# Oxford Grammar 5 for Schools

Student's DVD-ROM OXFORD

#### OXFORD

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### Introduction

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

Each unit begins with a 'Can do' statement, which summarizes what students will be able to achieve on completion of the unit. At the end of each unit is a selfevaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation. At the end of the book there are nine pages of extra information for the information gap activities, a reference section containing form tables, and an irregular verb list.

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

#### Student's DVD-ROM

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

<b>0.0</b> (= 0.0 track number)	Listening activity
	Speaking activity
GAME	Game
	Extended writing activity
٢	Pronunciation activity
*	Introductory exercise
· · · · · · · · · · · · · · · · · · ·	Moderately challenging exercise
· · · · · · · · · · · · · · · · · · ·	Most challenging exercise

#### Key to the symbols

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

### Contents

1	Countable and uncountable nouns; articles	Countable and uncountable nouns Articles: <b>a/an/some/any/the</b> /no article	6
2	Quantifiers	(Not) much, (not) many, several, lots, a lot of, (a) few, (a) little Too much, too many, (not) enough	11
3	Pronouns	Reflexive and emphatic pronouns: <b>myself</b> , etc. Indefinite pronouns: <b>someone</b> , <b>everywhere</b> , etc.	16
Rev	ision 1 Units 1–3		21
4	Revision of tenses	Present simple; <b>have</b> ( <b>got</b> ) Present continuous Past simple; past time expressions Past continuous; <b>when/while</b>	25
5	The present	Present simple or present continuous? State verbs and action verbs	30
6	The past	Present perfect, past simple, past continuous, past perfect Adverbs and time expressions: just/already/yet/still/ever/ never/for/since Present perfect continuous; recently/lately Used to and be/get used to	35
7	The future	Will, be going to and present continuous Shall Present simple with a future meaning; before/after/ as soon as/by the time/until/when/while Future continuous and future perfect	41
Rev	ision 2 Units 4–7		46
8	The <b>-ing</b> form and the infinitive	The <b>-ing</b> form; after <b>go</b> ; adjective + preposition combinations The infinitive without <b>to</b> and with <b>to</b> ; <b>make/let</b> ; sense verbs The infinitive with <b>to</b> or the <b>-ing</b> form; <b>stop/try/remember</b>	50
9	Reported speech	Reported statements; tense changes; time and place references Reported questions; ' <b>Could you tell me?</b> '/' <b>Let's ask</b> '	55
10	Reporting verbs + object + the infinitive	Common reporting verbs; reporting a request; reporting an order	61
11	Sentences with it	It used with weather/distance/time; it takes; it and there	64
12	Verbs with two objects	Make/give/send/offer with two objects; indirect and direct objects	67
Rev	ision 3 Units 8–12		70
13	Ability and requests	Ability: <b>can/can't, could, be able to, managed to</b> Requests: <b>can, could, would, may</b>	74
14	Necessity and obligation	Must, have to, need to, can Had to, needed to, needn't have, couldn't	79
15	Plans, predictions and guesses	Making plans ( <b>shall, could, would</b> ) Predictions ( <b>might, may, will</b> ) Guesses and speculations ( <b>must, might, could, can't</b> )	84
-	ision 4 Units 13–15		89

4 Contents

16		1		
	Questions and question tags       Questions: subject and object questions; What + noun; How + adjective; Whatfor?; Whatlike?         Question tags			
17	Relative clauses and exclamatory sentences	Defining relative clauses: <b>who/that/which/whose/where</b> ; omission of relative pronoun Non-defining relative clauses Exclamatory sentences: <b>How</b> + opinion adjective; <b>What</b> + adjective/noun	98	
Rev	ision 5 Units 16–17		103	
18	Zero and first conditional	Zero conditional First conditional; <b>if/unless</b>	107	
19	Second and third conditional	Second conditional Third conditional		
20	Be glad, wish, if only, would rather	Wish and if only with past tenses; <b>be glad/pleased</b> (that) Wish + would; would rather + past simple	117	
Rev	ision 6 Unit 18–20		122	
21	Comparative and superlative forms	Comparative and superlative adjectives; <b>not as as</b> Comparative and superlative adverbs	126	
22	Adjectives and adverbs of degree       Position of adjectives; present participle adjectives; past participle adjectives         Order of adjectives       Order of adjectives         Adverbs of degree: very/really/rather/quite		131	
23	Adverbs: frequency, manner, place and time	Adverbs of frequency Adverbs of manner, time and place	136	
24	So and such	<b>So</b> + adjective/adverb/quantifier; <b>such</b> + adjective + noun/quantifier	141	
Rev	ision 7 Units 21–24		144	
	ision 7 Units 21–24 Prepositions of time, place and movement	Prepositions of time Prepositions of place Prepositions of movement	144 148	
25	Prepositions of time, place	Prepositions of place		
25 26	Prepositions of time, place and movement	Prepositions of place Prepositions of movement Prepositions and conjunctions: while/when/so/even though/ until/during/by/except	148	
25 26 27	Prepositions of time, place and movement Linking words Present and past simple	Prepositions of place Prepositions of movement Prepositions and conjunctions: while/when/so/even though/ until/during/by/except As and like Active and passive Present simple passive	148	
25 26 27 28	Prepositions of time, place and movement Linking words Present and past simple passive Future simple passive and	Prepositions of place Prepositions of movement Prepositions and conjunctions: while/when/so/even though/ until/during/by/except As and like Active and passive Present simple passive Past simple passive Future simple passive	148 154 157	
25 26 27 28 29	Prepositions of time, place and movement Linking words Present and past simple passive Future simple passive and <b>might</b>	Prepositions of place Prepositions of movement Prepositions and conjunctions: while/when/so/even though/ until/during/by/except As and like Active and passive Present simple passive Past simple passive Future simple passive Passive with might + be/get	148 154 157 162	
25 26 27 28 29	Prepositions of time, place and movement Linking words Present and past simple passive Future simple passive and might Have something done	Prepositions of place Prepositions of movement Prepositions and conjunctions: while/when/so/even though/ until/during/by/except As and like Active and passive Present simple passive Past simple passive Future simple passive Passive with might + be/get	148 154 157 162 166	
25 26 27 28 29 Rev 30	Prepositions of time, place and movementLinking wordsPresent and past simple passiveFuture simple passive and mightHave something doneision 8Units 25–29	Prepositions of place         Prepositions of movement         Prepositions and conjunctions: while/when/so/even though/ until/during/by/except         As and like         Active and passive         Present simple passive         Past simple passive         Passive with might + be/get         Have something done: various tenses and different modal verbs         Phrasal verbs with object/no object	148 154 157 162 166 169	
25 26 27 28 29 Rev 30 Rev	Prepositions of time, place and movementLinking wordsPresent and past simple passiveFuture simple passive and mightHave something doneision 8Units 25–29Phrasal verbsision 9All units	Prepositions of place         Prepositions of movement         Prepositions and conjunctions: while/when/so/even though/ until/during/by/except         As and like         Active and passive         Present simple passive         Past simple passive         Passive with might + be/get         Have something done: various tenses and different modal verbs         Phrasal verbs with object/no object	148         154         157         162         166         169         173         176	
25 26 27 28 29 Rev 30 Rev	Prepositions of time, place and movementLinking wordsPresent and past simple passiveFuture simple passive and mightHave something doneision 8Units 25–29Phrasal verbs	Prepositions of place         Prepositions of movement         Prepositions and conjunctions: while/when/so/even though/ until/during/by/except         As and like         Active and passive         Present simple passive         Past simple passive         Passive with might + be/get         Have something done: various tenses and different modal verbs         Phrasal verbs with object/no object	148         154         157         162         166         169         173	

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

#### Countable and uncountable nouns

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







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

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

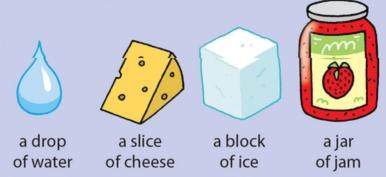
There are some irregular plural forms.

 $man \rightarrow men \quad woman \rightarrow women \quad child \rightarrow children$   $person \rightarrow people \quad foot \rightarrow feet \quad tooth \rightarrow teeth$   $sheep \rightarrow sheep \quad mouse \rightarrow mice \quad goose \rightarrow geese$  $radio \rightarrow radios$  We use uncountable nouns to talk about substances and forces which can't be counted: *rice*, *water*, *weather*, *electricity*, *space*.

This includes many

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

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



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

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

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

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

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

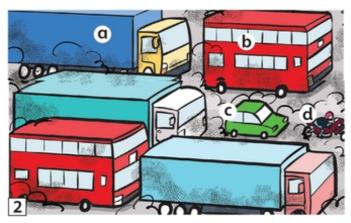
#### \*1 Are the <u>underlined</u> nouns countable (C) or uncountable (U)?

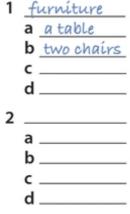
- I've got a good idea!
- Was the weather good? \_\_\_\_
- 1 Have you got an <u>umbrella</u>? \_\_\_\_\_
- 2 Where are the keys? \_\_\_\_\_
- 3 It takes time to learn a language. \_\_\_\_ 9 What are your hopes for the future? \_\_\_\_
- 4 We need 300 grams of sugar.
- 5 Is it made of glass? \_
- 6 He's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

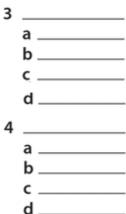
- 10 Could I have a glass of water? \_\_\_\_\_
- **2** Work in pairs. Label the pictures with the words in the box. Use *a, an* or a number with the countable nouns. Use a plural form where necessary. Numbers 1-4 are vocabulary topics.

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

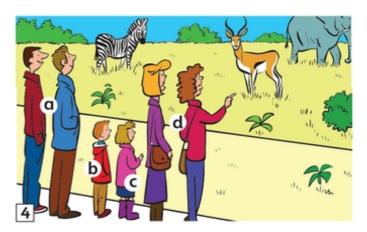












GAME Vocabulary mind map game. Work in teams. How many countable nouns can you think of for these topics? You have five minutes!

money education music water

#### 👯 🚺 1.1 Circle the correct option. Then listen and check.



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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We also use no article before places when the function of the place is more important than the

building. When the building is more important we use an article.

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

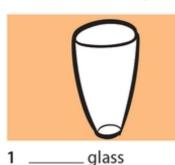
This rule also applies to prison, hospital and university. My brother's in **hospital** for an operation. The bus stops at the hospital.

7

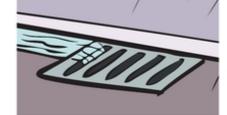
\*6 Look at the pictures and write a, an or some.



some orange juice



8



water

2

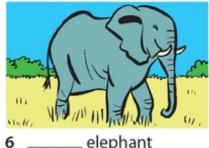




pollution

wheel

5



elephant



plants

Countable and uncountable nouns; articles

\* 7 ③ 1.2 Listen to these sentences. How is the pronounced? Is it /ðiː/ or /ðə/? Circle the pronunciation you hear. Answer the question, then listen again and repeat.

1 She had the tickets.  
2 We saw the elephants.  
3 I washed the uniform.  

$$a / \delta i : / b / \delta a /$$
  
 $a / \delta i : / b / \delta a /$ 

- 4 He's selling the MP3 players. a /ði:/ b /ðə/
- 5 When do we always pronounce the as /ðir/?
  - a before a vowel sound
  - b before a vowel letter
- \*8 1.3 What do the speakers say? Listen and tick ✓ a or b.
  - 🕨 a 🛛 found a ring. 🖌
    - **b** I found some rings.
  - 1 a I can see a plane. 🗌
    - **b** I can see the plane.
  - 2 a He made chairs. 🗌
    - **b** He made the chairs.
  - 3 a We've got an idea. 🗌
    - **b** We've got some ideas.
  - 4 a Those are eggs.
    - **b** Those are the eggs.
  - 5 a Open the window.
  - **b** Open a window.
  - 6 a It's the university.
    - **b** It's a university.
  - 7 a It was the hour before bedtime.b It was an hour before bedtime.

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

- 'I bought <u>some</u> magazines for you.'
   'Thanks. Where are they?'
   'In <u>the</u> living room.'
- 'Can I have \_\_\_\_\_ piece of toast with \_\_\_\_\_ butter, please?'
   'Yes, of course.'
   'Is there \_\_\_\_\_ jam?'
   'No, I'm afraid not. Do you want \_\_\_\_\_ apple?'
   'No, thanks.'
- 2 'What's that? Is it \_\_\_\_\_ pen?' 'No, it's \_\_\_\_\_ torch I told you about.'

3 'I can see \_\_\_\_\_ butterflies.' 'Where?'

'Over there, by \_\_\_\_\_ trees.'

- 4 'Did you have \_\_\_\_\_ swimming lesson today?' 'No, because there was \_\_\_\_\_ problem with \_\_\_\_\_ water.'
- 5 'We need \_\_\_\_\_ sugar for this dessert.' 'Do we need a lot?'
- 'No, just \_\_\_\_\_\_ spoonful of brown sugar.' 6 'Look, I got \_\_\_\_\_\_ new plates. Do you like
- \_\_\_\_\_ design?' 'Yes. I like \_\_\_\_\_ little blue flowers in \_\_\_\_\_

middle:

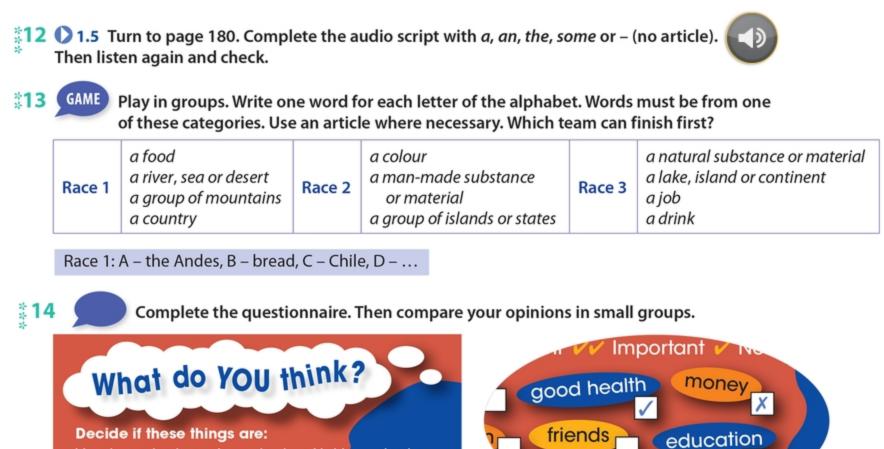
'Me too. Unfortunately there weren't \_\_\_\_\_ cups or bowls in the same style.'

#### \*10 Complete the sentences with the or - (no article).

- They're skiing in <u>the</u> Alps.
- 1 I'd like to speak to \_\_\_\_\_ manager.
- 2 I don't usually like \_\_\_\_\_ tomatoes but I like \_\_\_\_\_ tomatoes my grandfather grows.
- 3 These two colours make \_\_\_\_\_ blue.
- 4 It lives in \_\_\_\_\_ Mediterranean Sea.
- **5** Can you play \_\_\_\_\_ piano?
- 6 It's made of \_\_\_\_\_ butter and \_\_\_\_\_ oil.
- 7 What time do you have \_\_\_\_\_ lunch?
- 8 Look at \_\_\_\_\_ moon!
- 9 She comes from \_\_\_\_\_ Philippines.
- **10** They had \_\_\_\_\_\_ fun yesterday.
- 11 1.5 Work in small groups. Look at the photo and write the answers to the questions. Guess if you don't know. Then listen and check.



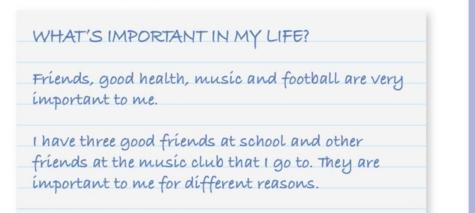
- Which continent is it?
  - South America X
- 1 Which continent is it?
- 2 Which country is it?
- 3 What's in the big pots?
- 4 What are the men going to do next?



Very important 🗸 Important 🗸 Not important 🗴



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



My friend Sidney is a ...

**\*15** 

#### Self-evaluation Rate your progress.

I think good health is important, and

education. Money's not important.

the environment

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

what's important in life?

What do you think?

	00	



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

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



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

uncountable nouns	

much a little/a bit of little/not much

uncountable nouns and plural countable nouns

lots of/a lot of no

#### plural countable nouns

many a couple of several few/not many a few

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

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



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

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

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

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

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

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

**Few** and **little** (without **a**) have a negative meaning. I'm afraid I've made **little progress** this afternoon. They planted a lot of seeds but **few** plants grew. \*1 Complete the description with the quantifiers in the box.

several a couple of a few



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

many several much

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

a little a lot of several a few

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

a lot of much a couple of a bit of

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

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

Ben: How was your concert, Jason? Did ▶ many/ much people come?

- Jason: No. <sup>1</sup>Many / Lots of people asked about tickets, but on the night very <sup>2</sup>a few / few people came. It was disappointing.
- Ben: What a shame. You spent <sup>3</sup>much / a lot of time practising, didn't you?
- Jason: Yes, but we had <sup>4</sup>no / a little time to practise with Leo, our new violinist. On the positive side, Leo was fantastic. He hasn't played in public <sup>5</sup>a few / many times, but he was brilliant! <sup>6</sup>A couple of / Few people from the local newspaper wanted to talk to him afterwards.

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

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

In my picture there's a lot of shampoo.

In my picture there isn't much shampoo.



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

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

What do you need ...

... to play tennis?

... to make a picnic for 20 people?

... to wash a very dirty car?

... to make a cake?

... to build and light a fire?

... to wrap a present?

... to make your favourite drink?

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

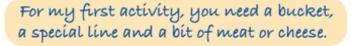


Write about three more activities and what you need to do them. Use quantifiers. Keep your activities secret.

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

**GAME** 

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



Is it fishing? Yes, that's right!

\*3

#### Too much, too many, enough/not enough

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



There are too many chairs.



There are **enough** chairs.



There aren't enough chairs.

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

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

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

- a a holiday \_\_\_\_
- **b** a bag
- c a restaurant \_
- d an ice-cream
- e a plane journey \_\_\_\_
- **f** a film
- \* 8 2.2 Listen again. Is each person happy or unhappy? Draw ☺ or ⊗.

	+++ 🔅	too many + plural countable nour
	You ask <b>too m</b>	any questions!
	+++ 🛞	too much + uncountable noun
	There's too mu	uch water in the bath.
	✔ 😳	enough + plural countable or uncountable noun and questions
	l've got <b>enoug</b> Have you got o Are there <b>eno</b> g	enough batteries?
	🛞	not enough + plural countable noun or uncountable noun
		e <b>nough breakfast</b> . ght <b>enough apples</b> .
	We pronounce	enough as /ɪ'nʌf/.
	We often use <b>fo</b> There's enough f	or + noun or pronoun after <b>enough</b> . food <b>for them.</b>
	We can also add	d a <b>to</b> -infinitive to <b>enough</b> to add
	more informati I haven't got end	on. Dugh money <b>to buy</b> it now.
	We can combin <b>to</b> + infinitive.	e <b>enough</b> + noun + <b>for</b> + pronoun +
1	There won't be e	e <b>nough</b> time <b>for</b> us to have lunch. I <b>h</b> chairs <b>for</b> everyone to sit down.

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

- 9 2.3 Circle the correct option. Then listen and check.
  - There are too many / much programs on this computer.
  - 1 Have you got enough / too much rice, or would you like some more?
  - 2 There isn't sugar enough / enough sugar to make a cake.
  - 3 He's got too much / many spare time!
  - 4 Is there enough hot water for / to me for / to have a bath?
  - 5 We don't need any more paper. We've got enough / enough paper.
  - 6 Don't eat any more biscuits. You've already had too many biscuits / too many.

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

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

#### **\$12**

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

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

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

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

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

How many? Just a couple or a lot?

Maybe four.

Ten computers ... That's £1,000 – too much money, I thínk.

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

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

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

What's right for you?We're all different. Some people love being with people and they need > Lots of friends. For them, ten friends isn't ' Other people don't need '2 good friends - just two or three. For them, ten friends is '3Tick the best answers for you then compare your answers with ' different friends. You'll be surprised at how different your answers are!	More th About f 2 Sleep - Nine ho Seven f 3 Time al Yes, I n I need 9 No. I ne hour a 4 Chocol	nan 50.	do yo Eight hours Six hours. [ ot asleep – i – al – about	ree or four. [ of really go ou need a ni s s it importan bout two ho an hour a da _ – about ha u eat a day?	od friends.
<ul> <li>14 2.4 Read the questionnaire again. Listen to Write F for Frank and A for Alison.</li> <li>Who needs a lot of friends? <u>F</u> 2</li> </ul>		talking abo	out their ans	wers. 🕡	
	Who eats som tionnaire. The	e chocolate n talk abou	every day?	ers in small g	groups.
<ul> <li>1 Who doesn't need much sleep?3</li> <li>Tick v your own answers to the quest How many friends do you need?</li> <li>A couple of good friends is enough for Really? I need more than 50. More than 50! The Write about the city, town or village vyou live. Do you have enough of these states are states and states are states and states are states and states are s</li></ul>	Who eats som tionnaire. The or me. hat's a lot! where se things,	e chocolate n talk abou	every day? I <b>t your answ</b>	ers in small g	groups.
<ul> <li>1 Who doesn't need much sleep?3</li> <li>Tick v your own answers to the quest How many friends do you need?</li> <li>A couple of good friends is enough for Really? I need more than 50. More than 50! The Write about the city, town or village v you live. Do you have enough of these too much, or too many? Add your ow shops markets pollution buses parks</li> </ul>	Who eats som tionnaire. The or me. hat's a lot! where se things,	e chocolate en talk abou Self- 1 2 3 4 5 6 7	every day? I <b>t your answ</b>	ers in small g	groups.
<ul> <li>1 Who doesn't need much sleep?3</li> <li>Tick v your own answers to the quest How many friends do you need?</li> <li>A couple of good friends is enough for Really? I need more than 50. More than 50! The Write about the city, town or village v you live. Do you have enough of these too much, or too many? Add your ow shops markets pollution buses parks</li> </ul>	Who eats som tionnaire. The or me. that's a lot! where se things, in ideas. flowers	e chocolate en talk abou Self- 1 2 3 4 5 6	every day? I <b>t your answ</b>	ers in small g	groups.

## Pronouns

I can use reflexive, emphatic and indefinite pronouns.

#### **Reflexive and emphatic pronouns**

Reflexive and emphatic pronouns have the same form.

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

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

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

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

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

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

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

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

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

George grew those flowers **himself**. We managed to fix the computer **ourselves**.



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

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

We use reflexive pronouns after some verb + adjective preposition combinations. You should be proud of yourself.

Jason never believed in himself.

However, we use object pronouns, not reflexive pronouns, after prepositions of place. I heard a noise **behind me**. We noticed someone standing **near us**.

There are some idioms with reflexive pronouns. I'm sure they will behave themselves! (= be good) Enjoy yourself! (= have fun) Make yourself at home. (= behave as if this was your home) Help yourself to hot drinks. (= take as many as you want) I went to the cinema by myself. (= alone) \*1 Complete the sentences with the correct subject pronoun.

> 2 Are \_\_\_\_\_ proud of themselves? 3 \_\_\_\_\_ introduced ourselves.

4 \_\_\_\_\_ must look after yourselves.

7 Can \_\_\_\_\_ see yourself in this photo?

2 O 3.1 Listen to the stress in sentences a-g

and answer questions 1 and 2. Then listen again

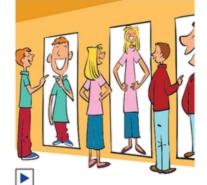
8 \_\_\_\_\_ fixed the computer myself.

It switched itself off. can teach himself.

5 \_\_\_\_\_ was by itself.
 6 \_\_\_\_\_ hurt herself.



#### \*4 Circle the correct option.













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

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

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

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

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

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

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

?

#### Indefinite pronouns

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

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

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

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

However, we can use **some-** in questions if we are making a request or an offer. *Can I have* **something** *else? Would you like* **someone** *to help you?* 

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

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

I'd like to live **somewhere hot**. Are you doing **anything special** this weekend?

#### ★ 7 Tick ✓ the correct indefinite pronoun.

- Have you found <u>anything</u>?
  - a anything 🖌 b everywhere 🗌
- 1 I didn't break \_\_\_\_\_\_.
- a somewhere b anything2 You won't see this \_\_\_\_\_ else.
- a someone **b** anywhere
- 3 Let's tell \_\_\_\_\_\_ our news!
  - a anybody b everybody
- 4 I'd like to buy \_\_\_\_\_\_ for Sally.
- a something b anything
- 5 \_\_\_\_\_\_ else knows just you and me.
- a Everyone 📄 b No one 🗌
- 6 Put the money \_\_\_\_\_\_ safe. a somewhere b something

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

We haven't got **anything for Beth**. Let's find **somewhere to eat**. I can't see **anyone I know**.

We use indefinite pronouns with **every-** and **no-** to mean *all* and *none*. We use them with a singular verb. **Everyone** has gone home. (= all the people) We saw **nothing**. (= We didn't see anything.) **Everywhere** is closed. (= all places) I've looked **everywhere.** (= in all places)

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

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

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

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

- 8 3.3 Listen. Are the <u>underlined</u> vowel sounds the same (S) or different (D)? Listen again and repeat.
  - Nowhere's open. S/ D
  - 1 I can see someone. S / D
  - 2 Someone's up there! S / D
  - 3 He said something funny. S / D
  - 4 He said something wrong. S / D
  - 5 There's nothing on the bed.  $\,$  S / D  $\,$
  - 6 There's nothing under the bed. S / D
  - 7 Did you catch anything? S / D
  - 8 Did you get anything? S / D

## Somplete each sentence with an indefinite pronoun using a word from each box.

<del>any</del> any every no no some some

one one one thing thing where where

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

#### **10** Circle the correct option.

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

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

- 1 <u>c</u> a buying train tickets
- 2 \_\_\_\_ b looking at old photos
- 3 \_\_\_\_ c walking in the countryside
- 4 \_\_\_\_ d shopping for food
  - playing a game
    - f planning a trip to another country
- 12 3.4 Listen again and complete the summaries with these words and phrases.

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

#### **Conversation 1**

- The boys can't see <u>anyone</u>.
- They want to find somewhere \_\_\_\_\_
- 2 They can't see \_\_\_\_\_ good.

#### **Conversation 2**

3 The boy's thinking of \_\_\_\_\_, not something.

#### **Conversation 3**

- 4 The girls haven't got \_\_\_\_\_\_.
- 5 They need to get something \_\_\_\_\_\_.

#### **Conversation 4**

- 6 The woman was somewhere \_\_\_\_\_ in 1986.
- 7 Linda is someone \_\_\_\_\_\_.
- 8 She hasn't been \_\_\_\_\_\_.

\*13 GAME

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

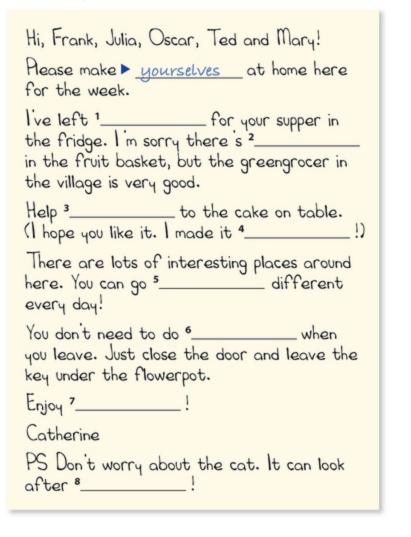
## Write the name of: something fast. a car 1 something blue. 2 something sweet. 3 something yellow. 4 something dangerous. 5 somewhere hot. 6 somewhere cold. 7 somewhere dry. 8 somewhere wet. 9 someone tall. 10 someone famous. 11 someone funny. 12 someone clever.

14 Talk

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

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

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





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

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

Dear Catheríne Thank you! We've had a wonderful week here.

On Monday, we met someone very

interesting. He...

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



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

Can you make yourself cry, Daisy?

No, I can't.

Can you make yourself cry, Ronny?

Yes, I can.

Find someone who...

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

Se	Self-evaluation Rate your progress.			
	<u> </u>	00		
1				
2				
3 4				
1 2 3 4 5 6 7 8 9				
6				
7				
9				
10				
11				
12				
13 14				
15				
16				
17				
18				

## Revision 1 Units 1–3

### Reading

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



#### Uses

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

#### **Rice figures**

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

#### World famous rice dishes

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

#### White rice or brown?

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

#### **Rice painters**

Micro artists can paint, draw or carve a design on a single grain of rice.

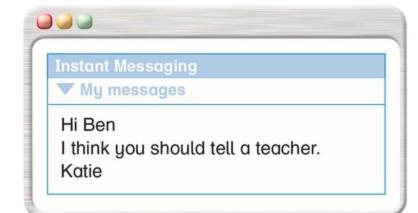
They use Chinese ink and verv



- What is the writer's main purpose in writing this text?
  - A to explain why people like rice
  - **B** v to present a variety of facts about rice
  - **C** to describe how people use rice in different ways
  - D 🔄 to encourage people to eat brown rice
- 1 According to the text, which of these is a 'staple' food?
  - A meat B fish C bread D snacks
- 2 The 'Rice figures' section includes information about
  - A toothpaste made from rice.
  - **B** where people grow rice.
  - C rice farming.
  - **D** the health benefits of rice.

- 3 Someone has identified the exact
  - A year that people started eating rice.
  - **B** number of tons of rice that the world produced in 2003.
  - C number of rice plant varieties.
  - **D** quantity of water a farmer needs to produce a kilo of rice.
- 4 According to the text, white rice
  - A tastes good in Chinese fried rice and other rice dishes from around the world.
  - B helps our bodies digest food.
  - C contains lots of minerals and B vitamins.
  - **D** doesn't contain enough fibre for a healthy diet, compared to brown rice.

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



Katie thinks Ben should tell

- A 🗌 his teacher.
- B 🖌 any teacher it's not important which teacher.
- C her teacher.

Help yourself to juice or 2 water!

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



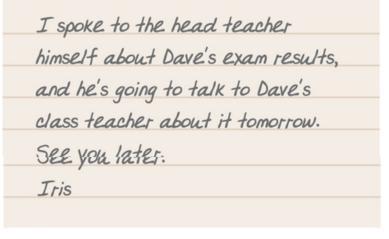
- 2 A Too many people have bought tickets for the concert.
  - B Nobody has bought a ticket for the concert.
  - C Some people (but not enough people) have bought tickets for the concert.

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

Thank you again.

#### **Manor School Library**

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



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

#### Hi Bella

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

Jenny

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

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

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

<sup>2</sup>\_\_\_\_\_ knows the exact origins of the Maasai people. <sup>3</sup>\_\_\_\_\_ historians say they come from Egypt or from North Africa. The Maasai <sup>4</sup>\_\_\_\_\_ say they come from a valley in the north of Africa.

Maasai people own large numbers of <sup>5</sup>\_\_\_\_\_, goats and cows. They follow their animals around, looking for grass and water.

Maasai men are very tall. Every Maasai <sup>6</sup>\_\_\_\_ wears a red checked blanket and has a long stick which he holds in front of <sup>7</sup>\_\_\_\_.

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

These days the traditional Maasai ways are changing. <sup>9</sup>\_\_\_\_ Maasai people live in permanent homes in towns and <sup>10</sup>\_\_\_\_. They sell things like jewellery or do paid work.



1 2 3 4 5 6 7 8	A A A A A A A A		B B B B B B	- Anybody A couple they sheep people he for		some the Nobody Some them money man him to		None - some moneys men his of
		– Much		for A lot	_	to Few	_	of Many
10	А	cites	В	citys	С	cities	D	city

#### Writing

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

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

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

Write 35-45 words.

#### Listening

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

### ART DAY June 10th

A day for ▶<u>famílíes</u>! Everyone's welcome, including <sup>1</sup>\_\_\_\_\_ Expert help for beginners. More experienced artists can work in ↓ groups or by <sup>2</sup>\_\_\_\_\_.

#### Materials

We will provide <sup>3</sup>\_\_\_\_\_ that you need: paint, <sup>4</sup>\_\_\_\_\_, paper and card, clay, special coloured inks (New!!)

Price: £5.00 per ⁵\_

#### What to bring

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

Enjev \*\_\_\_\_!

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

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

### Speaking

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





#### 9 Work in pairs. Ask and answer these questions.

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

## Revision of tenses

I can recognize and use present and past tenses.

#### Present simple

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

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

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

For more information on spelling rules, see page 189.

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

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

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

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

#### 2 Complete the guestions with do or does.

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



Have is more formal than have got. I haven't got blue eyes. Austria doesn't have a coast.

: 3

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

Has your best friend got blue eyes?

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



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

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

#### Present continuous

\* **5** 

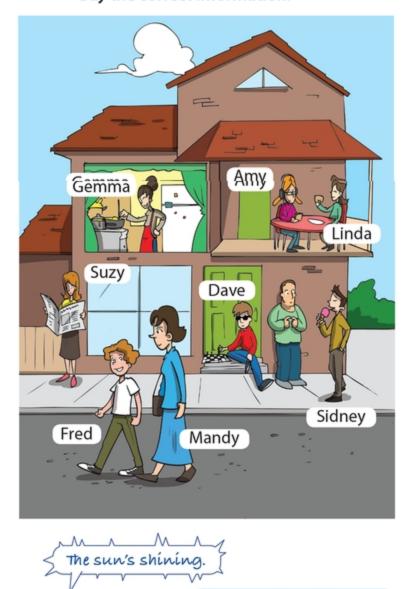
We use the present continuous to talk about situations and events that are happening at or around the time of speaking.

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

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

We use the present continuous when the situation or event is in progress right now. He's wearing a white shirt. I'm not using the computer at the moment.

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



Sidney's eating an apple.

Yes, the sun's shining.

No, he isn't eating an apple.

He's eating an ice-cream.

We also use the present continuous to talk about temporary situations. 'Are you **preparing** for your exams this week?' 'Yes, we are.'

We use the present continuous to talk about future plans and arrangements. I'm having lunch at Dave's house tomorrow.

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

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

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

Is she wearing black shoes?

- Complete the sentences with the present continuous form of the verb in brackets.
  - I'm studying (study) eight different subjects.
  - 1 In English we \_\_\_\_\_\_ (revise) present and past tenses at the moment.
  - 2 In literature we \_\_\_\_\_ (read) short stories by a Russian writer.
  - 3 In music I \_\_\_\_\_ (prepare) a piece for a concert.
  - 4 In science we \_\_\_\_\_ (learn) about energy and electricity.
  - 5 In maths we \_\_\_\_\_ (do) algebra.
  - 6 In sport I \_\_\_\_\_ (improve) my swimming times.
  - 7 In history I \_\_\_\_\_ (write) about the kings and queens of Spain.
  - 8 In art, the teacher \_\_\_\_\_ (help) me with a large painting.

8

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

write read revise learn study learn about practise improve design

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

#### Past simple

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

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

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

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

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

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

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

We often use past time expressions with the past simple.

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

For more information on past tenses, see Unit 6.

## 9 4.2 What did Linda do at the weekend? What didn't she do? Listen and tick

TO DO THIS WEEKEND:
Do my homework 🖌
Phone Tanya ×
Goswimming
Buy a present for Cathy
Buy postcards for school project
Get DVDs from library
Finish my book
Relax!

**\$10** 

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

Línda díd her homework. She dídn't phone Tanya. Complete the text with the past simple form of the verbs in brackets.

#### 000

## AMAZING WORLD RECORDS

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

FILM: In 2006, an Indian boy <sup>1</sup>\_\_\_\_\_ (direct) a full-length film. He <sup>2</sup>\_\_\_\_\_ (be) just nine years old.

SPORT: In 2010, a Danish man <sup>3</sup>\_\_\_\_\_ (swim) under ice for 72m. He <sup>4</sup>\_\_\_\_\_ (not use) any special equipment.

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

\*12

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



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

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

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

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

You didn't go swimming last week.

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

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

#### Past continuous

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

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

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

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

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

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

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

#### 16 Circle the correct option.

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

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

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

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

For more information on past tenses, see Unit 6.

- 17 Write questions using the past simple and past continuous.
  - you/talk about school/while you/have dinner last night?

<u>Díd you talk about school while you were</u> <u>having dinner last night?</u>

- 1 you/listen to music/while you/do/your homework yesterday?
- 2 it/rain/when you/wake up this morning?
- 3 you/listen to the radio/while you/have breakfast today?
- 4 you/see/anything interesting/when you/travel to school this morning?
- 5 what/your friends/do/when you/arrive/at school today?
- **\*18**

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

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

> No, I dídn't. I had dínner with my síster because my dad was working. We talked about a TV programme.

### Life-saving teenager

15-year-old Henry Pulman **comes / is coming / was coming** from a small seaside village. He **'loves / is loving / loved** the water and he regularly **2swims / was swimming / swum** in the sea with his friends.

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

Henry <sup>7</sup>wore / was wearing / is wearing swimming shorts. He <sup>8</sup>'s going / was going / went straight into the water while his friends <sup>9</sup>called / were calling / call the emergency services.

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

The boy in the water was 12-year-old 'At first I > was enjoying (enjoy) th Jamie 1 (say) later. 'Th 2 (start) to pull me and frightened, so I 3 (sho	ne rough sea,' hen the water d I got
'Suddenly I <sup>4</sup> (see) He water near me. I was very happy to s 'The sea here is very rough and dang	ee him.
explained to me. 'I can't help you swim back to the bea man <sup>5</sup> (come) here in take us to the beach.' While we <sup>6</sup>	a boat. He'll
(wait) for the boat Henry 7 to me and 8 (keep) me (believe) he saved m	(chat) e calm.' I <b>°</b>
The experience has had a big effect of 'A few weeks ago, I <sup>10</sup> what job I'd like to do. Now, I <sup>11</sup> (want) to train as a life-guard. I <sup>12</sup> (meet) a life-guard at the local swimn week and she's going to talk to me ab	(not/ know)

21

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

## 22

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

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

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

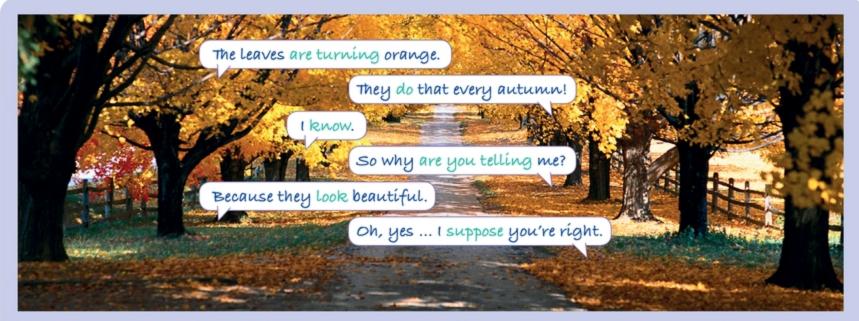
Se	erf-evaluation	1 Rate you	r progress.
		<del>2</del> 2	<b>e</b> e e
1 2 3 4 5 6 7 8 9			
3			
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22			

#### Self-evaluation Rate your progress.

## 5 The present

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

#### Present simple or present continuous?



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

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

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

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

He's **always** late.

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

He **never** wastes money.

Suzy comes here on Wednesday afternoons.

We also use the present simple to talk about timetabled future events. The next bus **leaves** at 6.15 p.m. We use the present continuous to talk about events that are true for a short period of time. This includes:

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

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

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

He's living in Spain **nowadays**. **At the moment** the computer isn't working.

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

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

- \*1 0 5.1 Listen and choose the best option to complete the sentences.
  - The show finishes at half past <u>b</u>.
     a seven b eight c nine
  - He isn't wearing glasses \_\_\_\_\_.
  - a today b this week c at the moment
  - 2 Tim and George meet \_\_\_\_. a every day b on Mondays c twice a week
  - 3 Fish \_\_\_\_ close their eyes.
     a never b hardly ever c rarely
  - 4 Claire's playing tennis \_\_\_\_\_.
    a at the moment b this evening
    - c every day this week

\* **2** 

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

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

#### **Conversation 1**

- A Where are your glasses?
- B What do you mean?
- A You usually 'wear / are wearing glasses.
- B Yes, but I don't always wear glasses. I <sup>2</sup>wear / 'm wearing them for reading, that's all.
- A But you <sup>3</sup>read / 're reading a magazine now!
- B | <sup>4</sup>only look / 'm only looking at the pictures at the moment.

#### **Conversation 2**

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

#### **Conversation 3**

- A Here's an interesting fact for you. A fish never **°closes** / 's closing its eyes.
- B Really?
- A No. It <sup>10</sup>has / 's having a clear covering over its eyes. It <sup>11</sup>doesn't have / isn't having eyelids like other animals.
- B Amazing!

#### **Conversation 4**

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

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

#### Present simple

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

#### **Present continuous**

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

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

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

#### 5 GAME Work in groups. How many ways can you finish these sentences?



#### State verbs and action verbs

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

#### l agree.

'Nightmare' *means* 'bad dream'.

State verbs include:

- opinions and desires
   lôvê, hātê, likê, wânt, nêed, bêliêvê, prêfêr, âgrêê
   Toby wants to go now.
   I don't need any help.
- impressions and sensations seem, appear, feel, see, hear, smell, sound, taste That doesn't seem right.
   Do you hear a bell ringing?

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

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

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

Some verbs have a state meaning and an action meaning.

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

\* 6 1 5.2 Listen and tick v the correct answer. a Portugal 3 a rice **b** India **b** coffee c Argentina 🖌 c tea 1 a a lemon 4 a the past **b** a potato **b** the present c abook c the future 2 a flowers 5 a music b love **b** rocks c animals c money

\*7 Complete the answer in the conversations with the correct form of the state verbs in the box.

matter remember know agree hate understand depend on look believe

- 'Does he like basketball?'
   'No, he <u>hates</u> it!'
- 1 'Do you like ice-cream?' 'It \_\_\_\_\_\_ the flavour.'
- 2 'Why isn't he saying anything?' 'He \_\_\_\_\_ you.'
- 3 'What's the capital city of New Zealand?'
- 4 'We should do something about it.' 'I \_\_\_\_\_. Let's tell a teacher.'
- 5 'I'm really sorry. Your book got wet in the rain.'
- 6 'What do you think of my new dress? 'You \_\_\_\_\_\_ very nice.'
- 7 'I told you last week!' 'Really? I \_\_\_\_\_\_.'
- 8 'I didn't tell Rosy! Really I didn't!' 'It's OK. I \_\_\_\_\_ you!'

- \*8 State (S) or action (A)?
  - ▶ They work hard.
  - 1 You seem very happy today!
  - 2 They have lunch together every day.
  - 3 I need more time.
  - 4 This **belongs** to my brother.
  - 5 Andy measures people's feet.
  - 6 Ted collects stamps.
  - 7 Molly owns that book.
  - 8 This suitcase weighs 18kg.
  - 9 | don't believe you.
  - 10 They weigh all the bags at the airport.

#### \*9 Circle the correct option.

- Do you realize/ Are you realizing what time it is?
- 1 Why does he taste / is he tasting the soup? Is it OK?
- 2 | think / 'm thinking about learning the guitar.
- 3 Look, that notice says / 's saying 'Please be quiet.'
- 4 They 're / 're being very noisy! We don't usually hear them.
- 5 He has / 's having lunch at the moment.
- 6 I'm really sorry, but I don't understand / 'm not understanding.
- 7 I think we should give him some money. Do you agree / Are you agreeing?
- 8 A square has /'s having four sides.

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

A What > are you doing (you/do)?

- **B** 'l <sup>1</sup>\_\_\_\_\_ (watch) that man over there.
- A Oh yes! What 2\_\_\_\_\_ (he/do)?
- B | <sup>3</sup>\_\_\_\_\_ (not/know).
- A 4\_\_\_\_\_(he/dig)?
- B Yes, and now he <sup>5</sup>\_\_\_\_\_ (jump) up and down!
- A Shall we go and talk to him?
- B That <sup>6</sup>\_\_\_\_\_ (depend). <sup>7</sup>\_\_\_\_\_ (he/look) happy?
- A Yes, I <sup>8</sup>\_\_\_\_\_ (think) so.
- B Wait a minute ... He <sup>9</sup>\_\_\_\_\_ (come) this way ... He <sup>10</sup>\_\_\_\_\_ (want) to talk to us ... He <sup>11</sup>\_\_\_\_\_ (hold) a box in his hand ...
- A I hope it <sup>12</sup>\_\_\_\_\_ (contain) treasure!





A

\_\_\_\_\_

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



**\$12** 

## Write about your chosen person from exercise 11.

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

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

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

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

Self-evaluation Rate your progress.			
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## 🜀 The past

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

#### Present perfect, past simple, past continuous, past perfect



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

#### Present perfect

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

#### Have you heard? Ted's broken his leg!

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

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

We use the present perfect simple to show that a past event has a connection to the present. *Vicky's won! Fantastic!* (= I'm happy now.) *She's worked* here since 2011. (= She works here now.)

#### Time expressions

We use the present perfect simple with adverbs and time expressions like just, already, yet, today, still, this week and this year to talk about events that happened at some point in a period of time up to now. I've taken about 50 photos today. We still haven't phoned Angie. We use **ever** and **never** to talk about events and experiences at any time in the past when we don't specify the time.

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

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

#### Past perfect

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

We can only use **when** with the past perfect to say that one thing finished before another. *When* he'**d finished** his work, he had lunch.

When one short action follows another, we can use the past simple for both. When she **arrived**, the meeting **began**.

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

I had just started my homework when the phone rang.

\*1 06.1 Listen to the conversations and number the pictures.

