

9

Science



9A

Vocabulary

Gadgets

I can describe gadgets and talk about their use.

Unit map

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Dog water fountain

- 1 SPEAKING** Work in pairs. Look at the photos of gadgets (A–D). Do you think they are good or bad ideas? Which is your favourite and why?
- 2 3.09 VOCABULARY** Check the meaning of the words below. Then listen and repeat. Which materials do you think are used to make the gadgets in exercise 1?
Materials aluminium cardboard ceramic concrete copper glass gold iron leather nylon paper plastic rubber steel stone wood
- 3** Do the quiz in pairs. Then check your answers at the bottom of the page.

1

During World War II (1939–45), scientists used dandelions (see photo) to make
a cardboard. **b** paper. **c** plastic. **d** rubber.

2

The first bicycles had wheels made of
a wood with iron tyres. **b** iron with rubber tyres.
c iron with wooden tyres.

3

Which one of these materials did the Ancient Romans not have?
a ceramic **b** concrete **c** glass **d** paper

4

Are these sentences true or false?
a All types of wood float in water. **b** No type of stone floats in water.

5

The earliest use of nylon was in
a women's clothing. **b** toothbrushes. **c** parachutes.
d guitar strings.

6

Which of these metals is the hardest? Which is the heaviest?
a aluminium **b** copper **c** gold **d** iron **e** steel



1 d 2 a 3 d 4 a False 5 b 6 False 7 b 8 False 9 b 10 False 11 c



4 SPEAKING Look around the classroom. What things are made of the materials in exercise 2? Think about furniture, the building, clothes and possessions.

The windows are made of aluminium and glass. This book ...

5 VOCABULARY Look at the language for describing technology. Complete the phrases with the words below.
allows base handle mains mostly

Describing technology

Shape straight curved rectangular spherical square triangular circular

Power

It's ¹ _____ powered / battery powered / solar powered.

It's cordless / rechargeable.

Construction

It's made ² _____ of glass / steel, etc.

It's got wheels / a long ³ _____ /

a triangular ⁴ _____ / a square lid, etc.

Use

You use it to ...

It ⁵ _____ you to ...

It prevents you from (+ -ing) ...

6 **3.10** Listen to the dialogues. Which phrases from exercise 5 do the people use?

RECYCLE! zero conditional

We use the zero conditional to talk about causes and effects which are always true.

If you heat aluminium, it melts.

A light comes on if there's no Wi-Fi signal.

7 **3.10** Read the Recycle! box. Then listen again. Complete the zero conditional sentences from the dialogues with the correct form of the verbs below.

come get go post press

- If you _____ this button, the plug appears.
- You don't need to put it away if friends _____ to visit.
- If you choose 'share' mode, it automatically _____ your workout results on Facebook.
- It _____ forward to the next track if you just touch here.
- If you wave your hand once, it _____ louder.


8 SPEAKING Work in pairs. Think of a gadget and describe it to your partner. Include phrases from exercise 5. Can your partner guess what you are describing?

It's battery powered, I think. It's made of ...

The passive (present simple and past simple)

I can use the present and past passive to talk about technology.

- SPEAKING** Work in pairs. How many different things do people use mobile phones for? Think of as many as you can in two minutes.
- Read the text. What happened in 1973, 1986, 1992 and 1997?



A brief history of mobile phones

- » Nearly a billion mobile phones **are sold** every year worldwide.
- » The first mobile phone call **was made** in 1973 by Martin Cooper. He was an inventor for the company Motorola. The call was answered by the boss of a rival company, who was not happy to hear that he had lost the race.
- » The first mobiles were powered by batteries that weighed nearly a kilo.
- » Voicemail was added to phones in 1986. Internet access was not added for another ten years.
- » The first text message was sent in December 1992. It was not typed on the phone itself but on a computer.
- » The camera phone was invented in 1997 by Philippe Kahn. Photos of his newborn daughter were shared via his phone with 2,000 friends and family.
- » In the UK, a mobile phone is stolen every three minutes.
- » What are mobile phones used for the most? It isn't texting or calling – it's checking the time!

- Study the first two sentences of the text in exercise 2. Then complete the **Learn this!** box.

LEARN THIS! The present and past passive

- The passive is formed with the correct form of the verb ¹_____ and the past participle.
- We use the ²_____ simple of *be* for the present passive and the ³_____ simple of *be* for the past passive.
- If we want to say who performed the action, we use ⁴_____ + their name.

- Find twelve examples of the passive in the text. Which examples are ...

- a plural? b negative? c a question?

LOOK OUT!

When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are sometimes used as alarm clocks.

