera.

We use **don't have to** to say something is not necessary.

You **don't have to** take a sleeping bag.

We can say **needn't** instead of **don't have to**.

You **needn't** take a sleeping bag.

After **mustn't** and **needn't** we use the infinitive without **to**.

had better and would rather

We use **had better** to give advice in a particular situation or to say what's a good thing to do in a particular situation. The short form is **'d better (not)**.

You'd **better** pack lots of old clothes.

I'd **better not** forget my torch.

We use **would rather** to say what we prefer to do. If we mention two things, we use **than**.

I'd **rather** sleep in a tent **than** stay in a hotel.

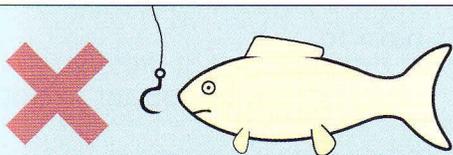
After **had better** and **would rather** we use the infinitive without **to**.

Words to learn

sleeping bag tent torch
passport camping villa
youth hostel backpack

Signs

What do the signs mean? Use **mustn't** or **don't have to**.



NO FISHING

⇒ You mustn't go fishing here.



Wash in hot or cold water

⇒ You don't have to wash it in hot water.



SILENCE
Between 10 p.m. and 7 a.m.

1 You make a noise.



2 You be a member.



3 You ride bicycles here.

NO SELF SERVICE
Please ask for assistance



4 You serve yourself.

CINEMA

**Advanced booking
not necessary**

5 You buy your tickets in advance.



6 You use mobile phones here.

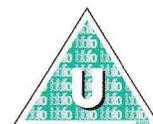
DO NOT WALK ON THE GRASS



7 You walk on the grass.

KNOCK AND ENTER

8 You wait for a reply.



This film is suitable for all ages

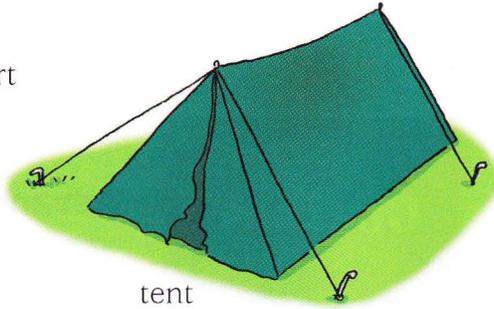
9 You be over eighteen to watch the film.

2 Holidays

- a You are flying to Jamaica for a beach holiday. You are staying at a hotel. What mustn't you forget? What don't you have to take? Write five sentences.



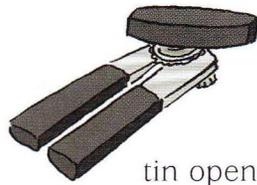
passport



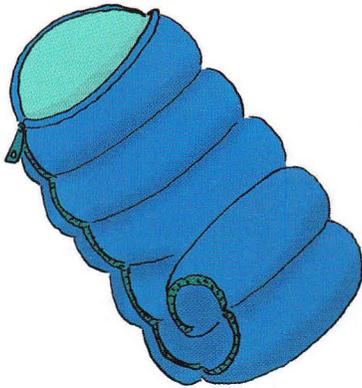
tent



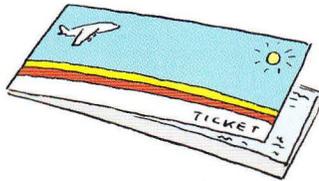
swimming costume



tin opener



sleeping bag



plane ticket

⇒ You mustn't forget your passport.

- b Now you are going on a camping holiday near where you live. What mustn't you forget? What don't you have to do/take/pack, etc.? Make five sentences.

⇒ You don't have to take your passport.

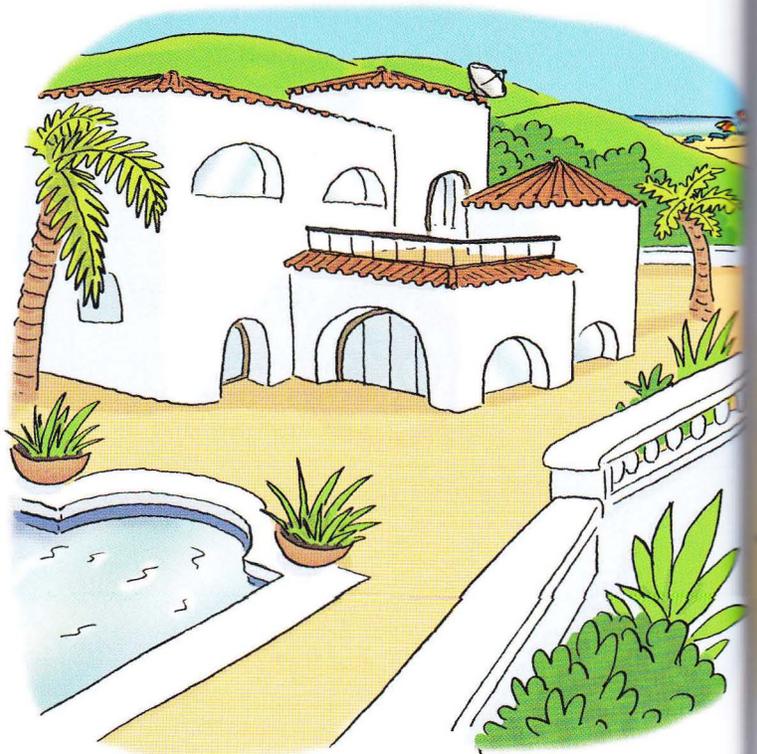
3 Holiday villa

Nick and Jenny are helping their mum and dad to choose a villa for their next holiday. Look at their list and write six sentences. Use **must** and **don't have to**.

	Important	Not important
Swimming pool	✓	
Quiet		✓
Three bedrooms	✓	
Two bathrooms		✓
Garden	✓	
Satellite TV	✓	
Close to the beach	✓	
Close to the shops		✓

⇒ It must have a swimming pool.

⇒ It doesn't have to be quiet.



A youth hostel trip

Anna is talking to Aunt Sarah and Mark about her class trip. Complete their conversation with **would rather (not)** and **had better (not)**.

ANNA Our class is going on a school trip, perhaps to France or Greece. We're going to stay in youth hostels.

MARK Great. You \Rightarrow had better start saving your pocket money.

ANNA I ¹..... stay in hotels than in youth hostels.

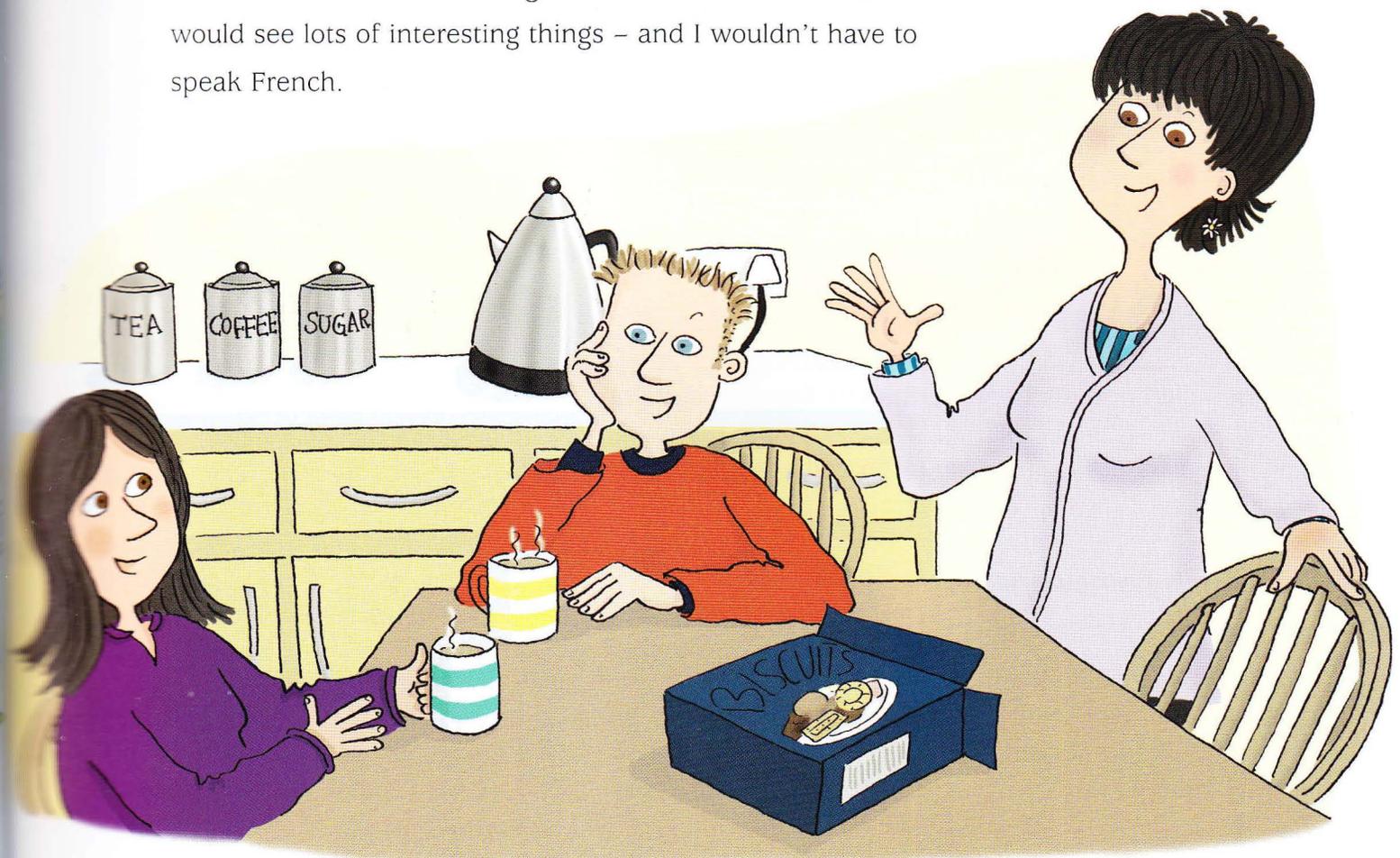
MARK Youth hostels are more fun. You'll love it.

SARAH France, Greece? Well, if you're going to Europe, you ²..... take some euros with you. And you ³..... forget your passport. Have you got one?

ANNA I've got a passport, but I've never been abroad without my parents. I ⁴..... go to Scotland or Wales, like Ben. I suppose I ⁵..... learn some useful French words.

MARK If you're staying in youth hostels you ⁶..... take a sleeping bag. And you ⁷..... take a suitcase. You'll need a big backpack. You can borrow mine.

ANNA Thanks. I ⁸..... go to Greece than to France. We would see lots of interesting things – and I wouldn't have to speak French.



Revision 2 (chapters 8–12)

1 Amanda's aunt and uncle

Amanda is telling Jenny about her favourite aunt and uncle. When she stays with them she has fun. Put in **let** or **make** in the correct positive or negative form.

Aunt Sally ⇒ lets me do what I want. She ⇒ doesn't make me get up early if I don't want to. Uncle Dan ¹..... me stay out until eleven o'clock. Aunt Sally ²..... me tidy my room, and she ³..... me bring friends home any time. Uncle Dan ⁴..... me use his computer, and they ⁵..... me do the washing-up. They ⁶..... me and my friends watch DVDs, too. My mum always ⁷..... me do my homework before dinner, and she always ⁸..... me clean my room. Dad ⁹..... me stay at home on Saturday night if I haven't done my homework. My parents ¹⁰..... me watch television after nine o'clock and they ¹¹..... me stay out late. They think I'm too young. I expect they'll ¹²..... me do these things when I'm older.

2 He had forgotten

Write one sentence with the past perfect simple and **because**. What comes first?

⇒ Nick didn't go to Carlo's party. Carlo forgot to invite him.
Nick didn't go to Carlo's party because Carlo had forgotten to invite him.

⇒ Anna spent all her money. She couldn't go to the shops.
Anna couldn't go to the shops because she had spent all her money.

1 Nick felt ill. He ate four hamburgers.

2 Tom couldn't do his French homework. He lost his French dictionary.

3 Jenny felt hungry at lunchtime. She didn't have breakfast.

4 Adam hurt his leg. He couldn't run in the race.

5 Ben didn't do his homework. Aunt Sarah was angry.

6 Anna was tired. She went to bed late the night before.

3 Too much homework

Put the verbs in brackets in the correct tense.

Pupils in Mark's class were talking about homework. One girl said she usually ⇒ did (do) homework for two or three hours every evening. One boy said he usually ¹..... (work) for at least three hours. Another boy said that he ²..... (not go) to bed until very late the night before. He said he ³..... (have to) study for an important Maths test. Some pupils said they ⁴..... (speak) to the Maths and the English teachers already, but the situation

5 (not change). The French teacher said she 6 (give) the class less homework in future. But they still had too much. One girl said she 7 (not, have) time to do anything else in the evenings except homework. All the pupils decided that they 8 (complain) to the headmaster the next day.

Christmas presents

What did they give their family and friends for Christmas? Complete the sentences with the words in brackets (). Do not change the order, but add **to** or **for** where necessary.

- ⇒ Aunt Sarah – a book about gardening
Anna gave Aunt Sarah a book about gardening.
- ⇒ a red scarf – Ben
Aunt Sarah bought a red scarf for Ben.
- 1 Anna – a book about animals
Aunt Sarah bought
- 2 a big box of chocolates – Aunt Sarah
Ben gave
- 3 their grandparents – a long letter
Jenny and Nick wrote
- 4 some family photos – them
Jenny also sent
- 5 nice presents – their parents, too
Nick and Jenny gave
- 6 a calendar – her mother
Jenny made
- 7 her father – his favourite cake
She made
- 8 funny cards – all his friends
Nick wrote

Mistakes

There is one mistake in each sentence or pair of sentences. Underline the mistake and write the word or words correctly.

- ⇒ You mustn't tidy your room today, Jenny. It's tidy. don't have to
- 1 My parents won't let me to go to the party next Saturday.
- 2 Anna told, 'I'm going to join the drama club.'
- 3 Nick couldn't buy any comics because he forgot his money.
- 4 I'm sorry I'm late. How long have you waited?
- 5 Did you send to Jenny a postcard?
- 6 Does your Maths teacher let you do a lot of homework and tests?
- 7 Don't forget to take your camera when you will go on the school trip.
- 8 Excuse me. Can you say me how to get to the library, please?
- 9 Amanda asked Anna if she can borrow her dictionary.
- 10 It's late, Jenny. You'd rather go to bed now, or you'll be tired tomorrow.
- 11 You don't have to lose your money. Put it in a safe place.
- 12 I had better to go home now. It's nine thirty already.

It must be something exciting

must, can't and could for deductions; so and such



- MRS BELL I've got a surprise for you in this envelope.
- NICK It **can't** be a present for me. It isn't my birthday.
- JENNY It **must** be something exciting. Surprises are always exciting – and you're smiling.
- NICK It's **such** untidy writing that I can hardly read it. I think it says 'For Nick and Jenny'.



- JENNY It **could** be from Uncle Peter. He's got untidy handwriting.
- NICK It is! He's sent us tickets to the Adventure World theme park!
- JENNY That's fantastic! Uncle Peter's **so** kind. He's **such** a generous person.

Grammar lesson

must, can't and could for deductions

Sometimes we use what we already know to work out the answer to a puzzle or to guess the truth about something.

We use **must** to say what we think:
*It **must** be something exciting.*

We use **can't** for the negative. (To say what we don't think.)
*It **can't** be a present for me.*

We use **could** if we think we know, but we aren't sure.
*It **could** be from Uncle Peter.*

After **must**, **can't** and **could** we use the infinitive without **to**.

so and such

We use **so** with an adjective by itself.
*Uncle Peter's kind. → Uncle Peter's **so** kind.*

We use **such** with a noun (with or without an adjective before it).
*Uncle Peter's a generous person. → He's **such** a generous person.*

Remember to use **a** or **an** if you need it.

After **so** and **such** we can use **that** to show result.

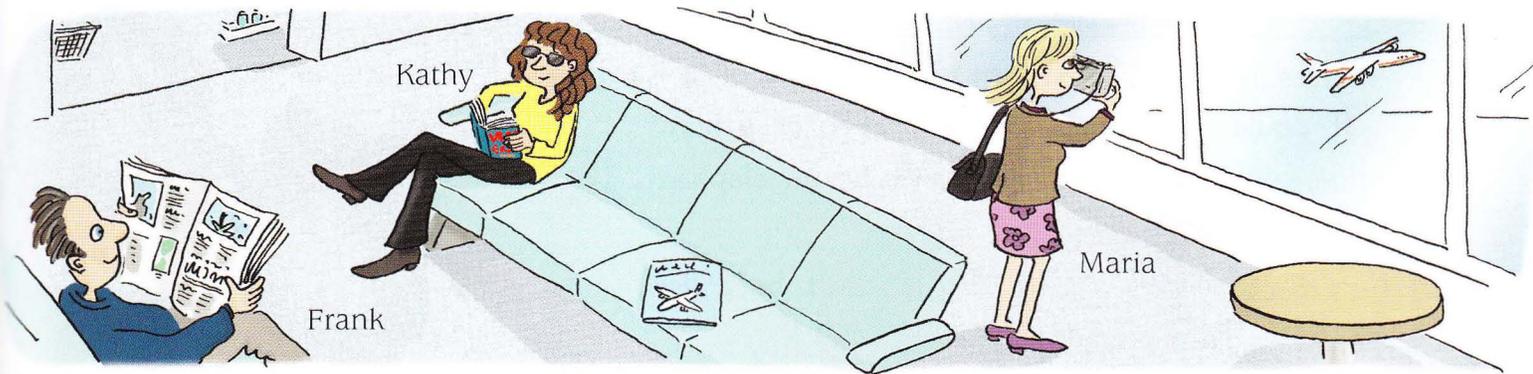
*It's **such** untidy writing **that** I can hardly read it.*

Words to learn

surprise smile generous
luggage travel idea

1 Whose luggage is it?

Kathy, Frank and Maria are at the airport. One of them is going to Italy, one to the Swiss Alps and one to Australia. But who is going where?



a What does the luggage tell you about the owners? Complete the sentences with **must** or **can't** and **be**, **have** or **like**.

- ⇒ The owner must be able to play tennis.
- ⇒ The owner can't be a man.
- 1 The owner going to a sunny country.
- 2 The owner travelled to a lot of countries.
- 3 The owner reading
- 4 The owner a woman.
- 5 The owner able to speak French.
- 6 The owner going to a cold place.
- 7 The owner a man.
- 8 The owner a camera.
- 9 The owner rock music.



b Now solve the puzzle. Who is who? Complete the sentences.

- 1 The suitcase must belong to
- 2 The backpack
- 3 The straw bag
- 4 Kathy must be going to
- 5 Frank
- 6 Maria

2 Which one is it?

Make deductions by reading the clues and completing all the sentences with **can't be**, **could be** or **must be** as in the example.

⇒ elephant giraffe panda kangaroo lion

It lives in Africa. So it can't be a panda or a kangaroo.

It could be an elephant, a giraffe or a lion.

It hasn't got a trunk. So it can't be an elephant. It

could be a giraffe or a lion.

It's much taller than a man. So it can't be a lion.

Answer: It must be a giraffe.

1 China the USA Italy Spain Japan

It isn't in Europe.

It's a very big country.

The people speak English.

Answer:

2 Rome New York Paris Chicago Oxford

It isn't in America.

The people don't speak French.

It's a capital city.

Answer:

3 The Statue of Liberty The Golden Gate Bridge
The Empire State Building The Tower of London

It isn't in Europe.

You can go to the top.

It isn't a very tall building.

Answer:

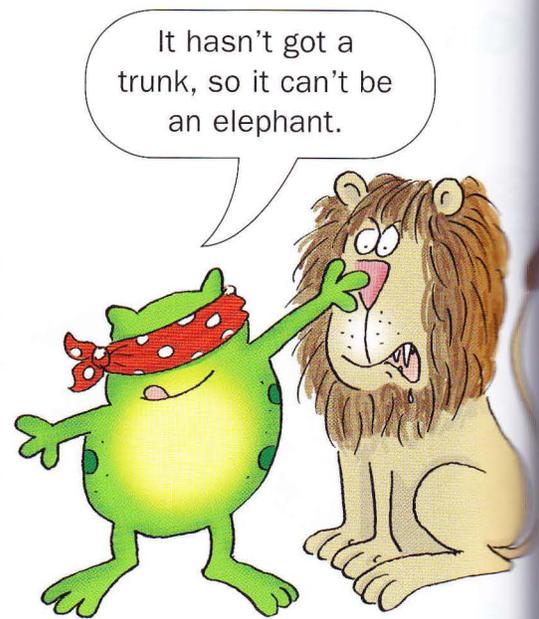
4 dolphin koala kangaroo whale tiger

It doesn't live in the sea.

It lives in Australia.

It can be bigger than a man.

Answer:



3 Categories

Choose a category of people or things: film stars, characters from soap operas, cars, etc. The class suggests four names/words which belong to the category and the teacher writes them on the blackboard.

One pupil thinks of one of the names/words. The other pupils now guess the name/word. They ask questions and make deductions with **could be** and **must be**.

⇒ Sports: skiing, golf, swimming, diving

PUPIL A *Do you do it in water?*

PUPIL B *No, you don't.*

PUPIL C *You don't do it in water, so it could be golf or skiing. Do you do it in the mountains?*

PUPIL B *No, you don't.*

PUPIL D *You don't do it in the mountains, so it can't be skiing. It must be golf.*

4 Adventure World

Complete the sentences with **so**, **such** or **such a/an**.