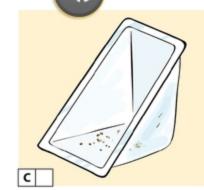




- Write present perfect sentences. Add the time expression in the correct place.
  - She/tell/me. (just)
     She's just told me.
  - 1 the rain/stop? (yet)
  - 2 Edward/not clean/his shoes. (still)
  - 3 you/make/a cake? (ever)
  - 4 They/not leave/the park. (yet)
  - 5 Bella/break/her arm. (three times)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

#### 3 Circle the correct options.

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





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

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

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



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

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

#### 5 Match the answers (a-h) to the questions (1-8).

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

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

- 'Did you catch the bus OK?' 'No, it <u>had just left</u> (just/leave) when we got to the bus stop.'
- 1 'Was Ronny OK yesterday?' 'No, he wasn't. Jason \_\_\_\_\_ (give) him some bad news.'
- 2 'How long had you been at the station when I got there?'

'l \_\_\_\_\_ (just/arrive).'

- 3 'I had to call the police yesterday.' 'Why? What \_\_\_\_\_\_ (happen)?'
- 4 'It was nice to speak to Carrie on Sunday.' 'Yes, I \_\_\_\_\_\_ (not/meet) her before.'
- 5 'Did you know about their news?' 'No, I didn't. They \_\_\_\_\_ (keep) it a secret from me!'
- 6 'Did he recognize the ring?' No, he didn't. He \_\_\_\_\_ (never/see) it before.'

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

why did you leave the cinema?

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

- Sircle the correct answer to complete the conversation.
  - Ed: Have you seen / Had you seen George today?
  - Frank: No. Why?

\*8

- Ed: I <sup>1</sup>was just seeing / 've just seen him on TV.Frank: Really?
- Ed: Yes. I <sup>2</sup>'ve had / was having a drink in a café and the TV was on. Suddenly I <sup>3</sup>'ve seen / saw George on a quiz show!

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

- Ed: No, me neither. <sup>5</sup>Was he telling / Had he told you about being on TV?
- Frank: No. I <sup>6</sup>didn't know / haven't known anything about it.
- Ed: It's strange...
- Frank: And <sup>7</sup>did he answer / has he answered all the questions?
- Ed: I don't know. I <sup>s</sup>hadn't seen / didn't see the end of the programme! I had to go and get my bus!

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

<u>Have you ever heard</u> (you/ever/hear) of the Tunguska event?

On 30th June 1908, there <sup>1</sup>\_\_\_\_\_\_ (be) a big explosion in Russia. It <sup>2</sup>\_\_\_\_\_\_ (happen) at about 7.15 in the morning, when many people <sup>3</sup>\_\_\_\_\_\_ (sleep).

Some people <sup>4</sup>\_\_\_\_\_ (hear) an enormous bang and others also <sup>5</sup>\_\_\_\_\_ (see) a bright flash of light.

Later, they <sup>6</sup>\_\_\_\_\_ (discover) that the force of the explosion <sup>7</sup>\_\_\_\_\_ (knock) down about 80 million trees. It <sup>8</sup>\_\_\_\_\_ (break) the windows of many houses, too.

It was a very mysterious event. For many years after the explosion, scientists <sup>9</sup>\_\_\_\_\_ (not/understand) what <sup>10</sup>\_\_\_\_\_ (happen) that day.

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

### 11 0 6.2 Listen to Oscar talking about his experience. Imagine you are Oscar and answer the questions.

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

**\$12** 

5 Has it happened again since then?

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

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

## Present perfect continuous

- D Have you been reading all morning?
- 🔍 Yes, I have.
- 🔵 Wow! How many books have you read?

Only one. I've been reading this one for two hours.



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

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

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

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

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

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

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

He's been trying tried six times.

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

It's been existing existed for 200 years.

We often use **recently** and **lately** with the present perfect continuous. *He's been feeling ill recently*.

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

## \*13 () 6.3 Listen and number the pictures from 1–4.









## \*14 Circle the correct options.

- Has the letter arrived / been arriving?
- Kate's tried / 's been trying to learn the guitar for six months.

d 1

- 2 He's broken / been breaking his leg.
- 3 I'm tired because I've walked / 've been walking since eight o'clock this morning.
- 4 How many apples have you eaten / have you been eating?
- 5 I've known / 've been knowing Jenny for many years.
- 6 You've sung/'ve been singing that song all day!

- **15** Write questions with the present perfect continuous.
  - you/watch/a lot of television lately? <u>Have you been watching a lot of television</u> <u>lately?</u>
  - 1 you/sleep/well recently?
  - 2 What sports/you/do/lately?
  - 3 you/prepare for a test or exam/recently?
  - 4 What colour pen/you/use/in this lesson?
  - 5 your best friend/learn a new sport or activity/ recently?

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

Have you been watching a lot of television lately?

No, but I watched the news last night.

## Used to and be/get used to

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

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

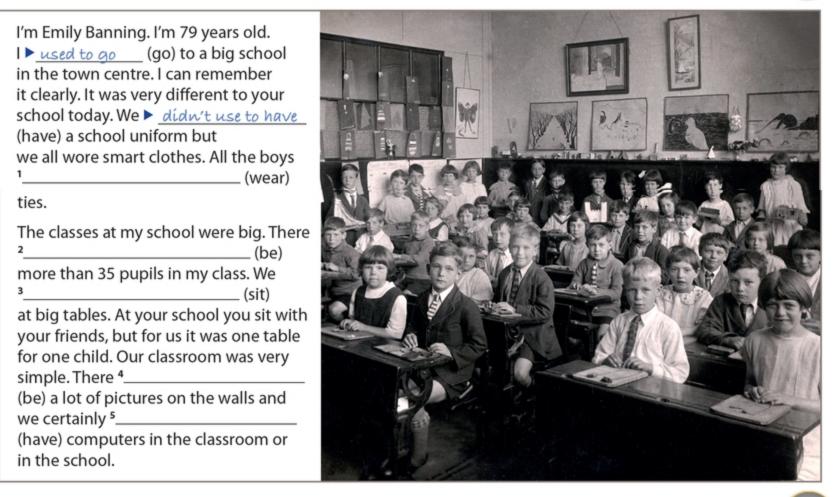
We use **did** + **use to** (NOT used to) in questions and negatives.

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

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

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

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

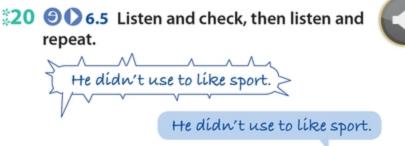


### 18 ② ○ 6.4 Listen again. How do we pronounce used to? Tick ✓ a or b.

a /'ju:st tu:/ 🔲 b /'ju:stə/ 🗍

He didn't use / used to like sport.

- \$19 Circle the correct answers.
- 1 I didn't use to have / having any breakfast.
- 2 She's not used to work / working in public.
- 3 They wasn't / didn't use to have a car.
- 4 I'll get used to speak / speaking English.
- 5 Did / Were you use to play in the street when you were a child?



Complete the second sentence so that it means the same as the first. Use used to and be or get used to and the correct form of a verb from the box. Write one word in each gap.

> like live sing eat go write be swim

- She lived in a flat but now she lives in a house. She <u>used</u> to <u>live</u> in a flat.
- He swims every day now. It doesn't feel normal for him.

He isn't used to swimming every day.

- 1 This café was cheap but now it's expensive. This café \_\_\_\_\_\_ cheap.
- 2 They ate with a knife and fork and it didn't feel normal for them. They \_\_\_\_ \_\_\_with a knife and fork.
- 3 I go to school by bus now and it's feeling more normal.

school by bus.

4 We sang a lot at our old school but we don't sing much now. We \_\_\_\_\_ a lot at our old

school.

- 5 I like carrots now but I didn't like them before. l didn't \_\_\_\_\_ \_\_\_\_\_carrots.
- 6 You don't like writing with a black pen but it will seem normal soon. You \_\_\_\_

with a black pen.



You are going to interview an adult about his or her schooldays. Prepare questions with used to and the past simple. Use the ideas below.

name of school uniform sports teachers number of pupils in class break time games classroom

where did you go to school?

Did you use to wear a uniform?



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

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

Did you use to wear a uniform?

\_to

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

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

## Self-evaluation Rate your progress.

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# The future

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

## Will, be going to and present continuous

- I'm going to travel around the world when I leave school.
- 📿 Really?
- Yes. And then I'll probably get a job at my dad's company.
- 📿 Wow.
- How about you? What will you be doing five years from now? Will you have finished studying?
- Who knows? I don't know what I'm doing tomorrow!



We use **will/won't** + the infinitive to predict future actions and events with some certainty, based on our knowledge, opinions and experience. It will be his birthday next month. That medicine won't help. It's for babies and young children, not teenagers.

## \* 1 Circle the correct option.



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

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

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

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

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

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

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

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

\* 2 GAME

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

Yes, that's right.

You're going to play the piano. No. Are you going to write something on the computer?

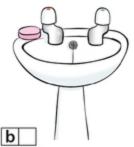
## Present simple with a future meaning

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



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











e

We use the present simple with a future meaning after these linking words. I'll speak to Dave. Then I'll phone you.  $\rightarrow$  I'll speak to Dave **before I phone** you. He's going to leave. I'll be sad then.  $\rightarrow$  I'll be sad **when he leaves**.

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

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

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

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

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

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

## 4 Circle the correct answers.

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

5 Complete the sentences with the phrases in the box.

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

- It won't start <u>until you press</u> that button.
- 1 Isabel will definitely laugh \_\_\_\_\_\_ this!
- 2 I'll stop \_\_\_\_\_ a red light.
- 3 Martin's going to take some photos \_\_\_\_\_ down the hill.
- 4 Shall I wash the pots and pans \_\_\_\_\_?
- 5 Are you going to wash your hands \_\_\_\_\_?
- 6 The meal will be cold \_\_\_\_\_ home.
- 7 I'll keep running \_\_\_\_\_
- 8 Rosy's going to change her clothes
- 6 Complete the sentences with your predictions and intentions. Use the verbs in the box to help you.

help get practise play be do buy learn wear save stop

- When I'm about 25 I'm going to get a good job.
- I'll be 30 when my brother is 25.
- I'm not going to <u>wear a uniform</u> when I leave school.
- 1 As soon as I get home this evening I'm going to
- 2 I won't \_\_\_\_\_\_ before I'm 21.
- 3 When I leave school I'm going to \_
- 4 When I wake up next weekend I'll
- 5 Before I go to sleep tonight I'm going to
- 6 I won't \_\_\_\_\_ until I'm very old.
- 7 I'll \_\_\_\_\_\_ when I'm very old.
- 8 I'm going to \_\_\_\_\_ as soon as I get a job.
- **57 GAME** Play in groups. Take turns to read out sentences from exercise 6 without the time clause. The first person to guess the correct time clause wins two points.

1'll be 30 ...

You'll be 30 when your brother is 25!

That's right. Two points for you.

8 07.2 Complete the dialogue with the phrases in the box. Then listen and check. Practise the dialogue with a partner.

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

Rosy:	shall we ar	range a time to talk
	about the project	together?
Lucy:	OK. What 1	on Monday
	afternoon?	
Rosy:	2I	ny cousins.
	3f	ree on Tuesday morning?
Lucy:	4	an appointment with the
	dentist at half pas	st ten. ⁵
	Tuesday afternoo	n?
Rosy:	6	in the afternoon, I'm
	afraid.	
Lucy:	Shall we meet be	fore 7 to
	the dentist? You o	an come to my house.
Rosy:	OK. <sup>8</sup>	to your house at
	about nine o'cloc	k.
Lucy:	9	ask Alice, too?
Rosy:	Yes, I 10	her now.

## \*9

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

Monday	Thu	Monday	Th
morning do my homework	morr	morning	mor
ofternoon 3.00 meet Sam	afte	ofternoon do my homework	afte
evening	evr	evening 7.00 cinema with Amy	evr
Tuesday	F	Tuesday	F
morning	n	morning	n
afternoon	af	afternoon do my homework	af
evening	E	evening	e

#### Let's go fishing together in the holidays.

Good idea. How about Tuesday afternoon?

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

Good ídea.

## Future continuous and future perfect

We use the future continuous (subject + will + be + verb + -ing) to talk about situations and events that will be in progress at a time in the future. We'll be walking home at four o'clock. Mr Smith won't be teaching us this time next year. 'Will you be doing your homework at five o'clock this afternoon?' 'Yes, I will./No, I won't.'



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

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

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

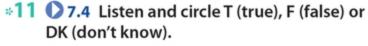
### \*10 (2) 7.3 Listen to the sentences, then answer the question about pronunciation.



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

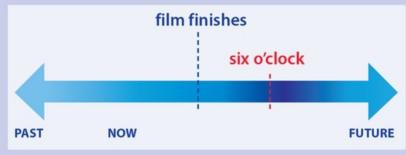
How do we pronounce *have* in future perfect sentences? Tick  $\checkmark$  a or b.

a /hæv/ 🗌 b /əv/ 🗌



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

We use the future perfect (subject + will + have + past participle) when we predict events that will be completed before a specific time in the future. The film will have finished by eight o'clock. I won't have had lunch before I see you. 'Will you have finished that book by the end of the week?' 'Yes, I will./No, I won't.'



The film will have finished by six o'clock.

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

- Will you still be at school at five o'clock, Tim?' 'No, I'll be leaving / 'll have left by then. I usually leave at about half past four.'
- 1 'Can I phone you at six o'clock, Jess?'
  'I think we'll be eating / 'll have eaten dinner at six. Could you phone a bit later?'
  'Of course.'
- 2 'Is it a very long journey?' 'Yes. It will take about six hours but we'll be stopping / have stopped four times on the way.'
- 3 'How are you getting on, Ryan?' 'I'm afraid I won't be finishing / won't have finished painting the wall by the end of the day.'
- 4 'Anna's going to New York next week.' 'Really? She'll be visiting / 'll have visited New York three times! She's already been there twice.'
- 5 'Are you all ready for tomorrow, Max?'
  'Yes, thanks. Just think! At ten o'clock tomorrow
  I'll be flying / 'll have flown to China!
  I'll be reading / 'll have read a book or maybe
  I'll be watching / 'll have watched a film!'

#### 13 Which tense? Complete the questions with the future continuous or future perfect form of the verb in brackets.

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

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

will you be studying here six months from now?

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

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

**\$14** 

## Hi there, how are you?

I'm writing because I \_\_\_\_ in your area next week and I'd love to see you. Will it be possible? What

1\_\_\_\_ next week?

I 2\_\_\_\_ on holiday to the mountains with my family.

We <sup>3</sup>\_\_\_\_\_ friends there. We <sup>4</sup>\_\_\_\_\_ through your town on Tuesday afternoon, and Mum says we can stop for an hour.

What do you think? <sup>5</sup>\_\_\_\_\_ your exams by then? Dad says we <sup>6</sup>\_\_\_\_\_ to your town at about half past two. I can phone you when we <sup>7</sup>\_\_\_\_\_ nearly there.

Paul

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

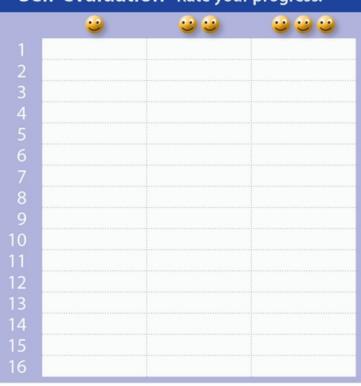
PPS Do you think you <sup>9</sup>\_\_\_\_ all your exams? And what <sup>10</sup>\_\_\_\_ next year?



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

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

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



## Self-evaluation Rate your progress.

# Revision 2 Units 4–7

## Reading

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

#### Martin Paul

Winner of the Young Achiever Award 2012

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

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

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

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

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

The award has given me confidence. Next year 1 11 be returning to formal education. I ve got a place on a Sports Science course at the local college.

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

- 1 At the age of sixteen, Martin
  - A didn't want to go to college.
  - **B** was teaching football to young people.
  - C 🗌 hadn't got many qualifications.
  - D 🔄 won the Young Achiever Award.
- 2 What might Martin say about his school sports teacher?
  - A 🗌 ( He used to give me academic work. 🗦
  - **B** ( He didn't believe that I was good at sport.
  - C 🗌 (I dídn't líke hís lessons.
  - D (I think his style of sports) training was very good.
- **3** What might Martin say about the football lessons he gives?
  - A 🗌 ( People dídn't use to pay me. 🗦
  - B [ ( I'm not used to people paying me. 🗦
  - C A lot of people came to the Lessons when I started. The local council has never paid me.
- 4 What might Martin say about his Young Achiever's Award?
  - A 🗌 ( It hasn't changed my life. 🗦
  - B 🗌 ( It's already changed my life. >>
  - $C \Box$  (It's going to change my life.>
  - D 🗌 ( It isn't going to change my life. >
- 5 What might Martin say about his future?
  - A 🗌 ( I thínk I won't enjoy college. 🍃
  - B 🗌 ( I'm going to find a job as soon as I can.
  - C 🗌 ( I'm going to study Sports Science. 🗦
  - D (I'll be living in another town) next year.

#### 2 Look at the sentences below about wind power. Read the text to decide if the sentences are true or false.

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

## The power of the wind

A clean energy source that will never end



Wind farms aren't agricultural farms with plants and animals. They're large collections of modern wind machines. They produce power for national electricity systems.

Energy companies build wind farms on big open spaces where the wind regularly blows at 20kph or more. Each wind machine is very big, with blades that are about 60 metres across.

## The early history of wind power

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

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

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

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

## From wind power to electricity

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

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

## The development of wind farms

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

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

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

## **Plans for Argentina**

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

Exam preparation Units 4–7 47

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

### $\circ \circ \circ$

## **Face blindness**

'I often forget names but I <u>c</u> forget a face.' We're all used to 1\_\_\_\_ this. But why is it true?

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

For about 2% of the population, however, everybody's faces <sup>6</sup>\_\_\_\_\_ to be the same, or very similar.

Emily Roberts has had this problem 7\_\_\_\_\_ she was a child but she's only known the name for it 8\_\_\_\_\_ a few weeks. '19\_\_\_\_\_ about memory on the internet when I saw an article about 'face blindness'.

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

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

## Writing

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

We \_\_\_\_\_ passing the supermarket soon.

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

#### Write 35-45 words.

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

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

Write a letter, answering your friend's questions.

## Listening

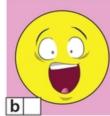
8 R2.1 Listen and tick the correct picture, A, B or C.





Which is Ronny now?



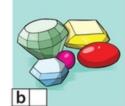




С

1 How's the man feeling?

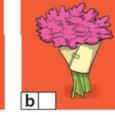






2 What's the woman describing?







3 What did Amy see when she arrived home?





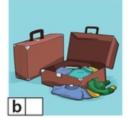
4 Where is the plane at the moment?





5 Where's Tim now?





С

6 Which suitcases are Max's?

- R2.2 You will hear a man called Theo talking about his paintings. For each question, listen and choose the correct answer A, B or C.
  - The paintings in the Skylight Gallery
    - have come from Japan. A
    - В are usually in Japan.
    - C 🖌 will be in a gallery in Japan.
  - 1 Theo is going to give
    - two or three presentations. A
    - a short presentation. В
    - C a very long presentation.
  - 2 Theo painted 'Forest Green (I)'
    - when he was a boy. Α
    - В in Canada.
    - С in his studio.
  - 3 What does Theo say about 'Forest Green (I)'?
    - He still likes it. A
    - В He used to like it but he doesn't like it now.
    - С He prefers his other paintings of Dean Forest.
  - 4 Libby woke up
    - after Theo had finished 'Girl'. A
    - В while Theo was painting 'Girl'.
    - С when Theo took a photo of her.
  - 5 Which is true about 'Dots and Lines'?
    - It's been famous for 30 years. Α
    - B It will have been in eighteen different countries.
    - C Leo painted it after he'd left art school.
  - 6 What does Leo say about 'Dots and Lines'?
    - A He doesn't like it.
    - В It hasn't got dots and lines on it.
    - C He knows why people like it.

## Speaking

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





49

#### Exam preparation Units 4–7









# The -*ing* form and the infinitive

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

## The -ing form

I'm trying to assemble this bookcase but I don't know where to begin.



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

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

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

go swimming, go fishing, go running, go shopping

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

I love organizing my DVDs.

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

play chess ski take photos paint swim skip

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

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

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

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

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

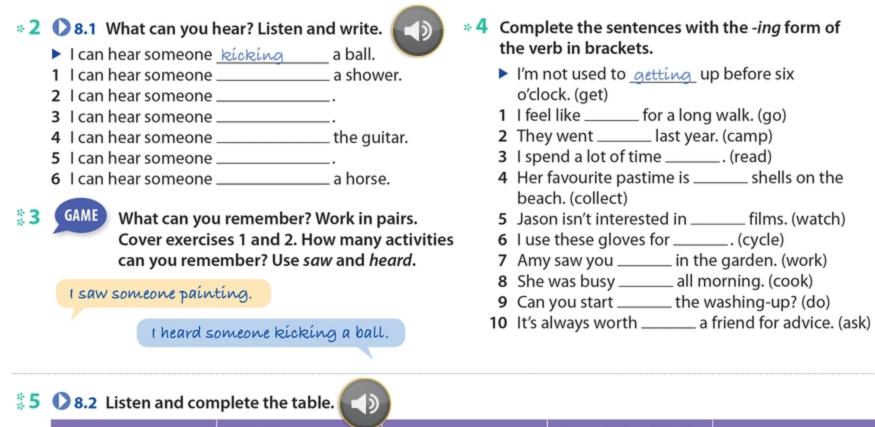
I heard you playing the piano this morning when I passed your house. It sounded really nice. (= I heard part of the process.) We saw Mike fixing the roof. He looked very busy. (= We saw part of the process.)

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

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

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





Paul likes	He isn't very good at	He doesn't like	He spends a lot of time	He's never tried
► taking photos	3	5	7	9
1	or	or	and	or
2	4	6	8	10

:6

GAME Work in groups. Complete the table with two true answers and one false answer in each column. Compare your answers. Can the others find the false answer?

l like	l'm not very good at	I don't like	l spend a lot of time	I've never tried
and	, or	, or	and	, or
·	·	·	·	·

I like meeting my friends, collecting shells on the beach and kicking a ball.

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

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

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

be do have have own spend

- having lots of friends
- 1 \_\_\_\_\_ one or two good friends 🗌
- 2 \_\_\_\_\_ healthy \_\_\_
- 3 \_\_\_\_\_ well at school \_\_\_\_
- 4 \_\_\_\_\_ time with your family \_\_\_\_
- 5 \_\_\_\_\_ lots of possessions (DVDs, clothes, a computer, etc) \_\_\_\_

8

What's important to you? Order the things in exercise 7 from 1 (very important) to 6 (not important). Then discuss your answers in small groups.

Having lots of friends is the most important thing for me, because I spend a lot of time talking to my friends and I like knowing different kinds of people.

For me, doing well at school is the most important thing because ...

## The infinitive without to and with to

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

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

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

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

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

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

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

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

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

It's **difficult for me to answer** that question.

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

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

break catch close drink drop kick open say shout take

- I heard someone <u>drop</u> a plate.
- 1 I heard someone \_\_\_\_\_\_ a window.
- 2 I heard someone \_\_\_\_\_\_ a photo.
- 3 I heard someone \_\_\_\_\_\_ a ball.
- 4 I heard someone \_\_\_\_\_ an umbrella.
- 5 I heard someone \_\_\_\_\_\_ a door. 6 I heard someone \_\_\_\_\_ 'yes'.

- - 10 It's not easy for me speak / to speak in public.

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

- Can you walk on your hands? (walk)
- 1 What are you planning \_\_\_\_\_ tomorrow? (do)
- 2 Are you good at making people \_\_\_\_\_? (laugh)
- 3 How often do you use chopsticks \_\_\_\_\_ rice or noodles? (eat)
- 4 Do you let your friends \_\_\_\_\_ your books? (borrow)
- 5 Do you know how \_\_\_\_\_ pasta? (cook)
- 6 Is it ever OK \_\_\_\_\_\_ to someone? (lie)
- 7 Is it difficult for you \_\_\_\_\_ up in the morning? (get)
- **\*12**

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

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

#### Change/replace:

a plug/a tyre/a battery/a light bulb Cook/make: eggs/bread/pizza/pasta/a meal/a smoothie/

ice cream

Mend/repair: clothes/a bicycle/a computer

Clean/wash:

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

Jason knows how to change an electrical plug.

52 The -ing form and the infinitive



- 1 It's wonderful see / to see you again.
- 2 The medicine will make you feel / to feel better.
- 3 They've decided buy / to buy a new one.
- 4 Are you OK? I saw you fall / to fall.
- 5 Jack let me borrow / to borrow his coat.
- 6 We could phone / to phone Milly.
- 7 I did it save / to save time.

\*10 Circle the correct option.

- 8 That looks impossible open / to open.
  - 9 I don't know what do / to do.

## The infinitive with to or -ing

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

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

I like to check my homework carefully.

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

After the verbs stop, try and remember we can use either the -ing form or the infinitive form with to, but the meaning is different. Let's stop looking at the map. (= We are looking at the map. I don't want to look at the map.) Let's stop to look at the map.  $(\equiv 1 \text{ want to stop})$ because I want to look at the map.) I tried to get the paint off my T-shirt. (= I couldn't get the paint off my T-shirt) (an attempt) I tried washing my T-shirt in very hot water. (= I

washed my T-shirt but it didn't have the result I wanted.) (an experiment)

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

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

## \*14 Choose the correct form.



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

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

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

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

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



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

Security - Avoid <sup>12</sup>\_\_\_\_\_ (walk) around the city on your own late at night. Remember 13\_\_\_\_\_ (keep) your identity card with you at all times.

Would you like <sup>14</sup> (know) more? - Visit our website <sup>15</sup>\_\_\_\_\_ (read) about the history of this exciting city.



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

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

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

#### SHOPPING

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



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

Most people need \_\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_\_ every day.

In life, you can't avoid \_\_\_\_\_\_ \_\_\_\_\_ or \_\_\_\_\_\_.

Very few people find it easy \_\_\_\_\_

Most people want \_

\_\_\_ or \_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_ and \_\_\_

are the best ways of staying happy.

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

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







## Self-evaluation Rate your progress.

	 00	••••
2		
3		
4		
5		
1 2 3 4 5 6 7 8 9 10 11 12 13 14		
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16 17		
17		
18		

# Reported speech

I can report statements and questions.

## **Reported statements**

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

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

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

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

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

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

See page 189 for a summary of changes.

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

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

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

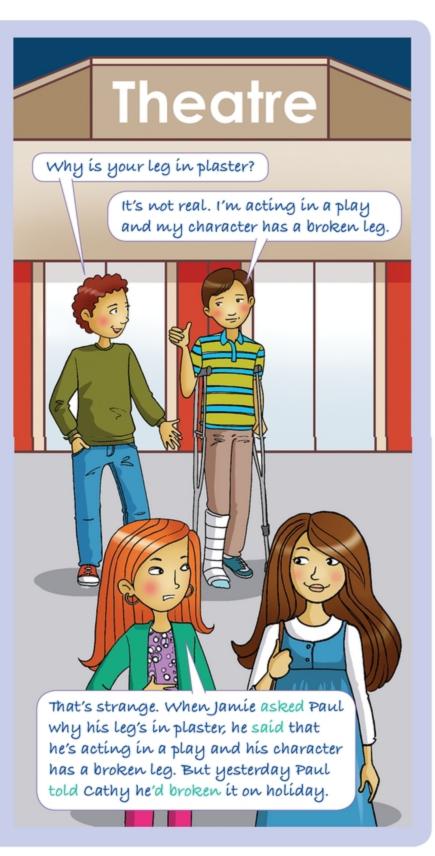
Polly said that I could use **her** camera to take a photo of **myself**.

'You can use **these** chairs.'

She said I could use those chairs.

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

See page 189 for a summary of changes.



- \*1 Complete the sentences with said or told.
  - Julia <u>said</u> she would help me.
  - 1 You \_\_\_\_\_ you didn't need it.
  - 2 Beth and Carla \_\_\_\_\_ me that I'd won a prize.
  - 3 He \_\_\_\_\_ he was sorry.
  - 4 Alice \_\_\_\_\_ Pete she'd seen Andy.

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

- Complete the reported speech with the correct form of the verb from the direct speech.
  - 'I want to stop,' she said. She said that she <u>wanted</u> to stop.
  - Jack's waiting for you,' he said. He said that Jack \_\_\_\_\_\_ for me.
     Hugen't tell appropriate for me.
  - 2 'I won't tell anyone,'I promised. You promised you \_\_\_\_\_ anyone.
  - 3 'You must stay in the boat,' they said. They said that we \_\_\_\_\_ in the boat.
  - 4 'We were on the bus at the time,' Alison said. Alison told me that they \_\_\_\_\_\_ on the bus at the time.
  - 5 'I gave the picture to Jenny,' he explained. He explained that he \_\_\_\_\_\_ the picture to Jenny.
  - 6 'I've finished,' she said. She told me that she \_\_\_\_
  - 7 'We can help you tomorrow,' he said. He said that they \_\_\_\_\_ me the next day.
  - 8 'You shouldn't open it,' they said. They told us that we \_\_\_\_\_\_ it.

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

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

I'm going to the beach today.

Jason said he was going to the beach that <u>day</u>.

1 I'll come back tomorrow.

He said he would come back the \_\_\_\_\_ day.

2 I can fix it now.

Molly said she could fix it \_\_\_\_\_.

3 Heidi phoned this morning.

She told me that Heidi had phoned \_\_\_\_\_\_ morning.

4 Ed and Kate are looking at you.

She said that Ed and Kate were looking at

5 I feel comfortable here.

He told me that he felt comfortable \_\_\_\_\_

They left two hours ago.

She said that they had left two hours \_\_\_\_\_.

## 7 I cut myself on some glass.

Mike explained that he had cut \_\_\_\_\_\_ on some glass.

8 I've had these trainers for five years.

He said he had had \_\_\_\_\_ trainers for five years.

- 4 09.1 What did they actually say? Listen and tick the direct speech that matches the reported speech.
  - He said, \_\_\_\_\_
    - a 'The ladder has broken.' 🖌
    - **b** 'The ladder will break.'
  - 1 She said, \_\_\_\_
    - a 'I'll phone him tomorrow.' 🗌
    - b 'I'll phone you this evening.'
  - 2 He said, \_\_\_\_\_
    - a 'They're busy.'
    - b 'l'm busy.' 🗌
  - 3 She said, \_\_\_\_
    - a 'I'll buy it next year.
    - b 'I bought it last year.' 🗌
  - 4 They said, \_\_\_\_\_
    - a 'We're going to stay here.'
    - b 'We went there.' 🗌
  - 5 She said, \_\_\_\_
    - a 'It happened yesterday.' 📃
    - b 'It happened two days ago. 📃
  - 6 He said, \_\_\_\_\_
    - a 'I wouldn't see anything with those glasses.'
    - **b** 'I can't see anything with these glasses.'

5 09.2 He said ... She said ... Listen and report what the two speakers said.



I'm sorry.

He saíd he was sorry. She saíd she was sorry.

## 6 Complete the reported speech.

I'm sorry.

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

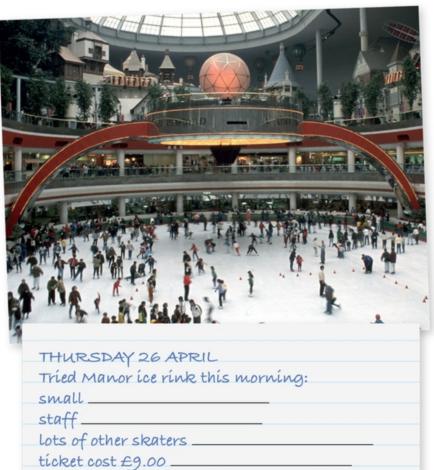
GAME Work in pairs. Complete the sentences with information about yourself, and read them to a partner. Report your partner's sentences to a different partner. How much information can you remember?

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

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

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

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



- after 45 minutes a member of staff
- said, 'You have to get off the ice now.'



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

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

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

## **Reported questions**

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

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

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

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

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

## Icircle the correct words.



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

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

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

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

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

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

- She asked if I had been to Egypt. <u>'Have you been to Egypt</u>?' she asked.
- 1 They asked him if he was going to the match. '\_\_\_\_\_?' they asked him.
- 2 She asked Mary what she would like to eat. '\_\_\_\_\_?' she asked Mary.
- 3 Andy asked the dentist if it would hurt. '\_\_\_\_\_?' Andy asked the dentist.
- 4 The teacher asked whether I would change seats. '\_\_\_\_\_?' asked the teacher.
- 5 He asked us if we needed a lift.
  - '\_\_\_\_\_?' he asked us.
- 6 My mum asked me if I could tidy my room. '\_\_\_\_\_?' she asked me.
- 7 The interviewer asked if I had ever written my own project.

\_\_\_\_?' he asked me.

8 The student asked what happens when you heat the mixture.

\_\_\_\_\_?' the student asked.

- \*12 9.4 People are answering questions. Listen and tick the two questions each person talks about.
  - a How often do you watch TV?
    - **b** What did you watch on TV yesterday?
    - c Where do you watch TV? 🖌
    - d Who do you usually watch TV with?
  - 1 a How many people are there in your family?
    - **b** Do you live in a house or a flat?
    - c How long have you lived there?
    - d Do you have a garden?
  - 2 a Do you like swimming?
    - **b** How often do you go swimming?
    - c Have you ever swum in the sea?
    - d Have you ever swum in a river?
  - 3 a What are you going to do tomorrow?
    - **b** What are you planning to do next weekend?
    - c What will you be doing 20 years from now?
    - d Where will you be living five years from now?
  - 4 a How often do you listen to music?
    - **b** What's your favourite kind of music?
    - c Can you play a musical instrument?
    - d Have you ever been to a live concert?
  - 5 a What's your favourite meal?
    - **b** Do you ever cook for your family?
    - c When do you eat the main meal of the day?
    - d Who do you eat the main meal of the day with?
  - 6 a What do you usually wear at the weekend?
    - b What did you wear last weekend?
    - c How many pairs of jeans have you got?
    - d How many pairs of trainers have you got?

- 3 Write the reported questions.
  - 'How long have you lived here?' she asked them. She asked them how long they had lived there.
  - 1 'Where have you been?' the teacher asked her.
  - 2 'Are you feeling OK?' Mandy asked me.
  - 3 'Have you got a football?' Angle asked them.
  - 4 'What time's the next bus?' Sam asked.
  - 5 'What will happen next?' Bella asked him.
  - 6 'Can you help me?' he asked.
  - 7 'What should I do?' I asked him.
  - 8 'How did you hurt yourself?' they asked him.
- Work in four groups. Write the reported questions. Look at the example.

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



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

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

She asked me where it hurt.

Were you at the doctor's?



# **10** Reporting verbs + object + the infinitive

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



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

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

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

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

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

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

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

These are some of the common reporting verbs:

advise	to tell somebody what you think they should do
allow	to say that somebody can do something
୧ନଟେଧୀରପ୍ରହ	to say positive things to make somebody feel confident about doing something
instruct	to give somebody information about how to do something
invite	to ask somebody to do something or come somewhere (a party, your house)
order	to tell somebody firmly to do something (stronger than <b>told</b> )
persuade	to get somebody to do what you want or to believe something
remind	to make somebody remember something
warn	to tell somebody about difficulties or problems that might happen

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

- My friend often says 'Can you wait for me?' My friend often asks / tells me to wait for him.
- 1 'Close your books,' the teacher said. The teacher **asked** / **told** us to close our books.
- 2 I'm going to say, 'Can you stay?' I'm going to ask / tell him to stay.
- 3 Claire always says, 'Could you carry the bags, please?'

Claire always asks / tells me to carry the bags.

4 The receptionist has already said, 'Please don't eat here.'

The receptionist has already **asked** / **told** you not to eat here.

- 5 George said, 'Don't phone me.' George didn't tell me / told me not to phone him.
- 6 She's saying, 'Talk about it.' She isn't telling them to write / 's telling them not to talk about it.

Unit 10 61

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

listen get close read jump not / look not / worry



- She asked Sam to close the window.
- 1 He told Max \_\_\_\_\_\_.

\$З

- 2 She told Kate \_\_\_\_\_ about it.
- 3 He told Sally \_\_\_\_\_\_.
- 4 He asked William \_\_\_\_\_\_ the letter again.
- 5 She asked Mary \_\_\_\_\_.
- 6 He asked Suzy \_\_\_\_\_\_ the milk.

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

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

say 'hello'.

Can you write your name, please?

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

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

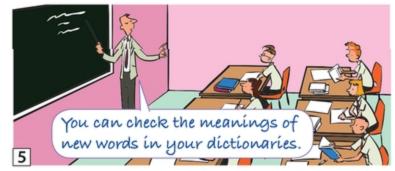
> allowed them to use wanted them to buy encouraged them to swim invited them to sit reminded them to take ordered them to go











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

#### 5 10.3 Listen and circle the answer.

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

- 6 10.4 What did the person say? Tick the correct answer.
  - 🕨 a 'You can eat red meat every day.' 🗌
    - b 'You should eat red meat every day.' 🖌
  - 1 a 'You can use the computer.'
    - **b** 'You can't use the computer.'
  - 2 a 'Don't go near it! It's dangerous.'
    - **b** 'Could you please not go near it?'
  - 3 a 'I think you should probably stand in two lines.'
    - b 'OK everyone, stand in two lines!'
  - 4 a 'Yes, you can go on the grass.'
    b 'Don't forget to go on the grass!'
  - 5 a 'Please can you open it?'
    b 'Please don't open it!'
  - 6 a 'Jason and Tim, what happened?'
    b 'Jason, what happened?'
- 7 Complete the questions with the words below.

allow invite persuade a stranger you to do to give to help to play

### How do you interact with different people?

Do you ever **b** <u>invite</u> your friends to eat at your home?

Do you ever invite your friends <sup>1</sup>\_\_\_\_\_ games at your home?

Do your friends invite <sup>2</sup>\_\_\_\_\_ to watch films at their homes?

What don't your parents <sup>3</sup>\_\_\_\_\_ you to do? (For example, go out in the evening, spend a long time on the computer)

Can you <sup>4</sup>\_\_\_\_\_ other people to do things? Do other people persuade you <sup>5</sup>\_\_\_\_\_ things easily? Give examples.

Have you asked someone in your family <sup>6</sup>\_\_\_\_\_ you money recently? Why did you need it? Did you get it?

Do you ever ask people <sup>7</sup>\_\_\_\_\_ you with your homework? If so, who do you ask?

Have you ever asked <sup>8</sup>\_\_\_\_\_ to give you directions in the street? If so, were their instructions clear?



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

Do you ever invite your friends to eat at your home?

No, but I sometimes invite my friends to play computer games at my house.



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

#### HOW DO LINTERACT WITH DIFFERENT PEOPLE?

I sometimes invite my friends to watch films at my house. Last week I invited my friends Katie and Molly to come and watch a comedy at my house, and we had a really good evening together.

10

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

advise ask allow encourage instruct invite order persuade remind tell want warn

Parents often ask children to help with the housework.

Teachers

Students

Doctors

Dentísts

**Bus** drivers

## Self-evaluation Rate your progress.

	 <b>e e</b>	222
2		
3		
2 3 4 5 6		
5		
6		
/ 2		
9		
10		

# **Sentences with** *it*

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



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

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

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

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

We use it in the following pattern to give opinions.

lt	be, seem, feel	adjective	<i>to</i> + infinitive
lt	's	nice	to meet you.
lt	feels	good	to be home again.

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

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

We use **it** + **be** to talk about the weather. *It*'s snowing. *It* was sunny. We use **it**+ **be** to talk about distance. *It*'s about 100km to London from here. (*There's about 100km to London from here.*) *It* was a five-minute walk from the hotel to the beach.

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

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

It takes me twenty minutes to get to school.

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

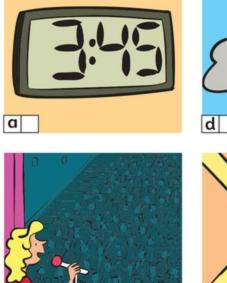
We also use the same structure but with no object (**it** + **takes** + time) when we say how much time an action takes for most people.

It only takes two minutes to complete this questionnaire.

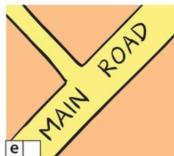
In questions and negatives we can use **it** + **take** (+ object) + **long** + **to** infinitive.

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

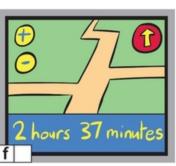
### 1 11.1 Listen and number the pictures from 1–6.











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

crazy TV presenter easy far Jamie 35 perfect

- Is it <u>far</u> to the Sports Centre?
- 1 It takes me \_\_\_\_ minutes to walk there.
- 2 Yes, it's \_\_\_\_!

‡3

- 3 I think it must be \_\_\_\_\_.
- 4 The train takes about six hours. It's \_\_\_\_!
- 5 Later we have a very special guest joining us – it's the very popular \_\_\_\_\_, Ernie Webber!
- 6 It's \_\_\_\_\_ to find that.

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

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

How far is it to the nearest supermarket from here?

It's about 100 metres.

How far is it to New York from here?

It's a four-hour flight.

### 4 Match a–i to 1–8.

- Look at the view!
- 1 What was the weather like?
- 2 l'm Gemma.
- 3 Did it take you a long time? \_
- 4 Do you like skateboarding? \_\_\_\_\_
- 5 How did this happen?
- 6 Who's that?
- 7 How long is the journey?
- 8 What's the time?
- a It's Martin.
- b No, it took about 45 minutes.
- c It's five past eight.
- d It's beautiful!
- e It was cold and clear.
- f It's nice to meet you.
- g I don't know anything about it.
- h I've never tried it.
- i It's a ten-hour flight.
- **5 GAME** Work in small groups. Take turns to say one of the sentences 1–8 in exercise 4. The others in the group all give a different response, using *it* where possible.

Look at the view!

It's amazing! I leve it!

I think it's raining over there.

- Cross out the wrong answer.
  - It feels / has / 's good to be in the fresh air.
  - 1 It's a twenty-minute bus ride / five-minute walk / half an hour.
  - 2 'What was the weather like?' 'It was a lot of fog / raining / very nice.'
  - 3 It doesn't take long / me a long time / a ten-minute bike ride.
  - 4 'Where's the shop you were talking about?' 'It's 75 kilometres from here / a map on the noticeboard / difficult to explain.'
  - 5 There's a sandwich on the table and it's for you / there's a drink in the fridge / it's a salad in the fridge.
  - 6 'What's that noise?' 'There's Milly. / There's a big football match at the park. / It's Toby.'

#### **7** Add *it* or *there*.

- Is <u>it</u> Sunday today?
- 1 'I'll use Henry's bike.'
  - '\_\_\_\_\_ would be good to ask him first.'
- 2 \_\_\_\_\_'s a spider on the wall and I don't like
- 3 \_\_\_\_\_'s the first day of summer today.
- 4 That was interesting, wasn't \_\_\_\_\_?
- 5 \_\_\_\_\_ was early in the morning and \_\_\_\_\_ wasn't anyone around.
- 6 \_\_\_\_\_'s about 100 km from here to Tokyo.
- 7 'Don't worry. \_\_\_\_\_ won't take long to clean that up.'
- 8 '\_\_\_\_\_'Il be about 40 people here.'
- 8 11.2 Complete the voicemail with the missing words. Then listen and check.



Hí, <u>it 's</u> Cathy here. I'm in the car with Dad. '\_\_\_\_\_'s raining really heavily and 2\_\_\_\_\_'s a lot of traffic. <sup>3</sup>\_\_\_\_\_'s moving very slowly. <sup>4</sup>\_\_\_\_'s fifteen miles to Oxford from here. Dad thinks it's going to <sup>5</sup>\_\_\_\_\_ us at least half an hour to get to you, but it's difficult <sup>6</sup>\_\_\_\_\_ say really, because the traffic's so bad. I'm sorry we're going to be late but <sup>7</sup>\_\_\_\_\_'s nothing we can do about <sup>8</sup>\_\_\_\_\_. I'll call again in a while. Bye for now.



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

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

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



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



That's right!

-	00	000

# **12** Verbs with two objects

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



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

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

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

Pattern 1					
subject	verb	direct object (thing)	<i>to/for</i> + object (person/people)		
Mary I've	teaches left	music some pizza	to children. for you.		
Pattern 2					
subject	verb	indirect object (person/ people)	direct object (thing)		
Mary I've	teaches left	children you	music. some pizza.		

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

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

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

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

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

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

'We can't send **her biscuits**.' 'No, but I can <del>take her them</del>.'

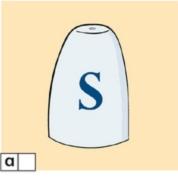
\*1 What did Tanya send to her friends? Write sentences in pattern 1.

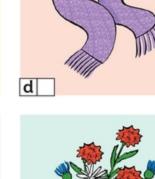
- a letter / Leo
   <u>She sent a letter to Leo.</u>
- 1 a parcel / Polly
- 2 an email / Emily

- 3 a postcard / Peter
- 4 a text message / Tom
- 5 a smoke signal / Sidney

- 2 12.1 Change the sentences from exercise 1 to pattern 2. Then listen, check and repeat.
  - She sent Leo a letter.
    2
    3
    4
    5

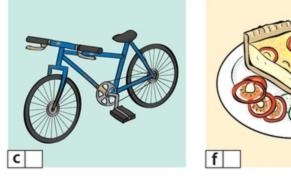
### \* 3 () 12.2 Listen and number the pictures from 1–6.











- 4 12.2 Match a-g to 1–7. Then listen again and check.
  - 1 Shall I fetch 🧕
  - 2 I'm making \_\_\_\_\_
  - 3 Can you pass \_\_\_\_\_
  - 4 I've left \_\_\_\_\_
  - 5 Did you offer \_\_\_\_\_
  - 6 I've picked \_\_\_\_\_
  - 7 I'll give \_\_\_\_
  - a some food in the fridge for you.
  - **b** her these flowers.
  - c her a scarf.
  - d them to her later.
  - e Pete your old bike?
  - f me the salt, please?
  - g it for you?

## **68** Verbs with two objects

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

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

## -You and the peoplearound you

#### **Give and take**

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

## Who does it?

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

## What do you remember?

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



:6

# Use the questionnaire in exercise 5 to interview a partner.

Who did you last send an email to?

My friend violet.