It was probably invented by accident.

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- Read the **Look out!** box. Complete the sentences with the present simple or past simple passive of the verbs in brackets.

- Mobile phones *are owned* (own) by about 4.3 billion people in the world today.
- The best-selling phone ever was the Nokia 1100. More than 250 million _____ (sell).
- In Japan, mobiles _____ (often / use) in the shower, so most of them are waterproof.
- The average text message _____ (usually / answer) within 90 seconds.
- In 2012, 340,000 iPhones _____ (buy) every day.
- Today, the internet _____ (access) more often from a phone than from a computer.
- More text messages _____ (send) every year in the Philippines than in any other country.
- The world's toughest phone _____ (drop) 25 metres onto concrete and did not break.

- Complete the questions about the reading texts in Units 1–8 using the correct passive form of the verbs in brackets.

- Why _____ Ashlyn Blocker _____ (watch) more carefully than all the other children at her school? [1F]
- _____ Dan and Kate Suski _____ (rescue) by helicopter after their boat sank? [2F]
- What skills _____ (improve) by playing online video games, according to a report? [3F]
- Who _____ (nearly / kill) by a storm at a paragliding event? [4F]
- Why _____ Jo Unsworth _____ (allow) to go to sleep at work? [5F]
- Why _____ Terry Alderton _____ (laugh at) after sunbathing? [6F]
- Where _____ meetings _____ (sometimes / hold), if Aaron Levie is choosing the venue? [7F]
- Where _____ the words *tamam shud* _____ (find) in the Somerton Man case? [8F]

- SPEAKING** Work in pairs. Ask and answer the questions in exercise 6.

Why was Ashlyn Blocker watched more carefully than all the other children at her school?

Because ...

Intentions of the speaker

I can identify the speaker's intention.



- 1 **SPEAKING** Describe the photos. Where are the people? What do you think they are saying?

Listening Strategy

You will sometimes have to identify the intentions of the speaker (e.g. to persuade, to warn, to inform, etc.). Listen for phrases such as *I think you should*, *be careful to*, *I'm going to tell you about ...* that give you a clue to the speaker's intentions.

- 2 Read the **Listening Strategy**. What is the intention of the speakers in sentences 1–6? Choose from the verbs below. Match three of the sentences (1–6) with the photos.

to apologise to challenge to comfort to complain
to describe to encourage to enquire to entertain
to inform to persuade to recommend to tell a story
to thank to warn to welcome

- 1 'Be careful not to touch the cooker. It's hot.' ___
2 'This is ridiculous! Why is there such a long delay?' ___
3 'I'd go and see this film if I were you. It's brilliant.' ___
4 'Good morning. Let me show you to your table.' ___
5 'I'd like some information about opening times, please.' ___
6 'Don't worry, everything will be fine.' ___

- 3 **3.11** Listen and identify the intentions of the speakers. Circle the correct verbs.

- | | | |
|-----------------|----------------|----------------|
| 1 a to persuade | b to thank | c to complain |
| 2 a to describe | b to challenge | c to persuade |
| 3 a to comfort | b to encourage | c to complain |
| 4 a to warn | b to persuade | c to complain |
| 5 a to comfort | b to challenge | c to warn |
| 6 a to inform | b to welcome | c to recommend |

- 4 **3.12** Read the questions below. Then listen and circle the correct answers.

- 1 The scientist's main aim is to
a warn people about the dangers of overeating.
b inform people about a scientific advance.
c persuade people to try a new product.
- 2 The boy's main aim is to
a compare his new motorbike with his previous one.
b try to persuade someone to buy a second-hand motorbike.
c complain that he can't afford a brand-new motorbike.

- 3 The doctor's main aim is to
a encourage the patient to live a healthier lifestyle.
b warn the patient of the dangers of eating too much.
c recommend a course of treatment.
- 4 The speaker's main aim is to
a describe a new invention.
b advertise a new product he has invented.
c persuade somebody to invest money in his invention.
- 5 The head teacher's main aim is to
a persuade students to use the minibus.
b inform people that the school will buy a minibus.
c thank people for helping the school to raise money.

- 5 **3.12** Match the verbs in A with the words and phrases in B to make collocations. Then listen again and check.

- A lose get prescribe come up with browse run
B a good deal an idea on biofuel drugs the internet weight

- 6 Prepare a short speech (30–50 words) to do one of these things. Use the questions and phrases to help you.