NICK Uncle Peter is ⇒ **such a** nice uncle.
He's ⇒ **so** kind to us.

JENNY Yes, he always has ¹..... good ideas. I enjoyed our trip to 'Adventure World' ²..... much.

NICK So did I. I didn't know that 'Adventure World' is ³..... big theme park.

JENNY Yes, there are ⁴..... many things to see and do. I liked the Big Wheel best. Everything looked ⁵..... small from the top.

NICK My favourite was the King Coaster. I love rollercoasters – that was ⁶..... big one. It was ⁷..... much fun.

JENNY I felt ⁸..... scared when we went on it. It looked ⁹..... dangerous.

NICK I went on it after I'd eaten an ice cream. I felt ¹⁰..... sick.

JENNY We'll phone Uncle Peter and tell him that we had ¹¹..... exciting day.

NICK Yes, we'll tell him that the tickets to Adventure World were ¹²..... great present.



5 Ben's trip

Ben is talking about the good and bad things about his school trip to Wales. Make two sentences into one with **so ... that ...**

⇒ The weather was cold. We had to wear coats.
The weather was so cold that we had to wear coats.

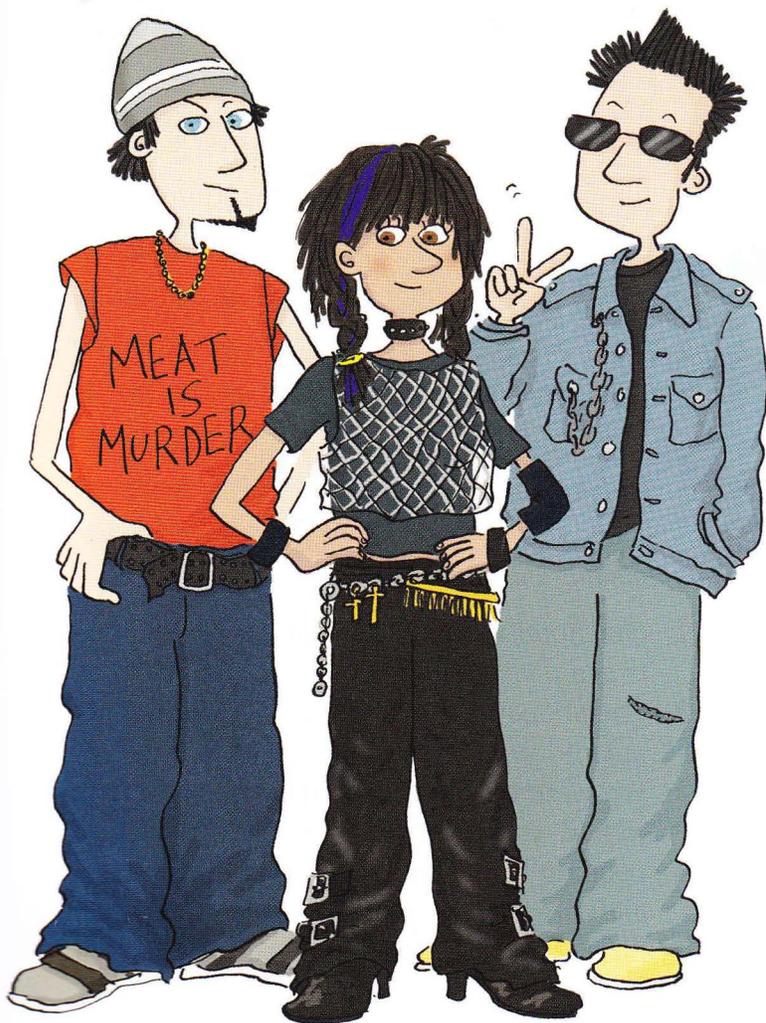
- 1 Our hotel room was small. We could hardly move.
- 2 The shops were expensive. We spent all our money.
- 3 We were tired after the day trips. We went to bed early every night.
- 4 Looking round museums was boring. We all felt tired.
- 5 But the old castles were exciting. We wanted to stay there longer.
- 6 The food at the hotel was good. We all ate too much.

They're both from Liverpool

both and neither; all and none

Anna has written an article for the school magazine about a new band called 'Power'.

'Power' is a new band. They're playing in Merton next Saturday. The guitarists Rod and Jake are **both** from Liverpool. They **both** wanted to be actors, but **neither** of them got an acting job. **Both** of them like being musicians now. The singer's name is Nina. She's great. **All** of them write songs. And they're **all** vegetarians. **None** of them eats meat. They **all** eat health food and they **all** do yoga. They'll be giving free concert tickets to all the people who buy their new album.



Grammar lesson

both and neither

We use **both** and **neither** to talk about only two people or things. We use a plural verb with **both**. We put **both** after the verb **be** and before full verbs.

*They're **both** from Liverpool.*

*They **both** wanted to be actors.*

***Both** of them like being musicians.*

We usually use a singular affirmative verb with **neither**. We usually put it at the beginning of a sentence.

***Neither** of them got an acting job.*

all and none

We use **all** and **none** to talk about more than two people or things. We use a plural verb with **all**. We put **all** after **be** or before a full verb.

*They're **all** vegetarians.*

*They **all** do yoga.*

***All** of them write songs.*

We usually use a singular affirmative verb with **none**, but a plural verb is also possible. We usually put **none** at the beginning of a sentence.

***None** of them eats meat. OR **None** of them eat meat.*

Words to learn

beard mask hat sunglasses
instrument

1 Two bank robbers

- a Imagine that you saw the two bank robbers in the picture. Answer the policeman's questions with **both of them** or **neither of them**.



- ⇒ Were they tall?
Yes. Both of them were tall.
- ⇒ Did they have beards?
No. Neither of them had beards.
- 1 Were they thin?
.....
- 2 Were they wearing masks?
.....
- 3 Did they have long hair?
.....
- 4 Was one of them old?
.....
- 5 Were they wearing coats?
.....
- 6 Were they wearing hats?
.....
- 7 Did one of them have black hair?
.....
- 8 Were they wearing sunglasses?
.....

- b Look at the answers with **both** in (a). Say them again as in the example.

⇒ *They were both tall.*

2 You and your neighbour

Look at the boy or girl who is sitting next to you. Talk or think about things that are the same, for example, your appearance, your age, what you are wearing, what you like or dislike, etc.

- a Write four sentences with **be** and **both**.

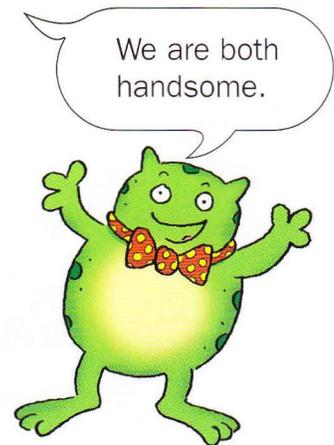
⇒ We are both girls.
.....
.....
.....
.....

- b Write four sentences with full verbs (**like**, **do**, **play**, **hate**, **have**, etc.) and **both**.

⇒ We both like sport.
.....
.....
.....
.....

- c Write four sentences with **neither**.

⇒ Neither of us likes dancing.
.....
.....
.....
.....



3 Jake, Nina and Rod



	Jake	Nina	Rod
Age	21	20	22
From	Liverpool	Manchester	Liverpool
Instrument	guitar	keyboard	guitar
Sport	swimming	cycling	football
Hobby	photography	painting	gardening
Likes	travelling, reading	travelling, horses	travelling
Doesn't eat	meat, eggs	meat, fish	meat
Wants to	go on a world tour	star in a musical	write a big hit

a Say what is the same. Use **all of them** or **none of them**.

⇒ Who plays an instrument?

All of them play an instrument.

⇒ Who comes from London?

None of them comes from London.

1 Who is younger than twenty?

.....

2 Who does a sport?

.....

3 Who plays the drums?

.....

4 Who eats vegetarian food?

.....

5 Who likes travelling?

.....

6 Who has a hobby?

.....

7 Who wants to make a film?

.....

8 Who comes from America?

.....

b Now say sentences 2, 4, 5 and 6 above with **all** as in the example.

⇒ All of them play an instrument.

They all play an instrument.

4 The answer's 'yes'

a Answer the questions. Start with **Yes**, and add **all** or **both** in the correct place.

⇒ Are Nick and his friends interested in sport?
Yes, they are all interested in sport.

⇒ Do Tom and Nick play football?
Yes, they both play football.

1 Do Jenny and Amanda like pets?
.....

2 Do Amanda and her friends enjoy shopping?
.....

3 Have Jenny and Nick been to 'Adventure World'?
.....

4 Are Rod and Jake from Liverpool?
.....

b Write three sentences about you and your best friend using **both**, as in the examples.

⇒ We're both fourteen.

⇒ We both like rock music.

.....
.....
.....

5 Do Jake, Nina and Rod like travelling?
.....

6 Did Rod and Jake want to be actors?
.....

7 Do Rod, Jake and Nina eat vegetarian food?
.....

8 Are Ben and Anna staying with their Aunt Sarah?
.....

9 Do Ben and Anna go to school in Merton?
.....

10 Do Jenny and Nick and their parents like to go to Spain?
.....

c Write three sentences about you and your family using **all**, as in the examples.

⇒ We're all interested in sport.

⇒ We all like to watch television.

.....
.....
.....

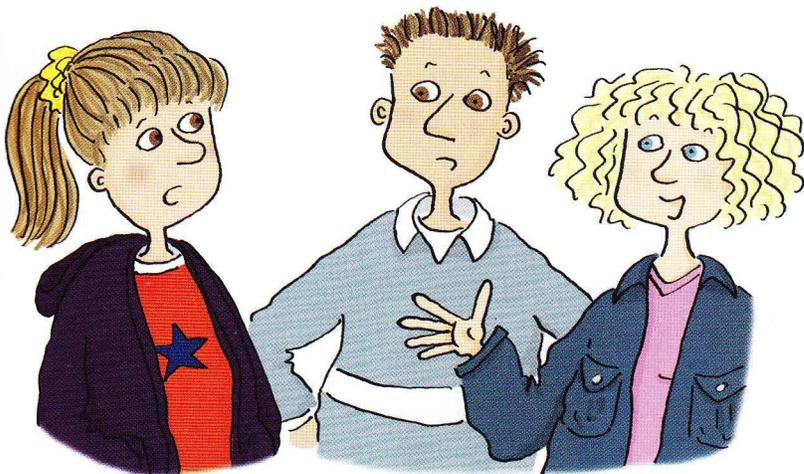
5 Guessing game

A pupil thinks of two other pupils in the class and describes what is the same with **both of them** and **neither of them**. The class must guess who the two pupils are.

⇒ PUPIL *Both of them are wearing red T-shirts. Neither of them is sitting near the door.*

CLASS *It must be Paola and Gina.*





- AMANDA I don't think I get enough pocket money. I need more.
- NICK Everyone needs more money. **If you did** lots of jobs you **could** earn some.
- JENNY **If you had** some money, what **would** you buy?
- NICK **If I had** some money, I **would** buy a DVD player.
- AMANDA **If I got** more pocket money, I **would** save more.
- NICK **If I were you**, I'd get a job. **If you did** some baby-sitting, you **could** earn some money. I could baby-sit, too.
- JENNY But you don't like babies.
- NICK Well, I **might** like them more **if** they **didn't** cry – and **if** they **played** football.



Grammar lesson

Conditional sentences type 2

When we imagine something which probably won't happen, we use the second conditional to talk about it. We use a past tense verb in the **if** part of the sentence (the **if**-clause). We use **would** with the base form of the verb in the other part of the sentence (the main clause).

If I had some money, I would buy a DVD player.

(I haven't got any money, so I can't buy a DVD player.)

When we put the **if**-clause first, we usually use a comma (,) after it.

We can also put the main clause first. We often use the short form of **would** ('d).

I'd buy a DVD player if I had some money.

We can use **might** or **could** in the main clause instead of **would**.

I might like them more if they played football. (might = would possibly)

If you did some baby-sitting, you could earn some money. (could = would be able to)

After **if** we often use **were** instead of **was** for all persons.

If I were you, I'd get a job.

Words to learn

earn save spend win
famous strange

1 What would they do?

Put the verbs in the correct form.

JENNY If Nick got more pocket money, he \Rightarrow would spend (spend) it all on sweets.

NICK That isn't true. If I had more money, I ¹..... (spend) it on something useful.

TOM If I ²..... (win) the lottery, I would buy an MP3 player.

NICK I ³..... (not buy) an MP3 player if I were you.

JENNY If I had more money, I ⁴..... (save) it for a trip to Australia.

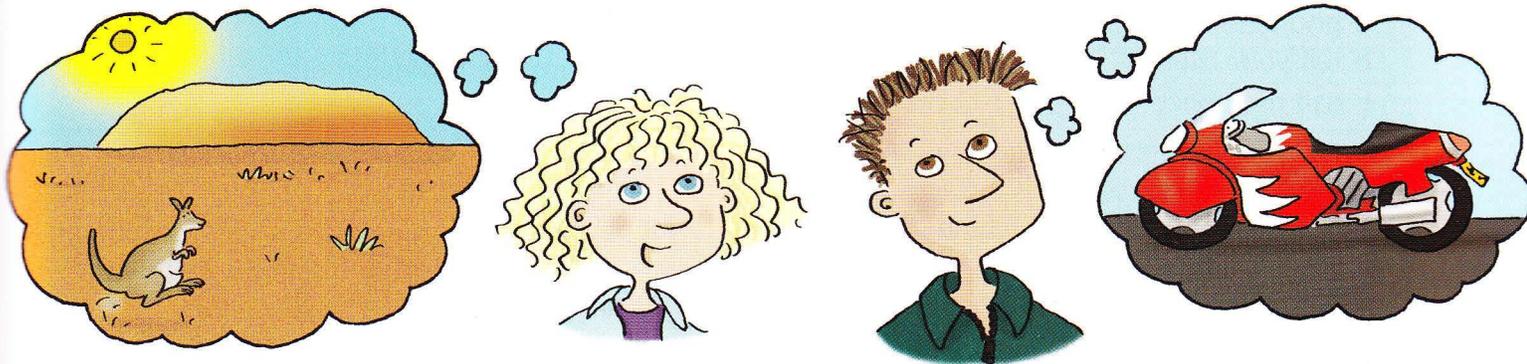
NICK If I ⁵..... (have) a lot of money, I ⁶..... (buy) a motorbike.

TOM I ⁷..... (not buy) a motorbike if I ⁸..... (be) you. They're too dangerous.

NICK If we ⁹..... (not have) so much homework, I ¹⁰..... (get) a job delivering newspapers every morning.

TOM Why don't you?

NICK Because I do my homework in the morning before I go to school.



2 If ...

a What would or wouldn't you do, if you got more pocket money?

Write five sentences.

\Rightarrow If I got more pocket money, I would buy more CDs.

1

2

3

4

5

b If you could spend a day with a famous person, who would you choose?

What would you do? Where would you go? What would you talk about?

Say four sentences.

\Rightarrow *If I could spend a day with a famous person, I would choose Orlando Bloom.
I would go to Hollywood with him ...*

3 Just imagine ...

What do you think you would do if these things happened? Choose **a**, **b** or **c** then write a sentence.

- ⇒ if you found a big hairy spider in your bed
a scream
b squash it
c keep it as a pet

If I found a big hairy spider in my bed, I would scream.

- 1 if you saw a famous actor in the street
a go up and say hello
b be too shy to speak
c follow him or her

- 2 if you saw a strange object in the sky
a photograph it
b tell your friends
c call the police

- 3 if you found a bag full of money
a spend it
b tell the police
c share it with your friends

- 4 if you heard a loud noise in the night
a hide under the bed
b get up and look
c go to sleep again

- 5 if you saw an elephant walking down the street
a phone the zoo
b run the other way
c do nothing

- 6 if you were alone on a desert island
a cry
b explore it
c look out for a ship

- 7 if you found a snake in your cupboard
a run away
b pick it up
c shut the door

- 8 if you suddenly saw yourself on television
a laugh
b record it
c turn the television off

- 9 if the phone rang in the middle of the night
a get out of bed and answer it
b put the pillow over your head
c tell someone to answer it

- 10 if you won a car
a sell it
b give it to someone in your family
c keep it until you got your driving licence

b Do the exercise again. This time, say what you wouldn't do.

⇒ *If I found a big spider in my bed, I wouldn't keep it as a pet.*

4 If it happened to me ...

These things might happen. What would or wouldn't you do if they happened to you?

⇒ If I found a gold ring in the street,

I would give it to my sister.

1 If my best friend moved to another town,

.....

2 If my dog ate my Maths homework,

.....

3 If I broke my arm and couldn't write,

.....

4 If someone offered me a Saturday job in a bakery,

.....

5 If all the lights suddenly went out,

.....

6 If I got lost in a strange town,

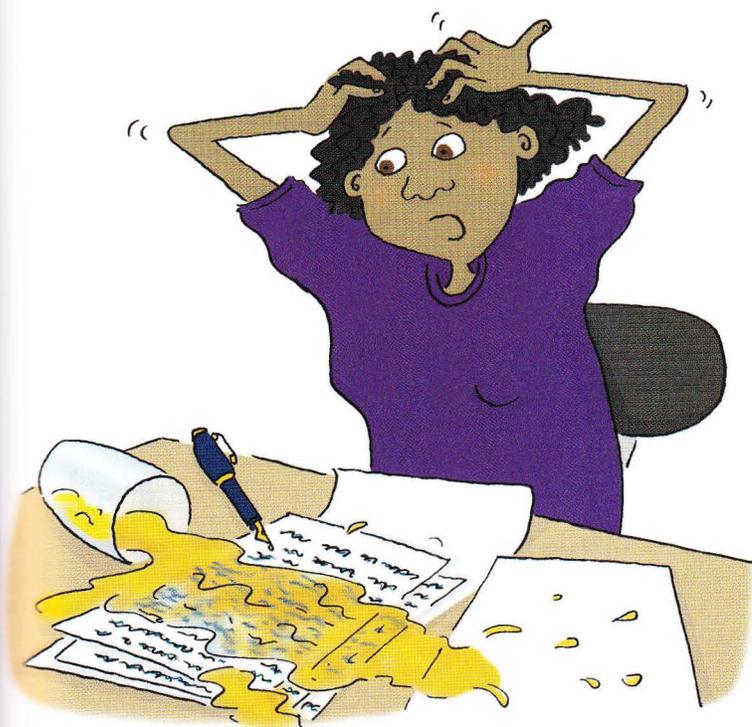
.....

7 If I spilled orange juice on my English homework,

.....

8 If I found some money on the bus,

.....



5 The tropical island game

Choose two things from the list that you would do if you lived on a tropical island for six months. Write two sentences.

- sleep all day
- climb the palm trees
- play with the monkeys
- collect shells
- write a book about it
- build a boat
- go fishing all day
- live in a tree house
- go swimming every day
- explore the jungle
- paint pictures of it

⇒ If I lived on a tropical island, I would climb the palm trees.

1

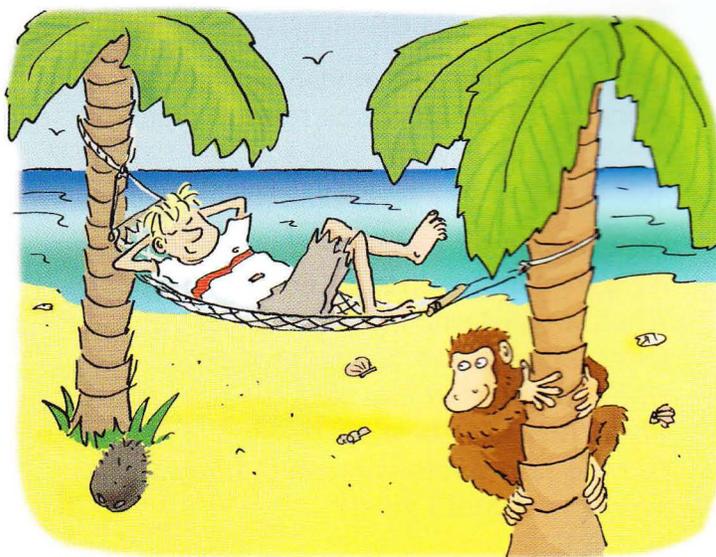
2

The other pupils must take turns to guess what you have chosen. They can only have a second guess if they get the first one right.

⇒ PUPIL *If you lived on a tropical island you would climb the palm trees.*

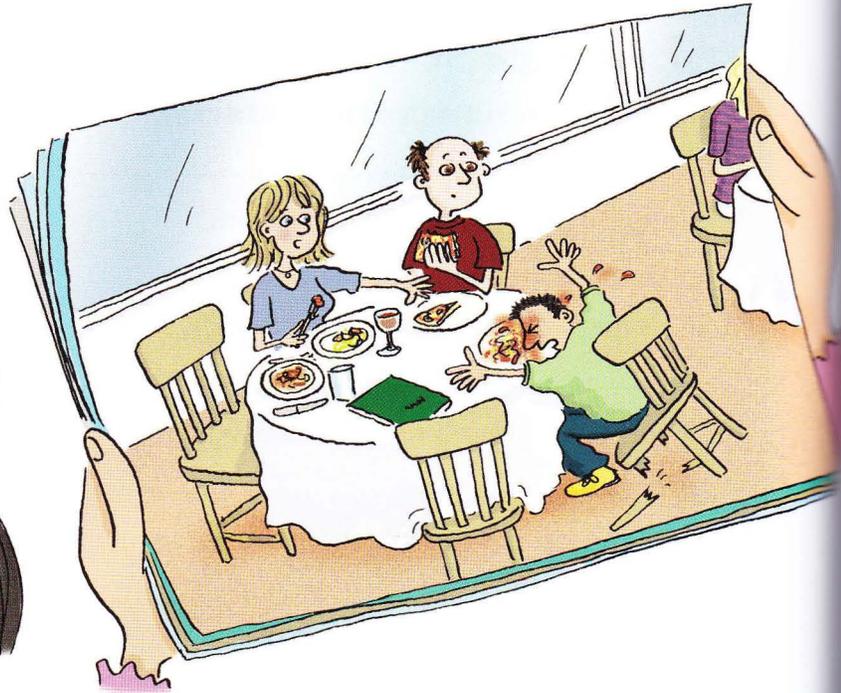
YOU *Yes, I would.* (He or she can ask another question.) OR *No, I wouldn't.*

The first pupil to guess both answers correctly then takes your place.