\*7

\*10

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

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

### **8** Complete the sentences with *to* or *for*.



I made a paper hat <u>for</u> Tim.

- Let's send these photos to \_\_\_\_\_ Annie.
- 1 I'll leave a message \_\_\_\_\_ Kate.
- 2 Can you give this box \_\_\_\_\_ Jason?
- 3 Shall I lend €100 \_\_\_\_\_ Emily?
- 4 She's ordered a pizza \_\_\_\_\_ you.
- 5 I'd like to show your drawings \_\_\_\_\_ Max.
- 6 I'll find some socks \_\_\_\_\_ Toby.
- 7 Let's pick some cherries \_\_\_\_\_ Jess.
- 8 Shall I choose a book \_\_\_\_\_ you?
- 9 You have to throw the ball \_\_\_\_\_ Iris.
- **10** Pass the scissors \_\_\_\_\_ Frank.

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

I made Tím a paper hat.

Let's send Annie these photos.

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

I made Tím...

A paper hat!

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

# 12 GAME

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

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

money books presents stories jôkês êmails lêttêrs clothes meals postcards things people children me customers My brother/sister businesses (my/their) friends

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

<u> </u>	00	000

# Revision 3 Units 8–12

## Reading

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



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



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



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

## A Lightbox Film Club

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

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

Phône Paul ôn 466713.

## B The Rayford Runners

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

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

## C Gourmet Cooking Club

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

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

## D Card Craft

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

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



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



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

## E The Norley Bookworms

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

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

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

## F Chess for Beginners

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

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

## G Green Space Club

The Green Space Club is beginning to change our city!

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

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

## H The Midas Film Club

What's the point in watching a fantastic film and then just going home? At the Midas Film Club we watch films on the big screen together, then go the cinema café to discuss the film informally.

## My Arctic Trek by Jason Archer

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

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

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

- What is the writer's main purpose in writing this text?
  - A 🗌 to persuade other people to do an Arctic trek
  - B 🕑 to describe why he did the trek and what he saw and heard about
  - C to teach people how to stay safe in cold temperatures
  - D 🗌 to encourage people not to visit the Arctic
- 1 Why did Jason do the trek?

C

- A 🗌 to make money for charity
- **B** to make people think about the problems of rising sea temperatures
  - to see polar bears playing in the snow
- D 🔄 to meet people who knew the Arctic well
- 2 What would a reader learn about Jason from the text?
  - A He thinks it isn't worth asking people to give money to charity.
  - **B** He avoids doing things that are difficult.
  - **C** He enjoys adventure and is interested in nature and the environment.
  - D \_\_\_\_ He regrets doing the trek.
- 3 What does Jason say about the trip?
  - A Trekking on the snow and ice was easier than he expected it to be.
  - **B** I didn't like stopping to look at the polar bears because I wanted to keep walking.
  - **C** The organizers told us it would be easy but it was really difficult.
  - **D** I would encourage other people to do it.

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

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

- 4 What did Jason learn from Billy's story?
  - A 🗌 how to survive in cold water
  - B how to throw a rope to someone to save their life
  - C that the ice in the Arctic may not be as strong as it looks
  - D that it will be a long time before global warming changes the Arctic
- 5 What would Jason probably say?
  - A My family refused to give me any money for charity because they didn't want me to do the trek.
  - B Seeing two polar bears was very frightening.
  - C Billy felt the ice moving but he couldn't see anything.
  - D [ It's important for people to find a way of stopping global warming.

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

## Silver Jewellery-making Workshop

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

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

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

The tutor, Jenny Lake, has taught Art

and Design \*\_\_\_\_ adults for many years. You will be able to see her ?\_\_\_\_ a ring from the initial design to the final product.

Remember <sup>10</sup> \_\_\_\_\_ some ideas for designs with you to the workshop!

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

## Writing

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

Help! I'm finding it impossible $\blacktriangleright$ <u>to sit</u> and study for two hours every night. I see my brothers <sup>1</sup> and want <sup>2</sup> time with them. I hear people <sup>3</sup> and I don't want to miss <sup>4</sup> anything interesting.	SIT PLAY SPEND TALK HEAR
Are you trying <sup>5</sup> in the kitchen or living room with people around you? It must <sup>6</sup> difficult for you <sup>7</sup> your work well. You need <sup>8</sup> a quiet place.	STUDY BE DO FIND
l agree. Don't let yourself <sup>9</sup> distracted by people around you. <sup>10</sup> in a noisy place is difficult for anyone. Also, don't make yourself <sup>11</sup> at your desk for too long. After 45 minutes stop <sup>12</sup> and have a short break.	BE STUDY SIT WORK

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

- I saw Ann. She was writing a letter to Kate. I saw Ann writing a letter to Kate.
- 1 I asked her, 'What are you writing?' I asked her \_\_\_\_\_\_ writing.
- 2 'You should send a postcard to Charlie too,' I said to Ann.

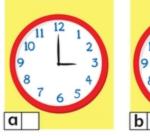
I persuaded \_\_\_\_\_ Charlie a postcard.

- 3 'I'll buy you the postcard, I said. I said that I'd buy the \_\_\_\_\_ her.
- 4 'You can choose it,' I said. I let \_\_\_\_\_ it.
- 5 We didn't drive to the post office. There was no point \_\_\_\_\_ to the post office.
- 6 It was only a fifteen-minute walk there. It only took us \_\_\_\_\_\_ walk there.
- 6 Your friend Gemma met your friend Polly yesterday, and she liked her very much. Write an email to Polly. In your email, you should
  - tell Polly what Gemma said about her
  - suggest going somewhere together next week
  - tell Polly that you're planning to send her something and explain what it is

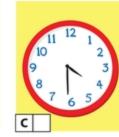
Write 35–45 words.

## Listening

- 8 R3.1 For each question, listen and choose the correct answer A, B or C.
  - What time did Tanya leave school?







1 Which is the correct sign?



2 Which picture shows Mrs May?



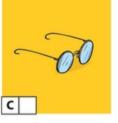




3 What does Ivy want?







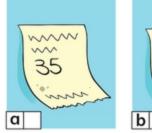
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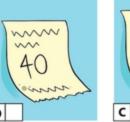
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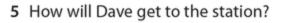
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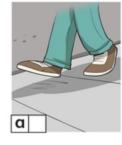
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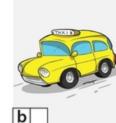
4 How much did the woman pay?

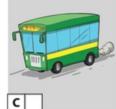












9 R3.2 You will hear the owner of a Guest House welcoming a group of guests. Complete the missing website information. Use one word in each space.

## $\mathbf{O}$

## ABBEY GUEST HOUSE



## Welcome Dinner

o'clock in the Peacock Restaurant

This is what some of our previous guests have 1\_\_\_\_\_ about the Welcome Dinner:

'A fantastic evening!'

'We're so pleased that we <sup>2</sup>\_\_\_\_\_ to the welcome dinner. We made new friends who <sup>3</sup>\_\_\_\_\_ be our friends for ever!'

Price: An extra £10 per person.

## Meals

Breakfast (Garden Room): 7.30–9.00a.m. Lunch (Waterlily Room): 12.00–2.00p.m. Evening meals (Peacock Restaurant): 6.00p.m. to midnight We can bring you <sup>4</sup>\_\_\_\_\_\_ in your room. Please speak to Reception.

## Local attractions

Visit the Botanical Gardens (a <sup>5</sup>\_\_\_\_\_\_ -minute walk) Hear people <sup>6</sup>\_\_\_\_\_\_ traditional stories in the Market House Would you like to practise <sup>7</sup>\_\_\_\_\_\_ the local language? Visit the Language Café, 27 Park Street. Fireworks, every evening, 10p.m. Main Square

## Local transport

Buses for the city centre leave here every 15 minutes.

We suggest that you avoid <sup>8</sup>\_\_\_\_\_ in town at these times: 8.30–9.30, 4.30–5.30.

## Speaking

10 Work in pairs. Turn to page 188. Take turns to talk about what you can see in your pictures.

# **13** Ability and requests

I can use modal verbs to talk about ability and make requests.

## Ability (can, can't, could, be able to, managed to)



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

We use the modal verb **can** + the infinitive when we talk about an ability or skill in the present. *I can speak French.* 

l **can't open** it. **Can** you **get** it?

We use **could** or **was/were able to** when we talk about a general skill or ability in the past.

Amy **could ski** when she was a child. = Amy **was able to ski** when she was a child.

I couldn't swim six years ago. = I wasn't able to swim six
years ago.

**Could** they **read** when they started school? = **Were** they **able to read** when they started school?

We use **was/were able to**, but not **could**, when there was an opportunity to do something at a particular moment in the past.

Fortunately, we **were able to get** home before it started raining.

Fortunately, we could get home before it started raining.

But in negative sentences we can use either **couldn't** or **wasn't/weren't able to**.

Unfortunately, we **couldn't get** home before it started raining. = Unfortunately, we **weren't able to get** home before it started raining.

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

We can use **managed to** + the infinitive for difficult achievements.

We eventually **managed to start** the car. He **didn't manage to swim** across the river.

To predict future ability we use **be able to** with **will** or **be going to.** 

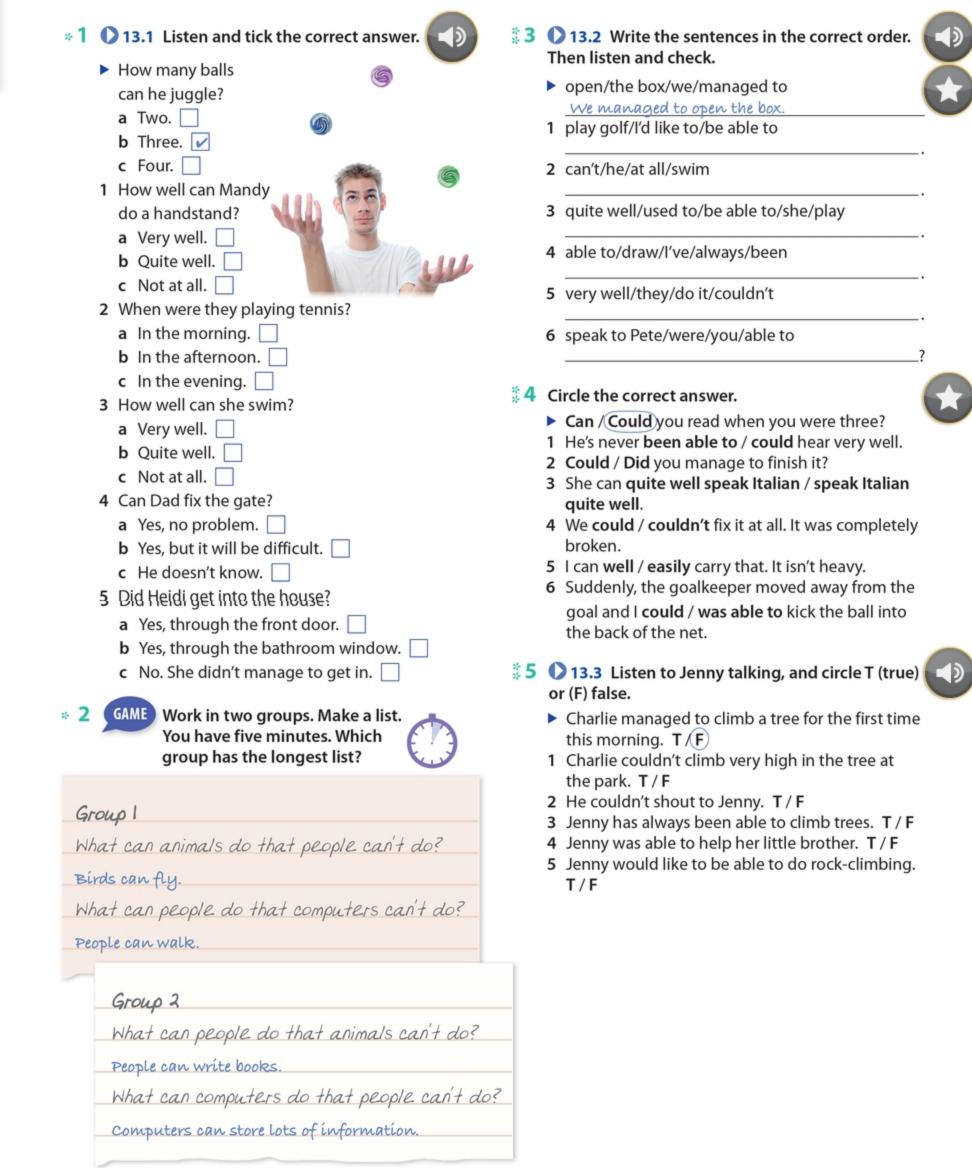
You'**ll be able to see** the stage from here. I'**m not going to be able to** come on Friday.

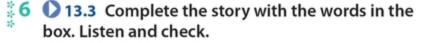
We also use **be able to** after **used to**, **want to**, **would like/love to** and with the present and past perfect. *He used to be able to run very fast. I'd love to be able to ski. I've never been able to draw people's faces.* 

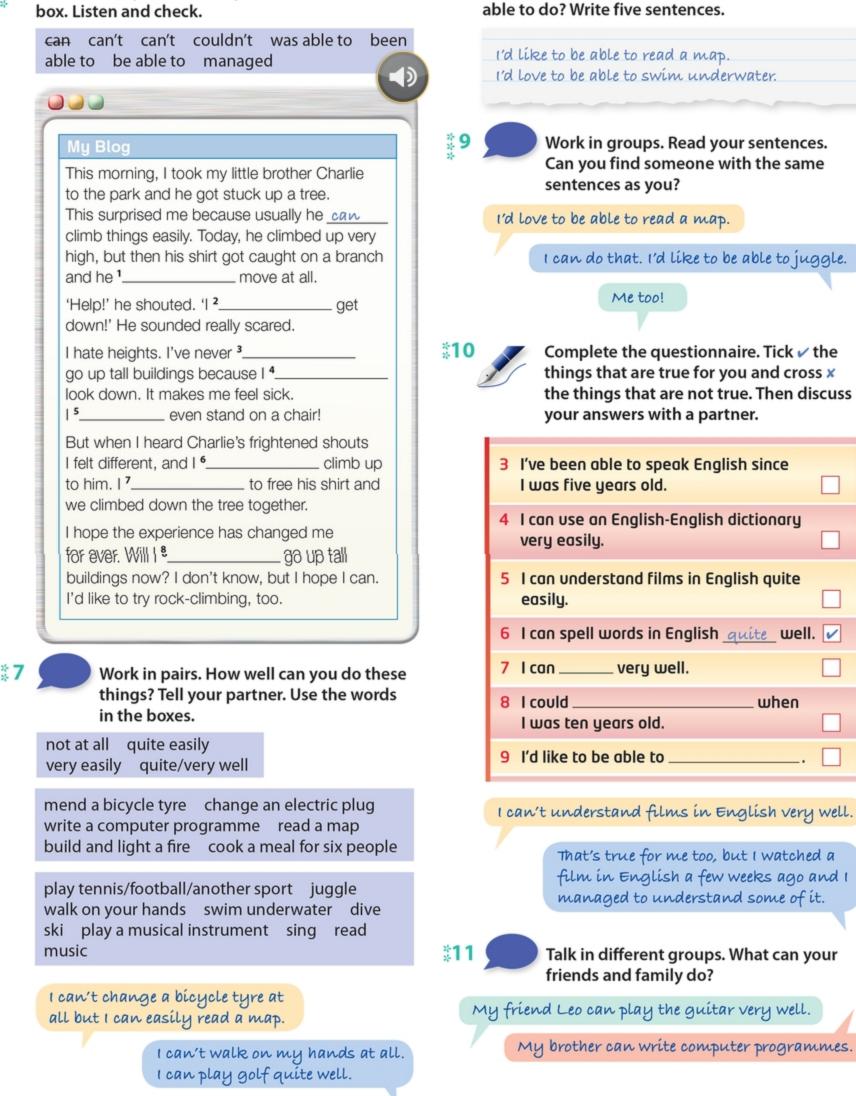
## **Modifiers**

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

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







8 Which things in exercise 7 would you like to be

## Requests (can, could, would, may)

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

We use **Can you ...?** to make simple requests, and/or when the relationship between the speaker and the listener is informal.

'Can you come with me?' 'Of course.'

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

We use **Could you ...?** to make requests that are more difficult for the listener to fulfill, and/or when the relationship between the speaker and the listener is more formal.

'Could you do this exercise again, please?' 'All right.' 'Excuse me, could you tell me the way to the station?' 'I'm sorry, I don't know this area.'

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

- **d** in a library
- **b** in a restaurant \_\_\_\_\_
- e in a shop
- c on a train
- f in the street

a at home

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

We use **Could I/we ... ?** or **May I/we ... ?** to request permission in more formal situations or when we don't know the listener.

'Could I ask you a question?' 'Certainly.' 'Excuse me, could we sit here?' 'I'm afraid these seats are taken.'

'May we leave now?' 'Yes, that's fine.'

We can also use **Would you + mind** + verb + -**ing** ...? to make polite requests.

'Would you mind closing the door, please?' 'Not at all.'

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

To request permission, we use **would** with **mind** + **if I** + *past simple*.

*'Would you mind if I opened* the window?' 'Actually, I'd like to keep it closed.'

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

- I want to come with you! (can)
- <u>Can I come</u> with you? 1 Help us with these boxes!

us with these boxes.

please? (could)

2 I want to see your passport!

\_\_\_\_\_ your passport, please?

### (could)

- 3 Say that again, please. Would \_\_\_\_\_\_ that again? (mind)
- 4 Get me some water!

\_\_\_\_\_ get me some water,

please? (would)

5 We want to see the photos.

\_\_\_\_\_ the photos, please?

(may)

6 I want to use your pen. (used) Would you mind \_\_\_\_\_ your pen?

### \$15 Match the request (a–f) and the response (g–l) to each picture 1–6.

#### Requests

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

## Responses

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













**\$16** 

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

Could you get rid of that for me?

Sorry, but I've never been able to go near spíders!



Excuses, excuses! Work in small groups. Take turns to make polite requests. The others must try to think of as many different excuses as possible with *can*, *could* or *be able to*. Use the ideas below or your own ideas.

lend me some money help me with my homework help me with the washing-up come swimming with me speak a bit louder mend this bicycle tyre change this electric plug carry these bags for me get my kite from the top of that tree

Could you help me with this maths homework, please? It's algebra.

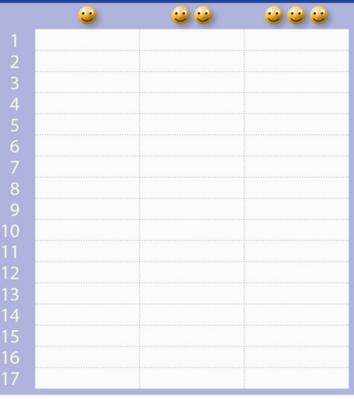
> I'd love to be able to but I'm really busy.

I'm afraid I can't see it because I haven't got my glasses with me.

! <u>looked at it earlier but</u> I couldn't understand it.

> Sorry but I've never been able to do algebra.

## Self-evaluation Rate your progress.



# Necessity and obligation

I can use modal verbs to talk about necessity and obligation.

## Must, have to, need to, can



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

Obligation and necessity	Prohibition
(= Do this.)	(= Don't do this)
must need to	mustn't
should have got to	shouldn't
have to	can't
No obligation/necessity (= It's not important to do this.)	Permission/freedom (= It's OK to do this.)
don't have to don't need to needn't	can, may

We use **must**, **mustn't** and **can't** to talk about rules and to give orders. You **must** stop at the yellow line. You **mustn't** run with the ball. We **can't** talk in the library.

We also use **must** and **mustn't** to give ourselves and others strong advice. *I must remember to bring some water.* 

You **mustn't** worry so much!

We use **can** and **may** to say that something is permitted. **May** is more formal than **can**. You **can** leave your books on the shelf this evening.

To ask about permission we use **Can** ...? **Can** you wear jewellery to school? We use **should** and **shouldn't** to give advice or suggest action for other people. It expresses an opinion. I think he **should** ask a friend for help. You **shouldn't** eat that.

We use **have to** to talk about rules. He **has to** wear black shoes for school.

We also use **have to** when a situation means that there is no other choice for action. *We have to climb over the wall because there isn't a gate.* 

We use **need to** to talk about things that are personally important, necessary or urgent. *I need to go now. My bus leaves at six.* 

Have got to is similar to need to, but it is more informal and also more urgent. Is that the time? I've got to go! We've got to tell the teacher about this.

When there is no obligation or necessity we use don't have to, don't need to and needn't. I don't need to get up early tomorrow – it's the first day of the school holidays! You needn't worry about that.

When we ask about obligation we use **Do/Does** ... have to ... ? Do you have to do homework every day?

When we ask about specific necessity we use **Do/Does ... need to ... ? Do I need to** bring this book tomorrow?

### \*1 Match functions a-h to sentences 1-8.



- 1 You must hit the ball into that area.
- 2 You must come for lunch one day! \_\_\_\_\_3 You can stay here until five o'clock. \_\_\_\_\_
- 4 You should buy a dictionary.
- 5 You have to have a passport to go to another country.
- 6 You don't need to finish it now.
- 7 We have to clean our shoes every day. \_\_\_\_
- 8 Emily has to wear glasses.
- a an international rule
- b a family rule
- c giving permission
- d an invitation
- e a medical necessity
- f advice
- g a sports rule
- h free from obligation

\*2 14.1 Where are the conversations? Listen and number the places 1–6.

1

- a in a café \_\_\_\_\_ b in the street \_\_\_\_\_
- **d** on a train \_\_\_\_\_ **e** at reception \_\_\_\_
- c at home \_\_\_\_\_
- f at school
- 3 14.2 Complete these sentences from exercise 2 with the verb in brackets and a verb from the box. Then listen and check.

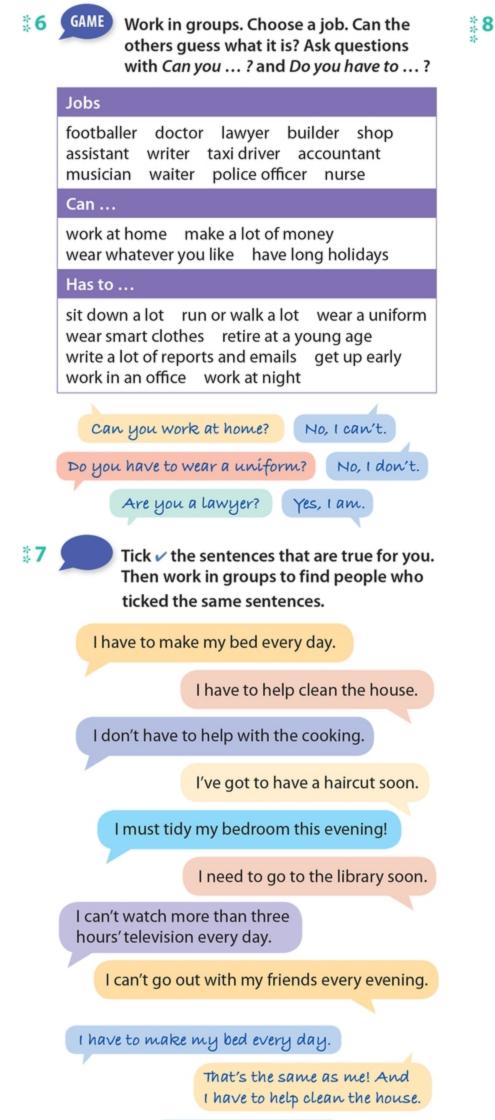
change cross eat have have see sign stay tidy use watch

- I can't eat eggs. (can't)
- 1 You \_\_\_\_\_\_ inside the building. (must)
- 2 You \_\_\_\_\_\_ when the man is red.
- (mustn't) 3 \_\_\_\_\_\_ a DVD? (may/l)
- 4 You \_\_\_\_\_\_ at the next station. (will have to)
- 5 \_\_\_\_\_\_ here? (l/have to)
- 6 You \_\_\_\_\_\_ a black pen. (don't have to)
- 7 You \_\_\_\_\_\_ your room first. (need to)
- 8 I \_\_\_\_\_\_ some tests at the hospital soon. (have got to)
- 9 \_\_\_\_\_ your ticket, please? (can/l)
- 10 You \_\_\_\_\_\_ a short break now. (can)

- **4** Circle the correct options.
  - You can / need to be here at six o'clock tomorrow morning. Don't be late!
  - 1 I think we **should** / **have to** leave now. It's getting late.
  - 2 Can I / Do I have to watch the football match this evening? I really want to.
  - 3 You can't / needn't bring your books to school tomorrow. You only need a notebook and pen.
  - 4 Attention! You **should** / **must** stop at the yellow line! Do not cross the yellow line!
  - 5 Farmers have got to / have to work every day of the year.
  - 6 You can / should take it home. Would you like to? You decide.
  - 7 You mustn't / don't have to do that! It's dangerous!
  - 8 Sorry. You **don't need to** / **can't** wear shoes in the house.
  - 9 Can I / Do I have to wear this hat? I really don't like it.
  - 10 You mustn't / don't need to pay. It's free to enter.
- 5 Complete Jack's sentences with the best words from the box.

must mustn't should <del>can't</del> 've got to may doesn't have to

- Jack → his cousin: 'We <u>caw't</u> eat sweets at our school. Can you?'
- Jack → his teacher: 'Excuse me, \_\_\_\_\_ I go to the bathroom?'
- 2 Jack → a friend: 'Sorry, I can't talk now. I \_\_\_\_\_\_ take this book to the library.'
- 3 Jack → his little brother: 'No! You \_\_\_\_\_ play with my phone.'
- 4 Jack → Jack: 'It's not fair! My little brother \_\_\_\_\_ get up early every day!'
- 5 Jack → a friend: 'I think you \_\_\_\_\_\_ try again.'
- 6 Jack → Jack: 'I \_\_\_\_\_\_ remember to phone Charlie this afternoon! Why do I always forget?'



I don't have to do that.



Work in groups. Look at the signs. How many of the rules can you write in five minutes?





## Had to, needed to, needn't have, couldn't



We use **had to**, **needed to** and **couldn't** + the infinitive when we talk about necessity, obligation and freedom to act in the past.

We can use **had to** for any past obligation or necessity. We can use **needed to** for any past necessity.

Obligation and necessity	Prohibition
had to	couldn't
needed to	

They had to wear black shoes. (= It was the rule.) We had to climb over the wall. (= We had no choice.) We had to/needed to post the letter. (= It was important to us.) I couldn't use my computer on the plane.

No obligation /necessity	Permission /freedom
didn't have to didn't need to	could

We **didn't have to** do homework at primary school. I **didn't need to** go to the doctor because I felt better this morning.

We could choose what we wanted to eat.

We use **needn't have** + the past participle when we say in the present that a completed past action was unnecessary.

Needn't have is different from didn't need to. We didn't need to take food. (= It wasn't necessary to take food. We knew that. ⓒ) We needn't have taken the food. Nobody ate it. (= It wasn't necessary to take the food. We didn't know that. ⓒ)

## 9 14.3 Listen and tick the correct answers.

- Why didn't Fred play with friends after school?
  - a He didn't want to. 🗌
  - b He had to work. 🖌
  - c He didn't have any friends.
- 1 Why did Milly give flowers to Amy?
  - a She wanted to.
  - b She had to.
  - c Amy had asked for flowers.
- 2 What did Carrie do at the music studio?
  - a She watched people play and record music.
  - **b** She played different musical instruments and used the recording equipment.
  - c She used the recording equipment.
- 3 What did Ted do today?
  - a He went to the library but it was closed.
  - **b** He went to the library.
  - c He went to school.
- 4 Why didn't Alice pay?
  - a She didn't want to.
  - **b** She couldn't because she didn't have any money.
  - c She didn't need to.
- 5 Why didn't Ann see the film?
  - a She couldn't because of her age.
  - b She didn't want to.
  - c She had to do her homework.
- 6 How did they get to the station?
  - a They ran. 🗌
  - b They walked.
  - c They took a taxi.

### **10** Circle the correct option.

- I could /didn't have to / needed to write this report, but I wanted to. I chose to do it.
- 1 Toby had to go / needn't have gone / couldn't go to school yesterday because he had a hospital appointment. He was at the hospital all day.
- 2 'You've got so many things in your bag!' 'I know. And I had to take / needn't have taken / couldn't take my umbrella because it didn't rain at all!'
- 3 We couldn't / had to / didn't need to use our dictionaries in the exam. We had to leave them in our bags.
- 4 | didn't need to wake up / needn't have woken up / had to wake up early because it's the holidays. I stayed in bed until half past nine!
- 5 The hotel restaurant was fantastic. We **couldn't** / **had to** / **could** eat anything that we wanted.
- 6 'You missed the end of the film!' 'I know. I couldn't / could / had to leave early because of my bus.'

# \*11 Complete the second sentence so that it means the same as the first. Use a modal verb from the box.



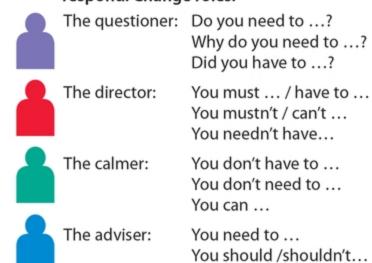
can't couldn't didn't have to may mustn't needn't have should

- You mustn't swim here.
   You <u>can't swim</u> here.
- 1 Can I use your dictionary? \_\_\_\_\_\_ your dictionary?
- 2 We didn't wear jeans because it was prohibited. We \_\_\_\_\_\_ jeans.
- 3 You can't open it yet. You \_\_\_\_\_\_ it yet.
- 4 There was no obligation to buy the picture. We \_\_\_\_\_\_ the picture.
- 5 In my opinion it would be a good idea for you to say 'sorry'.
  - I think you \_\_\_\_\_\_ say 'sorry'.
- 6 I watered the garden but it wasn't necessary because it rained later.

I \_\_\_\_\_\_ the garden because it rained later.

# 12 GAME

### Take turns to read one of the problems. The other students choose a role and respond. Change roles.



I don't know the rules of football.

I haven't got many friends.

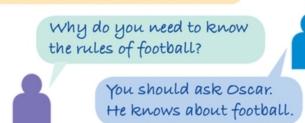
I'm tired because I studied for four hours yesterday evening.

I painted this picture for you. It took me all day! I've got toothache.

I swam in the river. Now I'm really cold.

I don't understand modal verbs.

## I don't know the rules of football.



## Self-evaluation Rate your progress.

# **15** Plans, predictions and guesses

I can use modal verbs to discuss plans, to make predictions and to speculate and guess about present situations.

## Making plans (shall, could, would)



A modal verb shows the speaker's attitude or opinion towards a fact, event or activity. *We could take a taxi*. (suggesting a plan)

*That taxi driver must know*. (making a guess) *We might get lost*. (making a prediction)

We use the modal verbs **shall**, **could** and **would** when we suggest and discuss possibilities for future plans.

We use **could** in the affirmative form when we suggest different possibilities.

We could watch TV. You could draw the pictures.

We use **Shall we ...**? and **Shall I ...**? when we ask questions about plans. What time **shall** we meet? **Shall** we leave soon?

To reply to questions with **shall** we usually use **Let's** ... or **How about** ...? 'What **shall** we do?' 'Let's phone Martin.' or 'How about phoning Martin?' We use **would** in *I'd* like to... and **Would** you like to ...? to talk about preferences for plans. What time **would** you like to start? *I'd* like to stay at home this afternoon.

We use **That** + **would/wouldn't be** when we respond to suggestions for plans.

- © That would be nice/great/ wonderful!/fantastic!
- © That would be good/better/the best thing to do!
- ⊗ That **would** be difficult/very expensive.
- ℬ That wouldn't be easy.

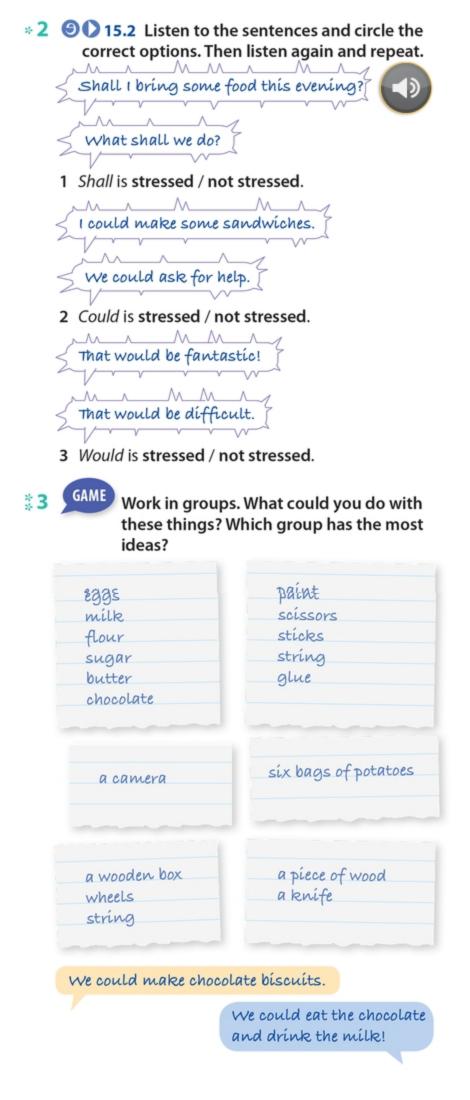
As well as the modals **shall**, **could** and **would**, we also use **Let's...** and **Why don't ...?** to make suggestions and plans.

Let's stop at five o'clock. Why don't we go to the beach?

### \* 1 🜔 15.1 Listen. What are the people talking about? Match conversations 1–6 to a–f.

- a a room \_\_\_\_
- **b** a piece of homework \_\_\_\_\_
- c a holiday <u>1</u>

- d an afternoon activity \_\_\_\_\_ e a visit to a friend \_\_\_\_\_
- f a broken vase \_\_\_\_
- 84 Plans, predictions and guesses



### **4** Circle the correct answer.

- I shall / 'd like to go to the library tomorrow.
- 1 'We could / would invite Jenny.' 'That's a good idea.'
- 2 'Why don't we keep it a secret?' 'That wouldn't / couldn't be very kind.'
- 3 'What shall / would we give her?' 'How about some flowers?'
- 4 'A walk in the forest?' 'Yes, why not? That **would** / **shall** be nice.'
- 5 'Shall we play some music?' 'Yes, we shall / let's.'
- 6 Could / Would you like to come with us?
- 5 15.3 Complete the conversations with the words in the box. Listen and check. Then practise the conversation in pairs.

don't could could like would shall shall shall would would

- Ivy: <u>shall</u> we go for a walk tomorrow?
- Sue: That 1\_\_\_\_\_ be nice.
- Ivy: Where <sup>2</sup> we go?
- Sue: We <sup>3</sup>\_\_\_\_\_ walk to the lake.
- **Ivy:** Yes, and we <sup>4</sup>\_\_\_\_\_ go swimming.
- Sue: I don't know ... I think the water <sup>5</sup>\_\_\_\_\_ be very cold!
- Ivy: 6\_\_\_\_\_ I bring a picnic?
- Sue: That<sup>7</sup>\_\_\_\_\_\_be lovely.
- Ivy: I'd <sup>8</sup>\_\_\_\_\_ to invite Julia to come with us. Shall I ask her?
- Sue: Yes, of course. Why <sup>9</sup>\_\_\_\_\_ we ask Katy, too?
- **6** Role play. Work in pairs. What are you going to do? Have three conversations and make plans. Use *shall, could* and *would*. Use your own ideas.

#### Conversation 1

What / we give / Anna? bike? DVD? computer game?

#### **Conversation 2**

Where / we stay / on holiday? at a luxury hotel? at a campsite?

### **Conversation 3**

What / we do / at the weekend? play football? read books?

What shall we give Anna?

we could give her a book.

That would be a good idea.

## Predictions (might, may, will)

We use **might**, **may** and **will** when we make predictions about the future.

We use **will** and **won't** when we are sure about a prediction. You'll love it! (= I'm sure.) Bill **won't** know the answer. (= I'm sure.)

We use the adverbs **probably** and **definitely** to modify predictions. We put these adverbs after **will** but before **won't**. *They'll probably win*. (= I'm almost sure.) *They'll definitely win*. (= I'm 100% sure.) *It probably won't rain*. (= I'm almost sure.) *It definitely won't rain*. (= I'm 100% sure.)

We use **might**, **might not**, **may** and **may not** when we aren't sure about a prediction. The bag **might** break. (= It's possible.) The bag **might not** break. (= It's possible.) Karen **may** want to talk about it. (= It's possible.) Karen **may not** want to talk about it. (= It's possible.)

We use **may** and **might** in the same way, but **may** is slightly more formal than **might**.

We can use I expect and I think before predictions with might, may and will to show that the prediction is our opinion.

I expect he'll be hungry. I think they might buy a new car.

For negative predictions we usually use I don't think + will. I don't think they'll agree.

## \* 7 Circle the correct answer.

- I'll probably/ probably will go to bed early.
- 1 She definitely won't / might not tell you.
- 2 It won't probably / probably won't finish late.
- 3 This food is very hot and spicy. You not may / may not like it.
- 4 I expect / It expects it'll be cold this evening.
- 5 I think she might not / won't agree.
- 6 Jason will definitely / definitely will help you.

### 8 15.4 Optimists (③) and pessimists (⑧). Match two responses (a–l) to each dialogue 1–5 Then listen and check.

- We'll take a taxi.
  - 8 <u>d</u> 0 <u>h</u>
- 1 I'm going to give this book to Toby. ⊗ \_\_\_\_ ☺ \_\_\_\_
- 2 I've lost my necklace!
- ⊗ \_\_\_\_ ☺ \_\_\_\_
   3 I'm going to take some of this medicine.
   ⊗ \_\_\_\_ ☺ \_\_\_\_
- 4 She really wants to go to that university. ⊗ \_\_\_\_ ☺ \_\_\_\_
- 5 I'm going to climb that tree!
- a You won't find that again.
- **b** She may not pass all her exams.
- c You'll get a wonderful view.
- d It'll be expensive.
- e l expect they'll offer her a place.
- f You'll definitely get it back.
- g It'll help you feel better.
- h It'll be quick.
- i He won't like it.
- j It'll taste horrible.
- k He'll love it.
- I I think you might fall.

# GAME Work in groups. Make optimistic and pessimistic predictions like those in exercises 7 and 8.

a friend's tennis match the weather tomorrow a skiing holiday a maths exam an appointment with the dentist

He'll definitely win!

He might hurt himself.



Write optimistic predictions about your classmates. Work in groups and share your predictions.

I expect vicky will travel around the world.

## Guesses and speculations (must, might, could, can't)



We use must, might and can't when we guess and speculate about a present situation.

When we guess and speculate about the present circumstances of the situation we use must/might (not)/could/can't + the infinitive or be + verb + -ing.

### A guess about a present event = 'l'm 99% sure it's true.'

That man **must be** cold. He **must be feeling** uncomfortable.

A guess about a present event = 'l'm 99% sure it's not true.'

He can't be very happy. He can't be feeling very good.

A guess about a present event = 'Maybe. It's possible.'

He might need some help. It could be a fishing competition. He **might not have** any dry clothes. We can also guess and speculate about the past action or situation that created the present situation. To do this, we use must/might (not)/can't + have + past participle or must/might (not)/can't + have + been + verb + -ing.

#### A guess about a past event = 'I'm 99% sure it happened.'

He must have fallen in the river. He must have been fishing.

A guess about a past event or activity = 'I'm 99% sure it didn't happen.'

He can't have wanted to get wet.

A guess about a past event = 'Maybe. It's possible.'

Someone might have pushed him! He **might have wanted** to get something out of the water.

He **might have been trying** to catch a big fish. He might not have been in a competition.

## \*11 15.5 Listen. Which three pictures is he talking about?













## 12 D 15.5 Listen again and answer the question about pronunciation. Then listen and repeat.

Do we pronounce the 't' in *might be* and the 'd' in

could be? yes / no **\*13** GAME

Work in pairs. Take turns to make two sentences about a picture from exercise 11 with *It might be* or *It could be*. Can your partner guess the picture?

It might be a cup. It could be a plate.

Is it this picture?

Yes, that's right.



### **14** Circle the correct option.



- I'm not sure. You must / might / can't be right.
- 1 His birthday can't / might / must be on the 31st April. There are only 30 days in April.
- 2 He must / could / can't be a doctor. We don't really know.
- 3 I didn't see them on the bus. They must walking / walk / be walking to school today.
- 4 The post office **might** / **must** / **could** not be open at this time of day.
- 5 It's got black and white stripes, so it must / can't / might not be a zebra.
- 6 'Why is he asleep at eleven o'clock in the morning?' 'He might not sleep / might not be sleeping / must not be sleeping.'
- 7 £1000! You can't have joked / must be joking / might have been joking!
- 8 Were you OK yesterday? You must have felt / might feel / can't be feeling cold without a jacket.
- 9 He must have broken / can't have been breaking / can't have broken his leg. Look – he's walking fine!
- 10 Where did he get that cake? He must buy / have bought / have been buying it.

## 15.6 Complete the sentences with the correct form of the verbs in brackets. Then listen and check.



- The lesson was at nine o'clock. He was at the dentiat/e at nine o'clock.
- dentist's at nine o'clock. He <u>can't have been</u> (be) at the lesson.
- 1 You had your bag on the bus. Now you don't have it.

You \_\_\_\_\_\_ (must/leave) it on the bus.

- 2 She thinks it really happened but she was asleep. She \_\_\_\_\_\_ (must/dream).
- 3 They wanted to come. They didn't come. They \_\_\_\_\_\_ (might/change) their minds.
- 4 He was talking about it yesterday and he wrote it on his hand.

He \_\_\_\_\_ (can't/forget).

- 5 The ground was dry. Now it's very, very wet. It \_\_\_\_\_\_ (must/rain)
- 6 It was working. Now, it isn't working. Oh dear. We \_\_\_\_\_ (might/ break) it.

16 OD 15.7 Listen again and answer the question about pronunciation.

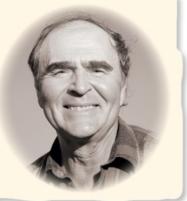
How do we pronounce *might have, must have* and *can't have*?

- a /mait hæv/ /mst hæv/ /ka:nt hæv/
- b /maɪtəv/ /mʌstəv/ /kɑ:ntəv/
- **\$17** GAME

## GAME Work in groups. Follow the story trail.

1 Read part one of the story.

There's a man called Edward who has a job that he loves. He works outside. He likes animals, but he doesn't work with animals.



2 What's Edward's job? Guess from the jobs in the box. Use *can't*, *might* or *could*.

shop assistant zoo keeper artist farmer traffic warden cook office worker gardener librarian builder taxi driver fisherman

He can't be a cook.

He could be a builder.

3 Now turn to page 181 for part two of the story.

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## Self-evaluation Rate your progress.

# Revision 4 Units 13–15

## Reading

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



### 2 Look at the sentences below about astronauts. Read the text to decide if the sentences are true or false.

- The first astronaut travelled into space in 1961. (true)/ false
- 1 'Astro' means space so 'naut' must mean 'sailor'. true / false
- 2 You have to travel more than 100km into space to be an astronaut. true / false
- 3 More than 520 people must have flown into space in the last fifteen years. true / false
- 4 The pilot has to take command of the whole space mission. true / false
- 5 All mission specialists have to do space walks and repairs. true / false
- 6 A space agency might accept someone with a university degree in mathematics and good eyesight for the selection process. true / false
- 7 A space agency might accept an experienced jet pilot with high blood pressure for the selection process. true / false
- 8 Someone who is 195cm tall can't become an astronaut. true / false
- 9 Mission specialists needn't understand the mechanics of the spacecraft. true / false
- 10 Astronauts in training must spend a lot of time working underwater in a space suit. true / false

# BEING AN ASTRONAUT: A CAREER IN SPACE

From the first manned spaceflight in 1961 to trips to the International Space Station in the last fifteen years, more than 520 people from around the world have become astronauts.

The word 'astronaut' comes from the Greek and means 'space sailor'. In official terms, an astronaut is someone who has flown more than 100km into space.

## Hierarchy and duties

On a space flight there will always be a commander, a pilot and mission specialists.

The commander has responsibility for a whole space mission. The pilot helps the commander to control and operate the spacecraft and other space vehicles. Mission specialists have specific duties in different areas. They might do space walks, experiments or repairs.



## The basic qualifications

These are the basic qualifications that you need to apply to a space agency.

- You need a university degree in engineering, science or mathematics.
- You need to have 1,000 hours experience as a jet pilot in command.
- + You need to pass a physical examination, which covers the following areas.
  - You need to be able to see long distance and things near to you.

You can't have high blood pressure.

You must be between 158cm and 191cm tall.

Applicants must write a CV that includes all their skills, experience and references.

## The selection process

The space agency selects about 100 candidates. These candidates have to attend interviews and medical tests for a week.

## The training process

All astronauts need to train for two years. They have to learn about the mechanics of the spacecraft and how to operate its systems.

They also have to do a lot of training underwater in swimming pools because this is similar to being in space. For this training, the astronauts have to wear space suits. **3** Read the text below and choose the correct word for each space. Write A, B, C or D.

## **Diving Detective**

\_\_\_\_\_ you believe this story? A man on holiday in France thought he'd lost his camera for ever when he dropped it in a river. But he 1\_\_\_\_\_ have worried. A young diver found it and 2\_\_\_\_\_ to return to it him.

Andrew Sully was canoeing on a river with his family when he accidentally dropped the camera.

'Oh no! There <sup>3</sup>\_\_\_\_\_ be about 100 pictures on there!' said his wife, 'We <sup>4</sup>\_\_\_\_\_ never see them again!'

'I <sup>5</sup>\_\_\_\_ be able to find it,' said Andrew, and he dived into the river to look for the camera. Unfortunately, he wasn't <sup>6</sup>\_\_\_\_ to see anything and he soon <sup>7</sup>\_\_\_\_ stop looking.

Two weeks later, 23-year-old student Kevin was scuba diving in the same river when he found the camera.

He <sup>8</sup>\_\_\_\_\_ to download the photos and then he started his detective work.