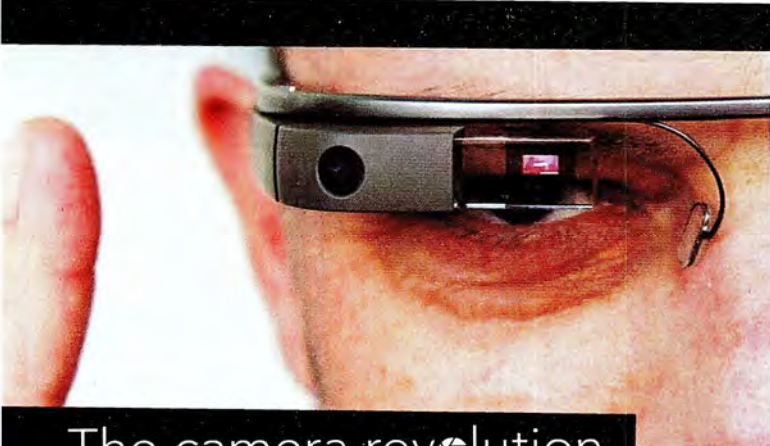
- 1 persuade someone to come out with you
Where? When? Why will they enjoy it?
Why don't you ...? I think you'll enjoy ...
It'll be (great fun). (George) is coming too.
- 2 thank the parents of your penfriend for their hospitality
How did they make you feel welcome? What did you particularly enjoy?
I had a (wonderful) time. It was so kind of you to ...
I really enjoyed the ... I hope to see you again soon.
- 3 inform your cousin about your plans for your gap year
Where are you going and when? What kind of work are you going to do? How long will you stay?
I'm going to ... I'll be there for ...
I'm going to work (in a shop).
When I come home, I'm going to ...

- 7 **SPEAKING** Work in pairs. Deliver your speech to your partner.

The passive (present perfect and future)

I can use different forms of the passive.

- 1 Look at the photo. What things do you think a wearable gadget can do?
- 2 Read the text and check your ideas from exercise 1.



The camera revolution

Over the past 20 years, 1the way in which we take, keep and share photos has been transformed. Most people now use smartphones and digital cameras to take photos, and billions of photos have been uploaded to social networking sites. 2So have traditional celluloid film cameras been replaced by these gadgets? Not yet, but it won't be long.

But things are going to change again. Wearable gadgets have recently been developed that allow you to take a photo simply by blinking. You can also send messages and surf the internet. 3The technology hasn't been perfected, so 4these devices won't be sold in shops for a while.

5Will cameras and mobiles be replaced by wearable gadgets? They haven't been replaced yet, but it may happen sooner than we think. What's certain is that 6our lives will be changed by these devices in ways we haven't even thought of.

- 3 Match the underlined passive forms in the text (1–6) with the tenses below (a–f). How many more examples can you find in the text?

- a present perfect affirmative ___
- b present perfect negative ___
- c present perfect interrogative ___
- d will future affirmative ___
- e will future interrogative ___
- f will future negative ___

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- 4 What will life be like in cities 50 years from now? Complete the predictions with the verbs in brackets. Use the future passive.

- 1 Food _____ (grow) in huge vertical farms.
- 2 Everyone _____ (connect) to a super-fast fibre-optic network.
- 3 In shops we _____ (assist) by robots who will help us find what we are looking for.
- 4 Computers and mobiles _____ (wear), not carried.
- 5 People _____ (drive) around in robo-taxis which won't have drivers. Traffic lights _____ (not need).
- 6 Some people predict that we _____ constantly _____ (watch) by cameras!

- 5 Complete the predictions with the affirmative future passive form of the verbs below.

build control drive buy and sell speak connect

One hundred years from now:

- 1 the weather _____ by humans.
- 2 we _____ all _____ to computers so that we can think faster.
- 3 only two languages _____ in the world (English and Chinese).
- 4 cars _____ by robots.
- 5 all products _____ online.
- 6 hotels _____ on the moon.

- 6 **SPEAKING** Work in pairs. Say if you agree or disagree with the statements in exercise 5. Use the phrases below to help you.

I don't agree that ... I agree that ...
I'm not sure that ... I wouldn't say that ...

- 7 Complete the sentences with the verbs below. Use the present perfect passive.

sell share take upload watch

In the past hour:

- 1 100 million photos *have been taken*.
- 2 208,000 mobile phones _____.
- 3 1.7 million photos _____ to Instagram
- 4 350 million photos _____ with friends on Facebook.
- 5 8.3 million hours of video _____ on YouTube.

- 8 Write questions using the prompts below. Use the present perfect passive with *ever*.