- AMANDA Here are our holiday photos from Italy. That's the village which we stayed in. That's Robert, the boy who was staying in the villa next door.
- ANNA Oh, is that the boy whose sister is a pop singer? You told me about him.
- AMANDA Yes, that's right. He was nice. We had a great time.



- ANNA Do you always take photos of people you meet on holiday and places you stay at?
- AMANDA Yes, I do. But this is the photo I like best. It's one of the funniest I've ever taken. We were eating in a restaurant when Robert's chair broke and he fell into his plate of spaghetti!

Grammar lesson

Relative clauses

who, which, that and **whose** are relative pronouns. They introduce relative clauses. *Robert is the boy **who** was staying in the villa next door.*

We use **who** for people and **which** for things. We can also use **that** for people and things. When **who/which/that** is the object of the relative clause, we can leave it out.

*This is the photo **I like best**.* (OR *the photo **which/that** I like best*)

*I always take photos of people **I meet**.* (OR *people **who/that** I meet*)

To show possession we use **whose**.
*Is that the boy **whose** sister is a pop singer?*

Prepositions (**in, from, etc.**) come at the end of the relative clause.
*I always take photos of places **we stay at**.*

Words to learn

poor look after shelter
dare promise steal

1 Food facts

Complete the sentences with **which** or **who**.

⇒ The food which we eat gives us energy.

- 1 People are very active need more energy.
- 2 Carrots are vegetables keep your eyes healthy.
- 3 In the past, most people ate food they grew themselves.
- 4 Oranges and lemons are fruits contain a lot of vitamin C.
- 5 Someone eats lots of fruit and vegetables will keep healthy.
- 6 A vegetarian is a person doesn't eat meat.

2 Charles Dickens

What do you know about Charles Dickens? Complete the text with **who**, **which** or **whose**. If **who** and **which** are not necessary, don't write them.

Charles Dickens was an English writer ⇒ who lived from 1812 to 1870. The books ⇒ - he wrote are famous all around the world. In many of his books he wrote about children ¹..... were poor and ²..... had difficult lives. He often wrote about people ³..... he had known and places ⁴..... he had lived in. In some of his books he wrote about terrible schools like the one ⁵..... he went to himself.

Perhaps you know the story of Oliver Twist. 'Oliver Twist' is the book ⁶..... was made into the successful musical called 'Oliver'. It is about a boy ⁷..... mother died when he was born. Because there was nobody ⁸..... could look after Oliver, he had to live in a workhouse. A workhouse was a place ⁹..... gave shelter to very poor people and children without parents. The people ¹⁰..... ran the workhouse were very strict. The children had to work hard. They were always cold and hungry. Oliver was the only boy ¹¹..... dared to ask for more food.

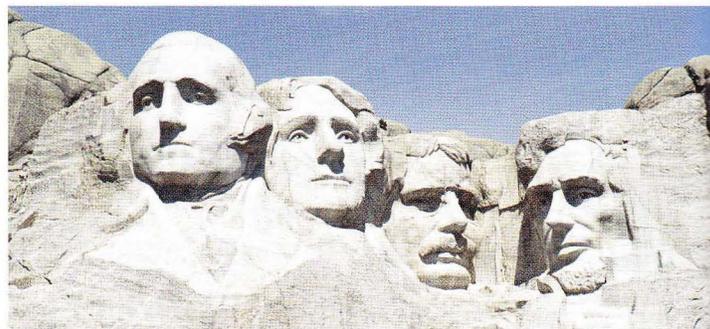
Eventually, Oliver ran away to London. He met an older boy ¹²..... promised him food and somewhere to sleep. Oliver didn't know that the boy lived with a gang of thieves ¹³..... stole from people's pockets. The name of the old man ¹⁴..... taught the boys to steal was Fagin. A lot of bad things happened to Oliver, but he met a very kind old man ¹⁵..... had known his mother. In the end, the man saved him from the gang and gave him a good home and a safe future.



3 USA quiz

Amanda has written a quiz for the school magazine. Can you do it?
Put in **who**, **which** or **whose**. Then choose the correct answer.

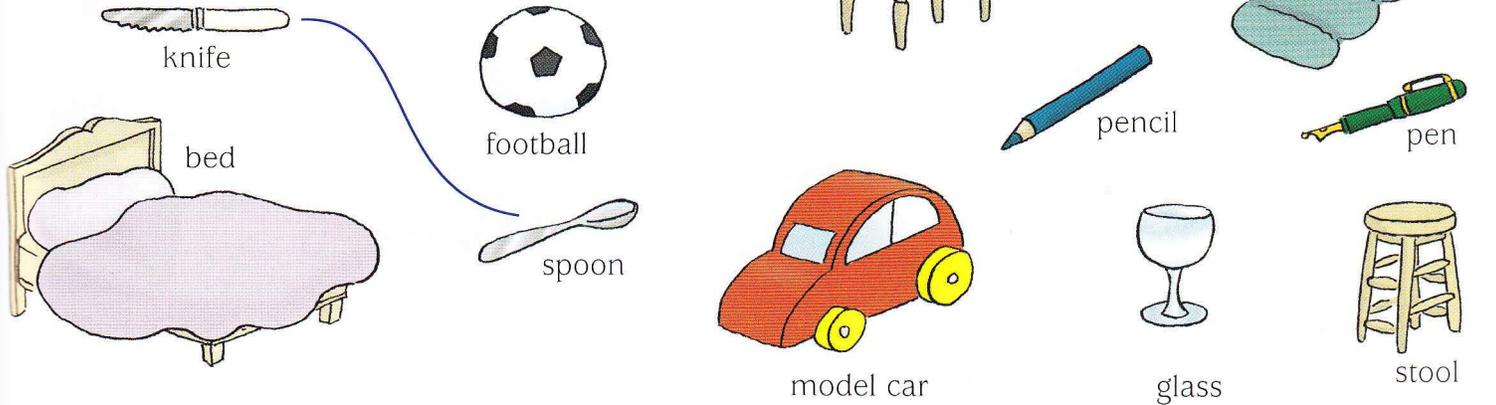
- ⇒ What is the name of the big river which flows through the United States?
- a the Volga
 - b the Mississippi**
 - c the Seine
- 1 What is the name of the bridge goes over San Francisco Bay?
- a Brooklyn Bridge
 - b the Golden Gate Bridge**
 - c Tower Bridge
- 2 What is the name of the baseball team home city is New York?
- a the New York Yankees
 - b the Cincinatti Reds**
 - c the Chicago Bears
- 3 What is the name of the first man walked on the Moon?
- a John Glenn
 - b Neil Armstrong**
 - c Louis Armstrong
- 4 What is the name of the famous waterfalls are on the border between the USA and Canada?
- a the Angel Falls
 - b the Victoria Falls**
 - c the Niagara Falls
- 5 She is the only First Lady (President's wife) has become a member of the US Senate. What's her name?
- a Laura Bush
 - b Nancy Raegan**
 - c Hillary Clinton
- 6 What is the name of the city in the desert is famous for its bright lights and shows?
- a Chicago
 - b Las Vegas**
 - c Santa Fe
- 7 The name of the long street in Manhattan is famous for its theatres is ...
- a Park Avenue
 - b Fifth Avenue**
 - c Broadway
- 8 Name one of the presidents heads are carved in Mount Rushmore.
- a Washington
 - b Nixon**
 - c Carter
- 9 Who was the famous American invented the lightbulb?
- a Henry Ford
 - b Thomas Edison**
 - c J D Rockefeller
- 10 What is the name of the state once belonged to Russia?
- a Hawaii
 - b Washington**
 - c Alaska



4 What's the same?

Match the pairs and say what's the same. Make sentences with a preposition at the end.

⇒ *A knife and a spoon are things we eat with.*



5 Where's my computer magazine?

Make one sentence out of two. Use the relative pronoun **which**. If it isn't necessary, don't write it.

⇒ NICK Where's my computer magazine? It was on this chair.
Where's my computer magazine which was on this chair?

⇒ JENNY Who's taken the sandwiches? I left them on the table.
Who's taken the sandwiches I left on the table?

1 NICK Where's the new blue exercise book? I bought it yesterday.

2 JENNY Mum, where's my white T-shirt? You washed it.

3 NICK I can't find the DVDs. They were next to the DVD player.

4 JENNY Where's the carton of orange juice? It was in the fridge.

5 TOM Nick, where's my sports magazine? I lent it to you last week.

6 BEN Where's the red bag? I pack my sports things in it.

7 ANNA Ben, where are the photos of the school trip? They were in my room.

8 NICK I can't find the blue trainers. I took them off after school.

It needs cutting

need + -ing form; have/get something done

- AMANDA My hair looks terrible. Do you think it **needs cutting**? Or does it just **need washing**? The last time I **had it cut** I looked like a boy.
- JENNY Don't **have it cut**. **Get it permed**. Then you'll look like the model in this magazine.



Grammar lesson

need + -ing form

After **need** we use the **-ing** form to say that something should be done to a person or a thing.

*My hair **needs cutting**.* (I/Someone should cut my hair.)

have/get something done

We use **have** + object + past participle to say that somebody does a job for us. We do not do it ourselves.

*Shall I **have my hair cut**?*

*Don't **have it cut** at the hairdresser's. **Cut it yourself**.*

Be careful with the word order. Compare:
I had my hair cut. (= past simple, the hairdresser cut it.)

I had cut my hair. (= past perfect, I cut my hair myself.)

Sometimes **get** is used instead of **have**. It sometimes sounds more informal.

*Get it **permed**.*

Words to learn

comb iron mend test frame

1 What needs doing?

Complete the sentences with **need** and a word from the box.

clean comb iron mend
wash ✓ cut water

- ⇒ Nick's socks **need washing**.
- Tom's jeans
 - Amanda's boots
 - Nick's hair
 - Ben's shirt
 - Amanda's hair
 - The plant



2 Why don't you ...?

- a Complete the dialogues by making suggestions with **Why don't you** and the words from the box.

cut test[✓] paint clean repair frame

⇒ BEN I can't read what the teacher writes on the board.

NICK Why don't you have your eyes tested?

1 TOM My hair's too long.

JENNY

2 MRS ALLEN It's very dark inside the house. The windows are so dirty.

MRS BELL

3 MRS BELL I wish the house was a nicer colour.

MRS TODD

4 NICK My DVD player is broken.

TOM

5 JENNY I've painted a picture. I want to hang it on the wall.

AMANDA

- b Now write what needs doing.

⇒ Ben's eyes need testing.

1 Tom's hair

2 Mrs Allen's windows

3 Mrs Bell's house

4 Nick's DVD player

5 Jenny's picture

3 Who did it?

Read the sentences and decide who did it. Circle the correct answer. Look at the word order.

⇒ AMANDA I had my hair cut.

(Amanda/someone else)

⇒ BEN Aunt Sarah had cleaned the house ready for the party.

(Aunt Sarah/someone else)

1 TOM I had repaired my bike.

(Tom/someone else)

2 MRS BELL I have had my hair cut.

(Mrs Bell/someone else)

3 ANNA Aunt Sarah had the house cleaned.

(Aunt Sarah/someone else)

4 NICK I had my computer repaired.

(Nick/someone else)

5 JENNY My parents had painted the house.

(Jenny's parents/someone else)

6 BEN Aunt Sarah had the garage painted.

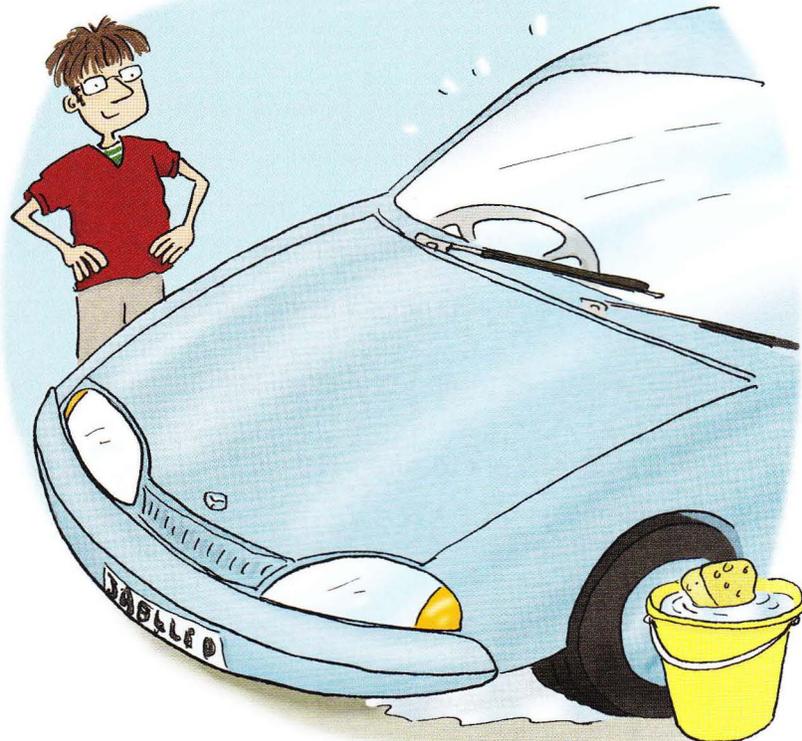
(Aunt Sarah/someone else)

7 TOM I have cut my hair.

(Tom/someone else)

8 JENNY Dad had washed the car.

(Dad/someone else)



Revision 3 (chapters 13–17)

1 What's correct?

Choose a, b or c and write it in the sentence.

- JENNY: It be a present for me. It isn't my birthday.
a must
b could
c can't
- It was fun at Amanda's party. The music was great.
a so a
b such a
c such
- I know Nina, Rod and Jake. eats meat.
a None of them
b Both of them
c Neither of them
- What would you do if you a lot of money?
a would have
b have
c had
- That's the teacher daughter has gone to work in San Francisco.
a who
b who's
c whose
- What's the name of the famous New York bridge joins Brooklyn to Manhattan?
a who
b which
c whose
- I at that new bike shop in King Street.
a had mended my bike
b had my bike mended
c let my bike mended
- Nick, your football socks
a need washing
b need to wash
c need be washed

2 Holiday photos

Nick is showing Tom his holiday photos. Join two sentences to make one. Use **who** and **which** only where necessary.

⇒ Here's a photo of some friends. We met them at the hotel.

Here's a photo of some friends we met at the hotel.

1 We met some people from Scotland. They were staying at the same hotel.

2 We drove to an old castle. We found it on the map.

3 Here's a photo of a very old town. We visited it a few times.

4 Here you can see a big tower. We climbed up it.

5 This is our favourite restaurant. It served really big pizzas.

3 What would you do if ...?

Complete the dialogue with conditional sentences type 2, with the past simple or **would** + base form.

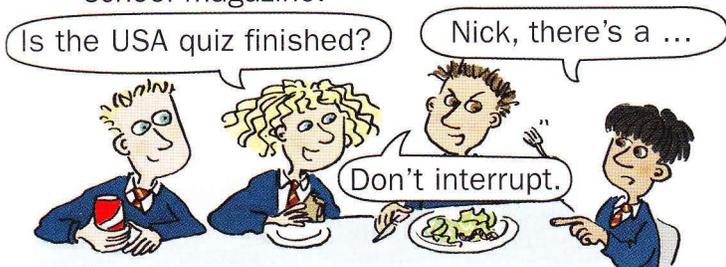
- TOM What \Rightarrow would you do if we \Rightarrow didn't have to go to school every day?
- NICK You mean, if we \Rightarrow had nothing to do all day? If I ¹ (not go) to school, I ² (play) football a lot.
- ADAM If I ³ (have) a lot of free time, I ⁴ (stay) in bed until lunchtime and read comics.
- TOM That's boring. If there ⁵ (be) no school, I ⁶ (learn) to play lots of different kinds of sports, like hockey and badminton.
- NICK If you ⁷ (play) more sports, you ⁸ (get) very fit.
- ANNA If we ⁹ (stay) at home all the time, it ¹⁰ (get) very boring, I think.
- JENNY I ¹¹ (not be) happy if I ¹² (not go) to school. I would miss my friends.

4 Mistakes

There is one mistake in each sentence or pair of sentences. Underline the mistake and write the word or words correctly.

- \Rightarrow Uncle Peter is so a nice person. such
- 1 Do Tom and Nick play football? ~ Yes, they play both football.
 - 2 If I had more money, I will buy a new MP3 player.
 - 3 Do Tom and his friends like computers? ~ Yes, they all are interested in computers.
 - 4 We had so a fun at the theme park yesterday.
 - 5 Nick would like babies more if they play football.
 - 6 Simon and Emma are the friends which we met in Italy.
 - 7 Is that the girl who sister sings in a band?
 - 8 Shall I have cut my hair? It's too long.
 - 9 I can't read this writing. I think my eyes need tested.
 - 10 Where are the holiday photos who were in my room?
 - 11 Which country would you visit if you can choose?
 - 12 Mel and Rob wanted to be pop stars, but none of them was successful.

Jenny, Nick, Tom and Ben are talking about the school magazine.



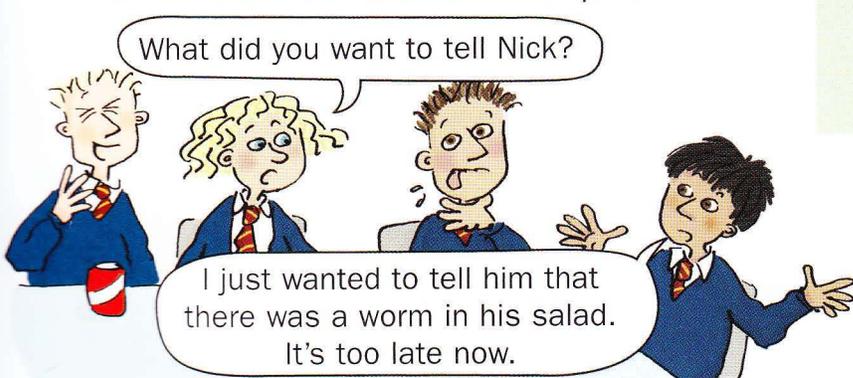
Jenny **asked** if the USA quiz **was** finished.
Nick **told** Ben **not to interrupt**.



Tom **asked** **when** the questionnaire on healthy eating **would** be finished. Nick **asked** Ben **to wait** his turn.



Jenny **wanted to know** whether Tom **had done** his interview. Nick **told** Ben **to be** quiet.



Grammar lesson

Indirect questions

- 1 In indirect questions the word order is not the same as in direct questions. It is the same as in statements. We do not use **do/does/did** to make indirect questions. We do not put a question mark at the end.
- 2 If there is no question word (**who, when, etc.**) in the direct question, we begin the indirect question with **if** or **whether**.
'Is the USA quiz finished?' (direct question)
Jenny **asked if** the quiz **was** finished. (indirect question)
- 3 Reporting verbs for indirect questions are **ask, want to know, wonder**. The change of tense is the same as for indirect statements.

Direct speech	Indirect speech
present	→ past
past	→ past perfect
present perfect	→ past perfect
past perfect	→ no change
will	→ would
may	→ might
shall	→ should
can	→ could

- 4 If there is a question word in the direct question, we repeat it in the indirect question.
'**When** will the questionnaire on healthy eating be finished?' (direct)
He **asked when** the questionnaire **would** be finished. (indirect)

Indirect commands and requests

- 1 We form indirect commands with **tell + person + to + infinitive**.
Nick said, 'Be quiet, Ben.'
*Nick **told Ben to be quiet.***
We use **not to** for negative commands.
Nick said, 'Don't interrupt.'
*Nick **told Ben not to interrupt.***
- 2 We can make indirect requests with **ask + person + to + infinitive**.
Nick said, 'Ben, wait your turn, please.'
*Nick **asked Ben to wait his turn.***

Words to learn

quiz questionnaire healthy
champion panic

1 Are you all right?

Yesterday, Anna saw a little boy who had fallen off his bicycle. She went to help him and asked him some questions. What did she ask him? Circle the question word first, if there is one, then report Anna's question. Remember the word order and the changes of tense and pronouns.

⇒ 'What's your name?'

She asked him what his name was.

⇒ 'Are you all right?'

She asked him if he was all right.

1 'How old are you?'

2 'Where do you live?'

3 'Have you hurt yourself?'

4 'Can you stand up?'

5 'Is your knee bleeding?'

6 'How did it happen?'

7 'What made you fall?'

8 'Where had you been?'

9 'Were you on the way home?'

10 'Shall I phone your parents?'