'There were pictures of a man standing by a "Sully" sign, so I guessed the owner <sup>9</sup>\_\_\_\_ be called Sully. There were also photos of a cycling event, and I found Mr Sully on the event website. I <sup>10</sup>\_\_\_\_ to email him a message saying 'I think I <sup>11</sup>\_\_\_\_ your camera.'

'My wife and I were very happy to see our camera and all our holiday photos again,' says Andrew. 'We <sup>12</sup>\_\_\_\_ like to say a big 'thank you' to Kevin. Perhaps we'll buy him some new diving equipment!'

A Must B Might C Can D May
A can't B needn't C might D might not
A managed B could C able D can
A could B can't C might have D must
A 'd B need C could D 'll
A won't B can't C might D would
A able B could C can D need
A will B could C had to D might
A managed B could C wasn't able
D didn't manage
A must B was able to C can't D couldn't
A 'll B 've got to C was able D could
A must find B might find
C might have found D can't have found
A 've B could C 'll D 'd

## Writing

- 4 Here are some sentences about a trip to the supermarket. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
  - I didn't manage to get everything on the shopping list.
     I wasw't able to get everything on the
  - shopping list.1 I needed to take a taxi home.I \_\_\_\_\_\_ take a taxi home.
  - 2 I wasn't able to use my credit card.
    - I \_\_\_\_\_\_ use my credit card.
  - 3 I'm 99% sure I left a bag in the taxi. I must \_\_\_\_\_\_ a bag in the taxi.
  - 4 I'm 80% sure we'll need to get some more milk tomorrow. We'll to get some more milk

We'll \_\_\_\_\_\_ to get some more milk tomorrow.

- 5 I bought these biscuits, but now I see that there's a box of biscuits in the cupboard! I \_\_\_\_\_\_ these biscuits!
- 6 Why don't we try shopping online next time?

5 Your friend Martin is coming to stay with you and your family this weekend. Write an email to Martin. In your email, you should

- predict what the weather will be like at the weekend
- ask Martin to bring something
- suggest an activity for Saturday afternoon

Write 35-45 words.

6 Write a story with the title below.

## I thought I couldn't do it – but in the end I could.

7 This is part of a letter that you received from your English friend Andy.

There are lots of rules at our school that we mustn't break.

How about at your school? What rules do you have?

Write a letter to Andy, telling him about the rules at your school.

## Listening

- 8 R4.1 Listen and choose the correct answer A, B or C.
  - What does the girl want?

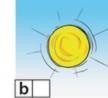


1 What did the boy buy?



2 What is the weather forecast for today?

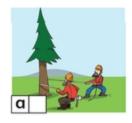


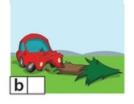




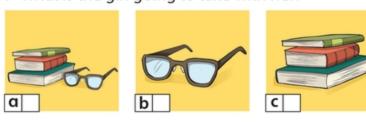
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3 What does the girl think happened?

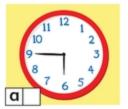


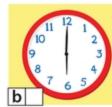






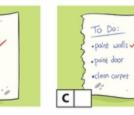
5 What time will Jamie's train probably leave?





## 6 Which is the woman's list?





с

- 9 R4.2 You will hear a conversation between Milly and Ben about a camping trip. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.
  - Milly and Ben were probably in the garden when Richard rang. yes/ no
  - 1 Ben would like to have lunch now. yes / no
  - 2 Milly knows that Richard is going out this afternoon. yes / no
  - 3 Milly, Ben and Richard need to buy tents. yes / no
  - 4 Ben won't have to buy a sleeping bag. yes / no
  - 5 Ben hasn't been able to buy a map for the trip. yes / no
  - 6 Milly needn't have bought plastic cups, plates and bowls. **yes / no**

## Speaking

10 Work in pairs or small groups. You and your friend(s) have to prepare a performance for a show at school. Talk about which equipment you will use and who will use it.

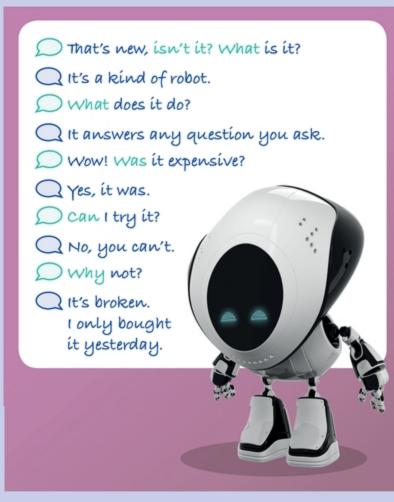


92 Revision 4 Exam preparation

# **16** Questions and question tags

I can ask questions; I can use question tags to check information and make conversation.

## Questions



We use questions to check information, ask for information, make requests, suggestions, offers and invitations.

Yes/no questions and wh- questions usually have the same word order. Are you sad? Why are you sad? Did you eat it? When did you eat it?

In short answers to **yes/no** questions we use the auxiliary verb from the question. 'Was she here yesterday?' 'Yes, she was.' 'Can you see a boat?' 'No, I can't.' 'Have you been working?' 'Yes, I have.'

We use the auxiliary verbs **do**, **does** and **did** in questions with the present and past simple. 'Do you play tennis?' 'Yes, I **do**'. 'How often **do** you play tennis?' '**Does** it work like this?' 'No, it **doesn't**.' 'How **does** it work?' '**Did** he phone you?' 'Yes, he **did**.' 'Why **did** he phone?'

## Questions with **what** and **who** can follow two different orders.

Subject question ( <i>who/wha</i> t + verb)	Answer
Who phoned?	Polly phoned.
What broke?	A cup broke.
Object question ( <i>who/what</i> + auxiliary verb/ + subject + verb)	Answer
Who did you phone?	I phoned Andy.
What did Ted break?	Ted broke <b>a plate</b> .

We use **whose** to ask about possession. 'Whose pen is this?' 'It's mine.' 'Whose are these books?' 'They're Dan's.'

We use what when we ask about a wide choice (many possible answers) and which when we ask about a limited choice (a small number of possible answers). What's your favourite day of the week? Which day of the week do you prefer? Friday or Saturday?

We often use questions with **what** + noun and **how** + adjective. What colour are her eyes? What time does the film start? How far is the station from here? How old are you?

If a question has a preposition, the preposition usually goes at the end. What's that bag made **of**? Who are you going to travel **with**?

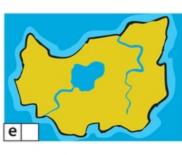
Questions with **What ... for?** mean 'Why?' What did you say that for? What did he want the money for?

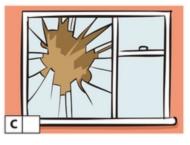
Questions with What is/was ... like? mean 'Describe him/her/it/them.' What's the weather like today? What were the hotel rooms like? \*1 16.1 Listen to the questions. What are they asking about? Listen and number the pictures.













2 2 16.2 Listen, then answer the question about pronunciation. Then listen again and repeat the questions.

Where does she live? How old is it? Whose is it? Who does it belong to? How did that happen? What's the climate like?

Does the voice go up or down at the end of each question?

- a Down
- b Up 🗌
- \* 3 Complete the questions with the correct question word from the box.

How How What Which When Whose Where Who Why

- what 's it made of glass or plastic?
- 1 \_\_\_\_\_ book is this yours or Carrie's?
- 2 \_\_\_\_\_ do you prefer red or blue?
- 3 \_\_\_\_\_ are your keys in your bag or in your pocket?
- 4 \_\_\_\_\_ did you open it with scissors or with a knife?
- 5 \_\_\_\_\_\_ shall we stop now or in five minutes?
- 6 \_\_\_\_\_ didn't you come because you couldn't or because you didn't want to?
- 7 \_\_\_\_\_ won you or Frank?
- 8 \_\_\_\_\_ good are you at tennis good or very good?

- **4 16.3** Listen to the questions. Tick the best answer for each question.
  - 🕨 a Every day. 🖌
    - **b** Wood and glass.
    - c Because she lives near me.
  - 1 a To the shops. 🗌
    - **b** It's about 20km from here.
    - c Tomorrow.
  - 2 a Because I'm cold.
    - **b** About 10 minutes.
    - c To school.
  - 3 a At six o'clock.
    - **b** It's Martin's.
    - c Paper.
  - 4 a Katie.
  - **b** On Fridays.
  - c Really good.
  - 5 a It's Jenny's.
    - **b** Wood and metal.
    - c About half ten o'clock.
  - 6 a About 500 metres.
    - **b** Three times a week.
    - c It's big, with lots of fruit trees.
- 5 Circle the correct options. Practise reading the questions with the correct intonation.
  - (How) / What late was Heidi?' 'About ten minutes.'
  - 1 'What was the meal **like** / **for**?' 'It was delicious! I really enjoyed it.'
  - 2 'Who did you see / saw you?' 'I saw Linda.'
  - 3 'What / Why did you say that for?' 'Because it's true!'
  - 4 'What makes you / do you make happy?' 'Good food and good music!'
  - 5 'Which likes you / do you like best mornings or evenings?' 'Evenings.'
  - 6 'When / What month is your birthday?' 'August.'
- Work in pairs. Ask and answer questions and complete your story.
   Student A turn to page 182.
   Student B turn to page 184.

### 16.4 Listen to the introduction to a quiz. What do you need to write?

a names b numbers c questions



16.5 Work in groups. Can you complete the quiz? Listen and check. Which team has the most correct questions?

Our Planet, Our Universe Lake Geneva Cotopaxi 5 Question: How \_\_\_\_ Planets Seas and oceans Mercury Uranus Neptune Earth the Atlantic Ocean the Pacific Ocean the Mediterranean Sea the Baltic Sea Question: How deep is the Baltic Sea ? Answer: About 55m. Answer: 460°C. 1 Question: How \_\_\_\_\_ Answer: 165.2 million square kilometres. Rivers **Capital** cities The Mississippi The Nile

The Amazon The Yangtze

- 2 Question: Where does \_\_\_\_\_ Answer: Lake Victoria in Tanzania.
- 3 Question: How \_\_\_\_\_ Answer: About 6,498km.

### 9 🕘 🜔 16.6 Listen and answer the question about pronunciation. Then listen again and repeat the questions.

Has it got six legs?

Does Carla know Alex?

Am 1 right? Can you and your sister swim? Will it be OK? Is Leo coming?

Does the voice go up or down at the end of each question?

- a Down
- b Up

Mountains and Lakes

Mount Everest Lake Titicaca

- 4 Question: Where Answer: In Ecuador.
- Answer: 8,848m.

Venus Pluto Mars Saturn

- 6 Question: What do \_\_\_\_ Answer: They call it 'The Red Planet'.
- 7 Question: How \_\_\_\_\_ \_ ?
- 8 Question: How \_\_\_\_\_ Answer: About 4.5 billion km.

Caracas La Paz Nairobi Kathmandu

9 Question: Where \_\_\_\_ Answer: In Venezuela.

10 Question: How \_\_\_\_\_ Answer: 3,640m above sea level.



Work in pairs. Ask your partner yes/no questions. How many of these short answers can you make your partner say in one minute?

Yes, there is.	No, I won't.	Yes, she is.	No, you don't.
Yes, I have.	No, I don't.	Yes, I will.	No, there isn't.
Yes, it has.	No, you don't.	Yes, there are.	No, she isn't.
No, there aren't.	No, It isn't.	Yes, he is.	No, she doesn't.
Yes, you are.	No, he doesn't.	Yes, you do.	No, it hasn't.

is there a teacher in this room?

Yes, there is.

2

2

## **Question tags**

A question tag is a short question that we can add to the end of a statement. We form it like this: auxiliary verb + subject. John's funny, isn't he?

The subject in the tag is the same as the subject in the statement. *You* worked yesterday, didn't **you**?

A negative statement has a positive tag. A positive statement has a negative tag.

Edward can walk to the farm, can't he? It isn't easy, is it?

Sentences with the present simple or the past simple have **do**, **does** or **did** in the tag.

Antony **likes** painting, **doesn't** he? You **don't** have any cousins, **do** you? Debbie **passed** her exam, **didn't** she?

Sentences with an auxiliary verb have the same auxiliary verb in the tag.

We'll see the new baby, won't we? They can't leave now, can they? We shouldn't say anything, should we?

Some structures have different tags.

Structure	Auxiliary	
used to	did	You <b>used to</b> live here, <b>didn't</b> you?
l am	aren't	l'm late, aren't l?
Let's	shall	Let's stop, shall we?
have got	have	You <b>'ve got</b> a bike, <b>haven't</b> you?
Imperative	will	Don't tell him, will you?



When the subject in the sentence is **this** or **that**, the subject in the tag is **it**. *That* was fun, wasn't **it**?

When the subject in the sentence is **these** or **those**, the subject in the tag is **they**. *These* are your pens, aren't **they**?

We use question tags with rising intonation when we want to check information that we aren't sure about.

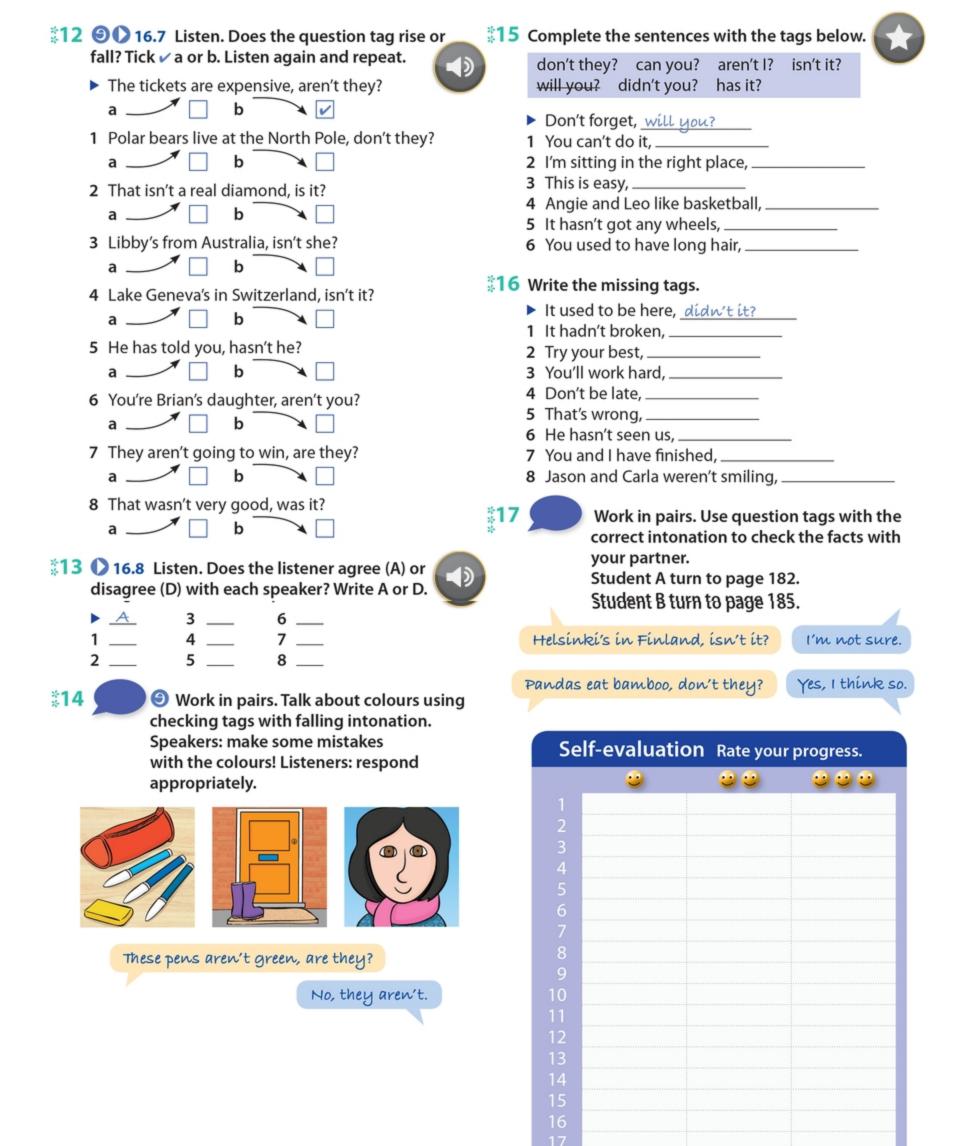
Pandas come from China, don't they? Your dad's an engineer, isn't he?

We use question tags with falling intonation when we are sure of the answer and we expect the listener to agree with us.

It's cold today, isn't it? You won't forget to phone, will you?

## \*11 Circle the correct option.

- 2
- Kate's got the books, doesn't (hasn't)she?
- 1 The bus will stop here, won't / will it?
- 2 They went home, didn't / don't they?
- 3 I'm going to be late, aren't / am not l?
- 4 Max can speak French, doesn't / can't he?
- 5 Let's get some lunch, will / shall we?
- 6 You and I already knew that, didn't we / you?



#### Unit 16 97

# Relative clauses and exclamatory sentences

I can use defining and non-defining relative clauses; I can use exclamatory sentences.

## **Defining relative clauses**

Defining relative clauses give essential explanatory information about the subject or object of a sentence. The subject or object can be a person, thing or place.

We use the relative pronouns **who**, **which**, **whose**, or **that** to introduce defining relative clauses.

We use **who** or **that** when the defining relative clause gives information about a person.

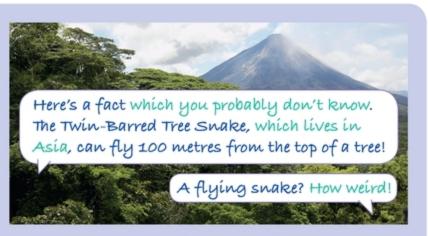
Main clause	'I spoke to the man.'
Essential	'Which man?'
information	'He painted this picture.'
Sentence with defining	'I spoke to the man <b>who</b> /
relative clause	that painted this picture.'

We use **which** or **that** when the defining relative clause gives information about a thing or animal.

Main clause	'I've eaten the cake.'
Essential	'Which cake?'
information	'You made it.'
Sentence with defining	'I've eaten the cake <b>which/</b>
relative clause	that you made.'

We use **whose** when the defining relative clause gives information linking a person to another person or thing as a possession.

Main clause	'I was helping the girl.'
Essential information	<i>'Which girl?'</i> 'Her suitcase broke.'
Sentence with defining relative clause	'I was helping the girl <b>whose suitcase broke</b> .'



We use the relative adverb **where** when the defining relative clause gives information about a place.

Main clause	'We're going to the café.'
Essential information	'Which café?' 'Anna works there.'
Sentence with defining relative clause	'We're going to the café where Anna works.'

When the person or thing is the object of the defining relative clause, the relative pronoun (**who**, **which** or **that**) can be omitted.

## object

I spoke to a girl. You met her yesterday.

I spoke to the girl (who/that) you met yesterday.

We can't do this when the person or thing is the subject of the defining relative clause.

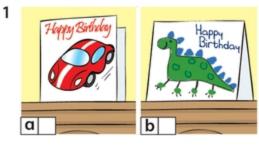
### subject

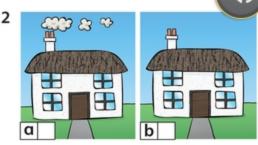
I spoke to a girl. She's got eight brothers.

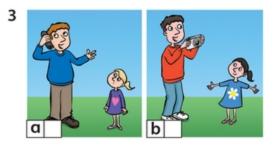
I spoke to a girl who's got eight brothers.

We can never omit the relative pronouns **whose** and **where**.

## 🛯 🜔 17.1 Listen and tick the thing, place or person they talk about. 🕻







### \*2 Circle the correct option.

- Let's meet at the place where / which we met yesterday.
- 1 He's got a machine **who** / **which** makes really good ice-cream.
- 2 The girl **that** / **who she** won the competition is over there.
- 3 Where's the boy who / whose phone rang during the film?
- 4 I like those biscuits **that** / **that they** have chocolate on top.
- 5 There are three bridges which / where cross the river.
- 6 It's a fruit who monkeys enjoy / monkeys enjoy.
- 7 That's the museum which / where you can see the king's crowns.
- 8 Can you tell me who / whose said that?

# Subject or object relative pronoun? Find and cross out the object pronouns.

- I'm listening to the CD which you gave me.
- Where's the person who works here?
- 1 It's an animal which runs very fast.
- 2 That's the shop that I was talking about.
- 3 Are you going to eat the cake which I made?
- 4 I know some people who don't eat meat or eggs.
- 5 The girl who we helped sent me an email.
- 6 I'll find a pen which works.
- 7 It's an area of the city which is quite dangerous.
- 8 Have you found the book that you lost?

4 Rewrite each pair of sentences as one sentence using a defining relative clause. Omit the relative pronoun where possible.

- Let's ask that man. He's got a map. Let's ask that man who's got a map.
- 1 It's an animal. It has a long trunk.
- 2 That's the lake. We swam there.
- 3 That's the house. My uncle built it.
- 4 I'll ask the girl. She painted the picture.
- 5 Do you like the wall? We painted it.
- 6 I saw the girl. Her dad is a lawyer.
- 7 We can find a shop. It sells milk.
- 8 What happened to the boy? You used to play football with him.



Work in pairs. Student A look at this picture. Student B look at the picture on page 185. Write six questions about your picture with *Can you see* ...? + a defining relative clause.

Can you see a window that's broken? Can you see a man who's laughing?



\$6 GAME

Now show your partner your picture and ask your questions. Answer his/her questions. Can you find everything in two minutes?

Can you see a man who's laughing?

Let me see... Ah yes, he's here.

## Non-defining relative clauses

Non-defining relative clauses give non-essential, extra information about the subject or object of a sentence.

The subject or object can be a person, thing or place.

We use the relative pronouns **who**, **which**, and **whose** and the relative adverb **where** to introduce non-defining relative clauses.

We use commas to separate the non-defining relative clause from the main clause.

Main clause	Extra information	Sentence with non-defining relative clause
They live in a yurt.	A yurt is a big tent.	They live in a yurt, which is a big tent.
My brother works in Saudi Arabia.	My brother is a teacher.	My brother, who's a teacher, works in Saudi Arabia.
That's Paula.	Her mother is a famous singer.	That's Paula, whose mother is a famous singer.
Naples is a city in the south-west of Italy.	Pizza comes from Naples.	Naples, <b>where pizza comes from</b> , is a city in the south-west of Italy.

We sometimes use a non-defining relative clause to comment on a whole clause.

She helped me with my homework. That was kind.

She helped me with my homework, which was kind.

## \*7 <u>Underline</u> the word or clause that the non-defining relative clause refers to.

- <u>She's passed all her exams</u>, which we're very pleased about.
- 1 He grows daffodils, which are yellow flowers.
- 2 He was riding a red bike, which his uncle gave him for his birthday.
- 3 I broke the cup you gave me, which I'm really sad about.
- 4 I took lots of photos, which I'll show you later.
- 5 He's lost his passport, which is going to create a lot of problems.

## \*8 Add the missing commas.

- I ate a samosa, which is a kind of pie from India.
- 1 Louise who I've known for many years is going to move to Canada.
- 2 They gave me a present which was really kind of them.
- **3** They live in Slovenia where there are some beautiful mountains.
- 4 You need to use saffron which is a very expensive spice.
- 5 Edward whose brother is in your class is a really good chess player.
- 6 I had a long chat with Tim which was really nice.
- 7 My sister who's a musician is playing in a concert this weekend.

## 9 Rewrite the sentence to include the information in brackets.

- Vitamin D helps strengthen your bones and teeth. (You get Vitamin D from sunlight.) <u>vitamin D, which you get from sunlight,</u> <u>helps strengthen your bones and teeth.</u>
- 1 This is a story about Kate. (You'll meet her tomorrow.)
- 2 We arrived early. (That was good.)
- 3 Baklava is very tasty. (Baklava is a Greek dessert.)
- 4 Mary speaks Spanish very well. (Mary's mother is Mexican.)
- 5 We went to Fez. (Fez is a city in the north of Morocco.)
- 6 Green Street is very busy. (Suzy lives there.)

## **Exclamatory sentences**

We use exclamatory sentences to express our feelings in response to things we see and hear about. *How strange! What a disaster!* 

Exclamatory sentences don't need a verb. They usually have an exclamation mark.

How	+ opinior		
How	strange! interesting! confusing!		
What	a/an	singular noun	
What	a an	day! opportunity!	
What	What uncountable noun		
What	happiness! rubbish!		

# \*10 17.2 Circle the correct answer. Listen and check, then repeat.

- What) What a delicious meal!
- 1 What / What a great film!
- 2 What a strange / strange clothes he wears.
- 3 How / What fun!
- 4 What / How an idea!
- 5 How / What funny!
- 6 What beautiful eyes that she has / she has.

## \*11 Write the sentences. Add exclamation marks.

- nails / what / long what long nails!
- 1 a / day / what / beautiful
- 2 kind / is / she / how
- 3 talks / rubbish / what / he
- 4 books / a lot of / what
- 5 true / how / is / that

What	a/an	size/opinio adjective	n	singula noun	r
What	a an	long interesting		story. day.	
What	size or opinion adjective		plura	al noun	
What	difficult big		questions! feet!		

We can also use **What a lot of** + plural or uncountable noun to exclaim at quantity. *What a lot of people! What a lot of food!* 

We sometimes add a verb clause at the end of an exclamatory sentence. What difficult questions **you ask**! How funny **you are**!

\*12 17.3 Complete the exclamatory sentences with the words in the box. Listen and check, then practise the conversations with a partner.

a an what how what an what a long that will be

- 'I bought this shirt for £2.'
   'What \_\_\_\_ bargain! That's really cheap!'
- 1 'Guess what? We're going to perform the play at the city theatre next year.'

\_\_\_\_\_ exciting!'

2 'Tanya's family are going to travel round Australia in a camper van.'

'I know. What an adventure \_\_\_\_\_!'

- 3 'I want to get ill. Then I can stay in bed all day.' '\_\_\_\_\_\_ nonsense! Don't say that!'
- 4 '5-0! 5-0! What \_\_\_\_\_\_ excellent result!'
- 5 'This time last year we were stuck in the car in the snow. Do you remember?'

'Yes. \_\_\_\_\_\_ night that was!'

6 'There's a new girl at school. She's called Apple Dora.' '\_\_\_\_\_ unusual name!'

GAME 17.4 Work in groups. Listen. The first group to respond with an appropriate expression from exercise 11 or 12 wins a point.

> The sun's shining. It's not too hot and not too cold.

what a beautíful day!



Work in pairs. Imagine these are your holiday photos. Write about the things, people and places in them. Use relative clauses.

#### Student A

I went to Sweden on holiday. These people, who we met at the hotel, were really friendly. That's the mountain we climbed.



**\$15** 

16

Role play. Work in pairs. Talk about your holiday photos from exercise 14. Respond with exclamatory sentences.

I went to Sweden on holiday. This is the place where we swam every day.

What beautiful blue water!

Choose five of your own photos and write about them with relative clauses.

This is my cousin, who lives in Kuwait.

\*\***17** 

Bring your photos to class and talk about them. Work in pairs or small groups.

These are some photos I took last summer. This is my cousin, who lives in Kuwait.

Student B



I went to Australia on holiday. This is the place where we stayed. This man, who I met on a fishing trip, was really friendly.





Self-evaluation Rate your progress.					
	2	00	000		
2					
3					
4					
1 2 3 4 5 6 7 8 9					
7					
8					
10					
12 13					
14					
15					
16					
17					

# Revision 5 Units 16–17

## **Reading and writing**

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



In the year 2000 historians opened a bottle of perfume which had been underwater in a shipwreck since 1912. Incredibly, the liquid in the bottle was still a strong and beautiful rose perfume.

The bottle, which came from the 'Titanic', was one of several bottles which had belonged to a German perfume-maker who was travelling on the ship. A historian who was in the room when the bottle was opened cried with emotion at the beautiful scent.

Perfume, which has the power to change people's emotions, has been part of human history for thousands of years. The word 'perfume' comes from the Latin words 'through' (per) and 'smoke' (fumus).

What's the connection between smoke and perfume? The Mesopotamians, who lived more than 6,000 years ago, burnt wood and resin. This produced pleasant-smelling smoke, or incense, which many people still use today.

Around 3000 BC, the ancient Egyptians found a way to make perfume for the body. They extracted essential oils from plants, flowers and fragrant wood and added it to fat or other oils such as almond oil. Popular scents were rose, cinnamon and sandalwood.

The Egyptians put these perfumes into attractive containers, which they traded with people in other places.

In 2003, archeologists on Cyprus found perfume bottles and mixing jugs which showed that people there were making perfume in 2000 BC. They mixed essential oils of pine; almond and bergamot with olive oil to make their perfumes.

- What kind of writing is this?
  - A 🗌 an opinion article
  - B an advertisement
  - c 🛃 an information article
  - D 🗌 a story
- 1 What's the purpose of the information about the bottle of the perfume from the *Titanic*?
  - A to show that people who were on the *Titanic* used perfume
  - **B** to give information about the history of perfume-making in Germany
  - **C** to tell a story about recent history which shows the power of perfume
  - D to give an example of an object that archeologists found on the *Titanic*
- 2 What question does this text answer?
  - A What did ancient Egyptian perfume bottles look like?
  - B 🗌 How did perfume-making begin?
  - C Where can I learn more about the history of perfume?
  - D 🗌 Why did ancient Egyptians use perfume?

- 3 According to the text, which is true?
  - A Thousands of years ago, people in Egypt and Cyprus made perfume which was made from plant oil.
  - **B** The Mesopotamians used similar methods but different ingredients.
  - C The Mesopotamians didn't like oily perfumes for the body.
  - D The ancient Egyptians were the only ancient civilization who used perfume bottles.
- 4 What's 'resin' (paragraph 4)?
  - A 🗌 It's someone who makes perfume.
  - B It's fragrant smoke which comes from wood.
  - C 🗌 It's a substance which you can burn.
  - D It's an oily perfume which you can put on your body.
- 5 Why was perfume important for the ancient Egyptians?
  - A 🗌 It was a business commodity.
  - **B** Historians and archeologists aren't sure.
  - C They mixed rose, cinnamon and sandalwood oil with fat or other oil.
  - D 🗌 They put it into beautiful bottles.

2 The people below are looking for a website. Read about eight websites and decide which website would be most suitable for each person.



Paul's thirteen years old. He's been ill and he wants to watch things that are interesting and funny too.



Amy's going to leave school next year. She can't decide what kind of job she'd like to do.



Sidney has a friend whose young brother has a special talent for music. He wants to read the biography of a talented musician.

## A What will I look like?

How will your face change over the next five years? Ten years? Twenty years? Would you like to know? Upload your photo, add your health information and see the results!

### B What's that song?

You're out and you hear a new song that you like. What's it called? You don't know. Who wrote it? You don't know. Use the search facility on this website to find it.

### C How crazy!

You think you've seen everything, don't you? Well, you haven't until you've seen 'How crazy!' It's a free collection of video clips. You'll see people doing crazy things you won't believe! You must be over 12 years old.

### D Which career?

What are my skills? What do I enjoy doing? How important is money to me? This website helps you answer these questions and to identify your possible future careers.



Cathy needs to find some questions for a school quiz. The theme is sport.



Tony is doing a piece of homework about an event which happened in 1964. He wants photos which will make his project more interesting.

### E Who said it?

'Who said it?' is a website that has hundreds of questions <u>about</u> famous quotations by sports people, film stars, singers and other celebrities. Answer the questions yourself or use the questions to test your friends.

### F See where it happened!

This is a website where you can click on a historical event and see photos of the location today and in the past. There are also maps and interesting facts that relate to the locations.

## G What a genius!

This is a fascinating website for anyone who is interested in the minds of exceptional individuals.

Read the life stories of people whose achievements in the fields of mathematics, art and music make them remarkable. Click on the links to see examples of these amazing individuals' work.

### H Dress me!

Are you interested in clothes and fashion? Enter your personal data into this website and it will tell you the sizes and styles that you should wear.

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

### is the Blue Star?

The Blue Star is a kind of starfish <sup>1</sup>\_\_\_\_ is usually completely dark blue or light blue. There are also some Blue Stars which are green, purple, pink, yellow or orange.



### <sup>2</sup>\_\_\_\_ do Blue Stars live?

Blue Stars live in coral reefs and sea grass in the Indian Ocean and parts of the Pacific Ocean.

### 3\_\_\_\_ do they look like?

They have five rounded arms with an eye at the end of each arm <sup>4</sup>\_\_\_\_ can identify only light and darkness. Their mouth, <sup>5</sup>\_\_\_\_ is in the centre, is on the underside of the body.

### How <sup>6</sup>\_\_\_\_ do Blue Stars grow?

Blue Stars can grow up to 30 cm across.

## <sup>7</sup>\_\_\_\_ do they eat?

Blue Stars are omnivores, <sup>8</sup>\_\_\_\_ means that they eat plants and animals.

## Can Blue Stars grow new arms if their arms break off?

Yes, they <sup>9</sup>\_\_\_\_\_. In fact, a single broken Blue Star arm can grow into a whole new Blue Star. <sup>10</sup>\_\_\_\_\_ amazing is that?

A Who B What C Which D How
A who B which C it D what
A Where B How C Why D When
A How B What C Where D Which
A it B who C they D that
A where B that C who D which
A size B shape C big D often
A When B How C What D Where
A what B that C it D which
A can B do C are D will
A How B What C It's D That's

## Writing

- 4 Complete *b* so that it means the same as *a*. Use no more than three words.
  - a I think you're not busy. Am I right?
     b You're not busy, <u>are you</u>?
  - a Do you remember Polly? I showed you her photo yesterday.
    - **b** Do you remember Polly, \_\_\_\_\_\_ showed you yesterday?
  - 2 a Polly and I met at this museum.b This is the museum \_\_\_\_\_ we met.
  - **3 a** She bought a book about the museum. (She gave it to me.)
    - **b** She bought a book about the museum \_\_\_\_\_\_ to me.
  - 4 a People don't often do things like that. I'm sure you agree.
    - b People don't often do things like that,
  - **5** a She's a very kind person.
    - b \_\_\_\_\_ kind person!
- 5 You've heard that your older cousin Mary is going to get married to Bill, who you've never met. Write an email to Mary. In your email, you should
  - express your feelings in response to Mary's news
  - ask Mary about the date of the wedding
  - ask Mary other questions about Bill and the wedding

#### Write 35–45 words.

### . ...

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Dear Mary

I heard about your wedding plans. How exciting!

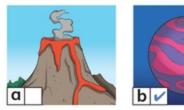
### 6 This is part of a letter you received from an English friend.

What's your favourite piece of clothing? Where did it come from? What does it look like? How long have you had it? Why do you like it? How often do you wear it?

### Write a letter, answering your friend's questions.

## Listening

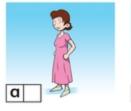
- 7 **R5.1** For each question, listen and choose the correct answer A, B or C.
  - What's the woman asking about?





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1 Who did the boy speak to?

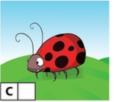








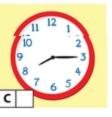




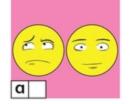
3 What time does the train leave?



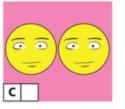




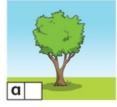
4 How are the two people feeling?

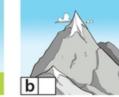


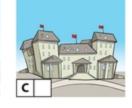




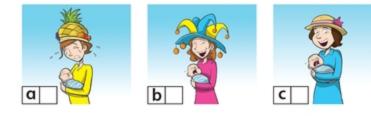
5 What's the woman asking about?







6 Which woman are they talking about?



- 8 R5.2 You will hear a conversation between Ryan and his mum Ann, who are at a restaurant. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.
  - Ryan and his mum have just ordered fruit salad. yes /no
  - 1 Ryan doesn't like the music the pianist is playing. yes / no
  - 2 Ann has never eaten Feijoada. yes / no
  - 3 Ann doesn't eat meat these days. yes / no
  - 4 Ann knows the name of the song that the pianist is playing. yes / no
  - 5 Ryan is surprised because his pizza is very big. yes / no
  - 6 Ryan thinks he won't want any dessert. yes / no

## Speaking

9 Work in pairs. Ask and answer questions using these ideas.

### Student A

What / your name? What / be / your surname? How / you spell it? you / like studying English? you think / English will be useful for you in the future? What / you do / last weekend?

## Student **B**

Where / you come from? you / a student? Where / you study? What subjects / you study? What / you enjoy doing in your free time? What / you do yesterday evening?

What's your name?

I'm Andrew.

**106** Revision 5 Exam preparation

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# **18** Zero and first conditional

I can use zero and first conditional sentences to explain the consequences of present and future actions.

## Zero conditional



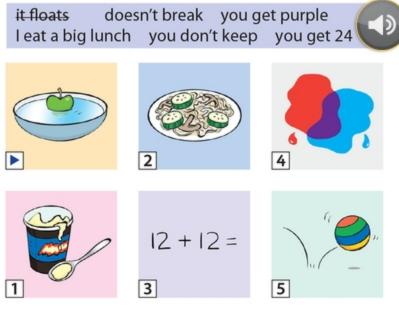
\* **3** 

We use zero conditional sentences for real situations, to describe how people and things always behave. The result clause explains the automatic consequence of the **if** clause.

If paper burns, it makes a lot of smoke. I get thirsty if I don't drink enough water. The verb in both clauses of zero conditional sentences is in the present simple. The **if** clause can come first or second. We use a comma when the **if** clause comes first.

**If** I **phone** Toby after six oʻclock, he **doesn't** always **answer**. This liquid **looks** blue **if** light **shines** on it.

## \* 1 18.1 Complete the zero conditional sentences with the phrases in the box. Then listen and check.



- If you put an apple in a bowl of water, it floats
- 1 If \_\_\_\_\_\_ ice-cream in the freezer, it melts.
- 2 I feel sleepy if \_\_\_\_\_
- 3 If you add twelve and twelve, \_
- 4 \_\_\_\_\_ if you mix red and blue.
- 5 A ball \_\_\_\_\_\_ if you drop it.

\* 2 Look at the pictures in exercise 1 and cover the sentences. How many of the sentences can you remember?

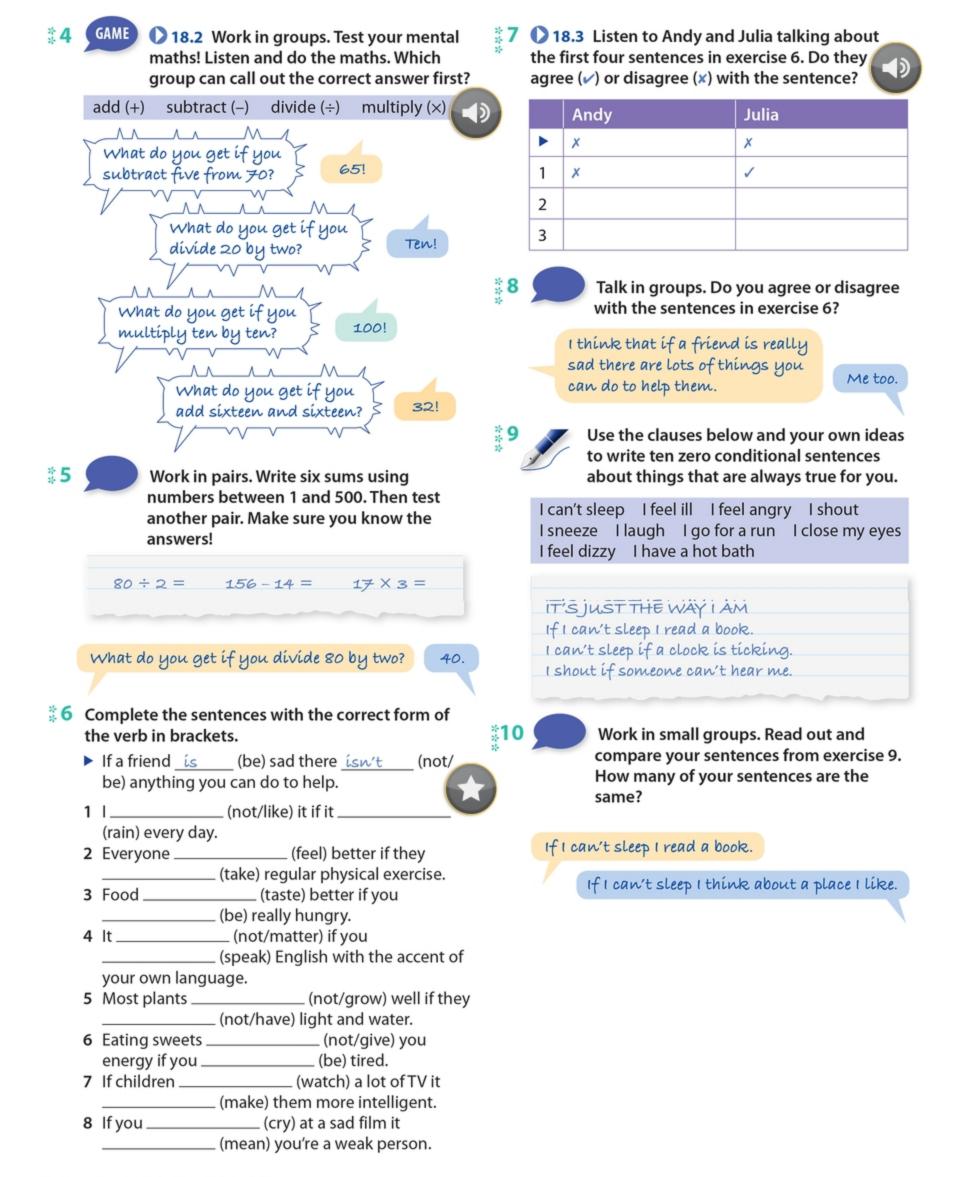
If you put an apple in water, it floats.

Work in pairs. Change some of the clauses in exercise 1 to make new sentences.

If you put a key in water, it doesn't float.

If you put an apple in a fire, it burns.

If you put an apple near my brother, he eats it!



#### 108 Zero and first conditional

### **First conditional**



We use first conditional sentences for real situations, when we describe the probable result or consequence of a possible future event. If he puts those leaves on the fire, they will make a lot of smoke.

The verb in the if clause of first conditional sentences is in the present simple. In the result clause we use will/won't + the infinitive form. If you leave now, you won't meet Theo. Those pots will break if you stand on them!

We can also use (not) going to, must/mustn't, should/shouldn't, can/can't, might/might not or the imperative in the result clause.

If Jenny phones, can you take a message? You **shouldn't go** into the sea if you **can't** swim. Sit here if you want.

We often use the first conditional in negotiations, offers, warnings and when giving advice. 'I'll help you with that, if you like.' 'Yes, please.' 'If I lend you my bike, can I borrow your skateboard?' 'OK, but if you borrow my bike you must be careful with it.'

'If you **don't wear** a hat you **might catch** a cold.' 'OK.'

**Unless** + a positive verb means the same as if + a negative verb.

I won't phone you **unless there's** a problem. (= I won't phone you if there isn't a problem.) Don't eat berries unless you know what they are. (= Don't eat berries if you don't know what they are.)

### \*11 18.4 Where are the conversations? Listen and number the places 1-6.

- **a** at home
- **b** on a train 1
- **c** in a library
- **d** in a shop
- e on a beach
- f in a restaurant \_\_\_\_\_

### 12 18.4 Complete the conversations with the phrases in the box. Then listen again and check.

you should have you like you pay it washes off you go you'll feel I'll ask you tidy take you want to can go you bring we'll have to wait

- 1 'We ► <u>can go</u> and get a drink at the next station if 1\_\_\_\_\_\_.' 'I don't know ... There isn't much time, and if we miss the next train, <sup>2</sup>\_\_\_\_\_ for an hour and get the 4.07 and then we'll be late.' 'I suppose so, but if you're very thirsty <sup>3</sup>\_\_\_\_\_ something to drink.
- 2 'If <sup>4</sup>\_\_\_\_\_\_ a bit extra you can have it gift-wrapped.
  - 'No, thanks. It's fine as it is.'
- 3 'Come and get some more suncream if 3 \_\_\_\_\_ into the sea again, OK? 'Why?'

'Because if <sup>6</sup>\_\_\_\_\_\_ in the water you might get burnt. And if you get burnt <sup>7</sup>\_\_\_\_\_ really horrible later.'

- 4 'If \*\_\_\_\_\_ your bedroom now we can all watch a film together later.'
- 5 'This rice tastes funny, and it's a bit cold. 'Well, if you're not happy with it

9\_\_\_\_\_ the waiter to take it back.'

'But will I get another one?' 'Of course! Unless 10\_ \_\_\_\_\_ order something different.

- 6 'If <sup>11</sup>\_\_\_\_\_ them back late, you'll have to pay a fine.
  - 'OK.'

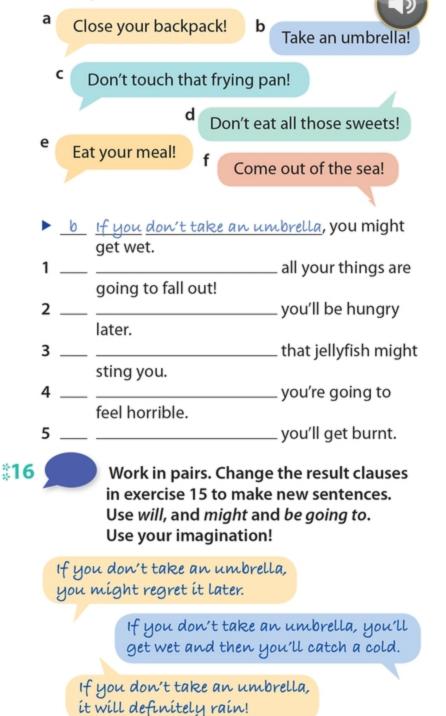
<sup>12</sup>\_\_\_\_\_ this leaflet, if you want. It's got all the details.

### **\*13** Work in pairs. Practise the conversations.

### 14 Circle the correct answers.

- If you stay here, I'll go/ go and get the tickets.
- 1 You should ask Tony if you want / 'll want some help with that.
- 2 There 'll / won't be enough food unless everyone brings some.
- 3 We'll be late unless we **don't leave** / **leave** right now.
- 4 Don't / Won't talk about it if you don't want to.
- 5 Wait a minute! You don't / shouldn't have a big meal if you want to go swimming.
- 6 There won't be any left for later if you eat / might eat them all now.