- 1 photograph / at school?
Have you ever been photographed at school?
- 2 punish / for something you didn't do?
- 3 involve / in an accident?
- 4 hurt / while doing sport?
- 5 criticise / by a good friend?
- 6 sting / by a bee?

- 9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8. Give extra information using the past simple.

Have you ever been photographed at school?

Yes, I have. We had a class photograph last year.

Verb + preposition

I can understand and use verb + preposition collocations.

- 1 Would you like to travel to another planet? Why? / Why not?
- 2 Read the text. Do you think the Mars One project is a good idea? Give reasons for your answer.



The Mars One project is planning to send people to Mars to live there permanently. The idea of living on other planets clearly appeals to a lot of people, because over 200,000 individuals want to take part in the mission. But how will the settlers adjust to the conditions on Mars? Here are some of the problems they will face.

- The atmosphere consists of 95% carbon dioxide and almost no oxygen.
- The settlers will have to cope with very low temperatures (similar to Antarctica) and very high levels of ultra-violet radiation.
- Gravity is only 38% of that on Earth. We need to learn more about the effects that would have on their bodies.
- Mars Rovers have already searched for water on Mars but have found none that is in liquid form.

The plan is to send another Rover to Mars in 2018. Its job will be to prepare for the arrival of the first four settlers in 2025. It will construct 'houses' for the inhabitants, with a supply of fresh air, water and solar power. After that, four more settlers will arrive every two years. How long will the settlers stay? Nobody knows. The volunteer settlers will get a 'one-way ticket'. It may be possible to bring them back to Earth at some point in the future, but there is no guarantee!

- 3 Look at the highlighted verb + preposition collocations in the text. Find six more (two with *for*, one with *about*, one with *of*, one with *to* and one with *with*).

Dictionary Skills Strategy

A dictionary will tell you if the verb is followed by a particular preposition.

- 4 **DICTIONARY WORK** Read the Dictionary Strategy. Then look at the dictionary entry for *recover*. Which preposition is used with it?

recover /rɪ'kʌvə(r)/ verb [I] 1 **recover (from sth)** to become well again after you have been ill: *It took him two months to recover from the operation.* 2 [I] **recover (from sth)** to get back to normal again after a bad experience, etc.

- 5 Complete the sentences with the words below. Use a dictionary to check your answers if you need to.

about apologised asked laugh of with

- 1 I _____ for my late arrival.
- 2 Dad complained _____ the noise from the neighbours.
- 3 I've often dreamed _____ flying to the moon.
- 4 We finished our meal and _____ for the bill.
- 5 Don't _____ at your little sister. It isn't kind.
- 6 Can you help me _____ my science homework?

- 6 **SPEAKING** Do you think people will ever live on Mars? Why? / Why not? Use the phrases below to help you.

I think / don't think ... I'm not sure, really.

As I see it, ... To be honest, ...

For one thing, ... But then again, ...

It would(n't) be ... I would(n't) find it ...

LOOK OUT!

Some verbs can be followed by more than one preposition, sometimes with a slight change in meaning, e.g. *shout at / shout to, agree with / agree to*.

My sister shouted at me because I lost her mobile.

I saw Liz on the other side of the road and shouted to her.

- 7 Read the Look out! box. Circle the correct prepositions to complete the sentences.

- 1 a Have you ever heard **of / about** wearable gadgets?
b Have you heard **of / about** John's new job?
- 2 a She has to care **for / about** her elderly mum.
b I don't care **for / about** money.
- 3 a You look worried. What are you thinking **about / of**?
b What do you think **about / of** my new dress?
- 4 a Throw the ball **at / to** me!
b It was unkind to throw a ball **at / to** the dog.
- 5 a I write **to / about** my penfriend about once a month.
b I wrote **to / about** my holiday on my blog.
- 6 a My teacher agreed **with / to** my request to leave early.
b I don't agree **with / to** you.

- 8 Complete the questions with the correct preposition.

- 1 What kinds of things do you worry _____?
- 2 When did you last argue _____ someone? Who? What _____?
- 3 Have you ever complained _____ anything in a restaurant or shop? What was the problem?
- 4 What kind of music do you listen _____?
- 5 When did you last take part _____ a race? How did you do?
- 6 If you were going to write a letter _____ someone famous, who would it be? Why?

- 9 **SPEAKING** Ask and answer the questions in exercise 8. Give extra details if you can.

What kinds of things do you worry about?

I worry about school work and exams.

Great inventions?

I can understand a text about forgotten inventions.