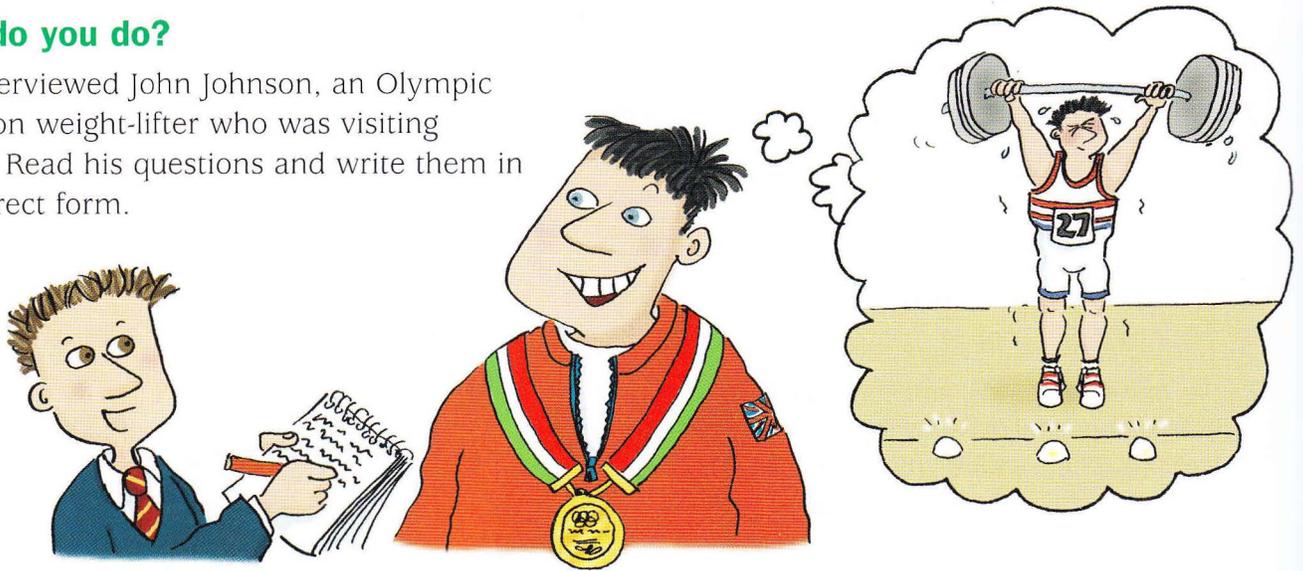
11 'Do you want some help?'

12 'Shall I take you home?'



2 What do you do?

Nick interviewed John Johnson, an Olympic champion weight-lifter who was visiting Merton. Read his questions and write them in the indirect form.



⇒ 'How much do you weigh?'

He asked him how much he weighed.

⇒ 'How many times have you been in the Olympics?'

He asked him how many times he had been in the Olympics.

1 'How did you start weight-lifting?'

.....

2 'How long have you been a champion weight-lifter?'

.....

3 'How many gold medals have you won?'

.....

4 'How many kilos can you lift?'

.....

5 'Is it difficult to become a champion weight-lifter?'

.....

6 'How often do you train?'

.....

7 'Who is the best weight-lifter in the world?'

.....

8 'Have you been to Merton before?'

.....

9 'Will you win your next competition?'

.....

10 'How can I become the strongest boy at school?'

.....

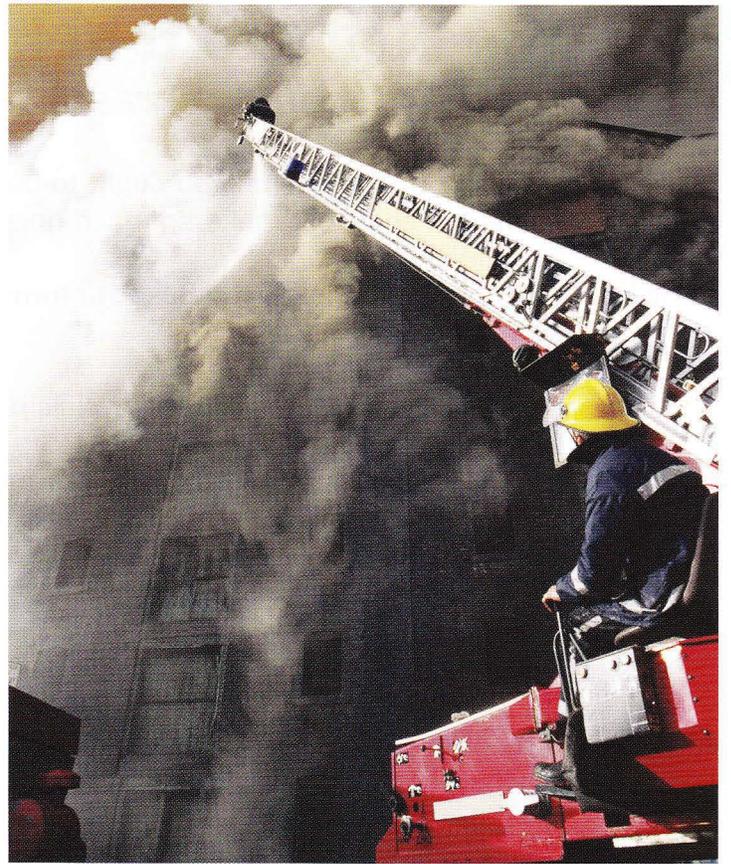
3 Fire!

Can you remember what these instructions tell you to do? Read the notice then close your book and tell your partner what it says.

- ⇒ *It tells you not to panic.*
- ⇒ *It tells you to call the fire brigade.*

What to do in case of fire

- ✗ **Don't panic.**
- ✓ **Call the fire brigade.**
- ✗ **Don't open the windows.**
- ✓ **Close all the doors.**
- ✓ **Leave the building quickly.**
- ✗ **Don't run.**
- ✗ **Don't use the lifts.**
- ✓ **Wait outside the building.**

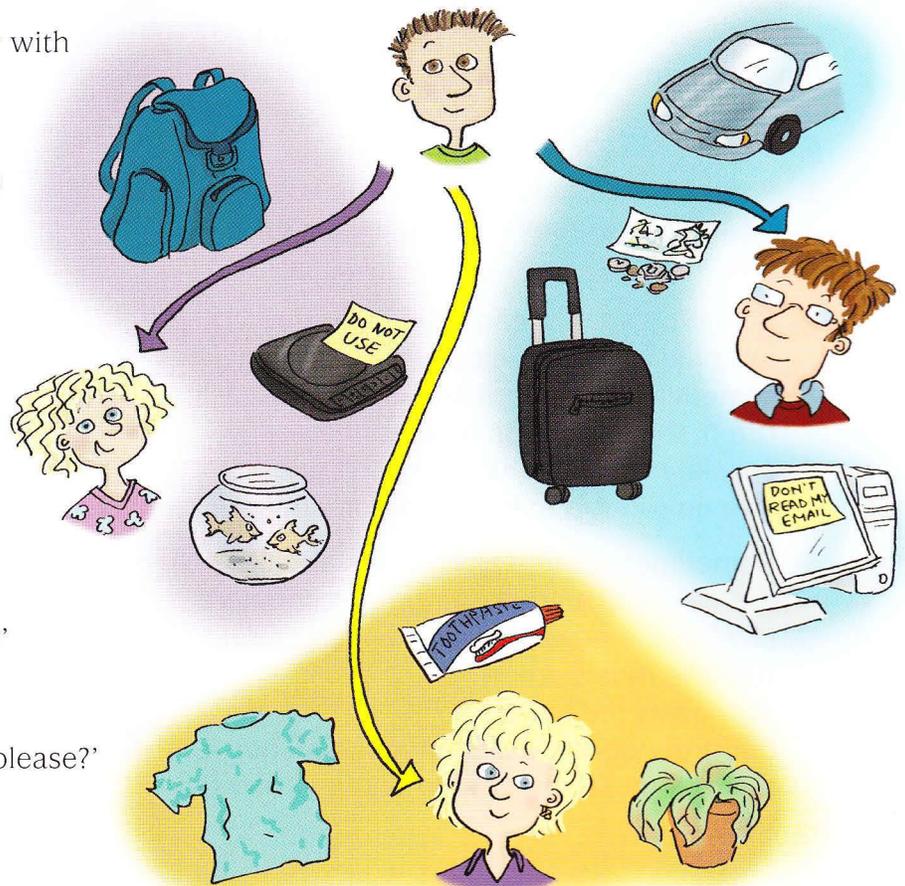


4 Nick's requests

Nick was getting ready to go on holiday with a friend. He asked people to do things. Who did he ask or tell to do what?

- ⇒ 'Will you get my suitcase out of the cupboard?'
He asked his dad to get his suitcase out of the cupboard.
- ⇒ 'Don't forget to feed my goldfish.'
He told Jenny not to forget to feed his goldfish.

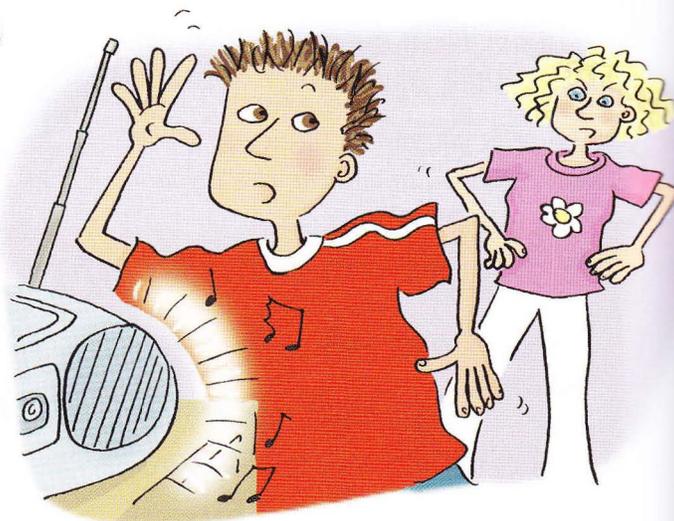
- 1 'Can you lend me your backpack?'
- 2 'Will you water my plant?'
- 3 'Don't use my CD-player, please!'
- 4 'Don't read my emails.'
- 5 'Will you buy me some toothpaste?'
- 6 'Could you lend me some money?'
- 7 'Will you iron my T-shirt for me?'
- 8 'Could you take me to the station, please?'



You ought to turn it down

ought to, should; Phrasal verbs

- JENNY Mum's got a headache. You **ought to** be quiet. You **shouldn't** make so much noise.
- NICK Did you say something?
- JENNY The music's too loud. You **ought to turn it down**.
- NICK I can't hear you!
- JENNY Don't shout, Nick! And **turn** the music down!
- NICK Yes, I've already been to town.
- JENNY No, Nick. Your music. **Turn down** your music!
- NICK I **give up**. I can't hear you. The music's too loud.



Grammar lesson

ought to, should

We use **ought to** + base form or **should** + base form to give advice or to say what we think is right. **ought to** means the same as **should**. In question and negative forms, we use **should** more than **ought to**.

I **should** go I **shouldn't** go **Should** I go?
I **ought to** go _____ _____

Phrasal verbs

- Phrasal verbs are formed with a **verb** + **adverb** (for example, **down, up, on, off**).
turn down
- Sometimes the meaning is clear (for example, **stand up, sit down, turn something down, turn something on**). Often, the two words together have a special meaning which we can't guess.
give up (= stop trying to do something)
- Sometimes a phrasal verb has an object. If the object is a noun, we can put it before or after the adverb:
*Turn **the music** down.*
*Turn down **the music**.*
But if the object is a pronoun (**him, her, it, them**) it must go between the verb and the adverb:
*Turn **it** down!*

- Look at these phrasal verbs.

put something on

Nick is putting on his jacket.

He is putting it on.

take something off

Tom is taking off his football boots.

He is taking them off.

- Here are some more useful phrasal verbs and their meanings.

carry on	= continue
clean something up	= make something clean again
get in	= enter (a car)
hold on	= wait
look for something	= try to find something
ring someone up	= phone someone
set off	= leave on a journey
stay in	= stay at home

Words to learn

The phrasal verbs in the Grammar lesson

1 You ought to do it

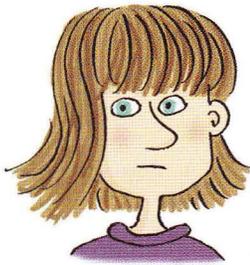
Some of your friends have problems. Give them advice with **ought to**. Use the suggestions in the box or your own ideas.

go to bed earlier	join a club
get a job	tidy it
apologize to him/her	work harder
wear your glasses	buy a new one
get it cut	

⇒ I'm always tired.
You ought to go to bed earlier.

- 1 My eyes sometimes hurt.
- 2 I never have enough money.
- 3 My school marks are bad.
- 4 I've had an argument with my best friend.
- 5 I haven't got many friends.
- 6 My bicycle needs repairing again.
- 7 My hair's too long.
- 8 I can't find anything in my room.

2 Who should earn the most?



LIZ

Rich actors, singers and footballers ought to give money to charities. People such as nurses and teachers ought to earn more because they help others.

Film stars and sports stars work hard at their jobs and they entertain millions of people. They deserve their money. They ought to live in luxury.



DAVID

Stars shouldn't earn so much. Some of them haven't even had a proper education. Scientists and people who have studied at university ought to earn more.



KEN

Stars should earn a lot because they make you believe anything is possible. They can make you dream. Dentists and lawyers ought to be paid less.



MARY

a What do they think? Answer with **ought to** or **shouldn't**.

⇒ What does Liz think about nurses and teachers?
She thinks that nurses and teachers ought to earn more.

- 1 What does Mary think about being a star?
- 2 What does Ken think about stars?
- 3 What does David think about film stars and sports stars?
- 4 What does Ken think about people who have studied?
- 5 What does Liz think about pop stars and sports stars?
- 6 What does Mary think about dentists and lawyers?

b What do you think? Who do you agree with? Who do you disagree with? Write two sentences.

.....
.....

3 Job advice

Your partner must say what he/she would like to be one day. You say what he/she ought to do.

⇒ PARTNER *I would like to be a doctor.*
YOU *You ought to study medicine.*

4 Which one is correct?

Choose the correct word.

⇒ It's dark in here, Tom. Can you turn the light on....., please?

off on out

1 I've looked the train times to Manchester. There's one at 9.15.

over up down

2 What time are you going to set on the school trip?

off up at

3 If you're going to town, I'll go with you. Just hold a minute.

out up on

4 What did you do last night, Tom? – I stayed and watched a DVD.

out in over

5 Jenny, can you turn the TV, please? It's too loud.

out down up

6 Amanda is buying some shoes. She has already tried ten pairs.

on in through

7 Carry with the exercise until I tell you to stop.

over off on

8 What are you looking Nick? – My Maths homework. I can't find it.

at for up

5 What to do?

Put in the correct phrasal verb.

fill in ✓ look up turn on/off
take off try on throw away

⇒ fill in a form

a crossword

a questionnaire

1 train times

telephone numbers

names and addresses

2 old comics

egg shells

rubbish

3 the light

the TV

the tap

the dishwasher

the oven

4 new jeans

a new T-shirt

some new shoes

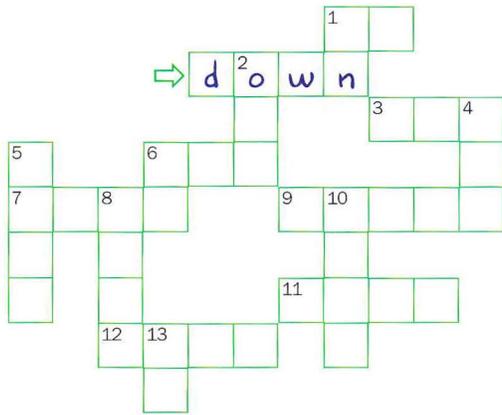
5 your coat

your dirty boots

your sunglasses

6 Fill it in

Complete the sentences and fill in the crossword.



Across

- ⇒ Don't stand up. Sit down.
- Come! We're late.
 - It's very cold outside. your coat on.
 - You've left the oven on. I'll turn it
 - The light's too bright. Can you it off, please?
 - Please on reading to page 34.
 - Your shoes are dirty. them off, please.
 - I can't do the Maths homework. I up.

Down

- Just hold a moment. I'll get my coat and go with you.
- It's too warm. I'll take my coat
- Those shoes look nice. Why don't you them on?
- I don't want to go out tonight. I'll in and watch TV.
- Put your football boots Let's play!
- I'll you up from the airport when I arrive.
- Why don't we throw these old comics?
- Why don't you stay tonight and go to bed early?

7 I've already taken them off

Answer the requests. Use the present perfect with **already** and replace the underlined words with **it** or **them**. Think about the word order.

- ⇒ Take your dirty shoes off. I've just cleaned the floor.
I've already taken them off.
- ⇒ Turn up the television, please.
I've already turned it up.

- Take the DVDs back to the shop.

- Look her number up in the phone book.

- Write down the words in your notebook.

- Try on the shoes before you buy them.

- Turn the lights off in your room.

- Turn down the oven. It's much too hot.

- Clean up the mess you left in the kitchen.

- Don't forget to fill in those forms.

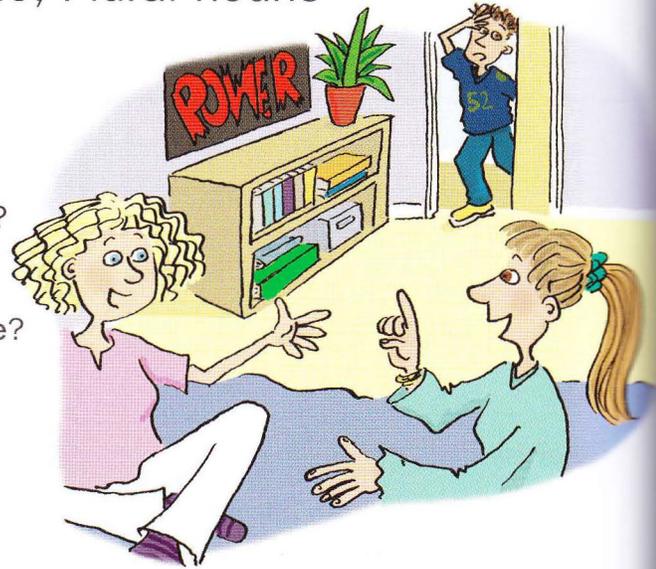
- Put on your best clothes. We're going out.

- Remember to throw away the old magazines in your room.

It isn't fair, is it?

Question tags; wish + past simple; Plural nouns

- JENNY I **wish** I **had** enough money to buy a ticket for the concert.
- AMANDA I **wish** I **didn't have to** go to see my aunt on Saturday.
- JENNY It isn't fair that we can't go to the concert, **is it**?
- AMANDA 'Power' are fantastic, **aren't they**? Jake's lovely, **isn't he**?
- JENNY Yes, but he always wears **sunglasses**, **doesn't he**?
- AMANDA I think his **sunglasses** are great.
- JENNY None of them eat meat, **do they**?
- AMANDA No. They're all vegetarians.
- NICK I **wish** I **didn't have to** listen to you talking about 'Power'!



Grammar lesson

Question tags

- We often use a question tag at the end of a statement when we ask for agreement.
*It isn't fair that we can't go to the concert, **is it**?*
- If the statement is affirmative, the question tag is negative.
*Jake's lovely, **isn't he**?*
If the statement is negative, the question tag is affirmative:
*None of them eat meat, **do they**?*
- If the statement verb is **be, have, do, can, must, should**, etc., we repeat it in the question tag. With other verbs we use a form of **do** in the question tag:
*He always wears sunglasses, **doesn't he**?*
- Question tags always end with **I, you, he, she, it, we** or **they**.

wish + past simple

We use **wish** + past simple to talk about something in the present that we would like to be different.

*I **wish** I **had** enough money. (I don't have enough money.)*

*I **wish** I **didn't have to** go. (I have to go.)*

Note also: I **wish** I **could** (do something) ...

Plural nouns

Some nouns are always plural, so the verb is also plural:

jeans
trousers
scissors
pyjamas
shorts
glasses
tights

*I think his **sunglasses** are great.*

We can also say a **pair of** with **jeans, trousers**, etc. Then the verb is singular.

Compare:

*There **are** some nice **jeans** in the shop window.*

*There **is** a nice **pair of jeans** in the shop window.*

Words to learn

The plural nouns in the Grammar lesson

1 It's in Paris, isn't it?

Ben's writing a quiz about different countries. He isn't sure about some of the answers, so he's asking Nick. Put in the correct tags.

⇒ The Louvre is in Paris, isn't it?

- 1 There are about 170 countries in the world,
- 2 Brazil and Italy have both won the World Cup three times,
- 3 About 500 million people live in Europe,
- 4 Alaska is the largest state in the USA,
- 5 There are over 1,300 languages spoken in Africa,
- 6 The population of China makes up one-fifth of the world's population,
- 7 The Empire State Building is in New York,
- 8 Most people in Switzerland can speak three languages,
- 9 There are more people in Mexico City than in any other city in the world,
- 10 Ten new countries joined the European Union in 2004,



2 The basketball match

The school team has just lost a match. Tom's discussing it with Simon. Write the question tags.

- SIMON The players in the other team were quite good, ⇒ weren't they?
- TOM But we played badly, ⇒ didn't we? I didn't play very well, ¹.....?
- SIMON You didn't play as well as usual, but Mark scored for the first time, ².....?
- TOM Yes, that was a surprise, ³.....?
- SIMON Actually, we have got some very good players, ⁴.....? There's Tony, and Jim, and Brian ...
- TOM Yes, but they didn't score today, ⁵.....? We couldn't get past their defence, ⁶.....? I was useless too, ⁷.....?
- SIMON Well, you missed some training, ⁸.....?
- TOM Yes, I did. If we lose the next match, we won't be in the cup final, ⁹.....?
- SIMON But we won't lose the next match, because you aren't going to miss any more training sessions, ¹⁰.....?