### 15 18.5 Match the warnings a-f to the results 1–5. Then write the *if* clause to complete the first conditional sentences. Listen, check your answers and repeat.



### 17 Add if or unless to the sentences.

- You mustn't leave the room <u>unless</u> a teacher says you can.
- 1 \_\_\_\_\_\_ we leave now, we might arrive on time.
- 2 I won't look at your story \_\_\_\_\_ you want me to.
- **3** You shouldn't cross the road \_\_\_\_\_ a car's coming.
- 4 \_\_\_\_\_ you sleep now, you won't be able to sleep tonight.
- 5 It won't work \_\_\_\_\_ you don't switch it on!
- 6 Don't take that food \_\_\_\_\_ you can eat it all.
- 7 I'm not going to take the medicine \_\_\_\_\_ I really need to.
- 8 Your book will get wet \_\_\_\_\_ you leave it in the garden.

Work in small groups. How many different ways can you finish these pieces of advice with *if* and *unless*?



<sup>\$18</sup> GAME

### Ask and answer the questions in small groups.

Who will you phone if you need to talk to someone today?

Who will you ask if you need help with your schoolwork?

What will you drink if you're really thirsty after school?

What will you say if someone asks you how you are today?

What will you do if you're bored this evening?

who will you phone if you need to talk to someone today?

I'll phone my friend Amy. I always phone her if I want to chat about things.

20

Work in groups of four. Students A and B look at the role cards on this page. Students C and D go to page 186. Discuss who you can help and who can help you. If you ask for help you must offer something.

### Student A

### **Your requests**

You want someone to come sea fishing with you. You want someone to take some photos of you. You need someone to help you with your computer.

### What you can offer

You'll lend people books and DVDs.
 You'll teach guitar and piano lessons (£3.00 for one hour).

### But ...

- Sour back hurts if you do physical work (like lifting heavy things or painting walls).
- ⊗ Your legs hurt if you walk or run a long distance.

### Student B

### **Your requests**

You need someone to help you move some heavy boxes. You want to borrow some books for the weekend. You want someone to paint your bedroom walls.

### What you can offer

© You'll help people who have problems with their computers. © You'll give free guitar and piano lessons.

### But ...

- Sou won't lend any DVDs unless you can borrow some in return.
- Sou'll only give music lessons if people practise a lot at home.

Can someone come sea fishing with me?

Sorry, I can't do that. I feel sick if I go on a boat.

> I'll come sea fishing with you if you can lend me some books for the weekend.

Yes, I can lend you some books! Thanks!

### Self-evaluation Rate your progress.

	•	00	000
2			
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1 2 3 4 5 6 7 8 9 10			
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Unit 18 111

# **19** Second and third conditional

I can use the second and third conditional sentences to describe the consequences of hypothetical present, future and past events.

### Second conditional



We use second conditional sentences when we describe the imagined result or consequence of an unreal or unlikely situation in the present or future. *If this was a real diamond, it would be worth a lot of money.* 

The verb in the **if** clause of second conditional sentences is in the past simple. In the result clause we use **would/wouldn't** + the infinitive of the verb. *I* **would be** very surprised **if** it **snowed** tomorrow. **If** you **offered** Martin help, he **wouldn't** accept it.

We often add adverbs like **probably** and **definitely** and phrases like **I think.** *I think I'd probably* call the police if that happened.

We often use **could** in the **if** clause. You **would** enjoy it more **if** you **could swim**. We can also use **could** and **might** in the result clause instead of **would**.

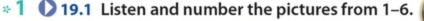
If we went to the village we **could get** some eggs. If Vicky Wasn't so bossy, she **might make** more friends.

We usually use second conditional sentences to imagine situations in everyday life. If they **offered** you the job, **would** you accept it?

We also use second conditional sentences to speculate about more unusual hypothetical situations. What **would** happen if there **was** no carbon dioxide on Earth?

In more formal writing and speaking we sometimes use **were** instead of **was** after **if**. *If James were here, we could ask him.* 

We always use **were** in the phrase **If I were you** ... for giving advice. *If I were you*, *I'd keep it*.





112 Second and third conditional

- \* 2 Write the words in the correct order to complete the responses.
  - really, really / I'd / scared / be I'd be really, really scared
  - 1 that / I'd / never / do No, \_\_\_\_\_
  - 2 angry / be / think / really / I'd

I\_\_

- 3 l'd / get / you, / the jacket / were / l lf\_\_\_\_\_
- 4 the prawns / choose / probably I'd \_\_\_\_\_
- 5 never / never / we'd / got dark, / see / the stars / it / lf \_\_\_\_\_\_!

# \* 3 19.1 Match the responses 1–5 from exercise 2 to sentences a–e. Then listen and check.

- How would you feel if you were in the sea and you suddenly realized there was a shark in the water?
- a I like the jacket best, but the T-shirt would probably be more useful.
- **b** How would life be different if it was daylight 24 hours a day? \_\_\_\_
- c If you could eat something from there, what would it be? \_\_\_\_\_
- **d** How would you feel if a stranger took your photo in the street? \_\_\_\_
- e If you found a lot of money in a shop, would you keep it? \_\_\_\_\_
- Work in pairs. Act out the conversations.
   Change some of the answers.

How would you feel if you were in the sea and you suddenly realized there was a shark in the water?

I'd feel terrified!

Me too! I'd be so frightened!



Work in small groups. Take turns to read out a problem. The others give advice with *If I were you*, *I'd* ... Who gives the best advice?

I get a lot of headaches. I find it hard to get out of bed in the morning. I'm worried about my exams. I don't have many friends. My feet are always cold. I get a lot of backache. I can't run very far or very fast.

I get a lot of headaches.

If I were you I'd take some medicine.

If I were you, I'd have my eyes tested.

I think the second piece of advice is best.

# 6 Complete the sentences with the correct form of the verb in brackets.

- If she <u>had</u> (have) more time she'd learn a language.
- 1 If they \_\_\_\_\_ (live) nearer we might see them more often.
- 2 He \_\_\_\_\_ (not / say) those things if he knew the truth.
- **3** If I \_\_\_\_\_ (not / live) with my family, I'd have to cook my own meals.
- 4 Where \_\_\_\_\_ (you / go) if you could fly?
- 5 I think I \_\_\_\_\_\_ (enjoy) these songs more if I understood the words.
- \*7

# Talk about the questions in pairs. Then compare your ideas in a group of four.

In what situation would you ...?

- ... climb through a window?
- ... hide under a table?
- ... shout in the street?
- ... paint your face yellow?
- ... wear all your oldest clothes?
- ... buy flowers?
- ... walk backwards?
- ... get up at four o'clock in the morning?

In what situation would you climb through a window?

I'd do that if I lost my house key and I needed to get in!

### 8 Read the text and circle the correct answers.



## Keeping our feet on the ground

Gravity is the force that makes objects heavy. If there weren't / wouldn't be any gravity, the universe simply wouldn't exist. But if we 'could / would experience life without this essential force, what would it be like?

If we **'didn't have / wouldn't have** gravity, nothing would stay on the ground. Our books and pens **'didn't / wouldn't** stay on our desks. Furniture would float up to the ceiling, and cars would fly into space. We **'had / 'd have** to fix everything to the ground with strong chains.

People wouldn't stay on the ground either. We **"floated / 'd float** around with everything else. And if people and big objects **"floated / would float** around together, imagine how many accidents **"happened / would happen**!

Finally, remember that without gravity, all the water in lakes, rivers and seas **\*disappeared / would disappear** and we **\*didn't / wouldn't** have any water. Quite simply, if earth **\*didn't / wouldn't** have this amazing force, we wouldn't survive at all.

Work in pairs. Discuss the question below. Make notes of your ideas. Then work with another pair in a group of four and share your ideas.

How would our world be different without these things?

electricity

cameras and film cameras

the internet

radiation

space exploration

If there wasn't any electricity, we'd have to burn gas or candles for light.

> we'd burn more wood for heat, so forests would disappear.

People would have to find other sources of power for machines.



Write an essay with the title 'Imagine a world without computers.' Use this essay plan to organize your ideas.

Paragraph 1: Introduction

Paragraph 2: The negative consequences of a world without computers

Paragraph 3: The positive consequences of a world without computers

Paragraph 4: Your opinion

A WORLD WITHOUT COMPUTERS Most people find it difficult to imagine a world without computers. What would the consequences actually be?

## Third conditional

We usually use third conditional sentences when we talk about past events or actions that had significantly positive or significantly negative results. If I hadn't broken my leg I wouldn't have met Sam. Everything would have been OK if Tanya hadn't forgotten to bring her passport.

In third conditional sentences we change the facts of the past event and then imagine the result or consequence of the changed facts.

Facts: I had wet hands. I was tired.

Consequence: I dropped the plate. It broke. Imagined different facts: If I hadn't been tired and if I hadn't had wet hands ...

Imagined different consequences: ... I wouldn't have dropped the plate and it wouldn't have broken.

We use the past perfect in the **if** clause and **would**/ **wouldn't** + **have** + past participle in the result clause. *We'd have got wet if it had rained*.

If he hadn't shown me the photo, I wouldn't have believed it!

In these sentences we can use 'd as the short form of both would and had.

**Would** you have done that if you'd been in his position? ('d = had)

We'd have been late if we hadn't taken a taxi. ('d = would)

### \*11 Circle the correct answers.

- If I'd known / I knew the answer I'd have got full marks.
- 1 I would have texted you if I would have / I'd had had my phone.
- 2 If Anna got up / had got up earlier she would have caught the bus.
- 3 I don't know what would have happened if you hadn't / wouldn't have got home.
- 4 Would you have remembered the ticket if they hadn't asked / didn't ask to check it?

\*\*\*

/wudant hæv/ \_\_\_\_

- 5 I wouldn't have known if they hadn't have / hadn't told me.
- 6 If I did /I had done more revision I would have got a better mark.
- 7 If the teacher had checked the register, he would have realized that **she arrived** / **she had arrived** late.
- 8 Would you have asked her to help if you knew/ had known she was ill?

*1	2	19.2	Listen and tick 🗸 what actually happened.	_
----	---	------	---	---

_		
	Ĩ	If you'd followed the instructions, it wouldn't have broken.
	4	
	•	<ul> <li>a You followed the instructions.</li> <li>b You didn't follow the instructions.</li> <li>c It broke.</li> <li>d It didn't break.</li> </ul>
	1	<ul> <li>a We helped him.</li> <li>b We didn't help him.</li> <li>c He asked for help.</li> <li>d He didn't ask for help.</li> </ul>
	2	<ul> <li>a I woke up early.</li> <li>b I didn't wake up early.</li> <li>c You phoned me.</li> <li>d You didn't phone me.</li> </ul>
	3	<ul> <li>a I was hungry.</li> <li>b I wasn't hungry.</li> <li>c I ate it.</li> <li>d I didn't eat it.</li> </ul>
	4	<ul> <li>a I missed the bus.</li> <li>b I didn't miss the bus.</li> <li>c I was late.</li> <li>d I wasn't late.</li> </ul>
	5	<ul> <li>a Jack came in.</li> <li>b Jack didn't come in.</li> <li>c The door was open.</li> <li>d The door wasn't open.</li> </ul>
	6	<ul> <li>a Vicky asked the teacher for help.</li> <li>b Vicky didn't ask the teacher for help.</li> <li>c The teacher helped Vicky.</li> <li>d The teacher didn't help Vicky.</li> </ul>
13	ał	<b>19.2</b> Listen again and answer the question out pronunciation. Then listen and repeat.
		ow do we pronounce <i>would have</i> and <i>wouldn't have</i> ?
	a	/wudəv/ /wudntəv/
	b	/wod hæv/



# **20** Be glad, wish, if only, would rather

I can express different attitudes about present and past situations.

## Wish and if only with past tenses; be glad/pleased (that)

When we are happy about a present or past situation, we can use **I'm glad/pleased (that)** + any tense.

Situation: We've finished. © I'm glad we've finished. Situation: He didn't forget. © I'm pleased he didn't forget.

Positive clauses stay positive and negative clauses stay negative. There is no shift in tense.

When we are unhappy about the present situation, we use I wish or if only + past simple or continuous to say how we would like things to be.

Situation: We're late. (a) I wish we weren't late. Situation: The sun isn't shining. (a) If only the sun was shining!

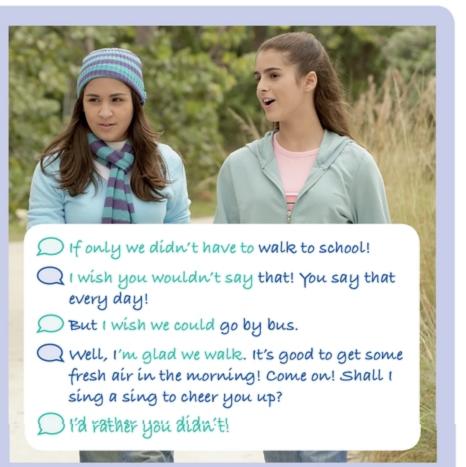
In these structures we can use **were** instead of **was** for all subjects. *I wish Jack was/were older.* 

When we are unhappy about, or regret, a past situation, we use I wish/if only + past perfect to say how we would like the past to be different. Situation: You told me the answer. (a) I wish you hadn't told me the answer. Situation: I broke the computer.

If only I hadn't broken the computer.

### Circle the correct options.

- ► I wish my brother's /washere.
- 1 If only we have / had a bag.
- 2 I wish it isn't / wasn't so cold.
- 3 I'm glad you're / were feeling better now.
- 4 I wish I can / could play the piano.
- 5 If only we know / knew the answer!
- 6 I'm glad it's / was Friday today.



Because we use I wish and if only to express our feelings, we often use other emphatic words like so and such. Fact: I'm very tired.

Declaration: *I wish I wasn't so tired*!

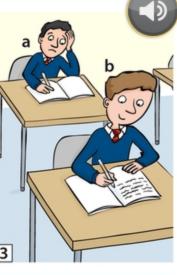
If only is often more personal and emphatic than wish. Alison wishes it was warmer but I wish it was colder! 'If only I had the key!' said Jenny.

### 2 2 20.1 Listen and underline the stressed words.

- 1 | wish | wasn't so hungry.
- 2 If only I had my phone.
- 3 I'm glad you don't remember.
- 4 I wish I was rich.
- 5 I'm glad I'll see you later.
- \* 3 20.1 Listen again, then circle the correct answers. Listen again and repeat.
  - 1 We stress / don't stress wish, only, nouns, verbs, adjectives and adverbs.
  - 2 We stress / don't stress positive auxiliary verbs.
  - 3 We stress / don't stress negative auxiliary verbs.
  - 4 We stress / don't stress if, pronouns and so.

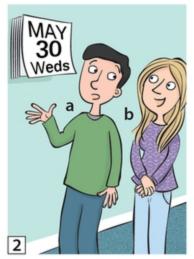
4 20.2 Complete the sentences with the correct positive or negative form of the verb in brackets. Then listen and check.

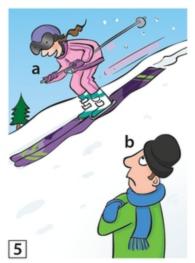






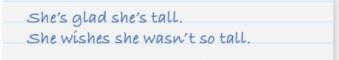






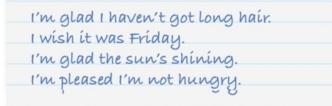
- a I'm glad I<u>m</u> tall. (be)
   b If only I<u>wasw't</u> so tall! (be)
- 1 a l'm glad you \_\_\_\_\_ football. (like)
  - b I wish you \_\_\_\_\_ football too. (like)
- 2 a I wish it \_\_\_\_\_ Friday. (be)
- **b** I'm just glad it \_\_\_\_\_ Thursday! (be)
- **3** a If only I \_\_\_\_\_ all the answers! (know)
   **b** I'm glad I \_\_\_\_\_ all the answers. (know)
- 4 a If only I \_\_\_\_\_\_ short hair like yours! (have)
- b I'm glad I \_\_\_\_\_ long hair. (have got)
  5 a I'm glad I \_\_\_\_\_ ski. (can)
- **b** | wish | \_\_\_\_\_ ski. (can)

5 Write sentences about the people in exercise 4.
 Use He/she wishes ... and He/She's glad ...



5 Tick (✓) or cross (X) if the facts below are true for you or not. Then write sentences with wish, if only and be glad, making any changes you need to.

I've got long hair. \* It's Friday. The sun's shining. I'm hungry. I've got an apple in my bag. I'm sixteen. I can speak German. I can ride a bike. It's the winter. I've got an older sister. I can fly. I know somebody famous.



ľve got long haír. × It's Fríday. ×

> I wísh I had long hair. I'm glad it isn't <del>F</del>riday.

\*7

Talk about your sentences in small groups. Give extra information.

I'm glad I haven't got long hair. It takes too long to brush it!

> I wish I had long hair. I've just had it out but I don't really like it like this.

### **8** Write the sentences.

- open / the shops / glad / I'm / are I'm glad the shops are open.
- 1 was / Jason / if / here / only
- 2 taken / I / Tim / wish / a photo / had
- 3 some sunglasses / wish / I / I / had
- 4 it / only / if / hadn't / you / dropped
- 5 enjoyed / glad / yourself / I'm / you
- 6 I / didn't / wish / Beth / have / problems / so many

\* 9 Are the sentences in exercise 8 about a present or past situation? Circle the correct option.

- present/ past
- 4 present / past
- 1 present / past
- 5 present / past
- 2 present / past
- 6 present / past
- 3 present / past
- 10 20.3 Listen to Billy, Louise and Iris talking about problems. Write B (Billy), L (Louise)
  - I wish I'd dried my hands. B

and I (Iris) next to the sentences.

- 1 I wish I'd been there and seen it myself.
- 2 If only I'd done more work! \_\_\_\_
- 3 I'm glad Suzy told me where she got it. \_\_\_\_
- 4 I'm glad someone filmed it. \_\_\_\_
- 5 I wish I'd gone to bed earlier the night before. \_\_\_\_
- 6 If only I hadn't broken my arm! \_\_\_\_

# 11 Complete the sentences with the verbs in the box.

be not/drop not/break go not/pick up prepare have

- He wishes he <u>'d been</u> more careful.
- 1 He wishes he \_\_\_\_\_\_ the dish with wet hands.
- 2 He wishes he \_\_\_\_\_ the dish.
- 3 She wishes she \_\_\_\_\_ better for the exam.
- 4 She wishes she \_\_\_\_\_ a good night's sleep the night before.
- 5 She wishes she \_\_\_\_\_ her arm.
- 6 She wishes she \_\_\_\_\_ to the wedding.

Complete the sentences with the words and phrases in the box.



I think that's not true.

You're right. It's not true. I'm glad I chose these clothes today.

### Wish + would; would rather + past simple

When we're unhappy about other people's actions we can use wish + would + the infinitive to explain what we would like to change in the future.

subject	wish	object	would(n')t	base verb	
1	wish	he	would	come	home.
I	wish	you	wouldn't	do	that.

With this structure we give a strong, emotional declaration of our feelings. Declaration: I wish she'd speak more quietly. Fact: She always shouts. Fact: You always leave your socks on the floor. Declaration: / wish you wouldn't leave your socks on the floor.

We can also use this structure to talk about objects and the weather. I wish it would stop raining!

When we're unhappy about another person's behaviour, we can use would rather + past simple to explain what we want the other person to do or not do.

subject	′d rather you	past simple	
I	'd rather you	didn't do	that.
We		left	now.

This structure is softer and more polite than wish + would. I'd rather you didn't phone me early in the morning. (= soft, polite) I wish you wouldn't phone me so early in the morning! (= stronger, more emotional, less polite)

We also use this structure when we say 'no' to polite requests. 'Can I go now, please?' 'I'd rather you stayed another ten minutes.'

### \*15 Circle the correct option.

- '(1 wish Mandy wouldn't)' I'd rather Mandy didn't bang the door like that. It drives me crazy!' 'I know! It's the same every night!'
- 1 'Excuse me. I wish you wouldn't put / I'd rather you didn't put your feet on my bag.' 'Oh, I'm so sorry! I didn't realize what I was doing!'
- 2 'Can I go out this evening, please?' 'No, I wish you would stay / I'd rather you stayed at home this evening. But you can go out at the weekend!
- 3 'This place isn't as good as it used to be.' 'You always say that! I wish you wouldn't. / I'd rather you didn't. It's so negative!
- 4 'I wish Jim would remember / I'd rather Jim remembered my birthday. He always forgets!' 'Do you want me to remind him his year?' 'No, it's OK!
- 5 'Do you mind if I open the window?' 'I wish you wouldn't / I'd rather you didn't, actually. I'm a bit cold.'

- 6 'What are we going to do if the bus is late? Will Sidney be angry?' 'I wish you'd stop / I'd rather you stopped worrying about everything! It makes me nervous!'
- 16 Work in pairs. Practise the conversations in exercise 15.
- 17 Complete the sentences with the correct form of the verbs in brackets.
  - I wish Pat would help me sometimes! (help)
  - I'd rather you <u>finished</u> your meal now, please. (finish)
  - 1 I wish you \_\_\_\_\_\_ things like that! (not/say)
  - 2I'd rather you \_\_\_\_\_\_ now, please. (leave)3I'd rather you \_\_\_\_\_\_ it on the table.
  - (not/put)
  - 4 I wish you \_\_\_\_\_\_ with your mouth open. (not/eat)
  - 5 I'd rather you \_\_\_\_\_\_ straight home after school. (come)
  - 6 | wish it \_\_\_\_\_! (rain)

### **18** Complete the questionnaire with the correct form of the verbs in the box. Then answer the questions.

<del>can</del> can get get go have forget learn listen give start snow wake up

	learn listen give start show wake up
	How happy are you?
	Tick the answers that are true for you. 1 I'm glad I <u>can</u> a speak English. b do sport. c ride a bike
	2 I wish I <sup>1</sup> more a time. b friends. c money.
	<ul> <li>I wish I'd</li> <li>a 2 learning English when I was much younger.</li> <li>b 3 a musical instrument when I was younger.</li> </ul>
	<ul> <li>4 I sometimes wish other people would</li> <li>a4 to me when I talk.</li> <li>b5 me more responsibility.</li> </ul>
	<ul> <li>5 Ι ωish Ι<sup>§</sup></li> <li>a earn some money.</li> <li>b drive a car.</li> <li>c speak English more fluently.</li> </ul>
	6 I wish it would a 7 warmer. b 8 colder. c 9
	<ul> <li>7 I wish I hadn't</li> <li>a 1º to bed so late last night.</li> <li>b 1¹ so early this morning.</li> <li>c 1² to do my homework.</li> </ul>
19	GAME Work in pairs. Guess your partner's answers to the questionnaire, then check. Did you guess correctly?
	I thínk you're glad you can speak Englísh.
	Yes, but I wish I could speak

English more fluently.



Make notes about your life, then write about yourself using the essay plan. Use be glad/pleased and wish where possible.



Paragraph 3: things I'm not happy about in the past and present

#### 1 wish ...

Paragraph 4: conclusion - what I can do to make some changes

MY LIFE On the whole, I feel very happy. I have a big family and we have enough money for a comfortable life. I'm very glad that ...

Se	lf-evaluatio	On Rate your	progress.
	2	00	000
2			
4			
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6			
1 2 3 4 5 6 7 8 9 10			
9			
12 13			
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Unit 20 121

# Revision 6 Units 18–20

## Reading

These people want to learn a new skill. Read about eight courses and decide which course would be 1 best for each person.



Pete's been painting for many years. He'd like to do an art course but he would only be happy if it was a serious course with other people who were the same level as him.



Mandy would like to learn how to relax. She lives outside the city and she'd rather not travel far to get to a lesson.



Brian is a 70-year-old man who had some heart problems a few years ago but who is now in guite good health. He wishes he'd learnt how to surf when he was younger.

#### Car Maintenance А

If your car got a flat tyre in the middle of nowhere, would you know how to change it? Learn how to keep your car running smoothly.

Successful completion of this course leads to B-VOC qualification.

Saturday mornings, starting 17th September. Call Mike (0861 8442 0769)

#### В Singing for Fun

I'd like to start a singing group. I'm looking for men and women of all ages. If you'd like to sing but you're not confident about your voice, I can help you with one-to-one singing lessons. Call Frank on 0762-861-9550

#### С Improve your Singing

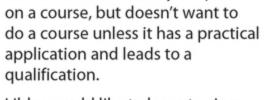
We are the only all-female choir in the city and we welcome women of all ages. We start every session with singing lessons for individuals and small groups. We meet every Wednesday evening in the Riverside Rooms at 7pm.

#### Masterton Painting Group D

We are a drop-in club that runs painting lessons on Saturday afternoons (2–4 p.m.). Cost: £5.00 per session. You pay only for the sessions that you attend. (There is an extra cost for art materials.)

Venue: Masterton Hall, New Road





Isabel has some money to spend



Libby would like to learn to sing but she's not very confident. She won't do a course unless it's only for women.



Toby would like to learn to paint at the weekend. However, he sometimes has to work at the weekends and he doesn't want to pay for the lessons if he doesn't attend them.

#### Е **Yoga Tuition**

Are you stressed and anxious? If you do yoga regularly it can help you relax. I teach yoga classes for all abilities on Tuesday and Thursday evenings.

If you would like one-to-one tuition I can visit you in your own home.

emilyhealthforlife@cooke47.com

#### F **Extreme Surfing**

Surf coaching to push you to your limit! Don't consider this unless you are already an advanced surfer in good health.

Phone Tom on 0937-881-6424

#### Saturday Art Courses G

I run ten-week Saturday Art Courses all through the year. My courses are suitable for experienced artists who'd like to paint and draw on a regular basis.

Cost: £70 (or £120 if you pay for two courses) Email: carlaartclasses@vincent.com

#### н Seaside Sports for All

Body-boarding, surfing, water-skiing, beach volleyball – we give lessons in all sorts of seaside sports. It doesn't matter if you're five or sixty-five! Everyone's welcome. We make sure our lessons suit your age and level of fitness.

Weblink: www.SSFA/896sbt/ul



For me, clothes have always been much more than just things that you wear to keep warm. I'm fascinated by their design, their colour and the materials they're made from.

I remember making clothes for my dolls when I was about seven years old, and I didn't like books unless they had pictures of interesting clothes in them.

At school I became interested in theatre. I thought for a while that I wanted to be an actor, but I soon discovered that I didn't have a natural acting ability.

I still wanted to work in the theatre, though, so I became involved in set design and stage make-up. Then one day, one of the wardrobe assistants was ill and I had to help dress the actors. I knew then that I'd found something I loved doing, and for the next two years I spent a lot of my spare time finding or designing and making the right clothes for school plays.

When I was sixteen, I applied for a college course in theatre design, but I wasn't offered a place. They said it was because I didn't have a portfolio. I'd never thought of taking photos of all the costumes I'd designed.

I spent two more years getting experience and building a portfolio, and eventually I got a place at college. Since then, my career has flourished. If someone offers me work, I always say 'yes'. These days, I mostly work on historical TV dramas.

Before anything else, I have to read the script so that I understand exactly what the play is about. Then I start designing and sewing the outfits. If the budget is small then I buy old clothes, cut them up, and make them into new clothes.

My work doesn't finish when the filming begins. Actors work hard, and if a programme is filmed outdoors their costumes will often get dirty or damaged, so some of my job involves cleaning and repairing clothes.

At other times, I have to do the opposite. Sometimes I have to make clothes and then damage them to make them look old. Clothes for a drama set 300 years ago would look strange if they were too shiny and new.

- What is the writer's main purpose in writing this text?
  - A 🗌 to explain what job she'd rather do
  - B レ to describe her career path
  - C 📃 to explain why her job is difficult
  - D 🗌 to talk about the history of costume design
- 1 What would a reader learn about Anna from the text?
  - A She often wishes she was an actor.
  - **B** She wouldn't have become a costume designer if she hadn't failed her exams.
  - C She's creative and she works hard.
  - **D** She wishes she hadn't gone to college.
- 2 What does Anna say about herself as a child?
  - A She was very interested in the theatre.
  - B She liked looking at pictures of clothes.
  - C She would have made clothes for her dolls if she'd known how to do it.
  - D 🗌 She wishes she'd had more clothes.
- 3 What might Anna say about her acting ability?
  - A i'm glad I realized at a young age that I'd never be a good actor.'
  - B if I'd had a good teacher, I'd have become a very good actor.'
  - C if I earn a lot of money as a costume designer, I'll be able to go to drama school.
  - D if only my family had encouraged me to become an actor!'

- 4 What does Anna say about her portfolio?
  - A If she'd thought about it, she would have started taking photos of her work much earlier.
  - **B** If you saw her portfolio today, you would be very surprised.
  - C If she'd taken photos of her early work, the photos wouldn't have been very good.
  - D If she hadn't lost all her photos, she would have had a very good portfolio.
- 5 What does Anna say about costumes for historical TV dramas?
  - A She wishes the actors would be more careful with the clothes.
  - **B** She feels happy if she makes costumes that look perfect.
  - C She sometimes has to damage costumes if they look too new.
  - D If actors worked harder, they would keep their clothes cleaner.

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

# **Sleep and learning**

In the past, some people believed in 'Sleep Learning'. They thought people could learn new information  $\blacktriangleright$  B they played recordings while they were asleep. However, scientists in the 1950s proved that it wasn't possible. <sup>1</sup>\_\_\_\_\_ you are completely awake, you can't process new information.

If 'Sleep Learning' was possible, pupils <sup>2</sup>\_\_\_\_\_ to spend much less time at school. But the reality is, we only learn well if our minds <sup>3</sup>\_\_\_\_\_ fresh. And our minds aren't refreshed unless we <sup>4</sup>\_\_\_\_ a good night's sleep.

When we <sup>5</sup>\_\_\_\_, we remember tasks that we have learnt during the day. We also develop new understanding about things.

When Vicky was at college, she often got just five and a half hours sleep a night. She studied late in the evenings, saying to herself, 'If I'm sleepy tomorrow, I <sup>6</sup>\_\_\_\_ an extra cup of coffee.' Unsurprisingly, she didn't get good grades in her exams.

If Vicky 7\_\_\_\_\_ just two more hours a sleep a night, she 8\_\_\_\_\_ much better at school. Sleep experts believe that unless you 9\_\_\_\_\_ for seven and a half hours or more at night, you can't perform well the next day.

Vicky says, 'If <sup>10</sup>— I'd known about the relationship between sleep and learning when I was at college. With better exam results, my life would be very different now.'

- A as B if C unless D because
- 1 A If B When C Unless D Without
- 2 A will need B would need C need D needed
- 3 A were B would be C will be D are
- 4 A don't get B didn't get C get D got
- 5 A sleep B will sleep C slept D would sleep
- 6 A 'll drink B 'd drink C drink D drank
- 7 A had had B had C would have had D would have
- 8 A would have done B did C had done D did
- 9 A had slept B slept C will sleep D sleep
- 10 A l've B l wish C unless D only

### Writing

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

### Dear Charlie

Thanks for your phone message. 1 > <u>would</u> have phoned you back last night if	WILL
1 got home so late.	HAVEN'T
I'm glad you 2 come on Thursday. I'll meet you at the station unless 1 3	CAN NEED
to stay late at college. I'll phone you if that 4, of course.	HAPPEN
Do you really have to leave again on Tuesday? I wish you <sup>5</sup> stay longer!	CAN
Katie keeps watching the weather forecast and saying, 'What will we do if it <sup>6</sup> at the weekend?' I wish she <sup>7</sup> stop worrying!	RAIN WILL
You suggested going to a restaurant on Sunday. I think I'd rather we <sup>8</sup> on Monday, if that's OK. It'll be really busy on Sunday.	GO
See you on Thursday,	
Mikê	

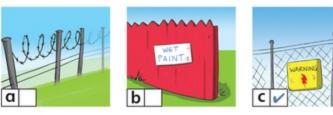
### 5 Complete the second sentence so that it means the same as the first. Use no more than three words.

- I want you to stop eating so many sweets. I wish you'd stop eating so many sweets.
- 1 People who take regular exercise feel better. If people \_\_\_\_\_\_ they feel better.
- 2 I won't go running if you don't come with me. I won't go running \_\_\_\_\_\_ with me.
- 3 He got ill because he didn't listen to the doctor. If \_\_\_\_\_\_ to the doctor he wouldn't have got ill.
- 4 Please could you not use my tennis racket? I'd rather \_\_\_\_\_ my tennis racket.
- 5 We didn't win the match and I'm sad about that.
- 6 I eat unhealthy food because you cook unhealthy food.

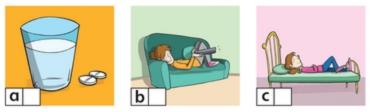
I \_\_\_\_\_\_ unhealthy food if you didn't cook it.

## Listening

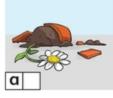
- 6 R6.1 For each question, listen and choose the correct answer A, B or C.
  - Which fence is the man talking about?

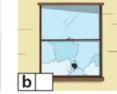


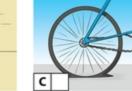
1 What is the woman advising the girl to do?



2 Which problem does Ed need to sort out?

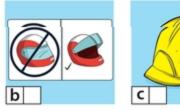




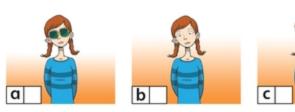


3 Which rule is the woman talking about?





4 Which is Anna?



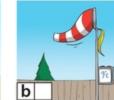
5 What would the boy do?

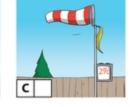












- 7 R6.2 You will hear a conversation between Dave and Catherine about advertising. Decide if each sentence is correct or incorrect. Choose yes if it is correct or no if it is incorrect.
  - Dave's glad there are so many advertisements on TV. yes / no
  - 1 Catherine really wishes there weren't so many advertisements on TV. yes / no
  - 2 If Catherine wants a drink, she gets it when the advertisements come on. yes / no
  - 3 Dave would rather the advertisements on TV were quieter. yes / no
  - 4 He switches the TV off when the advertisements come on. yes / no
  - 5 Catherine bought her trainers because she saw an advertisement for them in a magazine. yes / no
  - 6 She wishes she hadn't bought the trainers. yes / no
  - 7 Dave always reads the advertisements in newspapers. yes / no
  - 8 Dave is glad the film is starting again. yes / no

### Speaking

8 Work in pairs or small groups. A friend from Australia is planning to visit your country next year. She hasn't decided yet which regions she wants to visit (the coast, the cities, the mountains), or when she will come.

Talk to your partner about the things she will need. Here are some ideas to help you.



# **21** Comparative and superlative forms

I can use comparative and superlative forms of adjectives and adverbs.

### **Comparative and superlative adjectives**

There's one place left on the swimming team. who should we choose?
Anna dives more elegantly than vicky.
But vicky is a stronger swimmer than Anna.
Anna doesn't swim as fast as vicky.
But vicky can't turn as quickly as Anna.
Ch, I don't know. This is the hardest decision ...

We use comparative and superlative adjectives when we compare the qualities of things, people, places and times.

We use comparative adjectives to compare two things, two people, two times or two places.

He's happier now than he was last year. (now ☺ ☺ ☺ / last year ☺) Tennis is OK, but basketball is more exciting. (tennis ✔ basketball ✔ ✔ ✔)

We can use a comparative form when one of the things is something we know about.

*He's much happier now*. (than at some time in the past that we know about)

We use superlative adjectives when we compare one thing, person, time or place with all the others in the same group.

*It's the hottest country in Europe*. (It's hotter than all the other countries in Europe.)

Amy's **the most intelligent** of all my friends. (She's more intelligent than all my other friends.)

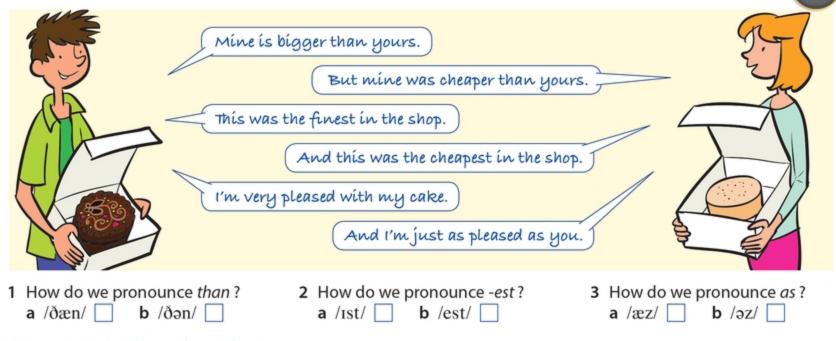
See the table of comparative and superlative forms on page 191.

To show that two things are equal we use **as** + adjective + **as**: Jenny's **as tall as** Billy now. Is your bag **as heavy as** mine?

We often use **not as** + adjective + **as** to show that two things aren't equal:

He isn't as funny as you. (= You're funnier than him.)

### \*1 () 21.1 Listen to the sentences and answer the questions about pronunciation. Then listen and repeat.



126 Comparative and superlative forms

- \* 2 Complete the questions with the comparative form of the adjective in brackets.
  - Whose hands are <u>bigger</u> yours or mine? (big)
  - 1 Would you like to have \_\_\_\_\_ hair? (long)
  - 2 Are you \_\_\_\_\_\_ at maths or art? (good)
    3 Which is \_\_\_\_\_\_ for you to use your left
  - 3 Which is \_\_\_\_\_\_ for you to use your left hand or your right hand? (easy)
  - 4 When do you feel \_\_\_\_\_\_ in a large group of friends or with one or two friends? (relaxed)
  - 5 Do you feel \_\_\_\_\_\_ on sunny days or on rainy days? (happy)
  - 6 Do you think films are \_\_\_\_\_ than books? (exciting)
- :3

### Work in pairs. Ask and answer the questions in exercise 2.

Are your hands are bigger than mine?

Let's see ... Yes, your hands are definitely bigger than mine!

# \* 4 Complete the questions with the superlative form of the adjective in brackets.



- 1 What's \_\_\_\_\_ thing on your table? (small)
- 2 In our group, who has \_\_\_\_\_ handwriting? (neat)
- 3 Where's \_\_\_\_\_ place to sit in this room? Why? (good)
- 4 What's \_\_\_\_\_\_ thing in the room? (valuable)
- 5 Who's got \_\_\_\_\_\_ shoes in the classroom? (clean)
- 6 What's \_\_\_\_\_\_ thing you can see out of the window? (far)

# **5** Work in small groups. Ask and answer the questions in exercise 4.

Who's the youngest person in our group?

### I thínk ít's me.

No, I think you're older than me. When's your birthday?

- 5 Use not as + adjective + as to complete the sentences below.
  - a helicopter/a jet plane fast
     A helicopter <u>iswit as fast as</u> a jet plane.
  - 1 a DVD/a book heavy A DVD \_\_\_\_\_\_ a book.
  - 2 lemons/oranges sweet Lemons \_\_\_\_\_\_ oranges.
  - 3 cows/bulls dangerous Cows \_\_\_\_\_ bulls.
  - 4 Italy/Saudi Arabia hot Italy \_\_\_\_\_\_ Saudi Arabia.
    5 poems/novels – long
  - Poems \_\_\_\_\_ novels.
- 7 Look at the two bedrooms. Describe the differences using the words in the box.

big small clean old modern high low tidy messy uncomfortable comfortable

Bedroom 1



Bedroom 2



Bedroom 1 is bigger than Bedroom 2. Bedroom 2 isn't as ...

\*8

Compare your own bedroom with the pictures in exercise 7. Tell your partner.

My bedroom isn't as big as Bedroom 1 but it's bigger than Bedroom 2. The furniture is...

### § 9 Look at the table about telescopes and choose the correct answers.

	Celestar	Astro Seeker	Sky Searcher
What can you see with it?	The moon, lots of planets and some galaxies	Animals, birds, the moon and some planets	The moon, the planets and thousands of stars
Length	88cm	100cm	88 cm
Weight	2.5kg	9 kg	13 kg
Price	£156	£65	<i>₤224</i> (usual price) £170 (sale price)
Notes	Good for beginners	Good for first time telescope users	An excellent telescope for people with more experience

- The Celestar(is)/ isn't as long as the Sky Searcher.
- 1 The Astro Seeker is as good as / better than the Celestar for beginners.
- 2 At the moment, the Sky Searcher is cheaper than usual / the cheapest telescope.
- 3 The Sky Searcher is the most expensive / longest telescope.
- 4 The Celestar is heavier / isn't as heavy as the Astro Seeker.
- 5 The heaviest / shortest telescope is the Sky Searcher.
- 6 The Celestar is the most powerful telescope / more powerful than the Astro Seeker.

# 10 21.2 Look at the table again and complete the sentences with the correct form of the adjectives in the box or as ... as . Then listen and check.

expensive good shiny cheap interested in animals light powerful

- He chose the Celestar because it was <u>the lightest</u> telescope in the shop.
- 1 She bought the Astro Seeker because it was \_\_\_\_\_\_.
- 2 He bought the Sky Searcher because it's usually \_\_\_\_\_
- **3** She chose the Sky Searcher because it's \_\_\_\_\_\_ for people with more experience.
- 4 He didn't want the Astro Seeker because it isn't \_\_\_\_\_\_ the Sky Searcher or the Celestar.
- 5 Her son liked the Celestar because it was \_\_\_\_\_\_ telescope in the shop.
- 6 He bought the Astro Seeker because he's just \_\_\_\_\_\_ astronomy.

## 11 Complete the second sentence so that it means the same as the first.

- Nobody in the room was as happy as me. I was the happiest person in the room.
- 1 You're not as confused as I am! I'm \_\_\_\_\_ you!
- 2 The book's better than the film. The film \_\_\_\_\_\_ the book.
- 3 Nobody in the class is a stronger swimmer than Ed.
  - Ed \_\_\_\_\_ the class.
- 4 You weren't later than us and we weren't later than you.
  - We \_\_\_\_\_ you were.
- 5 No place on Earth is more beautiful than this. This \_\_\_\_\_\_ on Earth.
- 6 Paul is funnier than Heidi. Heidi \_\_\_\_\_ Paul.

### **12** Complete the sentences with your own opinions.

- 1 The countryside isn't as exciting as the city.
- 2 Computers aren't as \_\_\_\_\_\_ people.
- 3 Animals aren't \_\_\_\_\_ as people.
- 4 Boys aren't \_\_\_\_\_ girls.
- 5 Wednesday is the \_\_\_\_\_ day of the week.
- 6 This town is \_\_\_\_\_ place in this country.
- 7 Football is \_\_\_\_\_\_ sport in the world.
- **\*13** Work in groups. Compare your sentences from exercise 12 with other people. Who has the same opinions as you?

The countryside isn't as exciting as the city.

I don't agree! I think the countryside is more interesting than the city!

### **Comparative and superlative adverbs**

We use comparative and superlative adverbs when we compare and contrast the way things happen. Jack spoke more loudly than Amy but Claire spoke the most clearly.

We also use comparative adverbs when we ask or advise people or to change their behaviour. You make a lot of mistakes. You should do it more carefully.

We usually form comparative adverbs with more and superlative adverbs with most. Could you walk more slowly, please? Of all the students in the class, Martin speaks German the most fluently.

Some adverbs like early, late, fast, hard, high and low have the same form as their adjectives. We add -er and -est to make the comparative and superlative forms of these adverbs.

Can you come earlier tomorrow? Who worked the hardest?

### \*14 21.3 Listen. Match 1–6 with the pictures a–f.













The comparative and superlative forms of well, badly and far are the same as the comparative and superlative adjective forms of *good*, *bad* and *far*. well  $\rightarrow$  better  $\rightarrow$  the best badly  $\rightarrow$  worse  $\rightarrow$  the worst far  $\rightarrow$  further  $\rightarrow$  the furthest You can see further with the Sky Searcher telescope. Who can sing the best?

In informal speech we can add add **-er** and **-est** to short (one-syllable) adverbs to make comparative and superlative forms. These forms should not be used in writing.

Who can get there **the guickest?** (= **the most guickly**)? You should speak louder. (= more loudly)

We can also use (not) as ...+ adverb + as to make comparisons.

Katie doesn't walk as quickly as me. I can't play the piano as well as Ernie.

See the form table on page 191.

### \*15 Complete the sentences with the correct form of the adverbs in brackets.

- You need to explain it <u>more clearly</u>. (clearly)
- 1 Do it \_\_\_\_\_\_ next time. (carefully)
- 2 Can we walk \_\_\_\_\_, please? (quickly)
- 3 Rosy works \_\_\_\_\_\_ (hard) than Dora.
- 4 He's playing so much \_\_\_\_\_\_ than he did yesterday. (badly)
- 5 You must try to write \_\_\_\_\_, please. (neatly)
- 6 Go \_\_\_\_\_! (fast)
- 7 Who in your family speaks English \_\_\_\_\_? (well)
- 8 You can probably do this \_\_\_\_\_ than me. (easily)
- 9 You need to do \_\_\_\_\_ than that! (well)
- 10 I usually get up \_\_\_\_\_ at the weekend than during the week. (late)
- 11 I can't run as \_\_\_\_\_\_ as you. (quickly)12 Who can throw the ball \_\_\_\_\_? (far)

### **16** Write the questions.

\*17

- can / the / arrives / earliest / at school / who who arrives at school the earliest?
- 1 run / the / who / fastest / can
- 2 a bird / can / who / best / draw / the
- 3 who / furthest / swim / can / the
- 4 most / click / the / who / can / the / their fingers / loudly
- 5 clearly / pronounce / 'crisps' / who / the / can / most
- 6 can / who / the / the English alphabet / quickly / the / most / say
- 7 lives / from / the / furthest / school / who

GAME Work in small groups. Compare the things in exercise 16 for all the people in the group.

I think I arrive at school the earliest. I arrive at eight o'clock.

Yes, I arríve later than that. I arríve at quarter past eight.

But I arrive at ten to eight, so I arrive the earliest!

### 18 21.4 Listen to Penny comparing life in her country now and life in her country 50 years ago. Circle *true* or *false*.