- SPEAKING** Look at the pictures. What do you think these inventions were for?
- Read the texts. Check your answers in exercise 1. Were any of your guesses correct?
- In pairs, decide which of the inventions is the most impressive and / or interesting, in your opinion. Give reasons.
- Number the pictures (A–D) in the order in which they were invented.
A ___ B ___ C ___ D 1
- Match the texts (1–4) with questions A–F below. Some questions match with more than one text.



- Which invention(s) ...
- A was / were lost and then found again? _____
 - B was / were popular for a time but then disappeared? _____
 - C used electricity? _____
 - D was / were designed by an unknown inventor? _____
 - E was / were designed to improve your health? _____
 - F was/were first designed in the 19th century? _____

Reading Strategy

Sometimes, true / false tasks include a third option: the text does not say. Choose the third option if the text does not contain enough information to clearly say if the sentence is true or false. Do not use your own knowledge (or guesswork) to fill any information gaps!

- Read the **Reading Strategy**. Explain why 'does not say' is the correct answer to this sentence.
The third of the three Telharmonium models was the heaviest. DNS
- Decide if the sentences below are true (T), false (F) or 'does not say' (DNS).
 - The Telharmonium was invented before the radio. _____
 - Thaddeus Cahill destroyed the final model of his invention before he died. _____
 - The Rejuvenator successfully cured deafness and baldness in hundreds of people. _____
 - The Rejuvenator was a commercial success even though it was not clear how it worked. _____
 - The Writing Ball was the first machine that used electricity for typing. _____
 - Other typing machines were cheaper to make because they were not made by hand. _____
 - The Antikythera Mechanism was at the bottom of the sea for nearly 2,000 years. _____
 - For about 70 years after it was found, the purpose of the mechanism was not known. _____

- VOCABULARY** Find nouns in the text related to these verbs and adjectives.

Noun endings

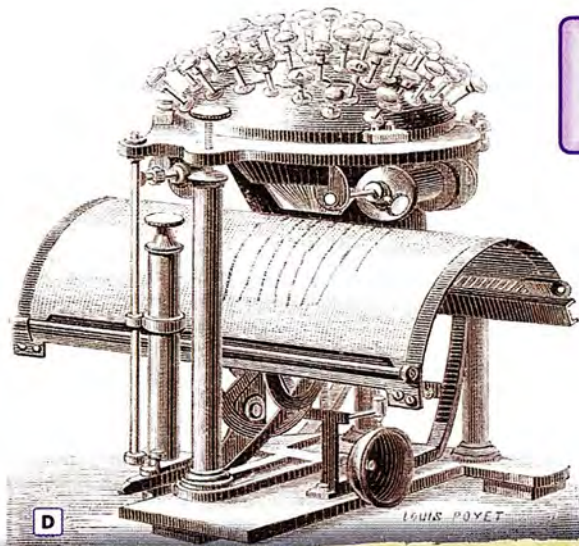
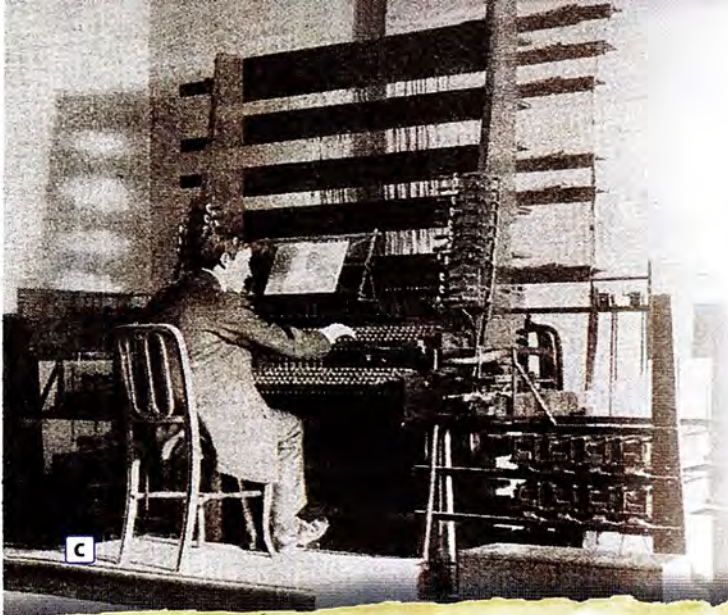
- | | |
|----------------|---------------------|
| Text 1 | Text 3 |
| a invent _____ | e move _____ |
| b record _____ | f arrange _____ |
| Text 2 | Text 4 |
| c deaf _____ | g discover _____ |
| d bald _____ | h reconstruct _____ |

- VOCABULARY** Look at your answers in exercise 8. How many different noun endings do they include? Can you think of other nouns with these endings?
- SPEAKING** In pairs, decide which three inventions and discoveries from history are the most important. Use the ideas below or think of your own. Give reasons.

aeroplanes antibiotics books cars computers electricity fire printing television wheels

If the wheel didn't exist, we couldn't travel by car or bus.