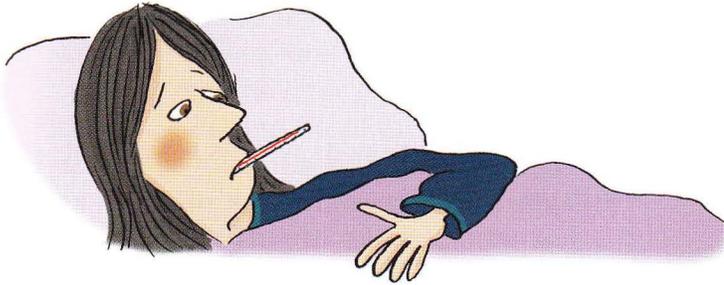
3 Regrets

What are they thinking? Make sentences with **I wish** + past simple.

⇒ Nick is at the back of the queue.

I wish I was at the front of the queue.

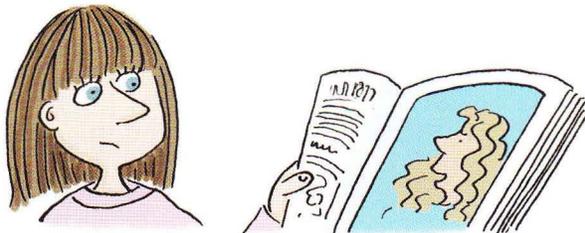
OR I wish I wasn't at the back of the queue.



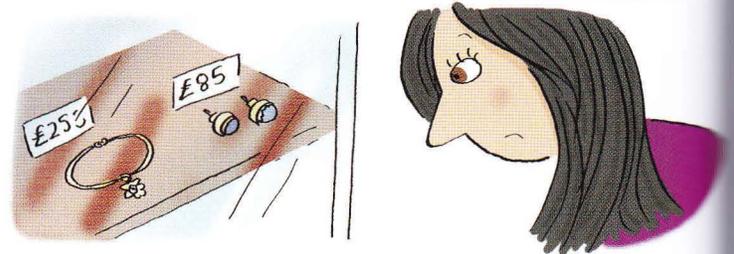
1 Anna is ill.



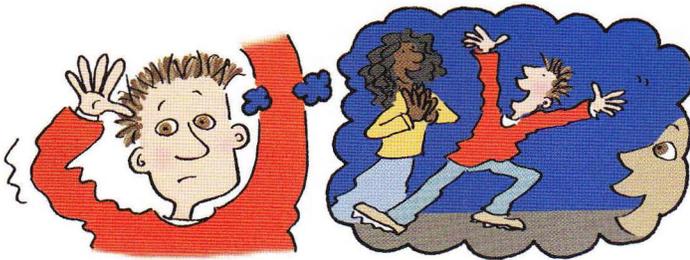
5 The boots are too expensive for Amanda.



2 Sue has straight hair.



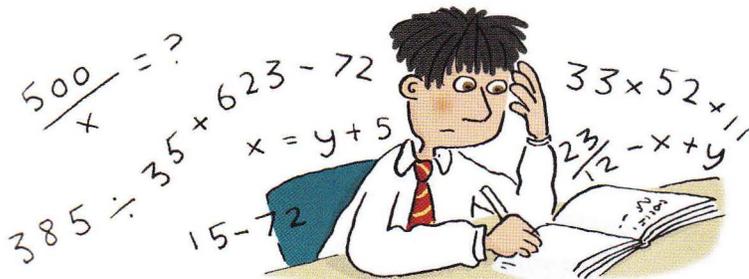
6 Anna can't afford to buy the ear-rings.



3 Nick can't dance.



7 Tom hasn't got enough money to buy new football boots.



4 Ben doesn't know how to answer the Maths question.



8 The new coat is too small for Jenny.

4 Are those new?

Anna and Amanda are shopping. Decide if the words should be singular or plural and cross out the wrong word.

ANNA ⇒ ~~Are~~ those new sunglasses you're wearing?

AMANDA Yes. ¹ They are/It is nice, ² isn't it/aren't they? Nick gave ³ it/them to me. I can't see very well through ⁴ it/them, though. Everything looks funny.

ANNA Look at ⁵ that/those red trousers.

AMANDA The ⁶ one/ones next to the T-shirts?

ANNA No. ⁷ Those are/That is a pair of yellow pyjamas.

ANNA Why don't we look at ⁸ those/that dresses over there?

AMANDA Which dresses do you mean?

ANNA The ⁹ one/ones behind you. Look, this one ¹⁰ is/are very nice.

AMANDA But it's green. I don't like green.

ANNA Amanda, this dress ¹¹ is/are red. The green dresses ¹² is/are over there.

AMANDA Oh. What a lovely blue skirt!

ANNA ¹³ That is/Those are a pair of pink shorts.

AMANDA ¹⁴ They/It would go well with ¹⁵ those/that striped tights. And look at ¹⁶ that/those jeans! I would love ¹⁷ a/some pair of them.

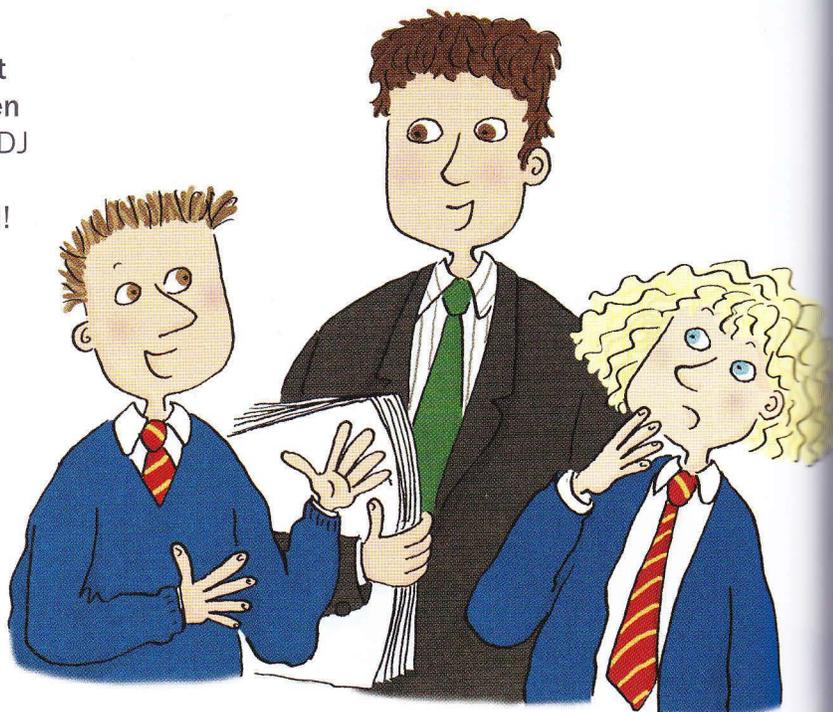
ANNA ¹⁸ This is/Those are the yellow pyjamas again! Amanda, did Nick tell you what kind of sunglasses ¹⁹ they are/it is? I think you should give ²⁰ it/them back to him.



The hall has been decorated

The passive: simple forms

- MR BLAKE Is everything ready for the school party on Friday?
- NICK Yes, almost. The posters **were put up** last week and the hall **has been decorated**. I'm going to book the DJ tonight.
- JENNY I thought the DJ **had been booked**!
- NICK Don't worry. He's my friend. He plays really good music and he's always free on Fridays.
- MR BLAKE The music **will be turned off** at ten o'clock, won't it?
- NICK Yes, of course it will.
- MR BLAKE What about the food?
- NICK The food **is always brought by** the teachers. Didn't you know that?



Grammar lesson

The passive: simple forms

- 1 We make the passive with a form of **be** and the past participle.

present	the food	is	brought
past	the posters	were	put up
present perfect	the hall	has been	decorated
past perfect	the DJ	had been	booked
future	the music	will be	switched off

Object

Active Somebody put up **the posters**.

Passive **The posters** were put up.

Subject

- 2 We use the passive if we do not know who does something, or if it is not important or not necessary to say who does it.
- 3 We can use **by** + person/thing if we want to say who or what did the action.
*The food is always brought **by** the teachers.*

Words to learn

poster decorate examine
 arrest provide plant include
 award improve symbol

1 Which passive is it?

Can you match the form of the passive in each sentence with the name of the passive tense?

- ⇒ Were you invited to the party?
- ⇒ I'm invited every year.
- 1 Is the hall always decorated?
- 2 The hall hadn't been cleaned.
- 3 He won't be able to come.
- 4 Have the doors been opened?
- 5 She wasn't allowed to come.
- 6 I haven't been told what time it starts.
- 7 Will the teachers be invited to the party?
- 8 When were the invitations sent out?
- 9 Is the music always turned off at ten o'clock?
- 10 All the food had been eaten by eight o'clock.

present passive

past passive

present perfect passive

past perfect passive

future passive

2 An accident

Rewrite the underlined sentences in the past simple passive. Put in **by** where necessary.

BEN I saw an accident on my way home from school. It was on the corner of Beech Street, opposite the cinema. A car and a van crashed. There was a boy on a bicycle, too. ⇒ A woman with a baby called the police. They came quickly. 1They stopped the traffic. 2They closed the road, too. 3Someone called an ambulance as well.

ANNA Was anybody hurt?

BEN 4The ambulance men examined the boy. 5They took him to hospital. 6A policeman carried his bicycle away. But I don't think the boy was badly hurt.

ANNA And what about the van driver and the car driver?

BEN 7The police asked a lot of questions.

8A police photographer took some photographs. About fifty people stopped to look. 9Two policemen sent them away.

ANNA 10Did they arrest anybody?

BEN No. It was an accident.

⇒ The police were called by a woman with a baby.

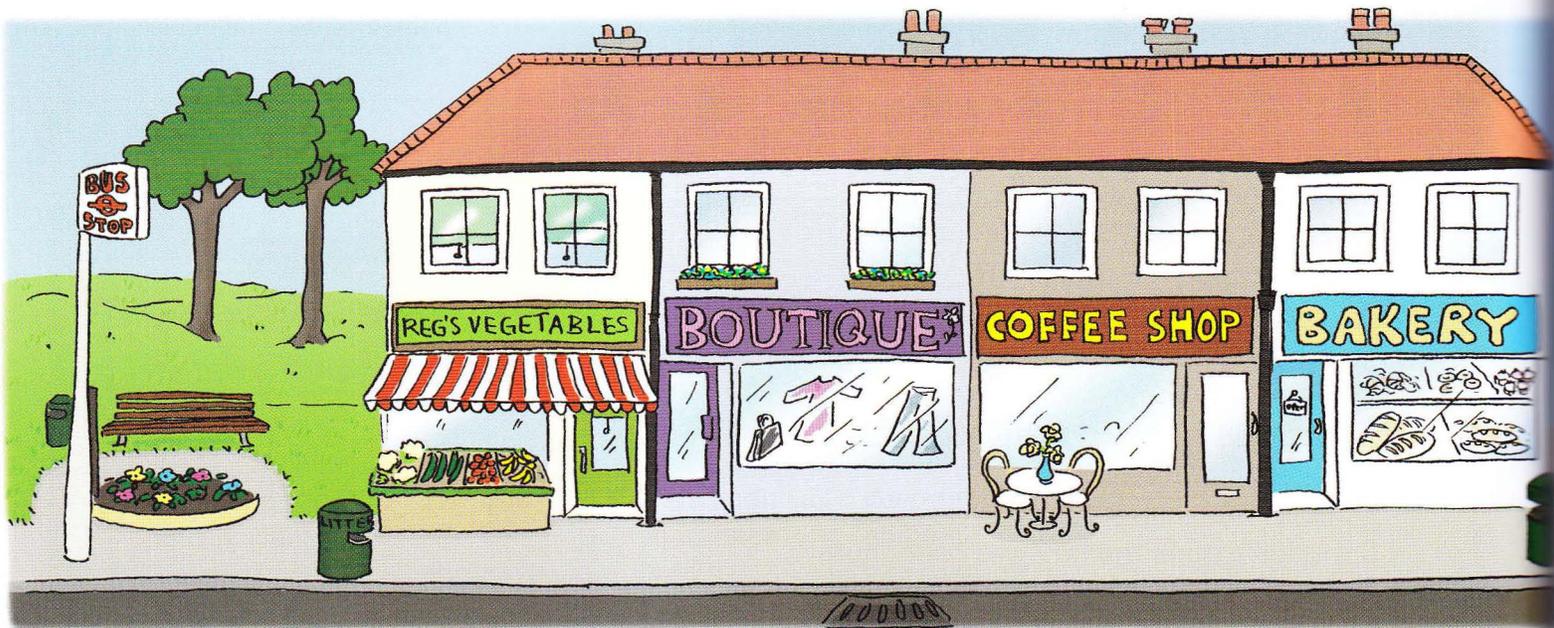
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

3 What has been done?

An old street in Merton has been modernized. Use words from the box to write what has been done in the present perfect passive.



Last year



Now

- paint
- plant
- provide
- knock down
- repair
- move
- clean ✓

⇒ The street has been cleaned.

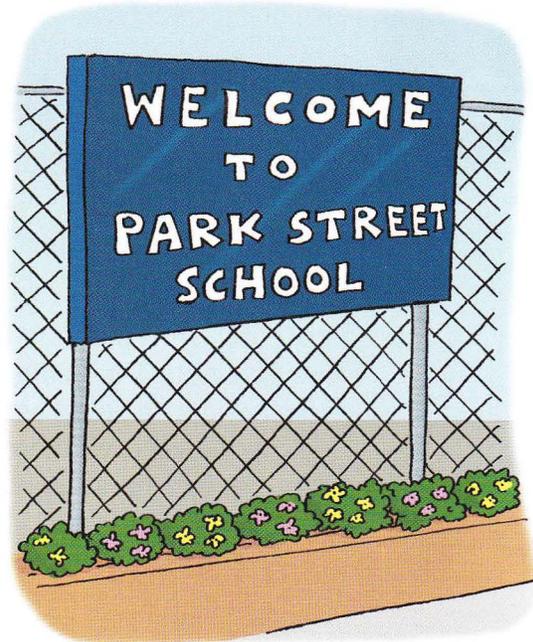
- 1 Trees
- 2 Litter bins
- 3 The bus stop
- 4 The old house
- 5 The shops
- 6 The broken windows

4 What had been changed?

When the pupils went back to school after the summer holidays, a lot of things had been changed. Write the words in brackets in the past perfect passive.

⇒ New desks had been put (put) in the classrooms.

- 1 Flowers (plant) outside the school.
- 2 The classrooms (paint).
- 3 A tennis court (build).
- 4 The broken fence (repair).
- 5 Showers (put in) in the changing rooms.
- 6 The library (make) bigger.



5 The Olympic Games

Put the verbs in brackets into the passive: present simple, past simple, present perfect, past perfect or future.

Do you know how often the Olympic Games ⇒ are held (hold)? They ¹ (hold) every four years. The first Olympic Games took place at Olympia in Ancient Greece, nearly three thousand years ago.

The first modern Olympic Games ² (hold) in 1896, in Athens. Since then the Games ³ (hold) in sixteen different countries, from Mexico to South Korea. More than 35 summer and winter sports and nearly 400 events ⁴ (include) in the Olympic Games programme. Since 1984 some professional athletes such as football players ⁵ (allow) to take part. In 1988 tennis ⁶ (include) for the first time. The winner of each event ⁷ (award) a gold medal. In Sydney in 2000, five gold medals ⁸ (win) in athletics events by Marion Jones from the USA.

Before the Games begin, the Olympic torch ⁹ (light) at Olympus. Then it ¹⁰ (carry) by runners to the city where the Games ¹¹ (hold). Sometimes, by the time the last runner enters the Olympic stadium, the flame ¹² (carry) half-way round the world. In 2004, before the Olympic flame entered the stadium in Athens, it ¹³ (carry) through 26 countries on five continents, to 34 cities outside Greece.

After an Olympic city ¹⁴ (choose), work begins. A lot of money ¹⁵ (spend) on improving the city for tourists. New sports buildings and stadiums ¹⁶ (build). Roads and transport systems ¹⁷ (improve). New hotels ¹⁸ (put up) for the thousands of visitors. An Olympic Village ¹⁹ (build) for the athletes. Do you know where the next Olympic Games ²⁰ (hold)?

The plane is being repaired

The passive: continuous and infinitive forms

Nick and Jenny have taken Trig to the airport to look at the planes.

JENNY Look, Trig, that plane **is being repaired**.

NICK And that Airbus **is going to be cleaned**.

JENNY A passenger **is being searched** by a security guard over there. Passengers often have to **be searched** at airports.

Grammar lesson

The passive: continuous forms

Present continuous passive:

am/are/is + being + past participle

Past continuous passive:

was/were + being + past participle

We use the present continuous passive when something is happening now.

Active: *Mechanics are repairing the plane.*

Passive: *The plane **is being repaired**.*

We use the past continuous passive when something was happening at a particular time in the past (e.g. when they arrived at the airport).

Active: *Mechanics were repairing the plane.*

Passive: *The plane **was being repaired**.*

We can use **by** + person/thing if we want to say who or what did the action.

*A passenger **is being searched** by a security guard.*

The passive: infinitive form

We often use the passive infinitive (**be + past participle**) after verbs such as **can, must, may, might, have to** and **should**.

*Passengers often **have to be searched** at airports.*

Words to learn

search check weigh announce
deliver protect pollute



1 What is being done?

What is being done at the airport? Complete the sentences by putting the verbs in brackets in the present continuous passive.

- ⇒ Someone's ticket is being checked (check).
- Someone's luggage (weigh).
 - Labels (stick) on people's suitcases.
 - A passenger (search).
 - A flight (announce) over the loudspeaker.
 - Passports (check).
 - Passengers (drive) to the plane by bus.

2 The old house

Yesterday Jenny noticed that some things were being done to an old house in Park Street. Look at the picture and use the past continuous passive of the words from the box to write what was being done.

build wash cut deliver take away
paint ✓ plant sweep repair

⇒ The door was being painted.

- 1 The grass
- 2 The rubbish
- 3 A garage
- 4 The fence
- 5 The windows
- 6 The path
- 7 Trees
- 8 Furniture



3 The environment

What could be done to make the earth a safer and better place?



a What did they say? Make the sentences passive.

⇒ ANN The air should be cleaned up.

- 1 BETH
- 2 PAUL
- 3 MARY
- 4 TONY
- 5 MAX
- 6 JOHN

b Think of some more things that can/could/must, etc. be done to save our planet. Write a short paragraph in the passive.

ANN

We should clean up the air.

BETH

We should protect wildlife.

PAUL

We could use more solar energy.

MARY

We shouldn't put chemicals in food.

TONY

We mustn't pollute seas and rivers.

MAX

Governments ought to make better laws against pollution.

JOHN

We could save more energy and water.

Revision 4 (chapters 18–22)

1 Tom wanted to know ...

Tom wasn't at school when the captain told the football team about the next match. Later Tom asked the captain some questions. What did he want to know?

⇒ What team are we playing against?

He wanted to know what team they were playing against.

1 Are they good players?

Tom wanted to know if

2 Has our school played against the team before?

He asked whether

3 Who won the last match?

He asked

4 Where will the match take place?

He wanted to know

5 What time does it start?

He asked

6 Do you think we can win?

He asked the team captain if he

2 He told him to ...

Make indirect commands and requests.

⇒ Mr Bell said, 'Please don't interrupt, Nick.'

Mr Bell told Nick not to interrupt.

⇒ Mrs Bell said, 'Jenny, can you get some bread from the supermarket, please?'

Mrs Bell asked Jenny to get some bread from the supermarket.

1 Aunt Sarah said, 'Mark, turn your music down, please.'

Aunt Sarah told

2 The Maths teacher said, 'Tom, could you give out the books, please?'

The Maths teacher asked

3 Mr Bell said, 'Jenny, don't talk on the phone for hours, please.'

Mr Bell told

4 Mrs Bell said, 'Nick, can you feed Chip, please?'

Mrs Bell asked

5 Mr Todd said, 'Amanda, help Mum in the kitchen, please.'

Mr Todd told

6 The French teacher said, 'Nick, can you give in your homework on time, please?'

The French teacher asked

3 What's correct?

Choose a, b or c and write it in the sentence.

- I to Anna's birthday party. Look, here's the invitation.
a had been invited
b was invited
c have been invited
- Tom plays in the school football team,?
a don't he
b doesn't he
c does he
- Uncle Ken has sent you a present, Ben. Don't forget to to say thank you.
a ring up him
b ring him up
c ring them up
- Your room is very untidy. I think you tidy it up.
a ought
b should
c should to
- It's very hot in here. Why don't you turn the heating?
a away
b out
c off
- I can't use my room at the moment. It
a is being painted
b is painted
c will be painted
- Nick isn't going to the cinema with us,?
a does he
b isn't he
c is he
- Nick wishes he do a French test tomorrow.
a had to
b doesn't have to
c didn't have to
- I've seen blue shorts in a shop window.
a nice
b a nice pair of
c a nice
- The computer is broken. It will have to
a repaired
b being repaired
c be repaired

4 Mistakes

There is one mistake in each sentence or pair of sentences. Underline the mistake and write the word or words correctly.

- ⇒ Nick wants to know when does the film begin. the film begins
- Nick's shoes were dirty. Jenny told him to take off them.
 - Amanda wants to know what time does the party start.
 - Anna asked Mark lend her his backpack for the school trip.
 - The sun's shining today, doesn't it?
 - Can you wash this jeans, please, Mum?
 - Jenny has bought a new sunglasses.
 - Has Tom's bike be repaired?
 - No, his bike is be repaired at the moment.
 - The food for the school party will be made from the teachers.
 - I wish I have enough money to buy those new jeans that I saw.