- Penny thinks people worked harder in the past.
   True (False)
- 1 She thinks people communicate better now. True / False
- 2 She thinks people communicate more openly now. True / False
- 3 She thinks people have a better diet now than 50 years ago.
  - True / False
- 4 She thinks life is more comfortable now. True / False
- 5 She thinks people are happier now. True / False



What's the difference between life for people in your country today and 100 years ago? Are people happier now than before? Think about the things in the box. Write about 250 words.



food and drink money education health and life expectancy fun communication transport and travel family life quality of life

In some ways, I think life for people in my country was better 100 years ago. People lived in smaller towns and villages and families were closer. They were happier because ...

### Self-evaluation Rate your progress.

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# **22** Adjectives and adverbs of degree

I can use adjectives and modify them with adverbs of degree.

## Position of adjectives

🔵 What's that?

- It's a very rare sixteenth-century blue glass bottle.
- ) It looks new to me. It's just a bit dirty.
- Ch. The man who sold it was very convincing. I feel really stupid now...



We can use one or more adjectives before a noun. We had a **fantastic** time. He told a **funny** story.

We can also use an adjective after a linking verb (appear, be, become, get, feel, look, seem, smell, stay, taste).

Are you feeling hungry?

The test was **easy** at the beginning but it quickly became **difficult**.

Some adjectives (afraid, alive, alone, alike, ashamed, asleep, awake, ill, well) can only go after a linking verb and not before a noun.

Dave was **awake** all night. I don't feel **well**.

Some adjectives (main, chief, only, indoor, outdoor, inner, middle, outer) can only go before a noun. There is an **inner** room through that door. Which is the **main** exit?

We often use present and past participles as adjectives.

We usually use past participle (-ed) adjectives to describe how people feel. We often use them after verbs like **be**, **feel**, **get** and **seem**. *The boys seem* **excited**. *I'm getting* **tired**.

We also use past participle adjectives before a noun when we describe the condition or appearance of something (*an injured animal*, *a striped T-shirt*, *a broken window*) or the process that something has gone through (*a boiled egg*, *pasteurized milk*, *dyed hair*).

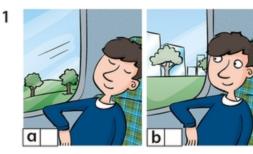
We use present participle (-ing) adjectives to describe the things that make people feel a certain way. *The football match is exciting. This work is tiring.* 

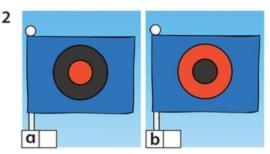
We often use present participle adjectives before nouns.

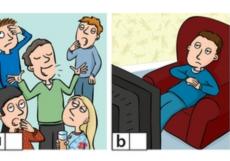
It was an **exciting** football match. It's an **interesting** book.

### \* 1 O 22.1 What or who are they talking about? Listen and write 1 and 2 in boxes a and b.

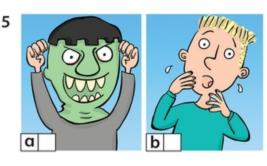












÷	2	Tick 🖌	the	correct	sentence	s



- a lt was shocking news.
   b It was shocked news.
- 1 a 🗌 You need to get ready.
  - b 🗌 You need to ready get.
- 2 a 🗌 This sofa is an uncomfortable.
- **b** 🗌 This is an uncomfortable sofa.
- 3 a 🗌 That window is only.
  - **b** 🗌 That's the only window.
- 4 a 🗌 Help! I'm getting confusing!
- b 🗌 Help! I'm getting confused!
- 5 a 🗌 Whose is this half-eating sandwich?
  - **b** Whose is this half-eaten sandwich?
- 6 a 🗌 It's an indoor swimming pool.
- **b** 🗌 The swimming pool is indoor.
- 7 a 🗌 He's an afraid person.
  - **b** 🗌 He often feels afraid.
- 8 a 🗌 The chocolate layer is outer.
  - **b** The outer layer is chocolate.

# 3 22.2 Complete the sentences using the information from the box. Then listen and check your answers.

amazing food ironed shirt fantastic music very kind doctors and nurses great hotel very uncomfortable seat very expensive shops confusing questions

- 'How was the film?' 'It was brilliant, and the <u>music was fantastic</u>.'
- 1 'How was the restaurant?' 'The service was terrible but the \_\_\_\_\_
- 2 'How was your time in hospital?' 'Not great, but the \_\_\_\_\_
- 3 'How was your flight?' 'The flight itself was smooth but my .'
- 4 'How was your holiday?' 'The weather was disappointing but the
- 5 'Did Charlie look smart?' 'Yes, his trousers were clean and his .'
- 6 'How was the exam?' 'Not too bad, but some of the \_\_\_\_\_.'
- 7 'How was your trip?' 'It's a beautiful city but the \_\_\_\_\_.'



GAME Work in pairs. Cover exercise 3. How many adjectives can you remember?

- a <u>great</u> hotel
   an <u>seat</u> seat
   an <u>flight</u>
   an <u>flight</u>
   an <u>flight</u>
   an <u>seat</u>
   an <u>flight</u>
   an <u>seat</u>
   an <u>flight</u>
   an <u>seat</u>
   an <u>seat</u></
- 6 \_\_\_\_\_\_ service
- 5 Complete the conversations with the correct adjective from the box.

afraid alike alive alone asleep ashamed <del>awake</del>

- 'Is Mike sleeping?'
   'No, he's <u>awake</u>.'
- 1 'Is that Linda?' 'No, it's her sister. They look very \_\_\_\_\_.'
- 2 'The house is very quiet.'
  'That's because the children are \_\_\_\_\_.'
  2 'That has had a same'.'
- 3 'That looked scary!' 'Really? I didn't feel \_\_\_\_\_.'
- 4 'All the plants in the garden are dead!' 'Well, the trees are \_\_\_\_\_.'
- 5 'I can't believe I forgot her name! I feel terrible!' 'You don't need to feel \_\_\_\_\_.'
- 6 'Is Leo OK?' 'He's fine. He's got lots of friends, so he's never
- 6 Complete these sentences about yourself. Keep your sentences secret.
  - 1 I'm a/an \_\_\_\_\_ person, but I'm not \_\_\_\_\_.
  - 2 My friends are \_\_\_\_\_ and \_\_\_\_\_.
  - 3 My brother/sister is \_\_\_\_\_ and \_\_\_\_\_.
  - 4 This classroom is \_\_\_\_\_ and \_\_\_\_\_.
  - 5 This school is \_\_\_\_\_ but it isn't \_\_\_\_\_.
  - 6 I like films which are \_\_\_\_\_ and \_\_\_\_\_.

I'm a quiet person but I'm not shy. My friends are kind and funny.

GAME Work in pairs or small groups. Read the adjectives from one of your sentences in exercise 6. Can the others guess what or who it is?

Kind and funny. Your sister?

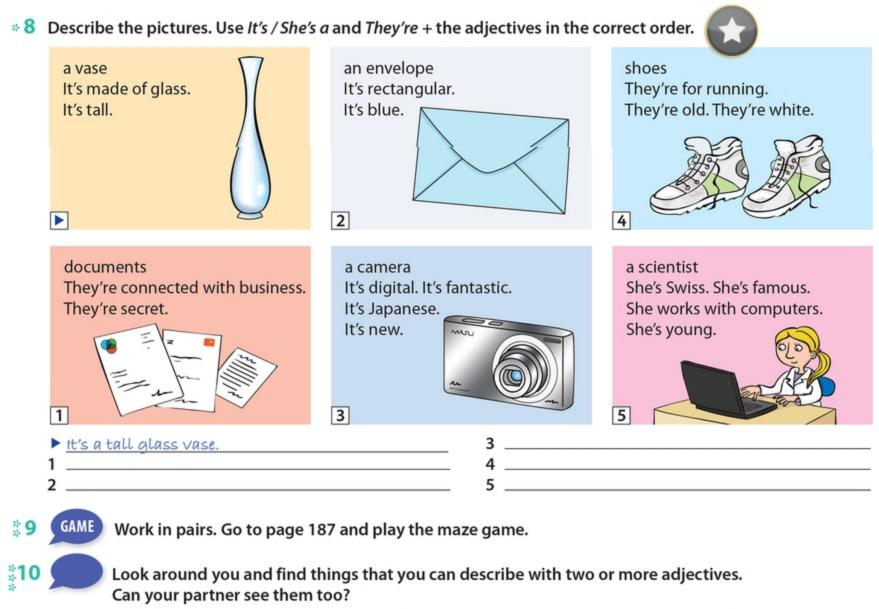
### **Order of adjectives**

opinion	good, terrible, fantastic	an old French sev	
size	large, small, tiny	(age, origin, purp	
most other qualities	easy, slow, cold, strong, kind, comfortable	a <b>horrible blue pl</b> (opinion, colour,	
age	old, new	(opinion, colour, i a <b>short bus</b> journe (size, type) an <b>easy maths</b> exe (other quality, typ	
shape	square, round, oval		
colour	yellow, red, white		
origin	Indian, Turkish, Italian	Some nouns can	
material	paper, glass, wood	before a noun to type and purpose	
type	train, electric	a <b>metal</b> cup, a <b>tra</b>	
purpose	sewing, shopping, sports, shower		

We can use two or more adjectives before a noun. They usually follow this order:

an old French sewing machine age, origin, purpose) a horrible blue plastic shower cap opinion, colour, material, purpose) a short bus journey size, type) an easy maths exam other quality, type)

Some nouns can be used like adjectives before a noun to describe material, type and purpose. *a metal cup, a train ride, football boots* 





### Adverbs of degree (very, really, rather, quite)



\*11 Look at the pictures and complete the sentences with very or quite.



- ▶ Tony's tent is in a <u>very</u> bad condition.
- 1 Heidi's tent is \_\_\_\_\_ small.
- 2 Tony's tent is \_\_\_\_\_ old.
- 3 Bill's tent is \_\_\_\_\_ big.
- 4 Heidi's tent is \_\_\_\_\_ expensive.
- 5 Tony's tent is \_\_\_\_\_ cheap.
- 6 Bill's tent is \_\_\_\_\_ old.
- 7 Heidi's tent is \_\_\_\_\_ new.
- 8 Bill's tent is in a \_\_\_\_\_ good condition.

### 12 22.3 Listen and complete the checklist with v v for very, v for quite, or x for not very.

	Campsite 1	Campsite 2
nice?	$\checkmark$	
big?		
good shop?		
cheap?		
near?		

We use adverbs of degree with adjectives and other adverbs.

- We use adverbs like very and really to make the meaning stronger.
   It's very cold. I think it's going to snow.
   I'm really happy. I've just passed my exam.
- We use quite and rather to make the meaning weaker. When there's a positive meaning we normally use quite.
   She's quite funny. I like her.
   This train is quite fast. I think we'll arrive on time.
- When there's a negative meaning we normally use rather, but quite is also possible. He drives rather fast. (= He drives quite fast.) It's not safe.

Work in pairs. Ask questions with the words in the box. Answer using very, really or quite.

brother sister school bag English maths parents school town

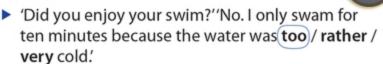
big clever difficult easy long new nice old small tall

Is your school big?

\*13

Yes. It's quite big.

# \$14 Choose the correct answer to complete each sentence.



- 1 The exam was **so** / **quite** / **very** easy. I think I'll probably pass.
- 2 That car is a bit / rather / not old. I don't think he's going to buy it.
- 3 It's too / rather / so noisy, I'm afraid. Tim is practising the drums.
- 4 No I can't buy that one. It's **quite** / **too** / **enough** expensive.
- 5 That book is **not** / **too** / **quite** interesting. I think you should read it.
- 6 'I liked that song.'Did you? Oh, I thought it was very / so / rather boring.'
- 7 My brother's **really** / **quite** / **rather** happy at the moment. He's just got a new dog!
- 8 'This train is very / quite / rather fast.' 'Yes. They call it a bullet train!'

### 134 Adjectives and adverbs of degree

### \$15 Read the text and choose the correct answers.

### $\circ \circ \circ$

### My Blog

### 🕨 My travels 🌓 India 🔍 India

Our journey around the **beautiful Indian**/ Indian beautiful state of Rajasthan continues!

We were already <sup>1</sup>awake / outdoor at five o'clock and we spent an <sup>2</sup>interesting / interested morning exploring Jaipur, the <sup>3</sup>famous capital / capital famous city of Rajasthan.

The local buses were <sup>4</sup>quite / very busy and it would have been impossible to get a seat, so we decided to hire <sup>5</sup>an electric / an electric small rickshaw. Our driver was <sup>6</sup>rather / very friendly, and gave us lots of <sup>7</sup>fascinating / fascinated facts about the city.

Jaipur is full of **\*elegant pink** / **pink elegant** buildings, and people often call it the Pink City. One of these buildings is the **\*eighteenthcentury grand** / **grand eighteenth-century** palace, the Hawa Mahal. This amazing <sup>1</sup>°**pink fifteen-metre** / **fifteenmetre pink** structure has 953 small windows and it is <sup>11</sup>**very** / **rather** popular with photographers. We certainly weren't the <sup>12</sup>**alone** / **only** tourists there, even at six o'clock in the morning!



**\*16** 

Write a description of a place. Include information about the topics below and lots of adjectives. Don't write the name of the place!

the buildings a special building or park the people the transport positive points one or two negative points

## WHERE IS IT? A beautiful green river runs through this very small capital city, and there are beautiful old white buildings along the river banks. There is a hill with an old castle on the top and ... **17** Give your text to other students to read and discuss. Can they identify the place? I think this city is Prague. But look, it says this very small capital city'. Oh yes. It could be Ljubljana. Yes, I think it is.

Se	lf-evaluatio	On Rate your	progress.
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# Adverbs: frequency, manner, place and time

I can use and combine different kinds of adverbs.

### **Adverbs of frequency**



Adverbs give extra information about adjectives, verbs and other adverbs. They say how often, when, where and how things happen.

We use adverbs of frequency to say how often something happens.



We use adverbs of frequency before a main verb. Sally occasionally phones us. We never play tennis.

However, we use adverbs of frequency after **be** and auxiliaries. Jim's **always** busy. I've **often** thought about you. That doesn't **usually** happen. We can use **sometimes** and **usually** at the beginning of sentences.

**Sometimes** we go shopping together. **Usually** I'm on time.

We can also use expressions like **every (other) day**, **every Thursday** and **twice a month** to talk about frequency with the present simple. These expressions can go at the beginning or the end of a sentence. *She checks her emails three times a day*. **On Mondays** we go swimming.

To ask about frequency we use **How often** ...? 'How often do you read?' 'Every day.'

In **yes/no** questions, we place the adverb of frequency before the verb. Do you **always** use a green pen? Does he **often** do that? Do you **ever** read the newspaper? (ever = 'at any time')

### 1 23.1 Listen and choose the best option to complete the sentences.

- Julia <u>o</u> goes to the cinema on her own.
   a sometimes b hardly ever c never
- 1 Henry <u>travels by train.</u> a often b occasionally c never
- 2 Tim \_\_\_\_ listens to music in bed at bedtime.
   a always b usually c often

3 Vicky \_\_\_\_ goes running.

**Z** D)

- a always b usually c hardly ever 4 Isabel \_\_\_\_ writes letters.
- a often b sometimes c never
- 5 James \_\_\_\_ watches the news on TV. a often b sometimes c rarely

- \* 2 Rewrite the sentences with the adverb of frequency in the correct place.
  - My grandparents went on holiday. (rarely)
     My grandparents rarely went on holiday.
  - 1 You should say 'thank you'. (always)
  - 2 I've been to hospital. (hardly ever)
  - 3 The shop was busy in those days. (seldom)
  - 4 Lock the door. (always)
  - 5 He's late. (occasionally)
  - 6 She forgets my name. (often)
  - 7 I'll forget you. (never)
  - 8 Don't say that again! (ever)
- 3 Are the sentences correct or incorrect x? Rewrite the incorrect sentences.
- e? 💽
  - He has a piano lesson every Thursday.
  - Does ever she drink tea?
    X Does she ever drink tea?
  - 1 Milly never is ill.
  - 2 Sometimes we go for a walk after dinner.
  - 3 Twice a week she leaves the house at six o'clock.
  - 4 Leo washes his hair every other day.
  - 5 We've talked often about it.
  - 6 Always he doesn't walk to school.

- 4 23.2 What do the people say? Listen and match responses a-i to questions 1–3.
  - 1 How often do you watch a film on TV?
    - <u>a</u>
  - 2 Have you ever fallen asleep on a bus or train?
  - 3 Do you always have breakfast?
  - a Not often. About two or three times a year.
  - **b** No, not always, but I usually do.
  - c Yes, I've often done that.
  - d No, I've never done that.
  - e Yes, I do. Always.
  - f Every day.
  - g I've occasionally done it.
  - h Sometimes, but not very often.
  - i No, I hardly ever have breakfast.

\*5

Work in small groups. Ask each other the questions in exercise 4.

How often do you watch a film on TV, Toby?

About once a week. We often watch a film on TV on Friday evening.

6 Write six questions with How often ... ? and Do/Are you ever ...? Use the ideas in the box or your own ideas.

> eat lunch outside travel by plane go camping be late for school go to a big party read books or magazines about computers be hungry in the middle of the night

Are you ever late for school? How often have you travelled by plane?

GAME Work in groups. Guess how the others in your group will answer your questions from exercise 6. Ask your questions. Did you guess correctly?

Are you ever sleepy after lunch?	
Tom – no, never	
Rosy – yes, sometímes	
Angie – yes, always	
0 0 0	

Tom, are you ever sleepy after lunch?

Yes, I'm usually a bit sleepy after lunch.

•>

### Adverbs of manner, time and place



### Manner

We use adverbs of manner after a verb to tell us how something happens. We usually place them at the end of a sentence or at the end of a clause.

Ernie speaks slowly.

Suzy washed the vase carefully and put it away.

When we comment on how something happened on one occasion, we can place the adverb of manner at the start of a sentence, or before the main verb. We often do this when we tell stories.

*Slowly*, he picked up his bags and left the house. He **slowly** picked up his bags and left the house.

Most adverbs of manner are formed by adding **-ly**, **-ily** or **-lly** to an adjective.

There are a few irregular adverbs of manner:  $good \rightarrow well \quad hard \rightarrow hard \quad fast \rightarrow fast$ 

To talk about how people travel we often use adverbial expressions with **by**. *by car, by train, by plane* (but *on foot*)

### Time

We use adverbs of time to say when something happens: *now*, *then*, *early*, *late*, *today*, *tomorrow*, *yesterday*, *recently*.

We can also use adverbial time expressions: *last Wednesday*, *in 2006*, *two years ago*, *in the spring*, *at the moment*.

Adverbs of time and adverbial expressions can go at the beginning or the end of a sentence or clause.

What's the matter **now**? **Now** what's the matter?

The leaves turn orange and brown **in the autumn**. **In the autumn**, the leaves turn orange and brown.

But the adverbs of time **early**, **late** and **then** can only go at the end of a clause. We left the house **early** and came home **late**.

### Place

We use adverbs of place to say where something is or where something happens: *upstairs*, *downstairs*, *here*, *there*, *everywhere*, *away*, *abroad*, *indoors*, *outdoors*, *back*, *in*, *out*.

Adverbs of place usually go at the end of a sentence or clause.

'Hello, it's Mandy **here**. Is John **there**?' 'No, I'm afraid he's still **at work** . I don't know when he'll be **back**.'

We can also use adverbial place expressions: in the garden, at home, in bed, at work.

Claire was at college while Katy was on the beach.

When we use more than one adverb or adverbial expression after a verb they usually follow this sequence: manner, place, time.

verb	manner	place	time
My phone works	well	outdoors.	
We asked the man		at the police station	two days ago.
l couldn't think	clearly		yesterday.
You must work	hard	at school	tomorrow.

With verbs of movement (*run*, *walk*, *move*, *come*, *go*), the place is often closely linked with the verb. In this case we put the adverb of place directly after the verb. *She walked away quietly*.

* <b>8</b>	Write the adverbs in the correct place in the table. downstairs proudly never late well away sometimes by bus seldom soon yesterday quickly ever in prison tomorrow here occasionally early happily everywhere	*11 GAME Work in pairs. Student A cover exercise 10. Student B read the first lines of conversations 1–3. How many responses can Student A remember? Swap roles for conversations 4–6.
	frequency manner place time	Did they work quickly?
	proudly	No, they worked slowly.
		<b>12</b> Circle the correct answers.
		Come here now / now here!
		1 lvy runs fast / fast runs.
	Complete the sentences. Use an adverb of	<ol> <li>Look, they're playing nicely now / now nicely.</li> <li>They lived for ten years abroad / abroad for ten years.</li> </ol>
	manner formed from the adjective in brackets.	4 She went away quietly at the end of the lesson. /
	<ul> <li>He's never spoken <u>angrily</u> to me. (angry)</li> <li>She watched them (sad)</li> </ul>	<ul> <li>at the end of the lesson quietly away.</li> <li>5 Where's my book? It was here yesterday /</li> </ul>
	2 You did that very (good)	yesterday here!
	<ul> <li>3 Ask, please. (polite)</li> <li>4 He read the story (beautiful)</li> </ul>	6 Toby's away at the moment / at the moment
	5 I'm afraid I can't walk very (fast)	<ul><li>away. He's in Spain.</li><li>7 Wait for five minutes here / here for five</li></ul>
	6 He closed the door (noisy)	minutes. I'll be back soon.
	7 Everyone has worked today. (hard)	8 Did you go by plane there / there by plane?
	8 He smiled at me. (cheerful)	<b>13</b> Write the sentences.
* <b>10</b>	<b>23.3</b> Complete the conversations with the	Neverwyhere / vesterday / we looked
	adverbs from the box. Then listen and check.	we looked everywhere yesterday.
	slowly downstairs terribly later outdoors on foot out	1 quickly / run / home
	<ul> <li>'Did they work quickly?'</li> <li>'No, they worked always '</li> </ul>	2 now / out / I'm going
	'No, they worked <u>slowly</u> .' 1 'Is Sam in?'	3 will you be / this evening / in
	<pre>'No, he's' 2 'Is Amy upstairs?'</pre>	4 hard / she works / at the weekend
	'No, she's' 3 'Can you help me now?'	5 carefully / at bedtime / you must clean your teeth
	'No, but I can help you' 4 'Do you play chess well?'	6 quietly / let's talk / for five minutes / in the garden
	'No, I play!'	
	5 'Shall we sit indoors?'	
	'No, let's sit' 6 'Did you come here by car?'	
	'No, we came'	

14 GAME 23.4 Complete the quiz questions with Where, How, How often or When. Then work in groups. Do the quiz, and listen to check the answers.

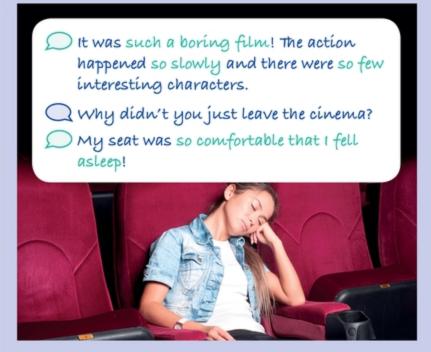
**L**D

<ul> <li>How often does a solar eclipse happen?</li> <li>a Once every two weeks.</li> <li>b Every two years.</li> <li>c Once every twenty years.</li> <li>c Once every twenty years.</li> </ul> 1 's the best place to be in a thunderstorm? <ul> <li>a Outside.</li> <li>b In a cor.</li> </ul>	Quiz fine         2       does the m         a About once a year.         b About every 28 days.         c About every 28 days.         c About every 24 hours.         3         should you         breathe if you need to relax         a Slowly.         b Noisily.         c Quickly.         4         would you         an 'attic'?         a Upstairs.         b Downstairs.         c In the garden.         5         man fly from France to Englifor the first time in 1909?         a By helicopter.         b By plane.	noon     6     6     a     b   ceremony (the Academy Awards)   rake place?   a   b   ceremony (the Academy Awards)   rake place?   a   b   b   ceremony (the Academy Awards)   rake place?   a   b   b   ceremony (the Academy Awards)   rake place?   a   b   b   ceremony of the Academy Awards)   rake place?   a   b   ceremony of the Academy Awards)   rake place?   a   b   b   ceremony of the Academy Awards)   ceremony of the Academy Awards   ceremony of the Academy Awards   ceremony of the Academy Awards   determony of the Academy Awards <t< th=""></t<>
c Indoors.		c Very quickly. Self-evaluation Rate your progress.
<ul> <li>turn to page 183. Team 185. Follow the example</li> <li>'Biennial' events happen</li> <li>a twice a year</li> <li>b twice a month</li> <li>c once every two years</li> </ul>	C, turn to page	
Team A: How often do 'biennia happen? Is it a) twice a year, b) month or c) once every two yea	twice a	6 7 8 9
No. Team B? Once	Intoc a gents	10 11 12 13
	0 0000	14

Yes, that's right.

# **24** So and such

I can use so and such for emphasis and to explain the result of a situation.



We use the adverbs **so** and **such** to add emphasis to descriptions of the quantity and quality of things. *It was a very boring film*. (= an opinion) *It was such a boring film*? (= an emphatic opinion) We usually stress **so** and **such** when we speak.

We can use **so** to add emphasis to an adjective or adverb.

	so	adjective/adverb
They look	so	funny!
He talks	so	quickly!

We can also use **so** with the quantifiers **much**, **many**, **little** and **few**.

	so	quantifier	(+noun)
There's	so	much!	
We've got	so	little	time!

\*1 24.1 Listen and number the pictures from 1–6.

We use **such** to add emphasis to an adjective and noun combination.

	such	a/an	adjective	singular countable noun
It was	such	а	boring	film!
He's got	such	an	interesting	job.

	such	adjective	plural countable noun / uncountable noun
You've got	such	blue	eyes!
This is	such	hard	work!

We can use **such** + noun (without an adjective) when the noun itself has a positive or negative meaning. *That was such a disaster! This is such fun!* 

We can also use **such** with the quantifiers **a lot** and **a lot of**.

	such	quantifier	(+noun)
Why did you buy	such	a lot?	
There were	such	a lot of	butterflies!

After a clause with **so** and **such** we often add a clause to describe the result.

My seat was **so** comfortable (**that**) I fell asleep. This is **such** fun (**that**) I don't want to go home.



- **2 24.2** Add *so* or *such* in the correct place. Then listen, check and repeat.
  - He's got a kind face. He's got such a kind face.
  - They were friendly.
  - 2 That's funny.
  - 3 You did that carefully.
  - 4 There's a lot of smoke.
  - 5 Is it a problem?
  - 6 That's true.
  - 7 It was a nice day.
  - 8 That's good news.
  - 9 You run fast!
  - **10** I've got many ideas!

Work in pairs. Look again at the pictures in exercise 1. Can you remember all the sentences with so and such? Use the words in the box.

small cold beautiful fed up a long time young apples a mess friends trophies play golf well few many

It's so beautiful!

The houses look so small!

Work in pairs. Look at the things and people around you. Who can make the most emphatic statements with so and such?

My bag is so heavy today!

There are so many books on that shelf!

Your English is so good today!

### 5 Add so or such to 1–8, then match a–i to 1–8.

- The book was <u>so</u> good <u>e</u>
- 1 The bag was \_\_\_\_\_ full \_\_\_\_
- 2 The music was \_\_\_\_\_ loud \_\_\_
- 3 He's \_\_\_\_\_ a genius \_\_\_\_
- 4 I've got \_\_\_\_\_ many things to do \_\_\_\_
- 5 It was \_\_\_\_\_ a long car journey \_\_\_\_
- 6 She goes running \_\_\_\_\_ often \_\_\_\_
- 7 He's \_\_\_\_\_ a nice boy \_\_\_\_
- 8 The race was \_\_\_\_\_ a success \_\_\_\_
- a that she's never at home!
- **b** that I don't know what to do first.
- c that everyone wants to be his friend.
- **d** that it broke.
- e that I couldn't stop reading it.
- f that we're going to organize it again next year.
- g that we had to stop for lots of breaks.
- **h** that I couldn't hear what they were saying.
- i that some people don't understand his ideas.
- 5 Look at the pictures. Join a sentence from box A with a sentence from box B. Use so/such ... that ...

### А

The shelf was high. It was a hot day. The fog was thick. It was cold. There were a lot of people. The wind blew hard.

### В

The fence fell down. Some people had to stand. She couldn't speak. He couldn't reach it. We couldn't see anything. My ice-cream melted.









3

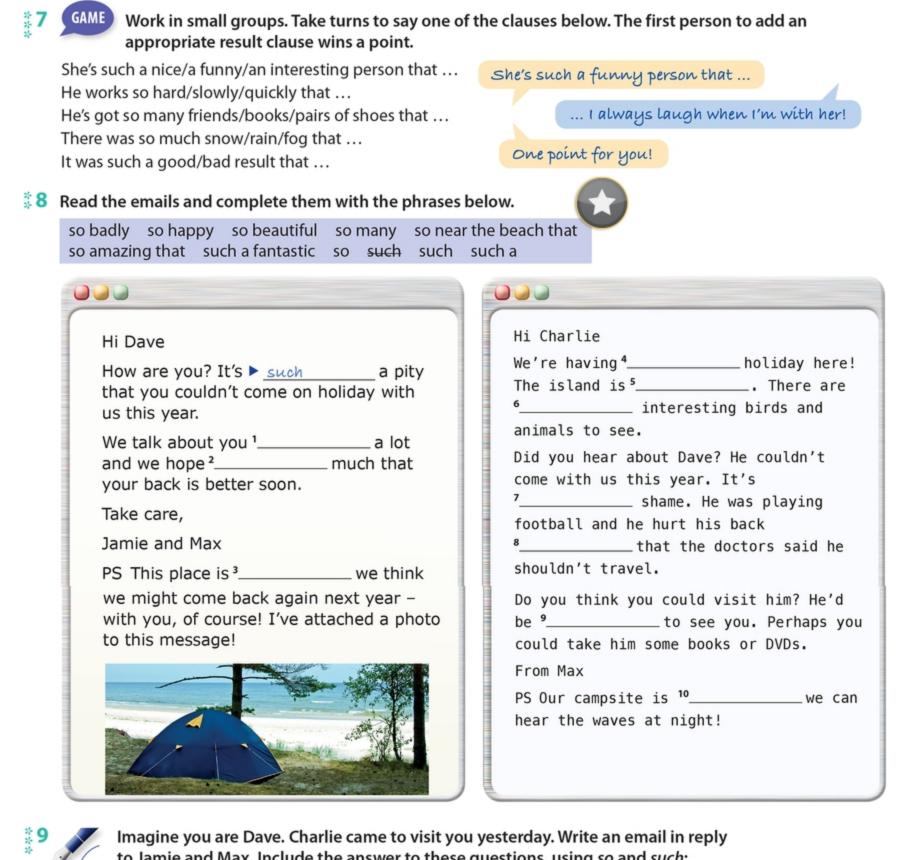
5





It was so cold that he couldn't speak.

1	
2	
2	
3	



Imagine you are Dave. Charlie came to visit you yesterday. Write an email in reply to Jamie and Max. Include the answer to these questions, using so and such:

Was it good to hear from Jamie and Max? What did you think of the photo of the beach? Are you very disappointed about missing the holiday? How is your back? How was Charlie's visit? Did he bring you anything?

Hi Jamie and Max

Thanks for your email. It was so good to hear from you. I ...

elf-evaluation Rate your progress.		
<u> </u>	<b>e e</b>	
3		
}		
5		
3		
•		

# Revision 7 Units 21–24

## Reading

1 The people below are looking for clothes and shoes. Read the reviews of eight shops and decide which shop would be the most suitable for each person.



George is a fisherman. He needs some new strong blue trousers for his job.



Tommy wants some smart shoes for a wedding. His feet are so narrow that he always has problems finding shoes that fit him.



Sally and Jane love shopping for colourful new clothes but they seldom have much money to spend.

### A Bella's Boutique

You won't find anything surprising in this shop, but it sells really useful items for work and formal occasions. Plain white cotton shirts, simple black trousers, warm woolly hats – you can find them all here. The clothes are good quality, and reasonably priced, too.

### B Optima

'Optima' sells everything from sportswear to party clothes. They have different things in every week, and the prices are low. It's a fun place to visit, and you can find some nice items, but the quality isn't the best and the service isn't very good.

### C Such Style!

Pink and black striped trousers, a gold silk jacket and white leather riding boots ... The clothes in this small new shop aren't cheap but they're so unusual you won't find anything else like them!

'Such Style!' is perfect for anyone who wants to look a bit different.

### D Living Well

It's good to know that shops like this are still doing well. 'Living Well' has clothes and shoes for older people for whom it's more important to feel good than to look good. They also do free home deliveries.



Julia wants some advice about running shoes. She's a competitive runner who'll be running more often in the future, so she wants to buy shoes that will last a long time.



Iris is 80 years old and rarely goes out of the house. She likes comfortable clothes.



Isabel doesn't have much money but she likes unusual clothes. She's interested in recycling.

### E From Old to New

Tim and Jenny are the talented young owners of this exciting new shop. They find old clothes and clean them, then give them a modern look by making changes to the whole item or to small details.

### F On Form

'On Form' sells clothes (not shoes) for school and indoor and outdoor workplaces, in all colours and sizes.

The shop itself is small, but they are happy to order items for customers.

### G Triumphantly Tall

This shop is full of clothes for people who are taller than average. The owners are friendly, and run the shop extremely efficiently.

The prices are quite expensive, but nowhere else offers such a high level of service.

'Triumphantly Tall' also has a range of shoes for people whose feet are bigger or smaller than average.

### H Match!

This is the only sports clothes shop we visited that had really helpful salespeople. The clothes and shoes here are a bit expensive, but they last longer than the cheaper ones you can buy in other shops. 2 Read the text and decide if the sentences are true or false.

# Four colourful lakes

### Lake Pinatubo, the Philippines

This stunning bright blue and green freshwater lake is at the top of Mount Pinatubo, an active volcano 900m high. The lake only came into existence in 1991, when the volcano erupted. The best time to visit and enjoy the warm waters of the lake is in the dry season, because the area can be dangerous when it's rainy.

### Laguna Colorado, Bolivia

This saltwater lake is located at 4,200m above sea level. It is very shallow, with a depth of just 50cm.

The lake water is bright red in colour because of plants and minerals, but small white islands in the lake make a striking colour contrast.

### Reed Flute Cave Lake, China

This is a still, calm underground lake. It is inside a limestone cave which is over 180 million years old. There is a system of multicoloured lights in the cave which shine dramatically on the cave walls and water.

### Spotted Lake, Canada

This lake has some of the largest quantities of minerals in the world, including calcium, silver and titanium. In the summer the lake becomes very dry. More than 365 pools of water remain and are visible as blue, green and yellow spots.

- Mount Pinatubo might erupt again in the future.
   (true) false
- 1 Lake Pinatubo is a young lake. true / false
- 2 It's more dangerous to visit Lake Pinatubo in the dry season than in the rainy season. true / false
- 3 Laguna Colorado is a beautiful shallow red-andwhite freshwater lake. true / false
- 4 Lake Pinatubo is as high as Laguna Colorado. true / false
- 5 Reed Flute Cave is very old. true / false
- 6 The lake in Reed Flute Cave is naturally multicoloured. true / false
- 7 Spotted Lake has fewer minerals in it than many other lakes. true / false
- 8 Spotted Lake always has a 'spotted' appearance. true / false

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

# Blink and you miss it

We all ► <u>►</u> swallow, yawn and blink throughout the day. These <sup>1</sup>\_\_\_\_ actions are important reflexes which our bodies do <sup>2</sup>\_\_\_\_.

When we eat a meal, we chew the food and then swallow 3\_\_\_\_. When we're 4\_\_\_\_, we yawn without thinking. And every few seconds we blink: our eyes close and open 5\_\_\_\_ rapidly to clean and refresh our eyes. It happens 6\_\_\_\_ quickly that we aren't even aware of it happening.

The number of blinks per minute is different from person to person, and adults blink <sup>7</sup>\_\_\_\_\_ frequently than children.

We don't blink <sup>8</sup> often as usual when we study something closely, which is why our eyes feel tired when we read for a long time.

On average, we lose about four or five seconds of information every minute because of blinking.

However, new research shows that this isn't actually <sup>9</sup>\_\_\_\_ a problem, because our brains <sup>10</sup>\_\_\_\_ know when the right time to blink is.

- A regular B regularly C rare D rarely
- 1 A bit B quite C little D fairly
- 2 A unconscious B unconsciously
   C more unconscious D more unconsciously
- 3 A only B always C automatic D automatically
- 4 A indoor B outdoor C tiring D tired
- 5 A very B more C most D so
- 6 A so B such C rather D quite
- 7 A so B as C more D very
- 8 A really B more C most D as
- 9 A rather B as C so D such
- 10 A cleverer B cleverest C clever D cleverly

## Writing

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

	Dear Alison	
SLEEP REAL	Everyone's still <a>asLeep</a> but I've woken up • early so I'm writing you this email.	
GOOD SLOW	We've come to stay at my grandma's house for a week. She's been ill recently, but she's getting <sup>2</sup> now and we've come to give her some help. She's doing things more <sup>3</sup> than usual, but apart from that she's OK.	
	Her house is very old and beautiful. It has five bedrooms. I'm sharing a room with my	
OLD/BIG	4 sister. It isn't as ⁵ as the other	
NICE	rooms, but it's the <sup>6</sup> because it has <sup>7</sup> views over the river.	
AMAZE		
COLD	Unfortunately, the weather was so * and wet yesterday that we spent the whole day	
INDOOR	• This morning the sky looks	
CLEAR	10 so I think my sister and I will be able	
INTEREST	to go out and do something <sup>11</sup> later on.	
WAKE	Mum and Dad are <sup>12</sup> now, so I'm going to go and have some breakfast.	
	I'll write again soon,	
	Cathy	

5 Complete b so that it means the same as a. Use no more than three words.



- a No butterfly is smaller than the Western Pygmy Blue.
  - **b** The Western Pygmy Blue <u>is the smallest</u> butterfly in the world.
- 1 a You can see through butterflies' wings because they are very thin.
  - **b** Butterflies' wings are \_\_\_\_\_ you can see through them.
- 2 a The butterfly was small. It was attractive. It was green.
  - **b** It was an \_\_\_\_\_ butterfly.
- a Rosy paints beautiful pictures of butterflies.
   b Rosy paints butterflies \_\_\_\_\_\_.
- 4 a I didn't use to be able to identify butterflies very quickly.
  - **b** I can identify butterflies \_\_\_\_\_ now.
- 5 a The Goliath Birdwing butterfly is bigger than the Blue Morpho butterfly.
  - **b** The Blue Morpho butterfly is \_\_\_\_\_ as the Goliath Birdwing butterfly.
- 6 a I saw a very rare butterfly last year. I saw it here.
  - **b** I saw a very rare butterfly \_\_\_\_\_\_.
- 6 This is part of an email that you received from a new English friend, Libby.

## 

I can't use a computer very well.

How often do you use a computer? Tell me about a computer that you sometimes (or usually) use. How good are you at doing different things on the computer? Are you better than your friends and your family, or not as good as them?

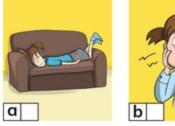
Write an email to Libby, telling her about you and computers.

# Listening

- 7 **O** R7.1 Listen and choose the correct answer A, B or C.
  - What did the man do?



1 Why didn't the girl phone yesterday?







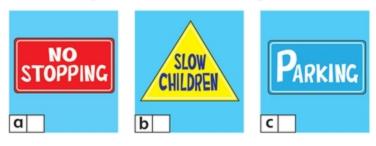
2 What's the man describing?





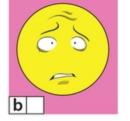


3 Which sign is the woman talking about?



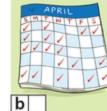
4 How does Libby feel about playing tennis with Jamie?





5 Which is Henry's calendar?







- 8 **R7.2** You will hear a fitness coach describing physical activities. Choose the correct answer A, B or C.
  - How does Heidi describe herself?
    - A 🖌 She's very fit.
    - B She's Australian.
    - C She's got a lot of experience.
  - Heidi thinks running and swimming
    - are boring. A
    - aren't very good forms of exercise. В
    - seem boring to some people. C
  - 2 Skipping is
    - A the best cardio-vascular activity for children.
    - more popular with adults than it used B to be.
    - C so cheap that everyone should do it.
  - 3 Your skipping rope should be
    - A as long as you are tall.
    - longer than your height. B
    - as long as the height from the floor to your C chest.
  - 4 What is 'spinning'?
    - A Outdoor cycling with a really good, motivating instructor.
    - **B** Indoor, organized, group cycling.
    - C Cycling indoors alone with music.
  - 5 What does Heidi think is the best thing about spinning?
    - A You follow a well-designed fitness programme.
    - The music makes you cycle faster. B
    - C The weather hardly ever stops a class.
  - 6 What does Heidi say about aqua aerobics compared with normal aerobics?
    - A 🗌 It's harder.
    - В It's faster.
    - C It's very different.

# Speaking

- 9 Work in pairs. Ask and answer these questions together.
  - What's your favourite form of transport? Why?
  - What do you do when you go on a long car journey?
  - · Have you ever travelled on an unusual form of transport? What was it? What did it look like?
  - What's the longest journey you've ever done?
  - Do you ever sleep when you're travelling?





# **25** Prepositions of time, place and movement

I can recognize and use prepositions of time, place and movement.

## **Prepositions of time**

Dit's our birthday at the weekend.

- So, you're going to be sixteen?
- No, he's going to be sixteen and I'm going to be four.
- 🔍 what do you mean?!



Tim and Tom were born on different days in a leap year. Tim was born at 11.55p.m. on February 28th and Tom was born at 12.10 a.m. on February 29th. So Tom only has a birthday every four years!

We use **in**, **on** and **at** with different time words and phrases.

We use in + a time period to describe how long it takes to do something.

He finished the test **in** twenty minutes. She read six books **in** one week!

We can also use **in** to mean *after*. I'll be back **in five minutes**. See you **in two weeks' time**.

We don't use **in**, **on** or **at** before the time expressions yesterday, tomorrow and this/next/last/+ every day/ week/month/year. We meet **every Tuesday**. I'll phone you **tomorrow**.

For information on other prepositions connected with time, see Unit 3 (*by*, *for* and *since*), Unit 4 (*after*, *before*, *until*) and Unit 17 (*until*, *during*, *by*).

in +			
part of a day	i <b>n</b> the morning, <b>in</b> the afternoon, in the evening		
a week or more	in the last week of October in the autumn term		
month	in March, in April		
year	in 1656, in 1973, in 2002		
season	<b>in</b> winter, <b>in</b> spring, <b>in</b> summer, <b>in</b> winter		
decade	in the 1960s, in the nineties		
century	<b>in</b> the 18th century, <b>in</b> the 21st century		
on +			
day of the week	<b>on</b> Monday, <b>on</b> Friday		
date	on 22nd November		
special or particular day	on my birthday, on this day 200 years ago on that day		
day + part of day	on Wednesday afternoon on Saturday morning on New Year's Eve		
at +			
clock time	at six o'clock, at half past two, at 3.30, at midnight		
meal	at breakfast		
two or three days	at the weekend		
expression with time	at bed time, at break time at that time		
the end of/the beginning of	<b>at</b> the beginning of the week <b>at</b> the end of the day		

1 25.1 Listen and complete the missing information.



1

#### Leo

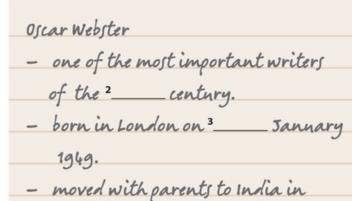
James phoned (at about ) 6.30 )

He'll call back in 1\_\_\_\_ minutes.

See you later,

Tim

#### 2



#### 3

#### Dear Bella

4\_\_\_\_\_1949.

It was good to talk to you this 5\_\_\_\_\_. I'm looking forward to talking to you again on Friday 6\_\_\_\_\_about your performances in 7\_\_\_\_\_.

4

Cathy phoned

She'd like to come and stay in the

8\_\_\_\_\_ week of May.

Libby

#### \* 2 Circle the correct answer.

- I always do my homework at /(in) the morning.
- 1 I'll be back on / in ten minutes.
- 2 Emily was born on / in 1999.
- 3 We often go camping at / in the summer.
- 4 I saw Martin on / at Monday.
- 5 They came here in / at the last week of January.
- 6 See you on next Friday / next Friday.
- 7 We start lessons at / in nine o'clock.
- 8 People lived here on / in the 12th century.
- 9 He went to bed at / on midnight.
- 10 It happened in / on Thursday evening.
- 11 How many words can you write in / at a minute?
- 12 Birds fly south at / in winter.

#### 3 Read the text and circle the correct options.



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Can you imagine seeing the sun ▶ in /at/ on midnight? <sup>1</sup>In every / Every / At every summer, people who live near the North Pole have sunlight for 24 hours. It gets a little darker <sup>2</sup>on / at / in night time, but not much.

<sup>3</sup>On / At / In winter, of course, the opposite is true: the sun doesn't rise <sup>4</sup>on / at / in the morning, and it stays dark all day.

But this is also the best time to see an amazing natural phenomenon which from time to time lights up the sky **<sup>5</sup>on / at / in** night: the Northern Lights, or *Aurora Borealis*.

<sup>6</sup>On / At / In Monday 24th October 2011 people in Canada saw a particularly amazing display of the Northern Lights. According to scientists, the bright red, pink and green lights were caused by a sun storm <sup>7</sup>in / on / at the Saturday before.

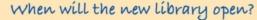
Usually, people only see the Northern Lights near the Arctic Circle. Incredibly, however, <sup>8</sup>in / at / on the 1980s, people as far south as the US-Mexico border saw them, because of particularly powerful sun storms.