If we didn't have aeroplanes, journeys would take much longer.



Inventions the world forgot

3.13

1 The Telharmonium

The Telharmonium was the world's first electronic musical instrument. It was designed by an American, Thaddeus Cahill, in 1897. Three models of the instrument were built; the first weighed about 7,000 kg, and the other two weighed nearly 200,000 kg! Music from the instrument was broadcast to people's homes using another new invention: the telephone. For the first time, people could stay at home and listen on their telephones to live music from another part of the country. (The radio had not been invented.) People loved these concerts, but there were problems. Some telephone users who were not listening to the concert were interrupted by loud music half way through their conversation! By 1914, the world was no longer interested in the Telharmonium. After Cahill's death in 1934, his brother kept one of the three models, but in 1962 it was destroyed. No recordings of the music were kept, so the Telharmonium and its unique sound have disappeared forever.

2 The Rejuvenator

In the early part of the 20th century, there was a lot of interest in the power of electricity to cure medical conditions. A device called the Rejuvenator was invented by British scientist Otto Overbeck in 1925. It was used in the home to treat all kinds of medical problems, including deafness and baldness, and became very popular. It was advertised in newspapers and members of the public were invited to watch live demonstrations in theatres. The users placed electrodes on any part of their body and a small electric current was passed through it. It was unclear exactly how the machine worked, but hundreds were sold all around the world and Overbeck became rich. In the 1950s, it was still possible to buy new parts for these machines, but today they are only seen in museums.

3 The Writing Ball

The Writing Ball was invented in 1865 by Rasmus Malling-Hansen from Denmark. It was a machine for typing onto paper. Malling-Hansen spent a long time working on the design. For example, he made sure all the keys were placed in the best positions for typing quickly. The machine even used electricity to make the movement faster. There was one problem, however: you could not see the paper as you were typing. Nevertheless, the Writing Ball was sold all over Europe and was very successful. However, each model was made by hand. Soon, other machines became more popular because they were made in factories and were cheaper. A new keyboard was developed with the keys arranged differently. This arrangement is now used on phones and computer keyboards all over the world, even though it was quicker to type using the Writing Ball. The once-popular Writing Ball was forgotten.

4 The Antikythera Mechanism

In 1901, a ship was discovered at the bottom of the sea near the Greek island of Antikythera. On the ship was an ancient machine. It had been made about 1,900 years earlier, in 2 bc. For many years after its discovery, nobody understood exactly what the machine was for. But in the 1970s, scientists used X-rays to find out its secrets. Amazingly, they found that the machine was an ancient computer. It had been designed to predict the movements of the sun, the moon and the planets. It did this using more than thirty hand-made metal wheels of different sizes. A study of the mechanism in 2006 was led by Professor Michael Edmunds from Cardiff University. He described the device as 'just extraordinary, the only thing of its kind' and 'more valuable than the *Mona Lisa*'. Reconstructions have been made and the device works perfectly.

Making a complaint

I can complain about faulty goods in a shop.



1 Describe the photo. Answer the questions.

- 1 What are the people saying, do you think?
- 2 Do you often take the things you have bought back to the shop? Why?
- 3 Tell us about a situation when you had to return a faulty item to a shop.

You are returning a gadget to a shop because something has gone wrong with it. Discuss these four issues during the conversation with the shop assistant:

- What the gadget is and when you bought it.
- What the problem is.
- What you want to happen next.
- What you will do if that isn't possible.

2 3.14 Read the task above. Then listen to a student doing the task. Circle the correct answers.

- 1 The student is returning
 - a a CD player.
 - a DVD player.
- 2 The student can't
 - charge the batteries.
 - turn on the player.
- 3 The student would like
 - an exchange.
 - a refund.
- 4 The sales assistant offers to
 - repair it.
 - exchange it.

3 **VOCABULARY** Which of these gadgets do you own? Would you like to own any other? Why? / Why not?

Gadgets digital camera digital radio DVD player
e-book reader games console headphones
mobile phone MP3 player smartphone tablet

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Speaking Strategy

When you are doing a speaking task, make sure you refer to all four points in the task. It is also important that you react and respond properly to what is said during the conversation.

4 3.14 Read the Speaking Strategy. Listen again and say if the student mentioned all the points in the task and responded well to the sales assistant's contributions.