I want to be a doctor

Verbs with to + infinitive

- JENNY What do you **want to do** when you leave school?
- ANNA Dad **wants me to be** a dentist but I **want to be** a doctor. What about you? What **would you like to do**?
- JENNY Well, I like reading. I **would like to study** literature. I **hope to go** to university. But I've **decided to work** abroad for a year first.
- ANNA Will your parents **allow you to leave** England?
- JENNY They would **prefer me to stay** here, but they've said they'll **help me to find** a job.

Grammar lesson

Verbs with to + infinitive

- 1 We use **to** + infinitive after these verbs:

afford	hope	plan
agree	learn	promise
decide	offer	want

I want to be a doctor.

- 2 We can use an object (**you, me, Ben, etc.**) + **to** + infinitive after these verbs:

allow	invite	teach
ask	help	want

Will they allow you to leave England?

- 3 After **would like/love/prefer/hate** we use **to** + infinitive.

I would like to study literature.

But when there is no **would**, we often use the **-ing** form after **like, love, prefer** and **hate**.

I like reading.

Words to learn

The verbs in the Grammar lesson

1 What do they want to be?

- a Complete the sentences with the verbs in brackets. Use **to** + infinitive or an **-ing** form.

Ali has decided ⇒ **to be** (be) a mechanic, because he likes ⇒ **repairing** (repair) cars. Ali's uncle has offered 1..... (give) him a job, but he would like 2..... (have) his own garage one day.

Ellen wants 3..... (be) a scientist because she likes 4..... (do) experiments. She would like 5..... (go) to university. She hopes 6..... (study) science.

Katy would love 7..... (have) an outdoor job. She doesn't like 8..... (stay) indoors. She has decided 9..... (leave) school next year. She would love 10..... (be) a gardener.

Damien is learning 11..... (play) the guitar. He hopes 12..... (be) a rock star, because he likes 13..... (write) music. He wants 14..... (earn) a lot of money because he would like 15..... (buy) a big house for his family.

- b What do/don't you like doing? What would/wouldn't you like to be? Write a short paragraph.

.....

.....

.....

2 What about you?

Make eight sentences about yourself using **to** + infinitive. Use words from the lists or use your own ideas.

⇒ *I've decided to do all the washing-up this week.*

have offered
 can (not) afford
 have decided (not)
 hope
 have promised (not)
 have (not) agreed
 would (not) like
 (don't) want

buy a motorbike/car/boat
 do all the washing-up this week
 stay out late
 become a film star/rock star/model
 spend lots of money on clothes/CDs
 read every play by Shakespeare
 do nothing all day
 live in the mountains
 study science at university
 write a book about my life
 become an opera singer
 learn every word in the English language
 be a professional footballer

3 Conflicts

What do they want to do? What do other people want them to do?

⇒ JENNY I'm going to the cinema on Saturday.

ANNA Why don't you go to the youth club with me instead?

Jenny wants to go to the cinema, but Anna wants her to go to the youth club instead.

1 TOM I'm going to the music shop.

NICK Why don't you go to the sports shop with me instead?

.....

2 ANNA I'm staying at home tonight.

AMANDA That's boring. Go to the basketball game with me.

.....

3 BEN I want to go to the shops on Friday.

TOM Can't you go with me on Saturday?

.....



4 JENNY I'm going to watch television now.

AMANDA Let's get a DVD instead.

.....

5 BEN I'm going to give my old computer games to my cousins.

AMANDA Oh? Can't you give them to me?

.....

6 MARK I'm going to visit my friends in London tomorrow.

SUE Can't you visit them next week instead?

.....

Baby saved by neighbour

Last night was lucky for six-month-old baby Louise Jones. **If** neighbour Jim Smith **hadn't stayed** out late with his friends, **he wouldn't have seen** the fire at number 3 Orchard Road when he came home. The day before, Louise's father Sam Jones had been painting the house. He hadn't put the ladder away. **If** Sam **had put** the ladder away, then Jim **wouldn't have been able to** reach the first floor window to rescue little Louise. It would have been a tragedy for the family.



Grammar lesson

Conditional sentences type 3

We use **if** + past perfect + **would have** + past participle for unreal situations in the past.

if-clause	Main clause
past perfect	would have + past participle

We imagine a condition or situation in the past which was impossible or didn't happen.

If Sam had put the ladder away, ... (He hadn't put the ladder away.)

When the **if-clause** comes first, we usually use a comma (,) after it. We can also put the main clause first.

*Jim **wouldn't have seen** the fire **if he hadn't stayed** out late.*

Words to learn

lucky reach rescue tragedy
slip twist warn drown
influence advertising

1 Accidents

Read what happened. Then make sentences with **if**, like this:

- ⇒ Mr Jones fell off his bicycle.
He broke his arm.
If he hadn't fallen off his bicycle, he wouldn't have broken his arm.
- Mrs King fell off a ladder.
She broke her leg.
 - Mr Brown slipped on a banana skin.
He twisted his ankle.
 - Mrs Fox dropped the iron.
She burned her foot.
 - Miss Page didn't drive carefully.
She crashed her car.
 - Mrs Green fell down the stairs.
She hurt her knee.
 - Mr Bell walked into a lamp post.
He bumped his head.
 - Mr Grey didn't cut the bread carefully.
He cut his finger.
 - Trig didn't look where he was going.
He crashed into a dustbin.

2 An unlucky day

- a Last Friday was an unlucky day for Anna. Read what happened to her when she went shopping, then complete the text below with conditional sentences type 3.

When Anna left home, the weather was dry. Aunt Sarah told her to take an umbrella, but she didn't listen. It was hot in the shopping centre, so she took off her coat. Then she saw her friend Beth. Anna and Beth went to have a burger together and Beth borrowed Anna's last five pounds.

When Anna was leaving the shopping centre, she remembered that she had left her coat in the restaurant. She hurried back to get it, but it wasn't there. Her bus ticket was in the coat pocket.

So Anna had to walk home. It was quite a long way and it started to rain. Poor Anna – no coat, no umbrella, no bus ticket, no money. When she got home, she was cold and wet. She became ill and had to spend the next day – her birthday – in bed. She couldn't have her birthday party.



If Anna \Rightarrow had listened to Aunt Sarah, she \Rightarrow would have taken an umbrella with her. She \Rightarrow wouldn't have taken off her coat if it ¹..... (not be) hot in the shopping centre. If Anna ²..... (not meet) Beth, she wouldn't have gone into the restaurant. If she hadn't left her coat in the restaurant, she ³..... (not lose) it. Anna ⁴..... (have) a bus ticket if she hadn't left it in her coat pocket. If Anna ⁵..... (not lend) Beth her last five pounds, she ⁶..... (have) some money to buy a new bus ticket. If she ⁷..... (take) an umbrella with her, she ⁸..... (not get) wet on the way home. If she ⁹..... (not have to) walk home in the rain, she ¹⁰..... (not catch) a terrible cold. She ¹¹..... (have) a lovely birthday party if she ¹²..... (not be) ill in bed.

- b If you had been Anna, what would you have done? Say four things.

- \Rightarrow *If I had been Anna, I would have listened to Aunt Sarah.*
 \Rightarrow *If I had been Anna, I would have been more careful in the shopping centre.*

3 Heroes

Read about these situations. Use the words to write sentences with **if**.

⇒ Joe Baker saved a family from a fire.

not hear their shouts
not find them

If he hadn't heard their shouts,
he wouldn't have found them.

1 A policeman rescued a woman from a burning car.

arrive one minute later
be too late

.....
.....

2 A woman found a lost child in the park.

not go to the park
not find the child

.....
.....

3 Two boys warned drivers about a dangerous bridge.

not walk along river
not see the bridge

.....
.....

4 A young girl rescued a cat from a tree.

not find a ladder
not be able to save it

.....
.....

5 Emma Hunt saved a man from drowning.

not learned about first aid
not know what to do

.....
.....

4 Are you influenced by advertising?

Jenny asked some of her friends whether they were influenced by advertisements.

PAUL

No, I don't think so. I bought this watch last week. I had seen an advertisement for it on TV, but it's a good watch. I would have bought it even if I hadn't seen the advertisement.



EMMA

I think everybody is influenced by advertising. Last week I bought a new shampoo. If I hadn't seen it in a magazine, I wouldn't have tried it.



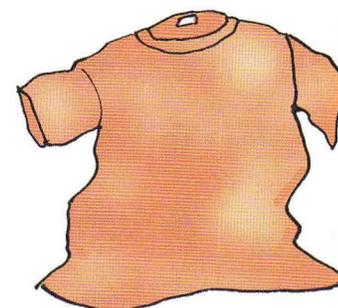
DAVID

Yes, I'm sure that I am. Yesterday I bought these trainers. If I hadn't read about them, I would have chosen a cheaper pair. I wouldn't have paid so much money if the advertisement hadn't influenced me.



KATE

No. I look at the price. But last week I bought a cheap red T-shirt and the colour came out when I washed it. If I had bought a more expensive one, the colour wouldn't have washed out.



a What did they say? Read the sentences and say if they are true or false. Correct the false statements.

⇒ Paul wouldn't have bought the watch if he hadn't seen an advertisement on TV.
False. He would have bought the watch anyway.

- 1 David would have bought a cheaper pair of trainers if he hadn't read an advertisement for the expensive pair.
- 2 Emma would have tried the new shampoo, even if she hadn't read about it.
- 3 The colour of Kate's T-shirt wouldn't have come out if she had paid more.
- 4 David would have bought the expensive trainers anyway.
- 5 Paul would have bought the watch even if he hadn't seen the advertisement.
- 6 David would have paid more money if he hadn't seen the advertisement.

b Think of the advertisements you have seen and the things you have bought recently. Think of something you bought because you had seen an advertisement on television or an advertisement in a magazine. If you hadn't seen an advertisement, would you have bought it anyway? Write a short paragraph.

.....

.....

.....

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5 Situations

Say what you would have done if these things had happened to you.

⇒ Claire and Alice saw a man steal something in a shop. Claire told a shop assistant what she had seen. Alice didn't do anything.

If I had seen someone steal something, I would have told a shop assistant.

- 1 Jim and Paul saw a car accident. Jim phoned for an ambulance. Paul went over to help the injured people.
.....
.....
- 2 Mike and Simon heard Adam ask his girlfriend's sister to go out with him. Mike didn't say anything. Simon told Adam's girlfriend.
.....
.....
- 3 Susan found some money in the street on Monday. Mary found some money on Tuesday. Susan kept the money. Mary took the money to a police station.
.....
.....
- 4 Diana asked Beth and Lucy for some money. Beth gave her £5 and asked for it back the next day. Lucy gave her £2 and didn't ask for it back.
.....
.....
- 5 David and Sam saw a TV reporter interviewing people in the shopping centre. David went to speak to the reporter. Sam walked past quickly.
.....
.....

Play it more slowly

Comparison of adverbs; wish + past perfect

Nick and his band are practising a new song. Jenny's listening.

NICK Stop! It sounds terrible. We should play it **more slowly**.

BEN Well, I think we should play it **faster** – and you're playing **worse** than you did yesterday, Tom.

TOM I'm playing **better** than you are.

NICK Relax. We'll just have to practise **harder**. I **wish you had heard** us last night, Jenny. We played **well**. In fact, we played **the best** we've ever played.

JENNY You sound good to me. But wasn't it a bit loud?

BEN We play **more quietly** when the neighbours start complaining.



Grammar lesson

Comparison of adverbs

Adverbs of manner describe how we do things (**carefully, badly, slowly, well**, etc.). We use **more** and **the most** to make the comparative and superlative of regular adverbs which end in **-ly**.

quietly	more quietly	the most quietly
slowly	more slowly	the most slowly

*We play **more quietly** when the neighbours start complaining.*

Some irregular adverbs are the same as adjectives.

fast	faster	the fastest
hard	harder	the hardest
early	earlier	the earliest

*We'll have to practise **harder**.*

Here are some more irregular adverbs:

well	better	the best
badly	worse	the worst
much	more	the most
little	less	the least

*I'm playing **better** than you are.*

*We played **the best** we've ever played.*

We use **than** to make comparisons in the same way as with adjectives.

*You're playing worse **than** you did yesterday.*

wish + past perfect

We use **wish** + past perfect to talk about something in the past that we regret. We cannot change what happened or didn't happen.

*I **wish you had heard** us last night. (Jenny didn't hear them last night.)*

Words to learn

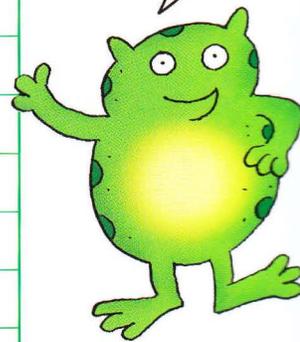
practise complain gently
thoroughly deeply cure
regularly

1 Do it well

Complete the table with adverbs in the correct form.

adverb	comparative	superlative
slowly	⇒ <u>more slowly</u>	the most slowly
fast	⇒ <u>faster</u>	1.
well	2.	the best
easily	3.	4.
quietly	5.	6.
7.	worse	8.
much	9.	10.
11.	more carefully	12.
little	13.	14.
thoroughly	15.	16.
17.	earlier	18.
19.	20.	the hardest

Which ones could you do the easiest – I mean the most easily?



2 Faster, better, more easily!

Complete the advertisements. Use an adverb from the box in the comparative form. Sometimes more than one answer is possible.

fast quickly gently thoroughly ✓ deeply little

- ⇒ The new Magic Brush will clean your teeth more thoroughly than ever before!
- Softclean washes your clothes than any other washing powder.
 - Dew soap will clean your face than ever before.
 - Deepsleep will help you to sleep than you thought possible.
 - Breatheasy will cure colds than any other medicine.
 - Spend when you buy your food at Shopsave.



3 Resolutions

a At the beginning of a new year Ben always makes resolutions to do things better. Complete his resolutions for this year with adverbs from the box in comparative form. Sometimes more than one answer is possible.

early neatly little ✓ hard carefully
quietly regularly much good

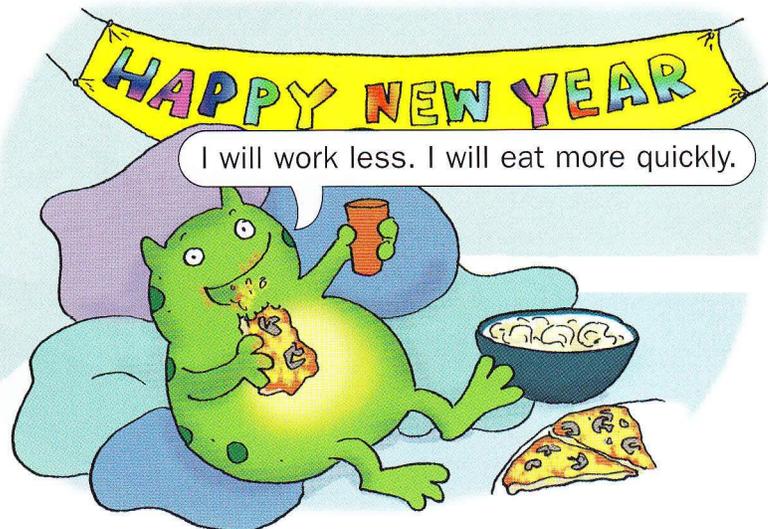
⇒ I will talk less in Maths lessons.

- 1 I will listen to the teachers
- 2 I will go to bed
- 3 I will write
- 4 I will do my homework
- 5 I will behave at school.
- 6 I will train for the school football team.
- 7 I will play my music
- 8 I will work for exams.

b Write three resolutions. What will you do better next year? Use the comparative form of the adverbs in (a) or others.

⇒ I will tidy my room more regularly.

.....
.....
.....



4 I wish ...

What do they wish they had or hadn't done? Make sentences with **wish** + past perfect.

⇒ Adam spent all his money on a camera.
He wishes he hadn't spent all his money on a camera.



- 1 Jenny bought a skirt that she didn't really like.
- 2 Anna sold her mobile phone.
- 3 Tom lost his key.
- 4 Nick didn't enter the photography competition.
- 5 Amanda didn't buy the ear-rings she liked.
- 6 Mark moved the furniture around in his room.
- 7 Jenny missed two episodes of her favourite soap opera.
- 8 Ben didn't go to Max's party.

5 What do you wish you had done?

Think of what you did or didn't do last week. Are there things you wish you had done or hadn't done? Say three things.

- ⇒ *I wish I'd gone to town with my friends on Saturday.*
- ⇒ *I wish I hadn't lost my Maths book.*

6 It's too late ...

Read the sentences and write what they wish they had or hadn't done.

⇒ I didn't ask what her name was.

I wish I'd asked her what her name was.

1 I didn't ask her where she lived.

.....
.....

2 I told her that she had a funny voice.

.....
.....

3 I didn't tell her that I usually go to the youth club on Saturdays.

.....
.....

4 I left early.

.....
.....

5 I wasn't nice to him.

.....
.....

6 I pretended not to be interested in what he was saying.

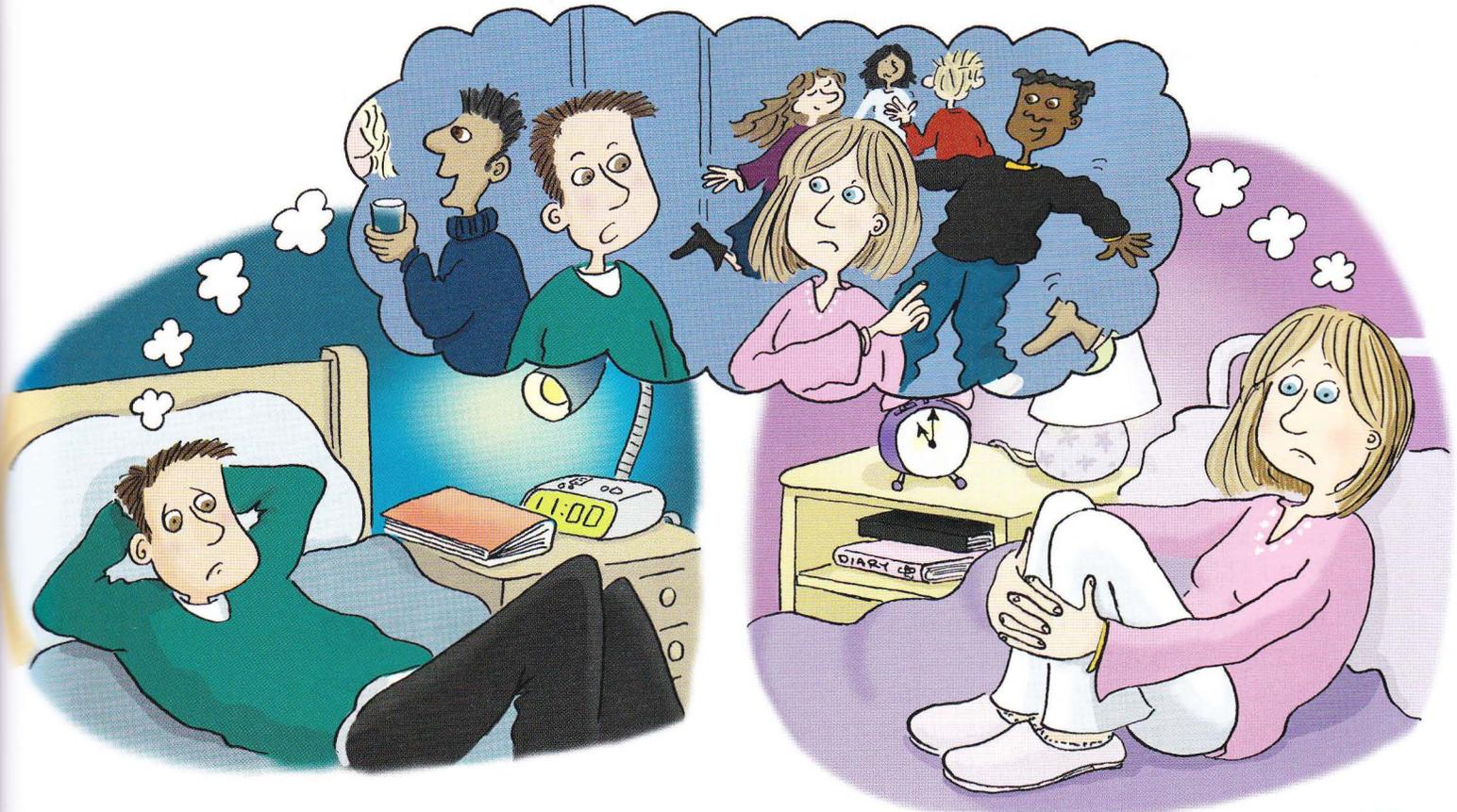
.....
.....

7 I told him I was at the youth club with someone else.

.....
.....

8 I didn't tell him my name.

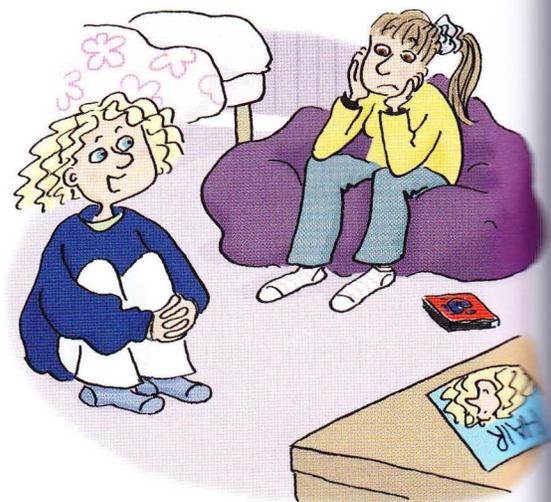
.....
.....



Do you want to go ...?