#### **4** Complete the conversations with *in*, *on* or *at*.

- 'When will the new library open?'
   'Ow the 23rd of October next year.'
- 1 'When did she live here?' '\_\_\_\_\_ the 1960s.'
- 2 'Why didn't she phone?' 'They didn't have phones \_\_\_\_\_ that time!'
- 3 'When are they leaving?' '\_\_\_\_\_ six weeks' time.'
- 4 'When was he born?''\_\_\_\_\_ this day in 1672.'
- 5 'When does the film start?' '\_\_\_\_\_ quarter to seven.'
- 6 'When do you go swimming?' '\_\_\_\_\_ the school holidays.'
- 7 'When can we talk about it?' '\_\_\_\_\_ dinner.'

\*5

- 8 'Why didn't you see the play?''I wasn't at school \_\_\_\_\_ that day.'
- GAME Work in pairs. Student A cover exercise 4 and Student B ask the questions. How many answers can Student A remember? Swap roles.



On 25th October? No, try again! On 23rd October?

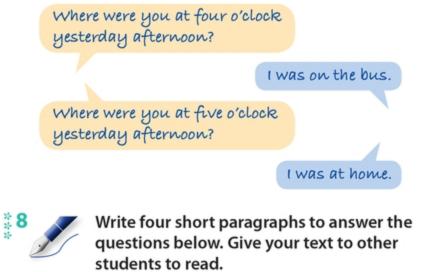
# 6 Complete each line with *in*, *on*, *at* or no preposition (–).

Yes, that's right.

- Where were you <u>at</u> three/four/five o'clock yesterday afternoon?
- 1 What were you doing \_\_\_\_\_ this day last year/ two years ago?
- 2 Where were you \_\_\_\_\_ last Friday/Saturday/ Sunday/Monday?
- 3 Where will you be \_\_\_\_\_ two days'/weeks'/ months' /years' time?
- 4 How many metres can you run/swim/walk \_\_\_\_\_\_ five minutes?
- 5 How old were you \_\_\_\_\_\_ October the 24th 2011/May the 1st 2012/January the 15th 2013?
- 6 Where do you usually sit \_\_\_\_\_ breakfast/ lunch/dinner?
- 7 What do you usually do \_\_\_\_\_ your birthday/ Fridays/the last day of term?
- 8 What are you doing \_\_\_\_\_ tomorrow/ this evening/next Saturday?



Work in pairs. Take turns to choose a question from exercise 6 to ask a partner.



- 1 What's your favourite season? Why? What do you do in this season?
- 2 Which month don't you like? Why? What happens in this month?
- **3** What's your favourite day of the week? Why? What do you usually do on this day?
- 4 What's your favourite time of day? Why?

#### TIME AND ME

- 1 I like summer because I always have a
- holiday with my friends. We swim and
- play games in the day, and in the evening
- we have a meal together.

# **Prepositions of place**

We use the prepositions **in**, **on** and **at** with different kinds of place words.

in +	
containers	in the box, in the bottle
rooms	in the bedroom, in the kitchen
buildings as spaces	in the greenhouse
towns, countries and continents	<b>in</b> Oslo, <b>in</b> Spain, <b>in</b> Asia
car	in the car, in a taxi
pictures	in the painting, in the photo

They're **in** a bag **in** the kitchen.

on +	
surfaces	on the path, on the wall
floors of buildings	on the first floor
public transport	on the train, on the bus
roads and rivers	on West Street, on the Nile

I saw him **on** New Road. He was **on** the bus.

at +	
buildings/places where things happen	<b>at</b> the station, <b>at</b> the hospital, <b>at</b> the cinema, <b>at</b> the bus stop
addresses	at 27 Silver Street
events	at the concert
the back/front/ top/bottom	<b>at</b> the top of the hill

We met **at** the café **at** the end of the road.

#### Somplete the sentences with *in*, on or at.

- Jill waited <u>at</u> the bottom of the stairs.
- 1 He's working \_\_\_\_\_ South America.
- 2 I sit \_\_\_\_\_\_ the back of the classroom.
- 3 Did you sleep \_\_\_\_\_ the plane?
- 4 What have you got \_\_\_\_\_ your bag?
- 5 It's a town \_\_\_\_\_ the River Thames.
- 6 There are three cats \_\_\_\_\_ the picture.
- 7 Is that oil \_\_\_\_\_ your hands?
- 8 I'll see you \_\_\_\_\_ the meeting.
- 9 He always wears a suit \_\_\_\_\_ the office.
- 10 I want some pictures \_\_\_\_\_ my office.

Some prepositions describe the position of an object or person in relation to another.



There's a mouse **on top of** the painting. There's a spider **under** the painting.



The painting is **outside** the house. It's **in front of** a bigger painting.



The painting is inside

the house. It's opposite



The painting is **against** the wall. There's a toolkit **near** it. There's an umbrella **behind** it.



The painting is **among** other paintings. It's **between** two flower paintings. It's **below** a painting of a man. It's **above** a picture of a house.

\$10 GAME

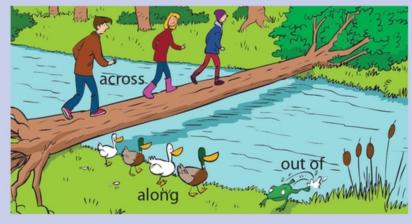
a door.

25.2 Work in teams. You have five minutes to circle the correct answers. Listen and check. Which team had the most correct answers?

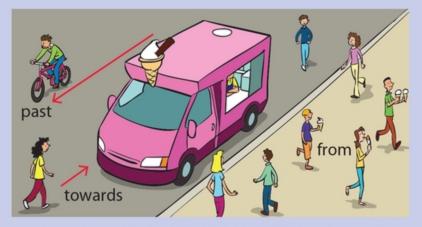
- Carrots grow below / above the ground.
- 1 Your index finger is next to / under your thumb.
- 2 Pearls grow inside / between oyster shells.
- 3 Your heart is behind / in front of your lungs.
- 4 Dundee is in / near Scotland.
- 5 The giant clam is a shellfish which lives in the sea inside / among coral structures.
- 6 It's not a good idea to stand **opposite** / **against** a wall that has a 'wet paint' sign on it.

## **Prepositions of movement**

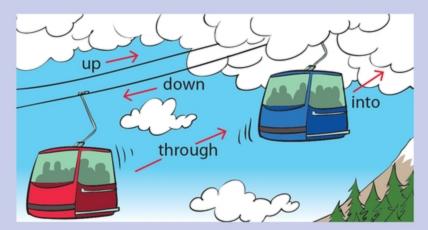
We use prepositions with places, objects and people to talk about movement.



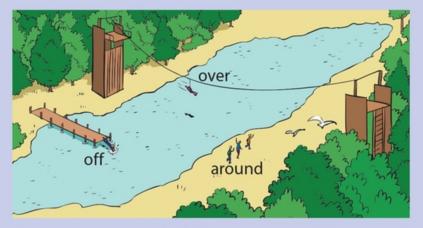
As we walked **across** the river, a frog jumped **out of** it and the ducks walked **along** the bank.



Ann went **towards** the ice-cream van. Tim rode **past** it. Three people walked away **from** the van.

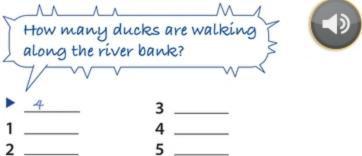


The cable cars went **up** and **down** the mountain **through** the clouds. A blue one went **into** a cloud.



We saw you go **over** the lake as we were walking **around** the lake. The boy jumped **off** the platform into the lake.

# \*11 () 25.3 Look at the pictures above. Listen and answer each question with a colour or number.



#### \*12 Circle the correct option.

- The ball rolled up / down/ along the hill.
- 1 He walked straight **past** / **off** / **through** me without even saying 'hello'!
- 2 They're going to drive across / onto / over the USA.
- 3 Put your hand along / to / into this box. What can you feel inside?
- 4 The sheep moved **towards** / **through** / **along** the corner of the field.
- 5 How quickly can you run from / towards / around here to that gate?
- 6 Polly chased Ed out of / down / around the table.

#### **13** Complete the sentences with the words in the box.

along from into off out of over up

- Did they run <u>over</u> that bridge?
- 1 How far is it \_\_\_\_\_ here to the beach?
- 2 She slowly took the letter \_\_\_\_\_ the envelope, opened it and read it.
- 3 I fell \_\_\_\_\_ the wall and broke my arm.
- 4 Walk \_\_\_\_\_ this road for 100 metres.
- 5 You can climb \_\_\_\_\_ the tree but don't go too high.
- 6 She fell \_\_\_\_\_ the river.



#### Unit 25 153

# **26** Linking words

I can use conjunctions and prepositions to link ideas.

## **Preposition or conjunction?**

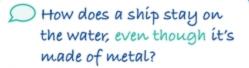
We use linking words such as conjunctions or prepositions to express connections of time, cause and effect, and contrast between parts of sentences.

We use conjunctions – for example **and**, **so**, **but**, **because** – to link one clause with another clause, or to link two nouns.

clause	conjunction	clause
We went home	because (reason)	it was raining.
The phone rang	while/when (time)	we were eating.
She missed the bus,	so (consequence)	she was late for school.
We had a good time	even though (surprising contrast)	the weather was so bad.
You can stay here	until (time)	it's the end of the lesson.

We can also use certain prepositions and prepositional phrases as linking words. These words are always followed by a noun.

clause	preposition	noun
We went home	because of (reason)	the rain.
l passed the exam	thanks to (positive reason)	your help.
The roads were closed	due to (negative reason)	the bad weather.
The phone rang	during (time – 'in the middle of')	the meal.
I need your answer	by (time – 'before')	Monday.
We'll stay here	despite (contrast – contradiction)	the bad weather.
He's been to every continent	except (contrast – exception)	Australia.
You can stay here	until (time)	the end of the lesson.



- The metal and air of the ship weigh less than the water, so the ship stays on top.
- 💭 How do you know that?
- Because I pay attention during physics lessons!



Until can be used as a conjunction or a preposition. Till is an informal form of until. We usually only use it in spoken English. You can keep it till I go back to school. (conjunction) We stayed till midnight. (preposition)

#### \*1 Circle the correct options.

- We did the crossword while / till we were waiting for you. We had nothing else to do.
- 1 I need to go to library **so** / **when** I'll see you in twenty minutes.
- 2 I like all the colours in the rainbow because of / except yellow. I hate yellow!
- 3 After the accident he made a quick recovery thanks to / due to the support of all his friends.
- 4 I'll be here until / during half past ten.

- 5 Because / Even though he's 85 he goes swimming every day.
- 6 The performance was cancelled thanks to / due to illness.
- 7 He went to school every day **despite** / **due to** terrible toothache.
- 8 We were late for the concert **despite** / **because of** the traffic.
- 9 Dad works during / while the night.
- 10 We're hoping to finish it until / by half past four.

## As and like

As and like can be used as prepositions and conjunctions.

We use **as** as a preposition to talk about someone or something's job or function. *He works* **as** a taxi driver. *You could use this bag* **as** a hat.

We use **like** as a preposition to talk about similarity.

I can't believe it's the summer! It feels **like** winter! He was a scientist, **like** his father.

We also use **like** to introduce examples. *We saw lots of insects, like bees and butterflies.* 

We use **as** as a conjunction with clauses about speaking and knowing.

*As* you know, the school will be closed on Wednesday. It was Tom's idea, *as* I've already told you.

#### **2** Complete the sentences with *as* or *like*.

- Let's use this shirt <u>as</u> a flag.
- 1 What's that noise? It sounds \_\_\_\_\_\_ thunder.
- 2 This animal has a very long neck, a bit \_\_\_\_\_\_ a giraffe.
- 3 \_\_\_\_\_ I said yesterday, it's not for sale.
- 4 He's got a job \_\_\_\_\_ a shop assistant.
- 5 \_\_\_\_\_\_ a parent, you need to be very patient.
- 6 \_\_\_\_\_ most people, she likes being with her friends.

# **3 26.1** Match a–i to 1–8 and add *as* or *like*. Then listen and check.

- She worked <u>as</u> <u>g</u>
- 1 Here's a photo of my uncle. He looks
- 2 I'd like to talk to you \_\_\_\_\_
- 3 The test was quite difficult, \_\_\_\_\_
- 4 He'd like to get a job \_\_\_\_\_
- 5 She sings beautifully, \_\_\_\_\_
- 6 We used a sharp stone \_\_\_\_\_
- 7 Let's get her some flowers, \_\_\_\_\_ \_
- 8 This perfume smells \_\_\_\_\_
- a a bird. Listen!
- **b** a friend. Is that OK?
- c flowers and vanilla. It's very nice.
- d a businessman, but he's actually an artist.
- e a knife. It worked very well.
- f roses or tulips.
- g a nurse in the nineties.
- h a tour guide next summer.
- i lexpected.

- D what's that on your head? It looks like a jumper!
- It is a jumper. I'm using it as a hat. I'm very cold.
- 💭 Wait a minute ... it looks like my jumper!
- 🔍 Well, as I saíd, I am very cold ...



- 4 Circle one option in each line then finish the sentences so they are true for you.
  - I'm excited / hungry / thirsty / tired because I haven't had a drink since eight o'clock this morning.
  - 1 I'm excited / hungry / thirsty / tired because
  - 2 I sometimes \_\_\_\_\_\_ while I'm coming to school / going home from school / watching TV.
  - 3 I like all kinds of food / music / films except
  - 4 I can speak English / play football / write stories and \_\_\_\_\_\_.
  - 5 My mother / father / uncle / aunt works as a
  - 6 One of my friends / brothers / cousins looks like
- 5

Work in groups. Compare your sentences from exercise 4.

I'm thírsty because I haven't had a drínk sínce eight o'clock thís morning.



E 0 26.2 Work in teams. Complete the sentences using words from the boxes. Then listen and check. Which team has the most correct answers?



#### Natural World Quiz propeller leg weapon meat insects plants Antarctica Australia herbivores omnivores carnivores hunting winter spring they're 10 deforestation day night Asia South America they're 20 they're 50 North America Europe they're 100 they're 150 overfishing summer winter 1 During the Ice Age (20,000 years ago), horses lived 8 Most birds migrate during the \_\_\_\_\_. Some lizards use their tail as a \_\_\_\_\_. on every continent except \_\_\_\_\_. 2 There are deserts in every continent except \_\_\_\_\_. 10 A fish uses its tail as a \_\_\_\_\_. 11 Chickens often live until \_\_\_\_\_. 5 Spiders live in every continent except \_\_\_\_\_. 4 Some birds have become extinct because of \_\_\_\_\_. 12 Rhinos often live until \_\_\_\_\_. 13 Giant tortoises live until \_\_\_\_ 5 Some tigers have become extinct due to \_\_\_\_\_. Some sharks may soon become extinct due to \_\_\_\_\_ 14 \_\_\_\_\_ eat meat and plants. 7 Turtles hibernate during the \_ **15** Despite their long teeth, hippos don't eat 16 Even though they're plants, Venus Flytraps are \_\_\_\_

7 Complete the text with six of the linking words in the box.

and and as because during except like due to while so thanks to

Some species of plants ► \_\_and\_\_ animals have already become extinct 1\_\_\_\_\_ human activity, 2\_\_\_\_\_ other species face the possibility of extinction in the future.

Extinction can happen <sup>3</sup>\_\_\_\_\_ people hunt and kill too many animals of one species. In other cases, people damage the animals' habitat, <sup>4</sup>\_\_\_\_\_ the animals lose their homes and food.

Organizations <sup>5</sup>\_\_\_\_\_ the World Wildlife Fund help to preserve animals in danger of extinction. <sup>6</sup>\_\_\_\_\_ their help, many animals have been saved.



Write a short text to answer the questions below. Use ideas from exercises 7 and 8 and your own ideas. Use linking words where possible.

- Many species of animals face the possibility of extinction in the future. Why is this?
- Which animals would you most like to save? Why?

Some animals face the possibility of extinction in the future because humans ...

#### Self-evaluation Rate your progress.

	 <del>2</del> 2	000
2		
3		
4		
5		
6		
7		
8		

# Present and past simple passive

I can use the passive to talk about processes, systems and past events.

### Active or passive?



Most English sentences are active. In active sentences, the focus is on the person or thing which is doing the action. When the subject is doing the action, we call it the agent.

Subject (agent)	Verb	Object	Other information
People	drink	tea	in many countries.

The emphasis changes in passive sentences; the subject of the sentence is not the agent. We don't always include the agent.

Subject	Verb	Other information
Теа	is drunk	in many countries.

We can introduce the agent using by. But we use the passive because the most important thing in the sentence is not the agent.

This chair was made by a young carpenter.

#### \*1 Are these sentences active (A) or passive (P)?

- The tower was built in 1703. P
- They built the tower in 1703.
- 1 Where do people grow lemons? \_\_\_\_\_
- 2 Where are lemons grown?
- 3 Two men stole the painting.

Subject	Verb	<i>By</i> + agent	Other information
Теа	is drunk	by people	in many countries.

We often use the passive when we don't know the agent, or when it isn't necessary to state the agent. Oranges are grown in Spain.

For this reason, we often use the passive to describe processes, systems, and events in the news. The seeds are removed from the fruit, then the fruit is dried in the sun.

The new cinema **was opened** yesterday.

The passive is more impersonal than the active because it focuses on the action rather than the person or people doing the action. For this reason we often use the passive in more formal speech and writing.

- 4 The painting was stolen.
- 5 Class 4 is taught by Miss Brown.
- 6 Miss Brown teaches Class 4.
- 7 Who was it made by?
- 8 Who made it?



### Present simple passive

We often use the present simple passive to talk about systems and processes, where the actions are more important than the people who are performing them.

The water is tested every day, and the results are sent to a laboratory for analysis.

We form all passives with the auxiliary verb be and a past participle. In the present simple passive, be is in the present simple.

Fresh bread is sold here.

I'm not told all the details.

'Are the bins emptied every day?' 'Yes, they are.'

#### \* 2 27.1 Match the present simple passive verbs to the sentences. Then listen and check.

are checked is unloaded is sorted is attached is collected are loaded

What happens to your luggage when you travel by plane? Here's how the system works.









A special tag <a> is attached</a> to every piece of luggage at Departures. All the bags and suitcases <sup>1</sup>\_\_\_\_\_ by a machine. The luggage <sup>2</sup>\_\_\_\_\_ and loaded onto a cart for the flight. All the bags and suitcases for the flight \_\_\_\_\_\_ onto the aeroplane. The luggage 4\_\_\_\_\_at Arrivals. It 5\_\_\_

from the carousel by the passengers.



Work in pairs. Cover the sentences in exercise 2. Look at the pictures. Can you remember all the sentences?

- 4 Complete the sentences with the verb in brackets in the present simple passive.
  - Yogurt is made from milk. (make)
  - 1 The ice \_\_\_\_\_\_ into small pieces. (break)
  - 2 The apples \_\_\_\_\_\_ in the autumn. (pick)
    3 The floors \_\_\_\_\_\_ every day. (not/clean)

  - 4 I \_\_\_\_\_\_ to go to every meeting. (not/expect)
  - 5 Martin \_\_\_\_\_\_ a lot of homework. (give)
  - 6 You \_\_\_\_\_\_ downstairs. (need)
  - 7 The information \_\_\_\_\_\_ for ever. (not keep)
  - 8 All the exam results \_\_\_\_\_ by the head teacher. (see)
- **5** Complete the text with the correct verbs in the present simple passive.

throw sort wash crush take melt make

#### How is glass recycled?

Bottles and other glass items are thrown into recycling bins. The items 1\_ from the recycling bin to a glass treatment plant. They <sup>2</sup>\_\_\_\_\_ by colour – green, white and brown. They <sup>3</sup>\_\_\_\_\_\_ so that the glass is completely clean. The glass <sup>4</sup>\_\_\_\_\_ into small pieces. It ⁵\_\_\_\_\_ at a high temperature. Then it <sup>6</sup>\_\_\_\_\_ into new bottles and jars.

#### 6 Complete the questions with is or are.

- What are old bottles and glass items thrown into?
- 1 Where \_\_\_\_\_ they taken to?
- 2 How \_\_\_\_\_\_ the bottles and glass items sorted?
- 3 \_\_\_\_\_ the glass washed or broken first?
- 4 What \_\_\_\_\_\_ the old glass made into?
- **7** Work in pairs. Cover exercise 5. Ask and answer the questions in exercise 6.

what are old bottles and glass items thrown into?



### Past simple passive

Some old coins **were found** in a field near here. My sister **was interviewed** on TV.

In the past simple passive, **be** is in the past simple. The painting **was** stolen. We **weren't** invited. '**Were** these photos **taken** by your uncle?'

'Yes, they **were**.'

When we use adverbs of time with the passive, we put them between **be** and the past participle. *T-shirts* **were first worn** in the 19th century. *This job* **was usually done** by a man.

# 8 27.2 Read the conversation and circle the correct answers. Then listen and check.

Sam: What's all that stuff?

- Ted: I ▶ gave / was given this old box that <sup>1</sup>belonged / was belonged to my greatgrandfather. He <sup>2</sup>was / was been a photographer.
- Sam: Wow. What kind of photos <sup>3</sup>did he take / was he taken?
- Ted: He was a journalist, so he <sup>4</sup>often sent / was often sent to different countries and he <sup>5</sup>took / was taken all kinds of photos. A lot of his professional photos
  <sup>6</sup>sold / were sold by one of my aunts last year, but this box <sup>7</sup>kept / was kept in the family because the pictures are more personal.
- Sam: Oh, right.
- Ted: Look at these photos. I'm pretty sure they <sup>8</sup>took / were taken in Japan. He <sup>9</sup>loved / was loved Japan, and he <sup>10</sup>offered / was offered a good job there, but he didn't take it. I don't know why.

- 9 Complete the sentences with the verb in brackets in the past simple active or passive.
  - Everyone was given a present. (give)
  - Charlie <u>fell</u> off his bike. (fall)
  - 1 Linda and Amy \_\_\_\_\_\_ to leave by the teacher. (ask)
  - 2 That tower \_\_\_\_\_\_ 300 years ago. (first/build)
  - 3 We \_\_\_\_\_ by the police. (not/stop)
  - 4 I \_\_\_\_\_\_ anything about it. (not/tell)
  - 5 Ted \_\_\_\_\_\_ 20 minutes ago. (arrive)
  - 6 The bag \_\_\_\_\_\_ behind the tree. (hide)
  - 7 These tables \_\_\_\_\_\_ here. (not/make)
  - 8 All the letters \_\_\_\_\_\_ a week ago. (definitely/post)
  - 9 It \_\_\_\_\_\_ yesterday. (not/deliver)
  - 10 Computers \_\_\_\_\_ 200 years ago. (not/exist)
- 10 Use the prompts to write past simple passive questions.
  - When and where/bicycles/first/ride? When and where were bicycles first ridden ?
  - 1 In which decade/DVDs/invent? In which decade \_\_\_\_\_\_
  - 2 Where/violins/first/make? Where \_\_\_\_\_?
  - 3 In which century/the first newspaper/print? In which century \_\_\_\_\_?
  - 4 Where/football/first/play? Where \_\_\_\_\_
  - 5 In which century/ice-cream/first/eat? In which century \_\_\_\_\_?
  - 6 Where/coffee/first/drink? Where \_\_\_\_\_?
- **\$11**

Work in groups. How many of the questions in exercise 10 can you answer? Check the answers on page 187.

when and where were bicycles first ridden?

I have no ídea!

?

I thínk ít was ín the níneteenth century, but I don't know where.

Unit 27 159



\*12 Work in pairs. Student A go to page 182. Student B complete the sentences below. Then check your answers with Student A.

# The water is checked every two hours.

Someone <u>checks</u> the water every two hours.



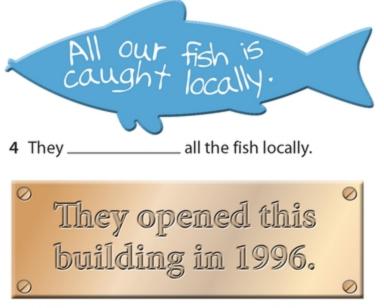
1 All our biscuits \_\_\_\_\_ by hand.

# A woman was arrested at three o'clock in the morning.

2 The police \_\_\_\_\_ her at three o'clock this morning.

Total: £25.35 Julia served you today. Thank you!

3 You \_\_\_\_\_\_ by Julia today. We hope you enjoyed your meal!



5 This building \_\_\_\_\_ in 1996.

- Complete the passive sentences so that they mean the same as the active sentences. Use by + agent.
  - A fashion designer designs a new line of clothes. A new line of clothes is designed by a fashion designer.
  - 1 Factory workers make the new line of clothes. The new \_\_\_\_\_\_.
  - 2 Lorry drivers transport the finished clothes to the shops.
  - The finished clothes \_\_\_\_\_\_3 Shop workers unpack the delivery.
  - The \_\_\_\_\_\_. 4 Customers buy the clothes. The \_\_\_\_\_\_
  - 5 The customers wear the clothes. The \_\_\_\_\_\_.

# **14** Rewrite the text using the present and past simple passive.

People all around the world use umbrellas. Someone invented the basic umbrella over 4000 years ago.

We see umbrellas in ancient art from Greece, Egypt, Assyria and China.

People designed the first umbrellas for protection from the sun.

People didn't use umbrellas in Europe until the 18th century.

Passengers leave about 80,000 umbrellas on the London Underground every year.

umbrellas are used by people all around the world. The basic umbrella ...



#### Write about the everyday objects below using the present and past simple passive. Answer the questions.

#### T-shirts

Who wears them? What are they made of? What designs are printed on them? Find out: When were they first worn?

#### Tea bags

Where are they produced? Who uses them? How do people use them? Find out: What's the history of tea bags?

#### Toothbrushes

Who uses them? What are they made of? How do electric toothbrushes work? Find out: When were they first invented?

#### Complete the quiz questions with the phrases below.

first played mostly made built where was where were usually seen when were where is oranges grown invented by coffee produced



# 

I can talk about possible and certain future events in the passive.

### Future simple passive



We use the future simple passive to predict what will happen to something or someone, or to make a promise.

It will be delivered on Tuesday. You'll probably be asked again.

We form the future simple passive with will be and the past participle.

This door will be moved.

You won't be asked any questions. 'Will it be fixed soon?' 'Yes, it will.'

As with all passives, we can add **by** + agent to say who will do the action.

This afternoon you will be taught by Mr Smith.

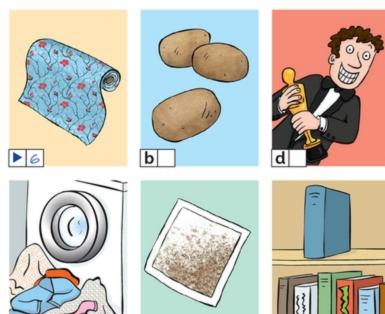
We use with + instrument, ingredient or material to say what the agent will use. The cake will be cut with a silver knife.

We can add the adverbs definitely and probably to future simple passive sentences to express different degrees of certainty.

We place the adverb between will and be but before won't be.

It'll definitely/probably be moved. They **definitely/probably won't be** given any help.

1 28.1 Listen and number the pictures from 1–6.



2 Complete the sentences with the future simple passive of the verbs in brackets. Then match the sentences to the pictures in exercise 1.

- They 'll be washed \_. (wash) \_a
- 1 He \_\_\_\_\_\_. (interview) \_\_\_\_

C

- 2 It \_\_\_\_\_\_. (borrow) \_\_\_\_\_ 3 It \_\_\_\_\_\_ in a cup of hot water. (put) \_\_\_\_\_
- 4 It \_\_\_\_\_\_ into pieces. (cut) \_\_\_\_
- 5 They \_\_\_\_\_\_. (iron) \_\_\_\_
- 6 It \_\_\_\_\_. (read) \_\_\_\_
- 7 They \_\_\_\_\_\_ again. (wear) \_\_\_\_
- 8 He \_\_\_\_\_\_. (photograph) \_\_\_\_
- 9 It \_\_\_\_\_\_ to the library. (returned) \_\_\_\_\_
- 10 They \_\_\_\_\_. (peel) \_\_\_\_
- 11 It \_\_\_\_\_\_ in the bin. (throw) \_\_\_\_\_
- 12 It \_\_\_\_\_\_ into a dress. (make) \_\_\_\_

#### 3 Complete the sentences with by or with.

- The car will be attached to the truck with a special chain.
- 1 His portrait will be painted \_\_\_\_\_\_ a famous artist.
- 2 Each certificate will be tied \_\_\_\_\_ a red ribbon.
- 3 The room will be decorated \_\_\_\_\_ balloons.
- 4 The biscuits will be covered \_\_\_\_\_ pink icing.
- 5 The programme will be watched \_\_\_\_\_ millions of people around the world.
- 6 The final decision will be made \_\_\_\_\_ the editor.

- 4 Future simple passive or active? Circle the correct answer.
  - All the doors will paint / will be painted blue.
  - 1 Look, those flowers will open / will be opened tomorrow.
  - 2 The new road will finish / will be finished soon.
  - 3 I'm very sorry. You won't **disturb** / **be disturbed** again.
  - 4 The medicine will work / will be worked soon.
  - 5 He will remember / will be remembered for hundreds of years into the future.
  - 6 Don't worry, you'll tell / 'll be told what to do and where to go.

#### 5 Add the adverbs in brackets to the correct place in the sentences.

- You/won't be told the results today. (probably)
- 1 They'll be given a prize. (definitely)
- 2 It'll be kept here for 24 hours. (probably)
- 3 I'll be invited. (definitely)
- 4 It won't be finished today. (probably)
- 5 You won't be asked again. (definitely)
- 6 They won't be needed. (probably)

# 6 Complete the passive sentences so that they mean the same as the active sentences.

- We won't give your details to anyone else. Your details won't be given to \_\_\_\_\_ anyone else.
- 1 We will contact you again in the autumn. You \_\_\_\_\_\_ us again in the autumn.
- 2 We definitely won't keep this information on our computer. This information \_\_\_\_\_ on
  - our computer.
- 3 They probably won't build the new road in the next five years. The new road \_\_\_\_\_\_ in the
- next five years.4 Local people will probably use the new sports centre.
  - The new sports centre \_\_\_\_ local people.

environmentally-friendly materials.



Read the email from Cathy, then complete the formal letter that Cathy's dad received. Use the future simple passive and the information from the email.

#### )00

#### Date: 16 March

#### Subject: Exciting news!

#### Hi Louise

Can you believe this? My dad has won an all-inclusive luxury city break for our family in a competition. But it's a mystery tour! Someone will tell us the destination when we get to the airport.

We'll fly to the mystery destination and someone will meet us at the airport. They'll show us around the city and then they'll take us to our hotel. Someone will unpack our bags and then we'll go to the restaurant where they'll serve us a five-course meal.

That's all we know at the moment! I'll send you a postcard!

Cathy

14 March

#### Dear Mr North

Congratulations! You and your family have won an all-inclusive luxury city break to a mystery city!

Come to City Airport (with your passports) on 17 April, and the mystery destination will be revealed to you!

You will fly to the mystery destination and at that airport you will be...

### Passive with might

We form the future passive with **might be** instead of **will be** when we are not so certain about a future action or event.

You **might be asked** a few questions at the police station.

You might not be given a certificate, I'm afraid.

In informal speech we often use **get** instead of **be** in passive sentences.

The bike **got damaged** in the accident. You **might get invited** to the party.

We also often use **get** with **might** when we talk about possible unexpected or unplanned events in the future, and particularly to talk about accidents. *Be careful on the golf course. You might get hit by a golf ball!* 

# 8 28.2 Complete the sentences with the words below. Then listen, check and repeat.

get not might met taken used asked

- We <u>might</u> be given some books.
- 1 It might be \_\_\_\_\_ as a bag.
- 2 He might be \_\_\_\_\_\_ to give a speech.
- 3 You might not be \_\_\_\_\_\_ at the airport.
- 4 They might get \_\_\_\_\_\_ to a restaurant.
- 5 She might not \_\_\_\_\_\_ offered the job.
- 6 It might \_\_\_\_\_\_ be announced today.
- Complete the passive sentence so that it means the same as the active sentence. Use *might be* in 1–3 and *might get* in 4–6.



- Someone might boil them.
   They <u>might be boiled</u>
- 1 Someone might fry them. They \_\_\_\_\_
- 2 Someone might scramble them. They \_\_\_\_\_\_.
- 3 Someone might paint them and use them as decorations. They \_\_\_\_\_\_.



- Someone might put it in the bin. It <u>might get put in the bin</u>.
- 4 Someone might burn it.

lt \_\_\_\_

- 5 Someone might recycle it.
- 6 Someone might use it to clean the floor. It \_\_\_\_\_\_.
- Complete the warnings. Use might get and the correct form of a verb from the box.

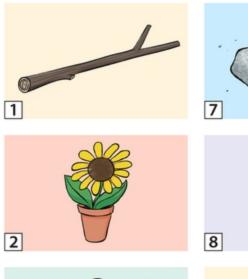
bite burn damage infect splash sting strike

- Don't go too near the water. You <u>might get</u> <u>splashed</u>.
- 1 Don't go near that snake. You \_\_\_\_\_\_.
- 2 Don't drop it! It \_\_\_\_\_
- 3 Move those boxes away from the fire. They
- 4 Keep away from that jellyfish. You \_\_\_\_\_
- 5 Don't visit that website. Your computer \_\_\_\_\_\_ by a virus.
- 6 Don't go outside in a storm. You \_\_\_\_\_\_ by lightning.
- Work in a group. Take turns to talk about your plans. The others think of good and bad things that might happen. Are you optimists or pessimists?

I'm going to play football.

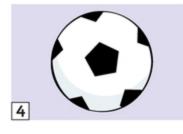
You might get hit by the ball.

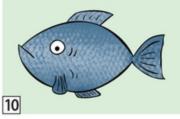
You might be chosen to play for the national team! 12 28.3 Listen to three people playing a game. Which object is the girl thinking of?



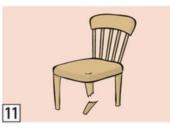
















13 GAME Wh

#### What is it? Play the game in small groups. Use the verbs below. Can the others guess the object?

burn break paint clean mend catch eat use as a (+ noun) move recycle put used (*to* + infinitive) throw tie wash give climb paint kick make into sth cook wear

It definitely won't be sat on.

is it number 11, the broken chair?



Do you agree or disagree with these statements? Circle A (I agree) or D (I disagree), then talk in groups.

#### Are you an optimist or a pessimist?

l'll probably get struck by lightning one day.	A / D
I'll definitely be offered a place at college or university.	A / D
l'll probably never get stung by a jellyfish.	A / D
l might get stung by a bee.	A/D
l might be asked to appear in a film in the next five years.	A / D
I'll probably be elected as a politician one day.	A / D
I'll definitely be chosen to represent my country as a sportsperson before I'm 25.	A / D

I think I'll probably get struck by lightning one day.

Really? I don't think that will ever happen to me.

### Self-evaluation Rate your progress.

 00	000

# **29** Have something done

I can use *have something done* to talk about services provided by professionals.

Have something done is a special passive structure which we use when we arrange – and usually pay – for somebody to do a specific job for us. *She had her nails painted*. (= She paid someone to paint her nails.)

We can use **have something done** in different tenses and with different modal verbs. Only **have** changes. *Are you having your hair cut? I won't have my eyes tested* today.

Subject	have	object	past participle	
He	has	his bike	checked	once a year.
They	're having	their car	repaired	at the moment.
We	had	the house	painted	last year.
She	's had	her hair	washed.	
You	can have	your eyes	tested	here.
١	might have	my hair	cüt	tomorrow.

- Did you paint them yourself?
- No, I had them painted at a shop in town.
- But what about the nails on the other hand?
- Oh, I'm going to have them done next week. I didn't have enough money to have them done today!

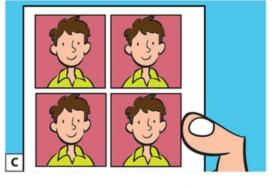


#### \*1 What can you do at the shopping centre? Match 1–5 to a–f.

- You can have your nails painted.
- 1 You can have a T-shirt printed.
- 2 You can have your computer fixed.
- 3 You can have a spare key cut.
- 4 You can have your photo taken.
- 5 You can have your shoes mended.













- 2 3 29.1 Listen to the sentences and answer the question about pronunciation. Then listen again and repeat.
  - 1 Have you had your hair cut?
  - 2 I've had my shoes polished.
  - 3 She's having her eyes tested.
  - 4 I might have my feet measured.

In sentences with *have something done* which word do we usually stress?

- a have \_\_\_\_
- b the object (your hair, my shoes, her eyes, my feet) \_\_\_\_\_
- c the past participle (cut, polished, tested, measured) \_\_\_\_\_
- 3 Look at the signs in exercise 1 but cover the sentences 1–5. How many of the sentences can you remember?

You can have your nails painted. You can have ...

**‡4** 

Work in pairs. What's happening in each picture? What order (1–6) do you think the pictures go in?









He's having his feet measured in picture c and that's definitely the first picture because he hasn't had his hair cut yet.

I think the next picture is ...

5 O 29.2 Now listen to Ryan's story and check the order of the pictures.

#### 5 Write the sentences.

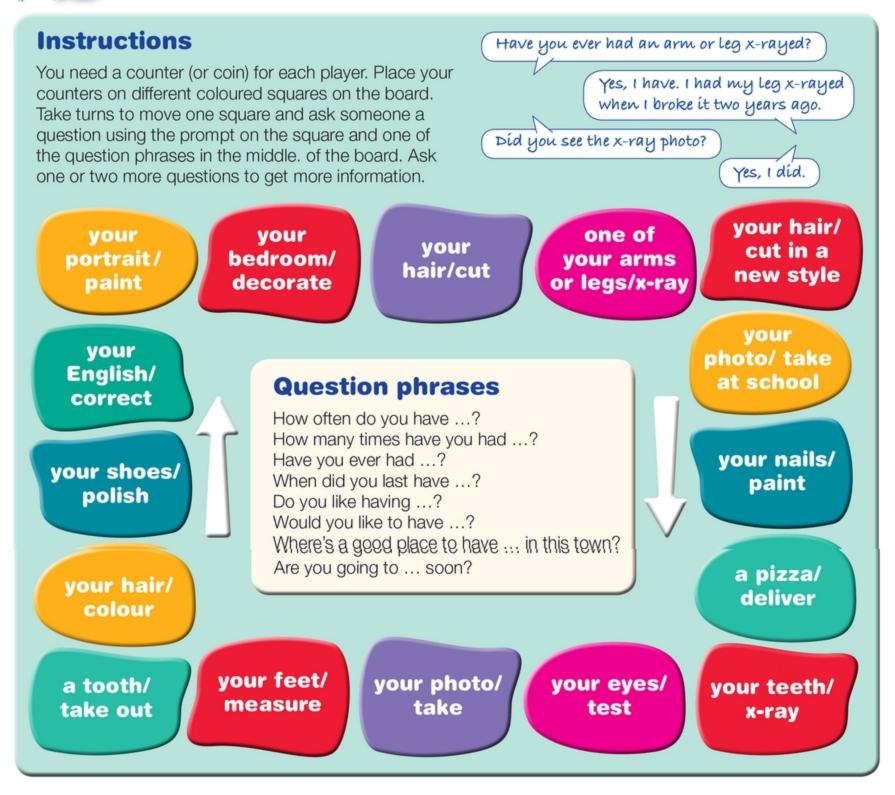
- x-rayed/l/it/had
   1 had it x-rayed.
- 1 have to/them/tested/l/have
- 2 by/l/it/had/bandaged/a nurse
- 3 repaired/having/tomorrow/l'm/it
- 4 cut and styled/it/l'd/in a new way/had
- 5 them/hadn't had/for ages/l/measured
- **7** Work in pairs. Think about Ryan's story. What do *it* and *them* refer to in each sentence in exercise 6?

I had it x-rayed. 'It' is his arm. He had his arm x-rayed.

- Complete the second sentence so that it means the same as the first. Use *have something done* and include the word in brackets.
  - We had to pay someone to cut a spare key for us last week. (have) We had to have a spare key cut\_last week.
  - 1 Someone is cleaning the windows today. We \_\_\_\_\_\_ today. ('re)
  - 2 When did someone last cut your hair? When \_\_\_\_\_? (did)
  - 3 Nobody has ever taken our photo at school. We've \_\_\_\_\_\_ at school. (never)
  - 4 I might pay for someone to print her name on this plate.
  - I \_\_\_\_\_\_ on this plate. (have)5 Do you like people washing your hair?
  - Do you \_\_\_\_\_\_? (like)
  - 6 They're going to deliver a pizza to his house this evening.

He \_\_\_\_\_ this evening. (delivered)





**\*10** 

#### Write eight questions using the ideas from the game. Then write your answers to the questions.

<u>How often do you have a pízza delívered?</u> We hardly ever have a pízza delívered but we sometímes have fríed seafood and spícy noodles delívered. There's a really good place near us that does delíveríes.

<u>Have you ever had a tooth taken out?</u> No, I've never had a tooth taken out and I hope I never have to have it done!

Self-evaluation Rate your progress.

	<b>2</b>		000	2
1				
2				
2 3 4 5 6				
4				
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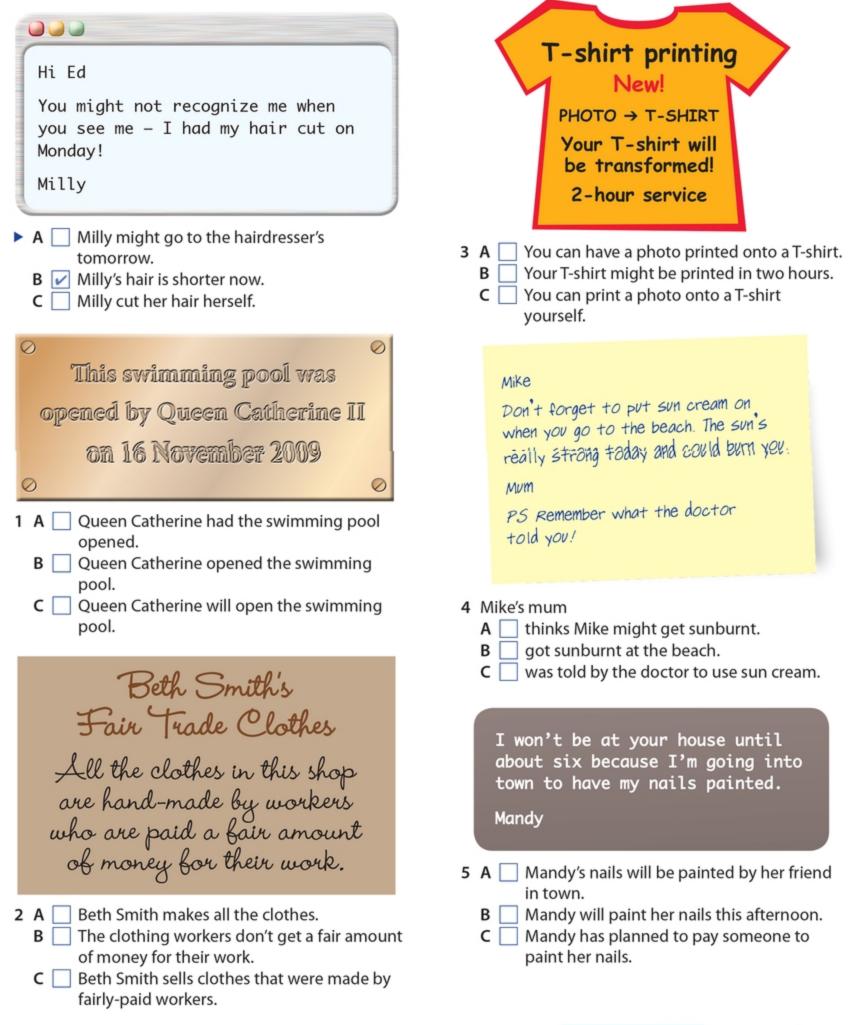
# Revision 8 Units 25–29

Units 25-29 169

Exam preparation

# Reading

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



# 2 Look at the sentences below about coal and diamonds. Read the text to decide if the sentences are true or false.

- Most diamonds aren't used in jewellery. true / false
- 1 There are diamond mines and coal mines in India. true / false
- 2 26,000kg of diamond ore is extracted from the ground every year. true / false
- 3 Diamond miners use X-ray light to identify diamonds in diamond ore. true / false
- 4 More coal than any other fuel is burnt to generate electricity. true / false
- 5 Diamonds are formed from coal. true / false
- 6 Coal and diamonds both contain the element carbon. true / false
- 7 The arrangement of carbon atoms is the same in coal and diamonds. true / false
- 8 Volcanic eruptions often throw out diamonds. true / false
- 9 Very high temperatures are needed for coal to form. true / false
- 10 Fossil fuels are formed from carbon and ancient organic material. true / false

# **Diamonds and coal**

### Diamonds

Diamond is a very hard and pure substance. Only 20% of diamonds are used in jewellery. The other 80% are used in industry for cutting and other purposes.

Most diamonds are mined in Central and Southern Africa, Canada, India, Russia, Brazil and Australia.

About 26,000 kg of diamonds are mined every year. Diamond ore – rock which contains diamonds – is taken from the ground. The diamonds are identified in the ore with X-ray light. Finally, the ore is crushed to reveal the precious stones.

### Coal

Coal is a black rock which is burnt to produce energy for electricity.

More than five billion tons of coal are mined each year. There are coal mines in China, the USA, India, Australia, Russia and many other countries.

Coal is the largest source of energy for electricity in the world.

### Are diamonds formed from coal?

In the past, people believed that diamonds were formed from coal. Geologists now say that this isn't true.

The element carbon is found in both coal and diamonds, but the carbon atoms are arranged differently in coal and diamonds.

Also, although it takes millions of years for coal and diamond to form, they are formed in different ways.

### How are diamonds and coal formed?

Diamonds were formed over millions of years deep below the surface of the Earth, at very high temperatures and at very high pressure. They were then thrown out onto the surface of the Earth by volcanic eruptions. At that time, the Earth was hotter than it is today.

Coal is formed over millions of years, by the compression of layers of rock and mud. Like oil, it contains ancient organic material from plants and animals as well as carbon. For this reason coal is often referred to as a 'fossil fuel'.

# Robots – past, present and future

ASIMO is a robot with a human appearance which can run and walk. It > \_>\_ in 2000 <sup>1</sup>\_\_\_\_ engineers at the Japanese company Honda.