5 **VOCABULARY** Look at the list of parts of gadgets below. Choose three gadgets from exercise 3. Which parts can you find on or with these gadgets?

Parts of gadgets battery case charger on/off button
power lead remote control screen strap
USB port volume control

6 3.15 Listen to another student. What parts of the gadget did she and the sales assistant mention?

7 **KEY PHRASES** Complete the phrases with the words below.

broken come exchange happy manager money
problem repair something stopped work write

Making a complaint

There's a ¹ _____ with ...

There's ² _____ wrong with ...

It doesn't ³ _____.

It has ⁴ _____ working.

It's ⁵ _____.

The (dial) has ⁶ _____ off.

Can I have my ⁷ _____ back, please?

Can I ⁸ _____ it, please?

Can you ⁹ _____ it?

I'm not ¹⁰ _____ about that.

Can I see the ¹¹ _____, please?

I'm going to ¹² _____ to (customer services).

8 3.15 Listen again. Tick the phrases in exercise 7 that the student uses.

9 **KEY PHRASES** Match the sentence halves.

Dealing with a complaint

- | | |
|-------------------|------------------|
| 1 What's wrong | a a refund? |
| 2 When did you | b repair it. |
| 3 Have you got | c a credit note. |
| 4 Would you like | d the receipt? |
| 5 We don't give | e refunds. |
| 6 I can give you | f with it? |
| 7 We can | g I can do. |
| 8 There's nothing | h buy it? |

10 **SPEAKING** Work in pairs. Do the exam task in exercise 2. Take turns to be the shop assistant and the customer. Use words and phrases from this lesson to help you.



A formal letter

I can write a formal letter.

- 1 **SPEAKING** Work in pairs. Put these methods of transport in order from the most environmentally friendly to the least. Then compare ideas with another pair.

bicycle bus car (diesel or petrol)
electric car motorbike tram

- 2 Read the task and the letter. Do you agree or disagree with the writer's opinions? Give reasons.

Your local council has issued a new town planning policy and decided not to include any cycle lanes in the town centre. Write a letter of complaint about this decision.



Dear Sir or Madam,

- 1 I am writing to express my disappointment at the council's recent decision not to include any cycle lanes in town. **Since** I do not have a car, I cycle everywhere, **so** this is a very important issue for me.
- 2 My main reason for objecting to the decision is that cycles lanes improve the safety of cyclists. Without cycle lanes, more cyclists are injured in accidents, **as** it is far more difficult for drivers to see them.
- 3 I realise that it is expensive to build cycle lanes. However, I believe it is a good use of public money. Pollution is a problem and we should be encouraging people to cycle **rather than** going by car because it is better for the environment.
- 4 All in all, I believe this is a very bad decision. **Unless** the council reconsiders, there will be a negative effect on road safety and on the environment.

Yours faithfully,

M Stafford

Martin Stafford

Writing Strategy

Make sure you use a variety of different structures when writing formal letters. You can form complex sentences by joining two clauses together with a conjunction (*and, but, because, if, or, etc.*). Use different conjunctions depending on the meaning of the clauses they introduce.

- 3 Read the **Writing Strategy**. Match the bold conjunctions in the letter with the meanings below.

- 1 because (x2) _____, _____
2 instead of _____
3 except if / if it was not true that _____
4 for that reason _____

➔ **Vocabulary Builder** Conjunctions: page 121

- 4 Match the paragraphs of the letter (1–4) with four of the headings below (A–F).

- A Give the main argument for your opinion. ____
B Strongly re-state your overall opinion. ____
C Describe a personal experience. ____
D Explain the reason for writing. ____
E Make suggestions for the future. ____
F Mention one argument from the opposing view and say why you do not accept it. ____

- 5 **KEY PHRASES** Read the useful phrases for summing up. Then find one more in the letter in exercise 2. Which paragraph does it begin?

Summing up

On balance, I think ...

Overall, ... in my opinion.

In conclusion, ...

For these reasons, I strongly believe that ...

- 6 In pairs, read the task below. Plan your essay by following the instructions (1–3).

Your local council has decided to stop giving under-18s cheap travel on buses. Write a letter of complaint about this decision, explaining why it is bad for teenagers and for the environment.

- 1 In pairs, brainstorm ideas for the pros and cons of offering young people cheap travel on buses.
2 Choose a main reason for complaining about the decision. Then choose one argument in favour of the council's decision and say why you do not accept it.
3 Make a paragraph plan for your letter. Use your answers in exercise 4 to help you.
- 7 Write your letter following your plan from exercise 6. Use a phrase from exercise 5 to begin the final paragraph.