Verbs with **to** + infinitive or **-ing** form

- AMANDA I'm **bored with sitting** in my room, but I don't know what to do.
- JENNY Do you **want to play** tennis?
- AMANDA My racket's broken and I can't **afford to buy** a new one.
- JENNY Do you **feel like swimming**?
- AMANDA I **can't stand swimming**. I **hate getting** wet.
- JENNY Anna has **invited us to go** riding with her.
- AMANDA I don't know **how to ride**. Tom **offered to teach** me once but the horse kicked me so I **refused to get** on it.
- JENNY Nick **wants us to go** to the zoo with him later.
- AMANDA I don't **approve of keeping** animals in zoos. I **stopped visiting** zoos two years ago.
- JENNY You don't **want to do** anything.
- AMANDA Exactly! That's why I'm so bored.



Grammar lesson

Verbs with **to** + infinitive

- We use **to** + infinitive after **afford, agree, decide, hope, offer, promise, refuse, seem, want**, etc.
*I can't **afford to buy** a new one.*
- We use **to** + infinitive after the question words **when, what, where, how**, etc. (but not after **why**).
*I don't know **what to do**.*
- We use **to** + infinitive after some verbs + objects. For example, **advise, ask, expect, help, invite, order, persuade, tell, want**, etc.
*Nick **wants us to go** to the zoo with him later.*

Verbs with **-ing** form

- We always use the **-ing** form of a verb which follows **avoid, enjoy, feel like, finish, can't help, don't mind, risk, can't stand, suggest**, etc.
*Do you **feel like swimming**?*
*I **can't stand swimming**.*
- We always use the **-ing** form of a verb which follows a preposition.
*I'm bored **with sitting** in my room.*
*I don't approve **of keeping** animals in zoos.*

to + infinitive or **-ing** form?

- After some verbs we can use **to** + infinitive or an **-ing** form without an important change in meaning. These verbs are **begin, continue, hate, like, love, start** and a few others.
*I hate **getting** wet. OR I hate **to get** wet.*
- After **stop** and **remember** we can use **to** + infinitive or an **-ing** form, but there is a change in meaning.
*I stopped **visiting** zoos.*
(= I don't visit zoos now.)
*I stopped **to visit** a zoo.*
(= purpose, in order to visit a zoo)
*I remember **buying** the tickets.*
(= I remember that I bought ...)
*I remembered **to buy** the tickets.*
(= I didn't forget to buy ...)

Words to learn

The verbs in Exercise 1

1 I want to work

a Put the verbs into the correct lists.

enjoy ✓
 want ✓
 promise
 can't help
 decide
 risk
 don't mind
 can't stand
 hope
 refuse
 offer
 seem

+ to work	+ working
⇒ <u>want</u>	⇒ <u>enjoy</u>
.....
.....
.....
.....
.....
.....

b Work with a partner. Your partner says a verb from (a) above. You must say a correct sentence with the verb within ten seconds.

⇒ PARTNER *Enjoy.*
 YOU *I enjoy speaking English.*

Now you choose a verb for your partner.

2 Thomas Edison

Complete the story about the inventor Thomas Edison with **to** + infinitive or an **-ing** form.

Thomas Edison was one of the greatest inventors of all time, but he didn't enjoy
 ⇒ going.....(go) to school. When Edison was only seven, the headmaster decided
 1.....(send) him home because he refused
 2.....(do) his schoolwork. Edison only went to school for three months, but he never stopped 3.....(learn).

His mother decided 4.....(teach) him the most important things, and she persuaded him
 5.....(read) about science. He didn't mind
 6.....(stay) at home and he enjoyed
 7.....(read). He couldn't afford
 8.....(buy) the books he needed, so when he was twelve he began 9.....(sell)
 newspapers and sweets in trains.

He loved 10.....(do) experiments, and he set up a laboratory in the luggage van of a train. When he was older, he invented the **light** bulb and many other things.

Do you know the story of Edison and the egg? He wanted 11.....(boil) his egg himself, so he asked his cook 12.....(bring) an egg and a pan of hot water to his laboratory. She told him 13.....(not forget) about the egg. He seemed 14.....(listen) to her. But when she returned half an hour later he was boiling his watch and timing it with the egg.

3 Computers

What do you know about computers? Use words from each list to make ten sentences. Sometimes two question words are possible.

⇒ *I know how to send emails.*

I know

I don't know

I'm not sure

I would like to find out

how

what

where

to send emails

to play computer games

to copy files

to connect the mouse

to do if my computer crashes

to download music

to put in CD-Roms

to find information on the Internet

to do if my computer gets a virus

to design a website

to watch a DVD on my computer



4 A questionnaire about smoking

a Use the verbs in brackets with **to** + infinitive or an **-ing** form to complete the questions. Then put a ✓ in one of the boxes.

	Yes	No	Not sure
⇒ Do you approve of <u>smoking</u> (smoke) on buses and trains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Would you advise people .....(stop)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Should governments stop people .....(smoke) in cinemas, shops and restaurants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Would you help your friend .....(stop)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Would you refuse .....(let) people smoke in your room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Do you mind people .....(smoke) around you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Do most people start .....(smoke) too young?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Should shopkeepers refuse .....(sell) cigarettes to children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Should governments do more to protect children from .....(smoke)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Do smokers risk .....(damage) their health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Are most teenagers persuaded .....(smoke) by their friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b Write your opinion about smoking in a short paragraph.

5 Remember to do it

a Choose the correct answer and write it in.

⇒ Mr Bell used to smoke, but he stopped smoking ten years ago.

- a smoke
- b to smoke
- c smoking

1 Mrs Bell must remember some butter.

- a to buy
- b buying
- c buy

2 On her way home from school, Jenny stopped to some friends.

- a talking
- b to talk
- c talk

3 Nick can remember Paul's CDs back to him.

- a to give
- b giving
- c give

4 Mr Blake asked the class to stop

- a to talk
- b talk
- c talking

5 Nick can remember to school for the first time.

- a to go
- b go
- c going

6 Ben didn't remember his bike. The brakes still squeak.

- a oiling
- b to oil
- c oil

7 On his way to the station, Mr Bell stopped a letter.

- a to post
- b post
- c posting

8 Jenny, stop so much noise!

- a making
- b to make
- c make

9 Nick didn't remember Simon to the party, so he was cross.

- a inviting
- b invite
- c to invite

10 Jenny can remember off her bike and her leg when she was six.

- a to fall, breaking
- b falling, to break
- c falling, breaking

b Write three things that you must remember to do before next weekend.

⇒ I must remember to phone my aunt.

c Write three things that you can remember doing when you were a small child.

⇒ I remember falling down the stairs.

They will have finished

Future perfect simple and continuous

Jenny and Anna have come to watch the end of the Merton marathon.

ANNA What time is it?

JENNY It's nine o'clock.

ANNA By ten thirty most of the runners **will have finished** the race.

JENNY No, they **won't have finished** by then. The women's race doesn't start until eleven o'clock.

ANNA What time does the men's race start?

JENNY Ten o'clock.

ANNA By the time they arrive, we'll **have been waiting** for hours.

JENNY Yes, and they'll **have been running** for hours.

Grammar lesson

Future perfect simple

We form the future perfect simple with **will + have + past participle**.

*By ten thirty most of the runners **will have finished** the race.*

We usually use the short form of **will ('ll)** or **will not (won't)** after a pronoun.

*They'll **have finished** the race by ten thirty.*

We use the future perfect simple to talk about actions that will be completed at a particular time in the future, often with **by + a time expression (then, ten thirty, next week, this time next year)**.

*They won't have finished **by then**.*

Future perfect continuous

We form the future perfect continuous with **will have been + -ing** form.

*We'll **have been waiting** for hours.*

We use the future perfect continuous for actions that start in the future and continue up to a particular time in the future. It is often used with **for + length of time (for hours, etc.)**.

Words to learn

Revise the words in chapters 1 to 13.

1 Find the answers

Find the future perfect simple and the future perfect continuous forms in the list below. Write the letter in brackets in the right box to find the answers to the questions below.

	Simple	Cont.
he will have left (E)	⇒ <input type="checkbox"/> E	<input type="checkbox"/>
he will have been reading (F)	⇒ <input type="checkbox"/>	<input type="checkbox"/> F
it will be raining (P)	⇒ <input type="checkbox"/>	<input type="checkbox"/>
she won't have been waiting (I)	<input type="checkbox"/>	<input type="checkbox"/>
they will have finished (D)	<input type="checkbox"/>	<input type="checkbox"/>
will it have landed? (I)	<input type="checkbox"/>	<input type="checkbox"/>
she will be invited (Z)	<input type="checkbox"/>	<input type="checkbox"/>
will he have been working? (F)	<input type="checkbox"/>	<input type="checkbox"/>
it will have been raining (T)	<input type="checkbox"/>	<input type="checkbox"/>
will we have arrived? (N)	<input type="checkbox"/>	<input type="checkbox"/>
he will be reading (A)	<input type="checkbox"/>	<input type="checkbox"/>
I won't have been watching (Y)	<input type="checkbox"/>	<input type="checkbox"/>
he won't have started (B)	<input type="checkbox"/>	<input type="checkbox"/>
they will have written (U)	<input type="checkbox"/>	<input type="checkbox"/>
we will have been learning (T)	<input type="checkbox"/>	<input type="checkbox"/>
I will have gone (R)	<input type="checkbox"/>	<input type="checkbox"/>
he won't be asked (S)	<input type="checkbox"/>	<input type="checkbox"/>
you will have done (G)	<input type="checkbox"/>	<input type="checkbox"/>
will they have been skiing? (W)	<input type="checkbox"/>	<input type="checkbox"/>
she will have been talking (O)	<input type="checkbox"/>	<input type="checkbox"/>
we will have left (H)	<input type="checkbox"/>	<input type="checkbox"/>

Future perfect simple:

What is the capital of Scotland?

Future perfect continuous:

How many states are there in the USA?

2 Pocket money

Do you save some of your pocket money, or do you spend it all? This is how much Jenny, Nick, Tom and Amanda save or spend every week:

	saves	spends
Jenny	£2	£2
Nick	50p	£3.50
Tom	£1	£4
Amanda	£2.50	£1.50



Imagine that today is the first day of February. Answer the questions in full sentences.

- ⇒ How much will Jenny have saved by the end of February?
By the end of February Jenny will have saved £8.
- ⇒ How much will Nick have spent by the middle of March?
By the middle of March Nick will have spent £21.
- How much will Amanda have saved by the middle of March?
 - How much pocket money will Nick have received by the middle of March?
 - How much will Nick have saved by the middle of March?
 - How much will Tom have saved by the end of March?
 - How much will Jenny have spent by the end of March?
 - How much pocket money will Tom have received by the end of March?
 - Who will have saved the most by the end of March?
 - Who will have spent the most by the end of March?



3 What will they have done?

Choose the correct answers.

- ⇒ By the weekend they **c** the school magazine.
- will have been finishing
 - have finished
 - will have finished
- By tomorrow night Amanda two stories.
 - will be written
 - will have written
 - won't have been writing
 - By next Thursday, Anna five cartoons.
 - will have drawn
 - will have been drawing
 - will draw
 - By Wednesday afternoon, Tom three people.
 - will have interviewed
 - will interview
 - will be interviewed
 - When the magazine is finished, they on it for six weeks.
 - will work
 - will have been working
 - won't have been working
 - They hope that by the end of next week they 500 copies.
 - will be sold
 - will have sold
 - won't have sold

Tense review (past and present tenses)

Amanda, Nick and Jenny **have gone** to Cornwall with their parents. So far, they **have been having** a great time. There **has** only **been** one small problem.

Yesterday, they **visited** a castle. Many tourists **visit** it every year. Amanda **had** never **seen** such an old castle before. She **started** exploring it by herself. Then something awful **happened**. Amanda **was looking** for secret passages in a small room when the wind **blew** the door shut. She **was** trapped. She **had been shouting** for half an hour before Nick and Jenny **found** her.

Today they **are visiting** the North Cornwall Museum. They **are taking** a guided tour. Amanda **is staying** close to her family and friends.



Grammar lesson

Present simple

We use the present simple for repeated actions and for facts that do not change.
*Many tourists **visit** the castle every year.*

Past simple

We use the past simple for an action which started and finished in the past, often with an expression of past time (**yesterday, last year, in 1969**, etc.).
*Yesterday they **visited** a castle.*

Present perfect simple

We use the present perfect simple for a completed action at an unknown or unstated time (without a time expression).
*They **have gone** to Cornwall. (We don't know when – and it isn't important.)*

Past perfect simple

We use the past perfect simple for a completed action in the past which started and finished before another action in the past.
*Amanda **had** never **seen** such an old castle before. She **started** exploring it.*

Present continuous

We use the present continuous for an action that is happening at the moment of speaking or for an action that happens at a time which includes the moment of speaking.
*Today they **are visiting** the museum.*

Past continuous

We use the past continuous for an action which was happening when another action started.
*Amanda **was looking** for secret passages when the wind **blew** the door shut.*

Present perfect continuous

We use the present perfect continuous for an action which began in the past and continues up to the present. The action may be completed or not completed.
*So far, they **have been having** a great time.*

Past perfect continuous

We use the past perfect continuous for a past action which continued until another past action happened.
*She **had been shouting** for half an hour before Nick and Jenny **found** her.*

Words to learn

Revise the words in chapters 14 to 26.

1 A great trip

Nick, Jenny and Amanda are still on holiday in Cornwall. Cross out the wrong verb forms.

NICK I think the holiday \Rightarrow ~~has been/was~~ great so far. We ¹ ~~have done/did~~ so many things and we ² ~~have had/had~~ lots of fun.

AMANDA But it ³ ~~isn't/wasn't~~ very funny two days ago when I ⁴ ~~got lost/have got lost~~ in the castle. Before you ⁵ ~~have found/found~~ me, I ⁶ ~~was/had been~~ in that cold, dark room with mice and spiders for half an hour. I ⁷ ~~didn't think/hadn't thought~~ it was funny at all.

NICK No, I agree, Amanda. It wasn't funny – not for you ...

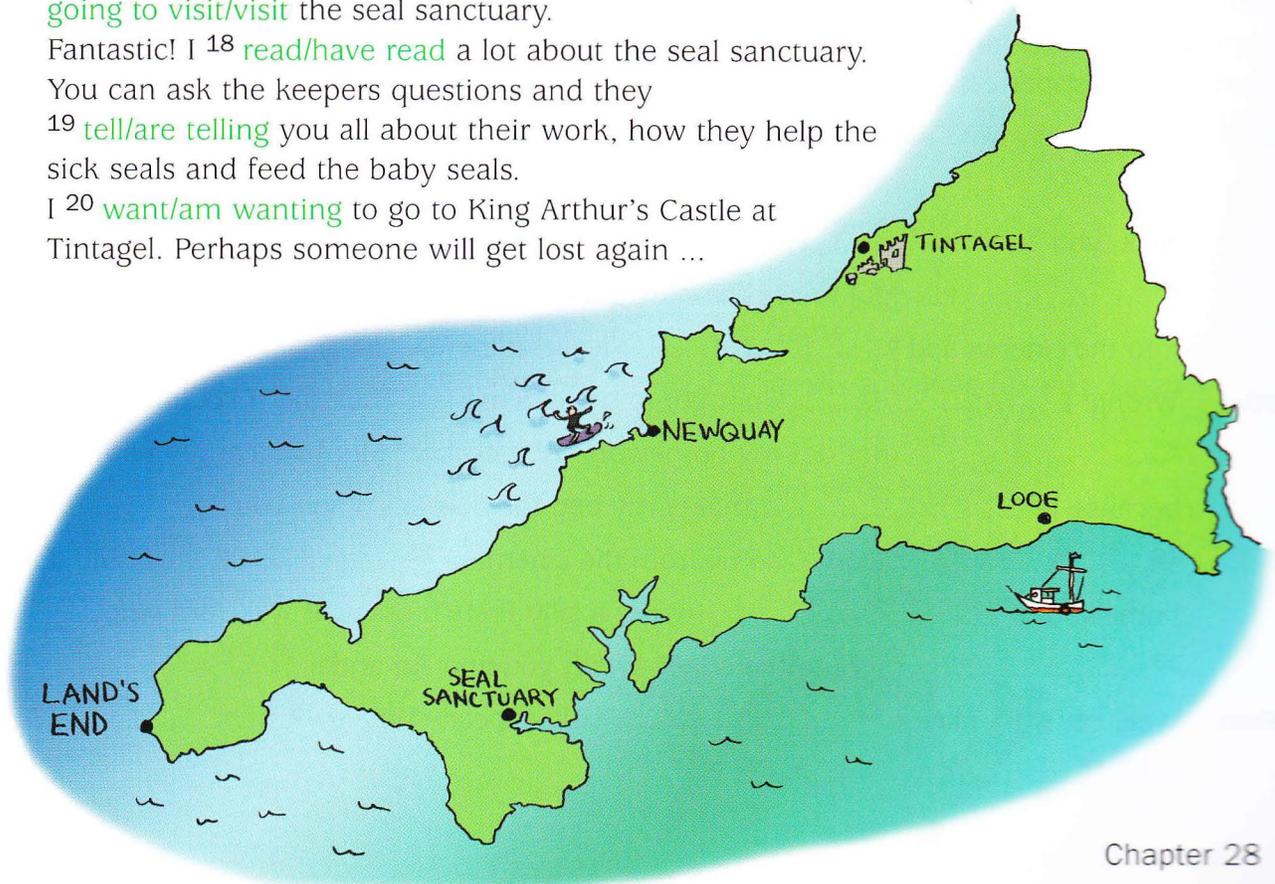
JENNY Nick, be quiet. You're terrible. Amanda ⁸ ~~was crying/cried~~ when we ⁹ ~~had found/found~~ her. Imagine how frightened she ¹⁰ ~~was/has been~~. Anyway, where ¹¹ ~~do we go/are we going~~ tomorrow?

NICK Well, we ¹² ~~didn't go/haven't been~~ to Land's End yet. I ¹³ ~~look forward/am looking forward~~ to that. I ¹⁴ ~~am going to take/am taking~~ lots of photographs.

AMANDA I ¹⁵ ~~just asked/have just asked~~ our parents. They ¹⁶ ~~want/are wanting~~ to go there tomorrow. And on the way we ¹⁷ ~~are going to visit/visit~~ the seal sanctuary.

JENNY Fantastic! I ¹⁸ ~~read/have read~~ a lot about the seal sanctuary. You can ask the keepers questions and they ¹⁹ ~~tell/are telling~~ you all about their work, how they help the sick seals and feed the baby seals.

NICK I ²⁰ ~~want/am wanting~~ to go to King Arthur's Castle at Tintagel. Perhaps someone will get lost again ...



2 The surprise party

Last week Jenny and Anna organized a big surprise party for Tom's birthday. This is what happened, but the events are in the wrong order. Complete the sentences by writing the words in brackets in the past simple or the past continuous. Then write a number in the box to show what order the sentences should be in.

- Jenny \Rightarrow phoned (phone) all Tom's friends when he \Rightarrow was playing (play) tennis with Nick.
- When Tom ¹ (get) changed, Jenny ² (borrow) his mobile phone.
- On Saturday morning, Jenny and Anna ³ (buy) the food for the party when Tom ⁴ (see) them at the supermarket. But he ⁵ (not guess) what they ⁶ (do).
- Tom ⁷ (cycle) in the park with Nick when all the guests ⁸ (arrive) for the party.
- When Tom ⁹ (walk) up the stairs all his friends suddenly ¹⁰ (shout), 'Surprise!'
- When Tom ¹¹ (open) the door of the house, all his friends ¹² (hide).
- When Jenny ¹³ (return) Tom's mobile phone, he ¹⁴ (talk) to Nick.

3 Where is it?

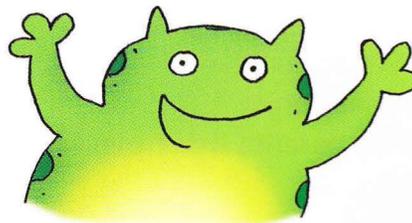
Jenny can't find her MP3 player. Complete the dialogue with the following tense forms: present simple, present continuous; present perfect simple, present perfect continuous; past simple, past continuous; past perfect simple.

- JENNY Where's my MP3 player? \Rightarrow I've looked (look) for it everywhere, but I can't find it. I ¹ (look for) it since lunchtime and I ² (still, look for) it. Nick, you ³ (borrow) it last week. It was the day we all ⁴ (go) to see the new 'Mr Bean' film. I expect you ⁵ (take) it to the cinema and ⁶ (leave) it there.
- NICK Wrong! I ⁷ (not go) to the cinema last Thursday. I couldn't go because I ⁸ (not do) my homework. Remember? Mum was angry with me too because I ⁹ (make) my bed for a week. When you ¹⁰ (come) home from the cinema, I ¹¹ (still, do) my homework. I ¹² (write) a silly French essay. It was Tom who ¹³ (go) to the cinema with you and Amanda.
- JENNY Well, my MP3 player ¹⁴ (disappear). Where ¹⁵ (it, go)? Who ¹⁶ (take) it?

4 Test your tenses

How well do you know your tenses? Choose **a**, **b** or **c** and write it in the sentence.