At the moment, ASIMO <sup>2</sup>\_\_\_\_\_ to teach young people about maths and science. In the future, it <sup>3</sup>\_\_\_\_\_ people who have problems with movement.

In 1495, Leonardo da Vinci first <sup>4</sup>\_\_\_\_ plans for a robot that looked like a person. But it wasn't until the 1950s that the first piece of robotic technology <sup>5</sup>\_\_\_\_ produced. In the USA, George Devol and Joe Engleberger <sup>6</sup>\_\_\_\_ a robot arm, which was <sup>7</sup>\_\_\_\_ in a car factory.

From then on, more efficient robots and robotics <sup>8</sup>\_\_\_\_\_, thanks to the development of computer technology.

These days, robots do jobs in places where a human might <sup>9</sup>\_\_\_\_\_. For example, they <sup>10</sup>\_\_\_\_\_ in places like nuclear power stations, in outer space and deep under the sea.

What jobs 11\_\_\_\_ by robots in the future?

Scientists are developing robots which work with other robots or with humans to solve complex problems. Will

<sup>12</sup>\_\_\_\_ replaced by robots like ASIMO completely?

- A creates B created C is created
   D was created
- 1 A to B with C by D at
- 2 A uses B is used C used D was used
- 3 A will help B is helped
- C will be helped D was helped
- 4 A is drawn B was drawn C draws D drew
- 5 A first B was first C first was D first is
- 6 A design B designed C are designed D were designed
- 7 A used B use C using
- D be used
- 8 A might invent B invented
- C might be invented D were invented
- 9 A get hurt B have something hurt
   C hurt D will be hurt
- 10 A have something used B used C use D are used
- 11 A will do B will be done
  - C might do D are done
- 12 A humans be ever B humans ever beC ever be humans D ever humans be

## Writing

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

- Heidi Taylor designed the Atlas Hotel in 1976. The Atlas Hotel was designed by Heidi Taylor in 1976.
- Many people visit the hotel café every day. The hotel café \_\_\_\_\_\_ by many people every day.
- 2 Gardeners established the rose gardens in 1981. The rose gardens \_\_\_\_\_\_ in 1981.
- 3 Many couples pay people to film their weddings at the hotel. Many couples have \_\_\_\_\_\_ at the hotel.
- 4 Heidi Taylor is paying someone to write a book about the hotel.

Heidi Taylor \_\_\_\_\_\_ book written about the hotel.

- 5 Ed Tims might use the hotel as a location for his next film. The hotel \_\_\_\_\_\_ by Ed Tims as a location for his next film.
- 6 Someone will give you the key to your room. You \_\_\_\_\_\_ the key to your room.

5 This is part of a an email you receive from an English friend.

Which building in your town or city do you like best? What is the building used for? When was it built? What will happen to it in the future?

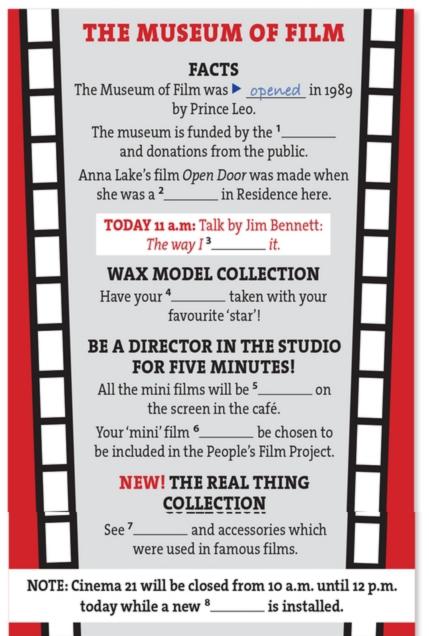
Are there any buildings that you don't like? What are they used for? When were they built? What will happen to them in the future?

Write an email, answering your friend's questions.

# Listening

- 6 R8.1 You will hear a head teacher welcoming pupils back to school. For each question, choose the correct answer A, B or C.
  - How many new classrooms were built during the summer holidays?
    - A 🗹 Two.
    - B 🗌 Three.
    - C 🗌 Four.
  - 1 What happened to C Block?
    - A 🗌 Someone broke two windows.
    - B Someone stole money from a classroom.
    - C Someone damaged some computer equipment.
  - 2 What will happen at the swimming pool next week?
    - A 🗌 The roof will be finished.
    - **B** Everyone in the school will have a swimming lesson there.
    - C Someone will fill the pool with water.
  - 3 What will be announced on Friday?
    - A The title for the new writing competition.
    - B The winners of the Short Story Competition.
    - C The prizes for the next writing competition.
  - 4 Pupils who entered the Short Story competition
    - A might have their story printed in the school magazine.
    - B will have their story printed in the school magazine.
    - C have had their story printed in the school magazine.
  - 5 What will the school nurse be checking?
    - A 🗌 The pupils' ears.
    - B 🗌 The pupils' eyes.
    - C 🗌 The pupils' hearts.
  - 6 Why does the headmaster ask the pupils to bring plastic bottles to school?
    - A 🗌 They are recycled at school.
    - B They are needed for science lessons.
    - C The school is given money for them by the recycling centre.

**R8.2** You will hear a museum tour guide talking to a group of visitors. Complete the information. Use one word in each space.



# Speaking

7

8 Work in pairs. Look at these photographs of people using professional services. Take turns to talk about what you can see in your pictures.





# **30** Phrasal verbs

#### I can recognize and use some common phrasal verbs.

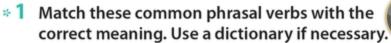
A phrasal verb has two parts – a verb and an adverb. Some of these adverbs look the same as prepositions. Phrasal verbs are usually more informal than a oneword verb. The most common adverbs in phrasal verbs are **up**, **down**, **out**, **on** and **off**.

The phrasal verb often has a completely different meaning from the verb by itself. turn = change direction; turn up = make louder Can you turn the music up? I can't hear it. give = pass to another person; give up = stop trying The puzzle was very difficult so he soon gave up. put = place something; put out = extinguish Did you put the candles out or are they still burning?

Sometimes the adverb doesn't change the meaning of the phrasal verb much. I must **give** this jacket **back** to Edward. Can you **turn round**, please? I need to **put** this suitcase **down**.

When a phrasal verb has an object, it can go before or after the adverb. Switch **the light** on./Switch on **the light**. Take **your shoes** off./Take off **your shoes**.

However, when we use a pronoun it always goes BEFORE the adverb. Switch it on. Switch on it. Take them off. Take off them.



- look up \_b\_
- 1 wake up
- 2 fill in
- 3 come in \_
- 4 grow up
- 5 throw away \_\_\_\_\_
- 6 look out
- a be careful
- **b** research (in a dictionary or book or on the internet)
- c complete (a form)
- d put with the rubbish
- e change from baby to adult
- f stop sleeping
- g enter



Some phrasal verbs don't have an object. What time did you get up? (= get out of bed) The plane took off. (= started flying)

Some phrasal verbs have more than one meaning. We need to **get on** the train now. (= enter) Henry and I **get on** well but his brother and I don't **get on** at all. (= have a good/bad relationship with someone)

- Complete the sentences with the correct form of phrasal verbs from exercise 1.
  - Hello! Do you want to <u>come</u> in and have a coffee?
  - 1 'What does this word mean?' 'Why don't you \_\_\_\_\_ it \_\_\_\_\_ in the dictionary?'
  - 2 'Where's the newspaper?' 'Oh I'm really sorry. I've \_\_\_\_\_\_ it \_\_\_\_\_.'
  - 3 Dora \_\_\_\_\_\_ at half past five this morning.
  - 4 Have you \_\_\_\_\_\_ the application form yet?
  - 5 I \_\_\_\_\_ here but I moved to the city when I was eighteen.
  - 6 \_\_\_\_\_! There's a car coming!



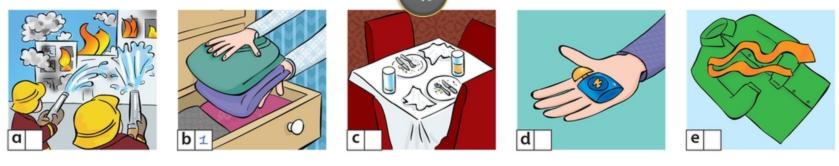
## Phrasal verbs with get, give, go, put and take

There are many phrasal verbs with the verbs get, give, go, put and take.

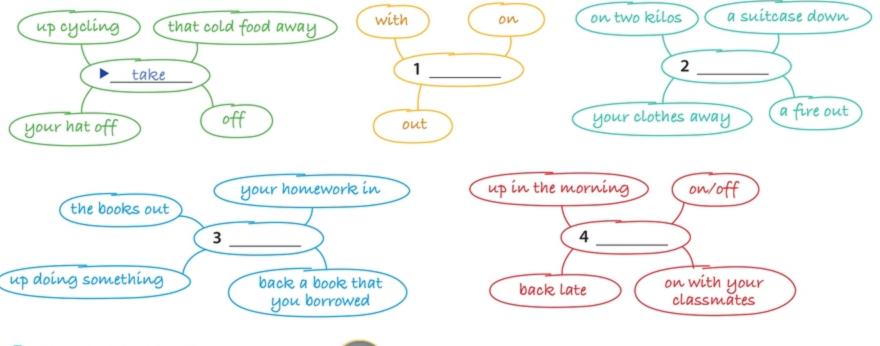
get	give	go	put	take
get up = get out of bed get off = leave a bus, train or plane or move from a seat or bicycle get on with = relate to get back = arrive home	give up = stop trying give sth back = return sth give sth in = submit give sth out = distribute	go on = continue go on = happen go out = stop burning (fire/ lights) go with = match	<pre>put away = put in a drawer or cupboard put sth on = gain (clothes or weight) put sth down = put sth on the floor/ground put out = extinguish (fire/lights)</pre>	<i>take sth off</i> = remove (clothes) <i>take off</i> = start flying <i>take up sth</i> = start (a hobby) <i>take sth away</i> = remove to a different place

We're getting off at the next stop. Hey! Give that back! It's mine! Can you put the plates away, please?

∗ 3 ● 30.1 Listen and number the pictures from 1–5.



\*4 Add get, give, go, put and take in the correct places to make groups of phrasal verbs.



#### \* 5 Circle the correct verbs.



- You can put/ get that box down here.
- 1 Has their plane taken / got off yet?
- 2 What time did you get / give back last night?
- 3 That blue dress goes / gets really well with your eyes.
- 4 Why have they taken / got the chairs away?
- 5 | give / get up! It's too difficult!

- 6 He's **put** / **taken** on half a kilo since he came out of hospital.
- 7 Hey! Go / Get off! I've just painted that chair!
- 8 We were having dinner when suddenly the lights **put** / went out.
- **9** They found a purse in the street so they **gave** / **put** it in at the police station.
- 10 Hey! What's going / getting on here?

#### 6 0 30.2 Add the missing prepositions. Then listen and check.

- What time did you get up today?
- 1 Do these shoes go \_\_\_\_\_ these trousers?
- 2 What's been going \_\_\_\_\_ here?
- 3 Well, go \_\_\_\_\_! What happened next?
- 4 When you finish with that paint can you put it \_\_\_\_\_, please?
- 5 He should take \_\_\_\_\_ a new hobby.
- 6 You get \_\_\_\_\_\_ well with Ed, don't you?
- 7 Could you give \_\_\_\_\_ these worksheets, please?
- 8 Do you want to take your coat \_\_\_\_\_?
- 9 Hey, that's mine! Give it \_\_\_\_\_!
- 10 Well? Do you want to keep trying or do you give \_\_\_\_?

#### 7 Match a-j to 1-10.

- 1 Are the boxes still outside?
- 2 Is Linda still wearing her hat? \_\_\_\_\_
- 3 Shall I stop? \_\_\_\_\_
- 4 Is the fire still burning? \_\_\_\_
- 5 Shall I go on holding this plate? \_\_\_\_\_
- 6 Do you know the answer? \_\_\_\_\_
- 7 Are you friends with Milly? \_\_\_\_\_
- 8 Have we still got Tom's DVDs? \_\_\_\_\_
- 9 Is Catherine still on the bus? \_\_\_\_\_
- 10 Is the tent still in the garden? \_\_\_\_\_
- a No, we don't really get on.
- b No, you can put it down.
- c No, she's taken it off.
- d No, go on.
- e No, I give up.
- f No, I've put it away.
- g No, someone's taken them away.
- **h** No, I've given them back.
- i No, she got off.

\*8

j No, it's gone out.

GAME Who can answer first? Work in small groups. Everyone closes their books except one person, who reads out sentences 1-10 from exercise 7. The first person to say the correct response wins a point.

Are the boxes still outside?

No, someone's taken them away.

Complete the questions with the correct form of phrasal verbs using a word from each box. Add it or them where necessary.

fill give go grow look put take take take wake away back in on off out <del>up up</del> up up

- What's a good sport for someone in their sixties to take up ?
- If you don't understand an English word, where do you look it up ?
- \_\_\_\_\_ this morning? What time did you \_\_\_\_
- 2 If you borrow something, do you always remember to \_\_\_\_\_?
- 3 Where did your grandparents \_\_\_\_\_ \_?
- 4 What's \_\_\_\_\_\_ outside at the moment?
- 5 When did you last \_\_\_\_\_\_ a form?
- 6 When you go into someone's home do you keep your shoes on or do you \_\_\_\_\_?
- 7 What do you get if you \_\_\_\_\_ 111 from 444?
- 8 If there's a fire in the kitchen what's the best way to \_\_\_\_\_?
- :10

#### Work in pairs. Discuss your answers to the questions in exercise 9.

what's a good sport for someone in their sixties to take up?

Swimming's a good sport for everyone.

Yes, and how about golf?

Join with another pair to compare your answers.

We think swimming and golf are good sports for older people to take up.

Self-evaluation Rate your progress.					
		<b>e</b> e			
2					
3					
4					
5					
6					
2					
1 2 3 4 5 6 7 8 9					
10					

# Revision 9 All units

# Reading

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

#### Hi Amanda

The library rang. They have the book you ordered, but they'll only keep it until Wednesday.

Charlie

- A Amanda must order the book before Wednesday.
  - B 🖌 Amanda must go to the library by Wednesday.
  - C Amanda can keep the library book until Wednesday.

Max I've managed to fix the computer so you don't need to do anything about it. Linda

- 1 Linda
  - A 🗌 wants Max to fix the computer.
  - B has had the computer fixed.
  - C 🗌 has fixed the computer herself.

Opening times

Monday to Wednesday 8 a.m.-6 p.m.

Thursday 1 p.m.-9 p.m.

Friday 9 a.m.-12 p.m.

Saturday and Sunday 9 a.m.-2 p.m.

- 2 A The shop is open every morning except Friday morning.
  - **B** The shop isn't open for as long on Saturdays as on Mondays.
  - C The shop is open the longest on Thursdays.

We are expecting about 50 people to come today, but there are only 20 chairs. Please give

your seat to someone who needs it more than you!

Thanks

- **3** A Everyone will be able to have a seat.
  - **B** There are only a couple of seats.
  - C There aren't enough seats for everyone to sit on.

#### Hi Dad

I'm on my way home now. I'm a bit late because the teacher said I could help her in the school garden if I wanted to.

See you soon.

Milly

- 4 The teacher
  - A 🗌 made Milly help her.
  - B 📃 let Milly help her.
  - C 🔄 asked Milly to help her.

## You mustn't enter unless the light is green.

5 A 🗌 Only enter when the light is green.

**B** The door opens when the light is green.

C 🔄 You can't enter if the light is green.

# 2 Look at the sentences below about rock and rock formations. Read the text to decide if the sentences are true or false.

- Earth is formed of very few different kinds of rock. true / false)
- 1 Wind is an example of a surface process which has shaped the landscape. true / false
- 2 Tourists and photographers are attracted to rock formations which look like other things. true / false
- 3 The 'neck' of the Queen's Head in Taiwan is made of harder rock than the 'head'. true / false
- 4 The stone columns that form the Giant's Causeway are all the same shape. true / false
- 5 Visitors mustn't walk on the Giant's Causeway. true / false
- 6 Wave Rock is on a beach in Australia. true / false
- 7 It's about 110 metres from one end of Wave Rock to the other end. true / false
- 8 Geologists think Wave Rock will break soon. true / false
- 9 Walkers used to be able to walk under the Landscape Arch in Utah, USA. true / false
- 10 In 2008 a rock formation collapsed in a national park in Utah, USA, due to natural processes. true / false

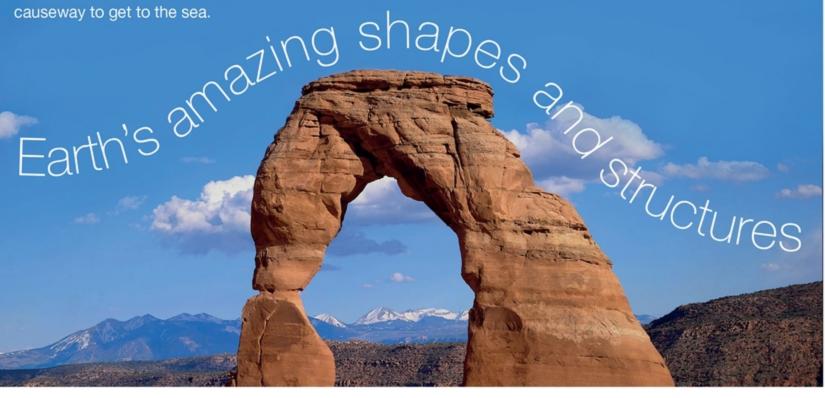
# The surface of our planet is formed of many different kinds of rock. Over many years, geological movement and surface processes (like wind, water, ice, and fire) have formed this rock into different landscapes.

Some individual rock formations are particularly striking, especially if they resemble something like a person or a building. These structures attract tourists and photographers in great numbers.

The Queen's Head in Taiwan is one such popular tourist attraction. It's kind of 'mushroom rock', which means that a piece of large hard rock sits on top of a column of softer rock. The top rock looks like a head and the column looks like a long thin neck. From certain angles it has the appearance of a woman with an elegant hairstyle.

In Northern Ireland, the Giant's Causeway is a large area on the coast that's formed of about 40,000 stone columns. The columns have five, six or seven sides and fit together like pieces of a jigsaw or mosaic. Visitors can walk across the 'steps' of the causeway to get to the sea. Wave Rock, in the middle of the countryside in Western Australia, was formed about 60 million years ago. This multi-coloured structure is about 15 metres high and 110 metres long and has the appearance of a huge surf wave which is going to crash onto a beach at any moment.

How long will it be before these rock formations change again because of natural processes? It's already happening to some of them. The Landscape Arch is an 88-metre sandstone arch in a national park in Utah, USA. Several pieces of rock have fallen off the thinnest section of the arch in recent years, so the path which goes under it is now closed for safety reasons. A similar rock formation in the same national park collapsed completely in 2008.



**3** Read the text below and choose the correct word for each space.

# Self-esteem

▶ \_ \_ \_ agree that 1\_\_\_\_ a good level of selfesteem helps people to live more 2\_\_\_\_.

#### What is self-esteem?

Self-esteem is the opinion <sup>3</sup>\_\_\_\_ about yourself.

# <sup>4</sup>\_\_\_\_ you have high self-esteem, does it make you arrogant?

High self-esteem isn't about <sup>5</sup>\_\_\_\_ that you're better than everyone else. People with healthy self-esteem <sup>6</sup>\_\_\_\_ believe that they are as <sup>7</sup>\_\_\_\_ as other people.

#### Why is self-esteem important?

People with good self-esteem feel positive about life and they usually find it easy to <sup>8</sup>\_\_\_\_\_ on with other people.

<sup>9</sup>\_\_\_\_ you have good self-esteem, it's difficult to take risks and make decisions.

#### What are the signs of healthy selfesteem?

People who have good self-esteem believe in <sup>10</sup>\_\_\_\_.

If something is difficult they don't <sup>11</sup>\_\_\_\_.

They <sup>12</sup>\_\_\_\_ trying and they aren't afraid to ask for help if they need it.

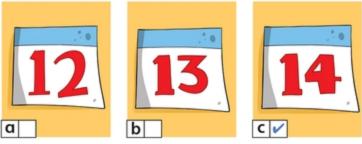
- A Psychology B Psychologists
   C Psychological D Psychologically
- 1 A have B had C to have D having
- 2 A happy B happily C happier D happiest
- **3** A you have **B** who you have
- C what you have D which have
- 4 A Unless B Due to C If D As soon as
- 5 A thinking B think C thought D to think
- 6 A simple B simpler C simply D simplest
- 7 A better B good C best D well
- 8 A go B give C put D get
- 9 A When B If C Unless D Because
- 10 A yourself B myself C ourselves D themselves
- 11 A give up B give it up C it give up D give up it
- 12 A take up B come in C get off D go on

## Writing

- 4 Complete the second sentence so that it means the same as the first. Use no more than three words.
  - You won't get better at tennis if you don't practise.
     You won't get better at tennis <u>unless you</u> practise .
  - 1 The French invented tennis. Tennis \_\_\_\_\_\_ the French.
  - 2 My brother is a better tennis player than me. I don't play tennis \_\_\_\_\_\_ my brother.
  - 3 That tennis racket is so old. That's \_\_\_\_\_ an old tennis racket!
  - 4 We can't play tennis because it's too dark. It's \_\_\_\_\_\_ to play tennis.
  - 5 I don't want you to hit the ball so hard. I'd rather \_\_\_\_\_\_ the ball so hard.
  - 6 Frank's started playing tennis recently. Frank's \_\_\_\_\_ up tennis recently.
- 5 Your friend Brian is going to stay with a friend in London next week. Write an email to Brian. In your email, you should
  - tell Brian what you will be doing while he's in London
  - remind Brian to take his camera
  - ask Brian to bring you something from London

# Listening

- 6 **R9.1** For each question, listen and choose the correct answer A, B or C.
  - When is Oscar's birthday?



1 What is the special offer in this shop?



2 Which clothes does Kate want?

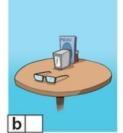






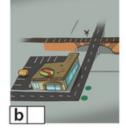
3 Where did the man leave his glasses?

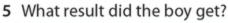




4 Which way will Anna have to go today?













7 R9.2 You will hear a fitness coach talking to a group of people. Listen and complete the information. Use one word in each space.

# **DRAYTON FITNESS CENTRE**

#### What we offer

- Modern gym 
   <u>equipment</u>
   and swimming pool
- ✓ Qualified fitness <sup>1</sup>\_
- ✓ Different classes every day of the week

#### Our promise

 If you're not fitter and healthier after three months with us, we'll give you <sup>2</sup>\_\_\_\_\_ months free!

#### Prices

- ✓ Regular membership: £ <sup>3</sup>\_\_\_\_\_.00 a week (gym and swim)
- ✓ Fitness classes: £3.00 each
- Sports PLUS pass: £30.00 a month –
   4\_\_\_\_\_'s included (gym, swimming pool, fitness classes)

#### New member health check

 All new members 5\_\_\_\_\_ have a health check at the Drayton Medical Centre.

News Flash - The gym will be closed next week due to our

programme.

- Receive a free consultation with a
   6\_\_\_\_\_\_ health adviser
- Have your blood pressure <sup>7</sup>\_\_\_\_\_

# Speaking

8 Work in pairs or small groups. Turn to page 188.

# Extra information

# Unit 1

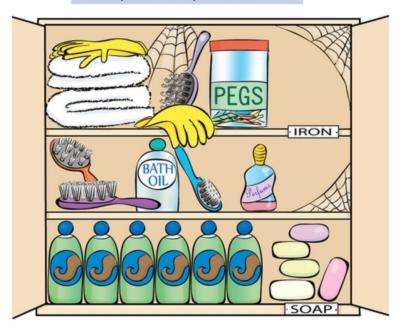
- 12 1.5 Complete the audio script with *a*, *an*, *the*, *some* or (no article). Then listen again and check.
  - A: Wow, look at <a><u>the colours</u></a> in this picture!
  - B: Amazing! I love 1\_\_\_\_\_ red! And there are so many different kinds of red there.
  - A: Where is it?
  - B: I think it's in <sup>2</sup>\_\_\_\_\_ Africa, <sup>3</sup>\_\_\_\_\_ North Africa. Let me see ... ah yes, it's in <sup>4</sup>\_\_\_\_\_ Morocco.
  - A: What is <sup>5</sup>\_\_\_\_\_ red stuff? Is it <sup>6</sup>\_\_\_\_\_ paint?
  - B: It's <sup>7</sup>\_\_\_\_\_ dye.
  - A: Sorry?
  - B: Dye d-y-e: for changing <sup>8</sup>\_\_\_\_\_ colour of <sup>9</sup>\_\_\_\_\_ things. Look, there are <sup>10</sup>\_\_\_\_\_ animal skins hanging on <sup>11</sup>\_\_\_\_\_ wall. <sup>12</sup>\_\_\_\_\_ men are going to dye them to make coloured <sup>13</sup>\_\_\_\_\_ leather, for making <sup>14</sup>\_\_\_\_ bags and <sup>15</sup>\_\_\_\_\_ shoes.
  - A: Oh, of course. My mum's got <sup>16</sup> bag that kind of colour.

## Unit 2, student A

3 What's different? Describe your picture to student B using quantifiers. Can you find ten differences in three minutes?



bath oil brush iron peg perfume rubber gloves shampoo soap towel



## Unit 4, student A

12 Prepare questions about the missing information to ask student B.

SPORT: A 73-year-old woman climbed

\_\_\_\_\_ in 2012.

FOOD: Two Italian men made a

\_\_\_\_\_ in 2004. 19,000 people

ate it.

SPORT: A 96-year-old South African man did

FUN: 13,413 people painted

\_\_\_\_\_ at the same time in

Yunnan, China in 2009.

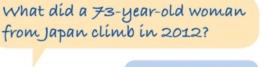
**13** Take turns to ask your questions from exercise 12 and answer your partner's questions about this information.

**SPORT:** In 1998, a man from France swam across the Atlantic.

**MUSIC:** In September 2011, a man from Italy sang karaoke for almost 102 hours.

**SPORT:** In 2008, a Chinese man dived down a twelve-metre waterfall.

FUN: In 2009, people in Maine, USA built a 37-metre high snow woman.



Mount Everest.

what did a man from France swim across in 1998?

The Atlantic.

### Unit 4, student A

21 Imagine you are a TV reporter. You are going to interview Henry and Jamie. Prepare questions.

### **Questions for Henry**

- 1 How often/you/go swimming How often do you go swimming?
- 2 How often/you/see people in difficulty in the water
- 3 What/you/play/on the beach when you/hear/Jamie
- 4 What/Jamie/shout
- 5 What/you/talk about/when/wait/Jamie

### **Questions for Jamie**

- 1 When/you/learn to swim
- 2 How/you/feel about swimming in the sea now
- 3 What/Henry/say/to you
- 4 What/you/say/to Henry
- 5 you/think/Henry will be a good lifeguard

### Unit 7, student A

\* 2 GAME Work in pairs. Mime preparing for the actions. Can your partner guess what you're going to do?

You're going to wash your hands.

You're going to play the piano.

You're going to going to eat a meal.

Arrange to do the activities in the box with student B. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

> talk about our school project play tennis have a picnic watch a DVD together

	morning	afternoon	evening
Monday	do my homework	meet Sam 3.00	
Tuesday			
Wednesday	meet Andy 9.30		cinema with Tom 7.00
Thursday			
Friday	do my homework	dentist 2.30	
Saturday		swimming lesson 2.00	
Sunday			theatre with Vicky 7.30

## Unit 15, story trail part 2

Edward is a farmer. Did you guess correctly?

### 1 Read part two of the story.

Edward lives in a cold, wet country. He's a happy man. He's been married for 30 years. Edward and his wife Milly grow fruit and vegetables on their farm. It's a small farm. Edward and Milly don't have a tractor or any other big machines.

One day, Edward was working on the farm. Milly was away. She had gone to stay with her sister for a few days.

2 What was Edward doing? Guess from the activities in the box. Use *might have* or *can't have*.

pick oranges drive a tractor pick apples dig feed the animals make jam

He can't have been driving a tractor because he hasn't got a tractor.

He might have borrowed a tractor from another farmer.

3 Now turn to page 183 for part three of the story.

### Unit 9, group A

- 13 Write the reported questions. Start with She asked me...
  - What's the problem?

1



How long have you felt like this?

2 Have you got a high temperature?

3 Have you got a headache?

She asked me what the problem was.

## Unit 16, student A

6 Read the text and prepare questions to complete the story. Use the question words in brackets. Then ask your partner your questions.

# A city garden

Tommy lived in (> Where?), on the (<sup>1</sup>Which?) floor of a block of flats. He liked living there because two of his best friends lived in the same block.

The three boys loved (<sup>2</sup>What?). Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted his own garden.

One day, the boys were walking in a part of the city that they didn't know when they found a small patch of land. They saw (<sup>3</sup>What?) on the land, and good earth underneath it. Tommy started talking to an old man who was sitting (<sup>4</sup>Where?).

The man said, 'It's my land. Why don't you clear it for me? When it's completely clear, you can grow things here.'

The boys spent three weeks clearing the land. They planted a (<sup>5</sup>What?), and Tommy got his flower garden, too.

(<sup>6</sup>Who?) came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave tools, seeds and water to the boys. But they never saw the old man again.



# Unit 16, student A

- 17 Choose the answers that you think are correct. Then check them with your partner using question tags. Use falling intonation if you're sure about a fact or rising intonation if you're not sure.
  - 1 Helsinki is in Mexico / Finland / Canada.
  - 2 Tigers live in Africa / Asia / Australia.
  - 3 A hexagon has six / seven / eight sides.
  - 4 A chameleon is a reptile / insect / mammal.

Helsinki's in Finland, isn't it? Yes, I think so.

# Unit 23, Team A

- 15 Use the information below to write quiz questions with *How* and *How often* and three possible answers.
  - 1 When a musical score says 'lento' a musician should play **slowly**.
  - 2 Lions have babies every two years.
  - 3 An Australian man travelled around the world by helicopter for the first time in 1983.

# Unit 27, student A

12 Complete the sentences. Then check your answers with student B.



### 182 Extra information

### Unit 15, story trail part 3

Edward was digging. Did you guess correctly?

### 1 Read part three of the story.

Suddenly, he had the shock of his life. He couldn't believe his eyes!

2 What had happened? Guess from the events below. Use *might have* or *can't have*.

saw a snake saw Milly heard some music heard Milly found a ring found some money

He might have seen a snake.

3 Now turn to page 186 for part four.

### Unit 2, student B

3 What's different? Describe your picture to student A using quantifiers. Can you find ten differences in three minutes?

> bath oil brush iron peg perfume rubber gloves shampoo soap towel



### Unit 4, student B

12 Prepare questions about the missing information to ask student B.

SPORT: A man from France swam across

\_\_\_\_\_ in 1998. MUSIC: A man from Italy sang

\_\_\_\_\_ for almost 102 hours in

September 2011.

### 13 Read the text. Take turns to ask and answer your questions.

**SPORT:** In 2012, a woman from Japan climbed Mount Everest.

**FOOD:** In 2004, two Italian men made a 634-metre sandwich. 19,000 people ate the sandwich. **SPORT:** A 96-year-old South African man did a bungee jump in 2010.

FUN: In 2009, 13,413 people painted their faces at the same time in Yunnan, China.

What díd a 73-year-old woman from Japan clímb ín 2012?

Mount Everest.

What did a man from France swim across in 1998?

The Atlantic.

### Unit 4, student B

21 Imagine you are Henry. Prepare answers for these questions.

How often do you go swimming? How often do you see people in difficulty in the water? What were you playing on the beach when you heard Jamie?

What was Jamie shouting?

What did you talk about when you were waiting with Jamie?

## Unit 7, student B

\* 2 GAME

Work in pairs. Mime preparing for the actions. Can your partner guess what you're going to do?

You're going to sneeze. You're going to open a can of drink. You're going to eat some soup.

### Unit 7, student B

Arrange to do the activities in the box with student A. Use will, be going to, the present continuous and the present simple. Write the arrangements in your diary.

talk about our school project play tennis have a picnic watch a DVD together

	morning	afternoon	evening
Monday		do my homework	cinema with Amy 7.00
Tuesday		do my homework	
Wednesday	optician – eye test 11.00		theatre with Ed 7.30
Thursday		meet Libby 2.30	
Friday			
Saturday	swimming lesson 10.00		meet Rosy 6.30
Sunday			

# Unit 9, group B

**13** Write the reported

He asked me...

- questions. Start with Do you want to try some cheese?
  - Do you need a bag?
- 2 Do you want anything else?

3

1

How would you like to pay?

He asked me if I wanted to try some cheese.

### Unit 16, student B

6 Read the text and prepare questions to find the missing information. Use the question words in brackets. Then ask your partner your questions and complete the story.

# A city garden

Tommy lived \_\_\_\_ ( Where?), on the tenth floor of a block of flats. He liked living there \_ \_ (<sup>1</sup>Why?).

The three boys loved being outdoors. Sidney and Leo were happy to go to the park or explore new parts of the city. But Tommy wanted more. He had always wanted \_ (<sup>2</sup>What?).

One day, the boys were walking

\_ (<sup>3</sup>Where?) when they found a small patch of land. They saw a lot of rubbish on the land, and good earth underneath it. Tommy started talking to an old man who was sitting on a bench nearby.

The man said, 'It's my land. Why don't you clear it for me? When it's completely clear, you can grow things here.'

The bous spent \_ (How long?) clearing the land. They planted a fruit tree and some vegetables, and Tommy got his flower garden, too.

Local people came and helped Tommy, Leo and Sidney with the project. They were very kind, and gave \_\_\_\_\_ \_ (⁵What?) to the boys. But they never saw \_ (<sup>6</sup>Who or what?) again.

Where did Tommy live?

where did Tommy live?

In London.

### Unit 23, student B

- 15 Use the information below to write quiz questions with How and How often and three possible answers.
  - 1 When a musical score says 'allegro', a musician should play fast.
  - 2 Chimpanzees have babies every five years.
  - 3 An English man travelled around the world by bike for the first time in 1884.

## Unit 16, student B

- 17 Choose the answers that you think are correct. Then check them with your partner using question tags. Use falling intonation if you're sure about a fact or rising intonation if you're not sure.
  - 1 Pandas eat grass (bamboo) meat.
  - 2 99 divided by 3 is 3 / 33 / 3,333.
  - 3 Vancouver is in the USA / Britain / Canada.
  - 4 A violin has four / five / six strings.
  - 5 CO<sub>2</sub> is carbon monoxide / carbon / carbon dioxide.

Pandas eat bamboo, don't they?

Yes, I think so.

# Unit 23, student C

- 15 Use the information below to write quiz questions with *How* and *How often* and three possible answers.
  - 1 When a musical score says 'forte' a musician should play **loudly**.
  - 2 Pandas have babies every three years.
  - 3 Three men from the USA travelled across the Atlantic Ocean **by hot air balloon** for the first time in 1978.

## Unit 4, student C

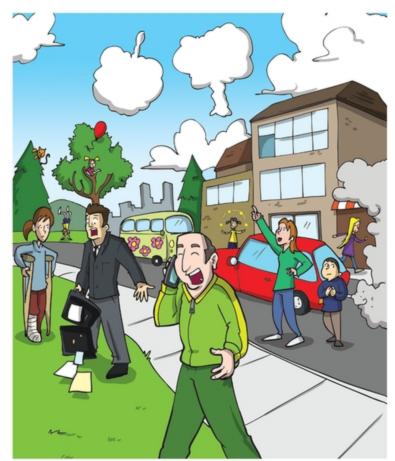
21 Imagine you are Jamie. Prepare answers for these questions.

When did you learn to swim? How do you feel about swimming in the sea now? What did Henry say to you in the water? What did you say to Henry? Do you think Henry will be a good lifeguard?

### Unit 17, student B



Work in pairs. Write six questions about your picture with *Can you see* ? + a defining relative clause.



Can you see a window that's open? Can you see a man who's laughing?

# Unit 9, group C

13 Write the reported questions. Start with *l asked her...* 

is there a shop?



What time is breakfast?

2 Does my room have a sea view?

1

Can I have lunch in my room?

I asked her if there was a shop.

3

# Unit 18, student C and D



Discuss who you can help and who can help you. If you ask for help you must offer something.

### Student c

#### **Your requests**

You want someone to give you piano lessons. You need someone to cut your hair. You want to borrow some books for the weekend.

#### What you can offer

- ② You'll spend time doing outdoor activities with other people.
- ② You'll do physical work (like lifting heavy things and painting walls).

### But ...

- Sou won't lend your books and DVDs to people unless they promise to return them.
- Sou get a headache if you sit near a computer.

### Student D

### Your requests

You want someone to go mountain climbing with you. You want to borrow some DVDs.

You want someone to give you guitar lessons.

### What you can offer

- © You'll do creative tasks like taking photos and cutting people's hair.
- © You'll lend your books and DVDs to people

### But ...

- ⊗ You feel sick if you go on a boat.
- Sou get a headache and feel sick if you are near fresh paint.
- ⊗ You haven't got any DVDs.

Can someone come sea fishing with me?

I'll come sea fishing with you if you help me move some heavy boxes.

I can't help you, I'm afraid. My back hurts if I lift heavy things.

### Unit 15, story trail part 4

He found a ring. Did you guess correctly?

**1** Read the last part of the story.

In fact, it was his wedding ring! He had lost the ring years before when he was working in the field.

2 How did he feel? What did he do with the ring? Write sentences using *He must have* and the ideas in the box.

be/feel want to tell clean put it on phone

He must have felt very surprised!

**3** Compare your ideas with other groups.

### Unit 9, group D

- 13 Write the reported questions. Start with He asked us ...
  - Can I have your tickets?
    - Where are you going?
  - 2 Can I see your passports?
    - 3 How many bags have you got?
  - 4 Did you pack the bags yourselves?

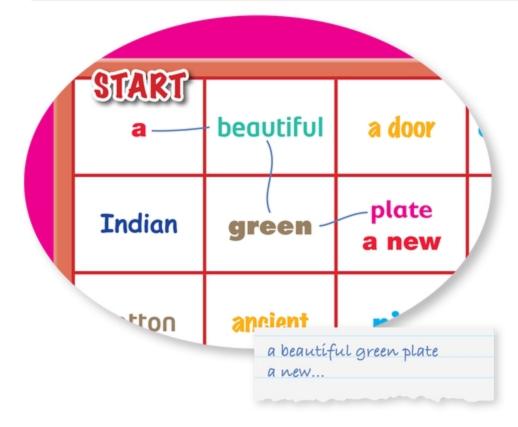
He asked us if he could have our tickets.

### Unit 22



Work in pairs. Move horizontally ↔ and vertically ‡ through the maze from START to FINISH. Draw a line to build phrases with two or three adjectives in the correct order. Always start a new phrase on the last square of the previous phrase. How many squares do you use?

START	beautiful	a door	comedy	FINISH film.	action
Indian	green	plate <b>a new</b>	credit	adventure	funny
cotton	ancient	nice	card a red	short	terrible
board a nice	chopping	hαt a wooden	paper	amazing	an costume
old	guest	house <b>a large</b>	square	photo <b>a black</b>	swimming



### Unit 27, answers

- 11 Bicycles were first ridden in Germany in the nineteenth century.
  - 1 DVDs were invented in the 1990s.
  - 2 Violins were first made in Italy.
  - **3** The first newspapers were printed in the seventeenth century.
  - 4 Golf was first played in Scotland.
  - 5 Ice-cream was first eaten in the tenth century.
  - 6 Coffee was first drunk in Ethiopia.

### Revision 3, Units 8–12

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





### **Revision 9, All units**

8 Work in pairs or small groups. This family is planning to move to a new home. Discuss the homes in the picture and decide which two would be best for the family.



### Unit 4 Revision of tenses

### **Present simple**

Spelling rules: he / she / it form			
most verbs	+ -S	eat → eats play → plays	
ending in -ch, -o, -sh, -ss or -x	+ -es	finish → finish <b>es</b> relax → relax <b>es</b>	
ending in consonant + -y	→ -ies	carry $\rightarrow$ carries try $\rightarrow$ tries	
have		has	

### **Present continuous**

Spelling rules: -ing form			
most verbs	+-ing	eat $\rightarrow$ eating watch $\rightarrow$ watching	
ending in -e	e + -ing	write $\rightarrow$ writing have $\rightarrow$ having	
ending in –ie	→ -ying	lie → lying die → dying	
ending in one stressed vowel + one consonant	double consonant + -ing	shop → sho <b>pping</b> begin → begi <b>nning</b>	
if the vowel is unstressed or the consonant is w, x, y	don't double consonant	listen → listen <b>ing</b> play → play <b>ing</b>	

### Past simple

Spelling rules: regular verbs				
most verbs	+ -ed	$ask \rightarrow asked$ start $\rightarrow started$		
ending in -e	+ -d	live → lived hate → hated		
ending in vowel + -y	+-ed	stay → stay <b>ed</b> enjoy → enjoy <b>ed</b>		
ending in consonant + -y	→-ied	carry → carr <b>ied</b> study → stud <b>ied</b>		
ending in one vowel + one consonant	double consonant	plan → pla <b>nned</b> prefer → prefe <b>rred</b>		
stress not on last syllable	don't double consonant	listen → liste <b>ned</b>		
if consonant is -w, -x or -y	don't double consonant	relax → rela <b>xed</b> snow → sno <b>wed</b>		

# Unit 9 Reported speech

# Direct speech → Reported speech present tense → past tense

is/are  $\rightarrow$  was/were wants  $\rightarrow$  wanted is/are leaving  $\rightarrow$  was/were leaving have got  $\rightarrow$  had

past simple and present perfect → → past perfect

has/have arrived  $\rightarrow$  had arrived spoke  $\rightarrow$  had spoken

modals that change

 $can \rightarrow could$  will  $\rightarrow$  would must  $\rightarrow$  had to

modals that don't change

could  $\rightarrow$  could would  $\rightarrow$  would should  $\rightarrow$  should

### direct speech $\rightarrow$ reported speech

here  $\rightarrow$  there now  $\rightarrow$  then this/these  $\rightarrow$  that/those today  $\rightarrow$  that day yesterday  $\rightarrow$  the day before/ the previous day tomorrow  $\rightarrow$  the next/following day next week/month/year  $\rightarrow$ the following week/ month/year last week/month/year  $\rightarrow$ the previous week/ month/year three days ago  $\rightarrow$  three days before/ earlier

### Present perfect/continuous

	regular	irregular	
Affirmative			
l / you / we / the <b>y've</b> he / she / i <b>t's</b>	worked/been working	written/been writing	
Negative			
l / you / we / they <b>haven't</b> he / she / it <b>hasn't</b>	worked/been working	written/been writing	
Questions			
Have I / you / we / they Has he / she / it	worked/been working?	written/been writing?	
Short answers			
Yes, I / you / we / they <b>have</b> . Yes, he / she / it <b>has</b> .	No, I / you / we / they <b>haven't</b> . No, he / she / it <b>hasn't</b> .		

Past participles of regular verbs are the same as the past simple -**ed** form. For spelling rules of regular –**ed** forms, see page 189.

There are no rules for irregular past participles. They are often different from the past simple form. You must learn each one individually. See the list on page 192.

### Past perfect/continuous

We form the past perfect with  $had \pm past participle$ . We form the past perfect continuous with  $had \pm been \pm -ing$  form.

	regular	irregular	
Affirmative			
Full form			
I / you / he / she / it / we / they had	worked/been working	written/been writing	
Short form	worked/been working		
I / you / he / she / it / we / they'd			
Negative			
I / you / he / she / it / we / they <b>hadn't</b>	worked/been working	written/been writing	
Questions			
Had I / you / he / she / it / we / they	worked/been working? written/been writing?		
Short answers			
Yes, I / you / he / she / it / we / they <b>had</b> .	No, I / you / he / she / it / we / they <b>hadn't</b> .		

### Unit 21 Comparison: adjectives and adverbs

	Adjective/adverb	Comparative form	Superlative form
one syllable	late/late	later (than)	the latest
	strong	stronger (than)	the strongest
	fast	faster (than)	the fastest
	hard	harder (than)	the hardest
	high	higher (than)	the highest
	low	lower (than)	the lowest
one syllable ending in	big	bigger (than)	the biggest
vowel-consonant	sad	sadder (than)	the saddest
two syllables ending in -y	sunny	sunnier (than)	the sunniest
	early	earlier (than)	the earliest
three or more syllables	interesting	more interesting (than)	the most interesting
	fluently	more fluently (than)	the most fluently
	carefully	more carefully (than)	the most carefully
Irregular forms	good /well	better	the best
	bad /badly	worse	the worst
	far	further	the furthest

Many two-syllable adjectives take the **-er** and **-est** endings. These include *clever*, *gentle*, *narrow*, *pleasant*, *quiet* and *simple*.

## **Adverbs**

Spelling rules: adverbs formed from adjectives			
ending in consonant	add -ly	fluent → fluent <b>ly</b> careful → careful <b>ly</b>	
ending in -e	keep -e and add -ly	nice → nice <b>ly</b>	
ending in consonant + -y	change -y to -ily	easy → eas <b>ily</b> luck → luck <b>ily</b>	
ending in -le	change -le to -ly	comfortable → comfortab <b>ly</b> possible → possib <b>ly</b>	
ending in -ic	+ -ally	automatic → automatic <b>ally</b> dramatic → dramatic <b>ally</b>	

# Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	send	sent	sent
cost	cost	cost	sing	sang	sung
do	did	done	sit	sat	sat
drink	drank	drunk	sleep	slept	slept
drive	drove	driven	speak	spoke	spoken
eat	ate	eaten	spend	spent	spent
fall	fell	fallen	stand	stood	stood
feel	felt	felt	swim	swam	swum
find	found	found	teach	taught	taught
fly	flew	flown	take	took	taken
forget	forgot	forgotten	tell	told	told
get	got	got	think	thought	thought
give	gave	given	understand	understood	understood
go	went	gone, been	wake	woke	woken
have	had	had	wear	wore	worn
hear	heard	heard	win	won	won
know	knew	known	write	wrote	written
leave	left	left			