- ⇒ She hasn't been working very hard recently. Her test results are bad.
- a** wasn't working
 - b** isn't working
 - c** hasn't been working
- 1 Amanda many old castles yet.
- a** hasn't visited
 - b** is visiting
 - c** was visiting
- 2 Before she got trapped in the room, she a nice time in Cornwall.
- a** has had
 - b** is having
 - c** had been having
- 3 Trig hard work and early mornings.
- a** doesn't like
 - b** wasn't liking
 - c** hadn't been liking
- 4 I'm sorry, but Nick out for the day.
- a** has gone
 - b** goes
 - c** was going
- 5 to the football match tomorrow?
- a** Did you come
 - b** Do you come
 - c** Are you coming
- 6 Who was he? She was sure that she him before.
- a** has seen
 - b** had seen
 - c** is seeing
- 7 When Nick came in, they about the party.
- a** were talking
 - b** are talking
 - c** talk
- 8 Jenny usually her work on time. She likes to please the teachers.
- a** finished
 - b** finishes
 - c** has finished
- 9 I can't hear anything! Everyone
- a** shouts
 - b** has been shouting
 - c** is shouting
- 10 Mr Bell his car when it started to rain.
- a** was washing
 - b** washes
 - c** is washing
- 11 Nick for the football match all week.
- a** has been training
 - b** is training
 - c** trains
- 12 Trig was speaking his own language. I him.
- a** didn't understand
 - b** wasn't understanding
 - c** hadn't been understanding



Revision 5 (chapters 23–8)

1 What's correct?

Choose **a**, **b** or **c** and write it in the sentence.

- Nick told me a very funny joke. I couldn't help
a to laugh
b laughing
c laugh
- If I hadn't forgotten my umbrella, I wet.
a didn't get
b hadn't got
c wouldn't have got
- Carlo has decided camping to Scotland
a going
b go
c to go
- Mark's mother would like a doctor.
a him becoming
b him to become
c that he becomes
- Nick's English teacher says he should talk and work more in lessons.
a little
b least
c less
- Ben had no money left. He wished he it all on comics and sweets.
a hadn't spent
b doesn't spend
c wasn't spending
- Please remember some milk on your way home.
a to buy
b buying
c buy
- How much pocket money by the end of the year?
a will you have been saving
b will you save
c will you have saved
- Amanda and Jenny their English essays yet.
a don't finish
b didn't finish
c haven't finished
- Tom football for an hour when his knee started to hurt.
a was playing
b had been playing
c played

2 Would you like to go with us?

Complete the dialogue with **to + infinitive** or an **-ing** form.

- JENNY I would like \Rightarrow to do something really exciting this weekend. I'll be bored with \Rightarrow watching television again.
- ANNA Well, what about ¹.....(go) camping?
- JENNY No, I think my parents want me ².....(stay) at home. They want ³.....(visit) my grandparents on Saturday.
- ANNA Oh. Well, Aunt Sarah has promised ⁴.....(take) us to the horse riding competition in Middleton. Would you like ⁵.....(come) with us? It's on Saturday afternoon.
- JENNY Oh, great! I really enjoy ⁶.....(watch) horses. I would love ⁷.....(go) with you. I hope my parents won't mind ⁸.....(go) to Grandma's without me.

- ANNA Well, you could suggest ⁹.....(visit) your grandparents on Sunday.
- JENNY Tom likes ¹⁰.....(ride). Perhaps he'll feel like ¹¹.....(come) along, too.
Shall I ask him? Is there enough room in the car?
- ANNA Of course. I'm sure Aunt Sarah won't mind ¹².....(drive) us all.
- JENNY I hope I can afford ¹³.....(buy) a ticket. I haven't got much pocket money left.
- ANNA Don't worry. It won't cost much – and at least you won't be bored with ¹⁴.....(sit) in your room again all weekend.

3 It wouldn't have happened if ...

Make conditional sentences type 3.

⇒ Nick didn't study for his History test. He didn't pass it.
If Nick had studied for his History test, he would have passed it.

- 1 Mark didn't look where he was going. He fell off his skateboard.
.....
- 2 Tom didn't phone Adam. He didn't get an invitation to Adam's party.
.....
- 3 Jenny spent her pocket money. She didn't have enough to buy a concert ticket.
.....
- 4 Nick lost his mobile phone. His parents were angry.
.....
- 5 Ben watched television until midnight. He was late for school the next morning.
.....
- 6 Anna didn't do her Physics homework. The teacher made her do extra exercises.
.....

4 Mistakes

There is one mistake in each sentence or pair of sentences. Underline the mistake and write the word or words correctly.

- ⇒ The English teacher says Ben should stop to be silly in his lessons. being
- 1 Amanda's parents want that she becomes a teacher.
 - 2 My parents don't allow me stay up after midnight.
 - 3 After school, Tom would like studying sport at university.
 - 4 What had you done if someone had stolen your bike?
 - 5 I'm not very good at French. I will have to practise more hard.
 - 6 I wish I didn't forget my photos. I wanted to show them to you now.
 - 7 That's the worse mark that I have ever had in a Maths test.
 - 8 Do you enjoy to collect things?
 - 9 On my way home I stopped buying a comic.
 - 10 By this time next year, I will save over eighty pounds.

Wordlist

Chapter 1

afternoon
alien
aunt
bedroom
begin
believe
book (n)
brother
burglar
car
care (v)
carefully
carry
cartoon
catch
chase (v)
choose
cinema
climb
come
comedy
corner
cousin
day
dislike
do
evening
favourite
film
flag
forget
friend
friendly
front
game
garden
gate
get
go
guide (n)
hand (n)
happen
hate (v)
hit (v)
home
homework
horrible
hour
house
hurry (v)
know
ladder

lie
like (v)
live (v)
locked (adj)
love (v)
make
mayor
mix
month
morning
motorbike
mum
open (v)
person
phone (v)
piano
play (v)
policeman
programme
ride (v)
read
repair (v)
roof
round
run
say
school
see
shake
shoulder
show (n)
skateboard
spend
stand
stare (v)
stay
stop (v)
strange
stupid
talk (v)
television/TV
thing
think
tonight
town
Town Hall
traffic
train
try (v)
turn on
use
visit (v)
wall
want

watch (v)
wave (v)
wildlife
window
wonder
wrong (adj)

Chapter 2

answer (v)
awful
bad
become
blow (v)
borrow
bring
buy
card (n)
CD
cola
cloth
cold (adj)
colour
cotton
dance (v)
daughter
drink (v)
eat
essay
fall (in love)
film
France
Germany
gold (n)
guitar
idea
import (v)
jeans
learn
look (v)
man
marry
material
meet
metal
open (v)
parent
pay
put
rain (v)
river
sandwich
send
set out (for)
sew

shop (v)
shop assistant
sing
sit
skirt
small
south
special
stream
strong
stud
tailor
take
teach
tear (v)
tell
thick
thin
trousers
try on
warm
wear
weather
wind
write
yesterday
young

Chapter 3

arrive
band
bath
bed
bike
blow (v)
bus
clean (v)
competition
computer
cut (v)
draw
dress (n)
drive (v)
enter
extra
fall off
feed
fence
find
finish (v)
football
freeze
garage
goldfish

good
grass
hard (adv)
horse riding
hotel
job
karate
lesson
letter
look (v)
magazine
mark (v)
model (n)
noise
pen-friend
paint (v)
pocket money
practise
pretty
speak
steal
supermarket
swim (v)
team
tennis
test (n)
tired
wait (v)
week
wash (v)
work (v)
youth club

Chapter 4

accident
action
against
answer (v)
ask
balcony
bar
birthday
bit
boss
break
bright
building
camera
careful
cat
China
cup
dad
dangerous

destroy
edge
explain
fight (*n*)
goal
goalkeeper
great
happy
holiday
hotel
hurt
jump (*v*)
land (*v*)
last
leg
letter
long
lose
lottery
match (*n*)
minute
miss (*v*)
money
nervous
new
news
next
night
nose
of course
offer (*v*)
only
palm tree
park
plane
player
preparation
postcard
read
remember
restaurant
room
save
score (*v*)
serious
sister
sorry
Spain
Spanish
special
sports (centre)
start (*v*)
stunt
stuntman
ticket
tiger
time (*n*)
trampoline

tree
way
week
win
word
yesterday
zoo

Chapter 5

actor
angry
attack (*v*)
body
bored
bring
can (*v*)
cry (*v*)
dirty
discover
early
enjoy
expert
feel
find out
fish
fit (*adj*)
flat (*n*)
food
front
get up
headache
hobby
hot
hour
hungry
idea
interest (*n*)
invite
juice
kill
knock over
lake
large
laugh
lend
light (*n*)
mistake
murder
murderer
neat
need
ocean
orange juice
party
pay (*v*)
poem
pound
project

puzzle
river
sad
sense (*n*)
shark
shy
small
smell
surfboard
swim
thirsty
tidy (*adj*)
tooth
type
watch (*n*)
wet
weekend
worry (*v*)
year

Chapter 6

basketball
can't help (= *can't resist*)
captain
chocolate (*n*)
collect
dentist
dog
drums
exercise
fast (*adj*)
Greek
head
horror film
interested
interview (*v*)
joke
learn
listen
magazine
Maths
mind (= *not mind*)
music
page
pet
picture
pizza
pop concert
popular
pupil
read
repair (*v*)
report (*n*)
rock music
romantic
stand (*v*)
story
teacher

worm

Chapter 7

advice
Ancient Egypt(ian)
answer (*n*)
bake
beautiful
big
bill
blond
bread
buy
chair
cheap
children
choose
clothes
coin
cost
cotton
curly
decorated
different
drink (*n*)
fact
fruit
fun
furniture
goat
gold
hair
help (*n*)
honey
information
instrument
ivory
jewellery
ketchup
knowledge
later
luggage
make-up
meat
menu
milk
mine (*n*)
mud-brick
oven
perfume
piece
present (*n*)
progress (*n*)
rich
salt
sand
shoe
size

song
strict
suitcase
sweeten
water (*n*)
woman
wood
work (*n*)

Chapter 8

cash
class
comb (*v*)
exactly
fair
go out
kidnap
late
let
loud
midnight
police
pop star
problem
safe (*adj*)
same
stay out
tidy (up) (*v*)
upset
washing-up
whatever

Chapter 9

asleep
army
bar (of chocolate)
BC
band
bank
break up
breakfast
breath
burger
cake
catch
cross (*v*)
dictionary
disco
elephant
exam
fail
flour
funny
get on
glasses
ill
join
key

lake
lose
millionaire
newspaper
overflow (*v*)
police station
queue (*n*)
release
revise
rob
shower
singer
single (*n*)
sun cream
sunburned (*adj*)
supper
tap (*n*)
thumb
tired
waiter

Chapter 10

badge
badly
bed
birthday card
box
bracelet
brush (*v*)
country
engine
flower
girlfriend
grandmother
gym
invitation
key ring
litter
mechanic
neighbour
paint (*n*)
photo
poster
postcard
repair (*n*)
secondary school
show (*v*)
sleep (*v*)
tennis racket
test (*n*)
trip (*n*)

Chapter 11

back
blood
bottle bank
can (*n*)
castle

change (*v*)
club
cycle (*v*)
damaged
drama
driver
fast food
ghost
hole
influence (*v*)
litter
mess
number
old
ozone layer
plastic bag
pollution
questionnaire
real
sheet (of paper)
stupid
suddenly
throw-away (*adj*)
unnecessary
violence
violent
weak

Chapter 12

activity
abroad
beach
camping
euro
exciting
fishing
in advance
in case
Jamaica
member
mobile phone
outdoor
pack (*v*)
passport
pen
reply (*n*)
satellite TV
Scotland
serve
sleeping bag
swimming costume
tent
tin opener
torch
useful
villa
Wales
youth hostel

Chapter 13

airport
America
Australia
belong
British
capital
city
coat
day trip
detective
diving
dolphin
envelope
expensive
fantastic
generous
giraffe
golf
hardly
ice cream
Italy
Japan
kangaroo
koala
lion
mountain
move
museum
owner
panda
rock music
rollercoaster
scared
smile (*v*)
sick (*adj*)
skiing
straw
sunny
surprise (*n*)
Swiss
theme park
top
travel
trunk
uncle
untidy
USA
whale
writing (*n*)

Chapter 14

album
article
beard
concert
door
guitar

guitarist
handsome
hat
health food
hit (*n*)
keyboard
mask
musical
musician
near
photography
robber
sunglasses
T-shirt
tall
thin
travelling
vegetarian
world tour
yoga

Chapter 15

arm
baby
baby-sit
baby-sitting
bakery
boat
build
deliver
desert
DVD player
earn
explore
famous
follow
full
get lost
hairly
hide
island
jungle
licence
middle
monkey
MP3 player
object (*n*)
pillow
record (*v*)
ring (*n*)
scream
share
shell
snake
spider
squash (*v*)
tree house
tropical
turn off

Chapter 16

active
baseball
between
border
born
bridge
bright
carrot
carton
carve
dare
die
energy
exercise book
First Lady
flow
fridge
future
gang
knife
lemon
lend
lightbulb
look after
model
Moon
musical
name (*n*)
orange
pencil
plate
pocket
poor
President
promise (*v*)
shelter (*n*)
sleep
spaghetti
spoon
state
stool
successful
terrible
theatre
thief
trainers
vegetable
village
vitamin
waterfall
wife
workhouse

Chapter 17

boots
dark
eye

frame (v)
hang
inside
iron (v)
mend
perm (v)
picture (n)
plant (n)
shirt
sock
test (v)
water (v)

Chapter 18

champion
email (n)
fire brigade
interrupt
kilo
knee
lift (v, n)
medal
Olympic
panic (v)
quick
quiet
quiz
salad
station
toothpaste
train (v)
turn (n)
weigh
weight-lifter
whether

Chapter 19

apologize
argument
Brazil
charity
crossword
deserve
dishwasher
dream (v)
egg shell
entertain
form (n)
glasses
headache
join
lawyer
loud
luxury
medicine
nurse
pair
possible
proper

rubbish (n)
study (v)
tonight
university

Chapter 20

afford
defence
dress
ear-ring
Europe
European Union
language
lovely
population
pyjamas
scissors
shorts
straight
striped
Switzerland
tights
useless
world

Chapter 21

allow
ambulance
Ancient Greece
arrest
athlete
athletics
award (v)
book (v)
bus stop
classroom
crash
decorate
DJ
desk
event
examine
flame
free
half-way
hall
hold (v)
hospital
improve
include
knock down
library
light (v)
litter bin
Mexico
modern
photographer
plant (v)
programme

provide
put up
ready
runner
South Korea
stadium
symbol
tennis court
van

Chapter 22

air
announce
check
chemical (n)
cut (v)
deliver
Earth
environment
government
grass
law
loudspeaker
passenger
path
protect
pollute
search (v)
security guard
solar energy
stick
sweep
take away
wildlife

Chapter 23

agree
decide
doctor
experiment (n)
gardener
hope (v)
indoors
invite
literature
opera
plan (v)
play (n)
prefer
professional
scientist

Chapter 24

advertise
advertisement
ankle
banana skin
bump (v)
drown

dustbin
finger
first aid
first floor
go out with
injured
lamp post
lucky
price
reach
reporter
rescue
shampoo
shopping centre
shout (n)
slip
tragedy
twist (v)
umbrella
unlucky
warn
wash out
watch (n)

Chapter 25

behave
cold (n)
complain
cure
deeply
episode
gently
neatly
relax
sleep (v)
soap
teeth
thoroughly
voice
washing powder
wish (v)

Chapter 26

advise
approve
avoid
boil
brake (n)
butter (n)
CD-Rom
can't stand (= don't like)
cigarette
connect
continue
copy (v)
cook (n)
crash
cross (adj)
design

download
expect
file
government
headmaster
help (v)
important
Internet
inventor
keep
kick (v)
laboratory
mouse
offer
oil (v)
order (v)
pan
persuade
post (v)
refuse
risk (v)
schoolwork
seem
smoke (v)
smoker
smoking
squeak (v)
stairs
suggest
sweet (n)
time (v)
virus
visit (v)
website

Chapter 27

race (n)
copy (n)

Chapter 28

disappear
guided tour
keeper
passage
recently
result (n)
sanctuary
seal
secret (adj)
shout (v)
silly
trap (v)

Forms of verbs

Long forms

Present simple of be

I am	I am not
you are	you are not
he is	he is not
she is	she is not
it is	it is not
we are	we are not
you are	you are not
they are	they are not

Present simple

I like	I do not like
you like	you do not like
he likes	he does not like
she likes	she does not like
it likes	it does not like
we like	we do not like
you like	you do not like
they like	they do not like

Present continuous

I am working	I am not working
you are working	you are not working
he is working	he is not working
she is working	she is not working
it is working	it is not working
we are working	we are not working
you are working	you are not working
they are working	they are not working

Past simple of be

I was	I was not
you were	you were not
he was	he was not
she was	she was not
it was	it was not
we were	we were not
you were	you were not
they were	they were not

Past simple of regular verbs

helped	did not help
--------	--------------

Past simple of irregular verbs

went	did not go
------	------------

Past continuous

I was working	I was not working
you were working	you were not working
he was working	he was not working
she was working	she was not working
it was working	it was not working
we were working	we were not working
you were working	you were not working
they were working	they were not working

Short forms

I'm	I'm not
you're	you aren't
he's	he isn't
she's	she isn't
it's	it isn't
we're	we aren't
you're	you aren't
they're	they aren't

I don't like
you don't like
he doesn't like
she doesn't like
it doesn't like
we don't like
you don't like
they don't like

I'm working
you're working
he's working
she's working
it's working
we're working
you're working
they're working

I'm not working
you aren't working
he isn't working
she isn't working
it isn't working
we aren't working
you aren't working
they aren't working

I wasn't
you weren't
he wasn't
she wasn't
it wasn't
we weren't
you weren't
they weren't

didn't help

didn't go

I wasn't working
you weren't working
he wasn't working
she wasn't working
it wasn't working
we weren't working
you weren't working
they weren't working

Questions

am I?
are you?
is he?
is she?
is it?
are we?
are you?
are they?

do I like?
do you like?
does he like?
does she like?
does it like?
do we like?
do you like?
do they like?

am I working?
are you working?
is he working?
is she working?
is it working?
are we working?
are you working?
are they working?

was I?
were you?
was he?
was she?
was it?
were we?
were you?
were they?

did... help?

did... go?

was I working?
were you working?
was he working?
was she working?
was it working?
were we working?
were you working?
were they working?

Long (and short) forms

Present perfect simple

I **have** (I've) worked
 you **have** (you've) worked
 he **has** (he's) worked
 she **has** (she's) worked
 it **has** (it's) worked
 we **have** (we've) worked
 you **have** (you've) worked
 they **have** (they've) worked

I **have not** (I haven't) worked
 you **have not** (you haven't) worked
 he **has not** (he hasn't) worked
 she **has not** (she hasn't) worked
 it **has not** (it hasn't) worked
 we **have not** (we haven't) worked
 you **have not** (you haven't) worked
 they **have not** (they haven't) worked

Questions

have I worked?
have you worked?
has he worked?
has she worked?
has it worked?
have we worked?
have you worked?
have they worked?

Present perfect continuous

I **have been** (I've been) working
 you **have been** (you've been) working
 he **has been** (he's been) working
 she **has been** (she's been) working
 it **has been** (it's been) working
 we **have been** (we've been) working
 you **have been** (you've been) working
 they **have been** (they've been) working

I **have not been** (I haven't been) working
 you **have not been** (you haven't been) working
 he **has not been** (he hasn't been) working
 she **has not been** (she hasn't been) working
 it **has not been** (it hasn't been) working
 we **have not been** (we haven't been) working
 you **have not been** (you haven't been) working
 they **have not been** (they haven't been) working

have I been working?
have you been working?
has he been working?
has she been working?
has it been working?
have we been working?
have you been working?
have they been working?

IRREGULAR VERBS

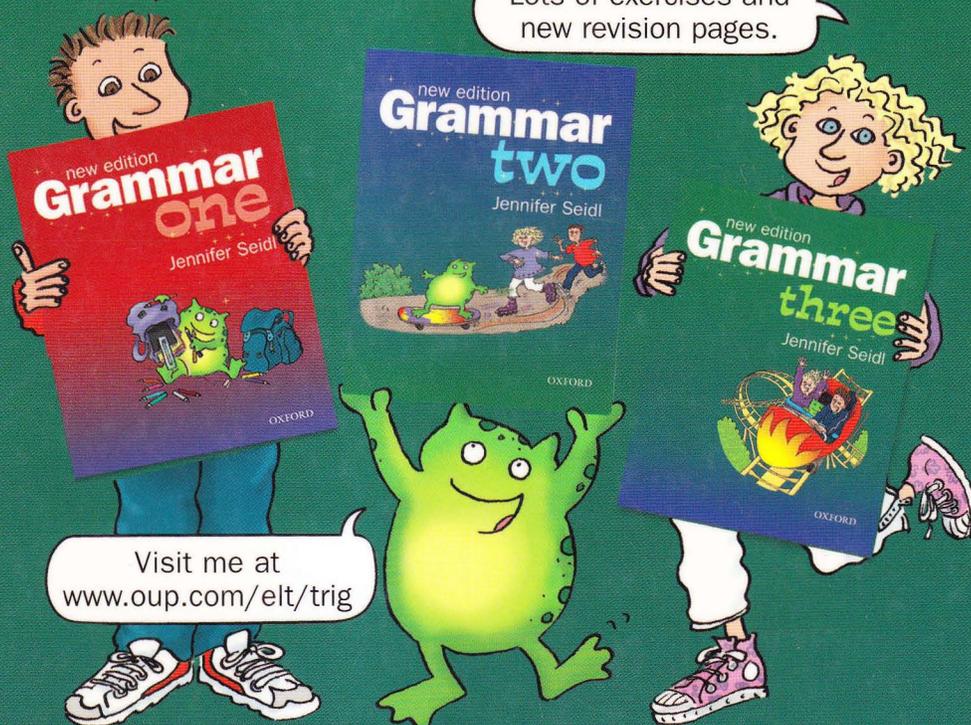
Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	light	lit	lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	sew	sewed	sewn
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written
know	knew	known			

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