CHECK YOUR WORK

- Have you ...
- used conjunctions correctly?
 - checked the spelling and grammar?

Reading

Strategy

Read each text quickly and decide what kind of text it is, e.g. an advert, a notice, a description, etc. This will help you answer questions about gist and intention.

1 Read the **Strategy**. Then read the five short texts, ignoring the questions under them. Decide what kind of texts they are.

2 Read the texts and answer the questions (1–5). Circle the correct answer (A–D).

1 TV opportunity!

Great Inventions is a new TV show and we are looking for young people to take part. Interested? We invite you to make a two-minute video that shows your idea for a new invention. Make sure you include:

- personal details: name, age, and address.
- the name of your invention, how you got the idea and how it works.

You can email us your video or send it to the address shown on our website. We'll choose the ones we think are most interesting. Your prize? The chance to appear on our TV show!

1 What do the programme makers want?

- A new inventors
- B experienced film makers
- C young TV presenters
- D young actors

2 20th-century inventions

The most important modern invention has to be the mobile phone. It was only invented in the 1970s, but look at it now! Everyone has a phone. Originally, of course, phones were large and were only used to make phone calls. Now those phones are in museums! Modern mobile phones are mini-computers – you can do so much with them. You can buy very expensive phones, but you can also buy cheap models. That's why, in my view, it's the best 20th-century invention.

2 What is the purpose of the text?

- A to advertise mobile phones
- B to invite people to a museum exhibition
- C to give an opinion about an invention
- D to advise people to avoid cheap phones

3 3D printers

3D printers are a new kind of machine that can make everyday objects. They're amazing because they can produce different things in different materials. A 3D printer can make anything from cups and plates to plastic toys and even chocolate cakes! So how do they work? First you design a 3D object on your computer, then you connect it to a 3D printer. Press 'print' and watch it work. The printer makes the object in very thin layers, like the pages of a book – one on top of the other until you have a complete object.

3 What is the writer of the text doing?

- A giving an idea about the future of printers
- B describing an invention
- C giving a short history of an object
- D explaining different inventions

4 Tim Berners-Lee is the British computer scientist who is given the credit for inventing the World Wide Web.

People had been developing the internet since the 1960s. However, Tim Berners-Lee put all the ideas together to create the World Wide Web. In 1990, he produced the first version and it was put online in 1991.

He could have made a lot of money from his invention, but he decided to offer it to the world as a gift.

4 What would be the best title for this article?

- A The inventor of the internet
- B The advantages of the world wide web
- C An expensive communication system
- D The growth of the internet

5 What's my password?

These days we have so many computer passwords that it isn't surprising that we often forget them. That's why most people create passwords which are based on the people, places and things they know best. Using names and dates in different ways is popular. For example, combining part of your name with your date of birth. Using a childhood memory is also very common. You might use the name of the street you grew up in, or the name of your favourite teacher.

5 According to this article, how do most people decide on their passwords?


- A They only have one or two passwords for everything.
- B They choose words which are very personal.
- C They only use information about themselves.
- D They use numbers rather than letters.

Listening

Strategy

To decide if a statement is true or false, you should only use the information in the text. A *true / false* task is a test of comprehension, not your general knowledge.

3 Read the **Strategy**. Which sentences in the exam task in exercise 4 do you think are true? Why do you think so? Discuss your ideas in pairs.

4  3.16 Listen to the text. Are the sentences true or false? Write T or F.

- 1 Galileo invented the telescope.
- 2 Galileo immediately used the telescope to study space.
- 3 The United States sent the first person into space.
- 4 There was an astronaut in Vostok 1.
- 5 A woman explored space before men landed on the Moon.
- 6 Most spacecraft have successfully landed on Mars.
- 7 The speaker thinks it's useful to land on Mars.
- 8 The speaker is mainly describing the advantages of space exploration.

Use of English

Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think about what type of words are missing, e.g. adjective, adverb, etc. When you have decided, look at the word given and consider how to change it. Think carefully about spelling, e.g. *happy* = *happily* NOT *happyly*.

5 Read the **Strategy**. Then read the text in exercise 6 and work out what kind of words are missing from each gap.

6 Complete the text with the correct form of the words in brackets.

Food inventions

A lot of popular food was invented ¹ _____ (ACCIDENT). For example, a chef called George Crum was working in a restaurant in Saratoga Springs in the US. One day, a ² _____ (CUSTOM) complained about his fried potatoes. He wanted them to be fried for a ³ _____ (LONG) time than usual and to be cut into thinner slices. Maybe Crum was tired that day because he was very ⁴ _____ (HAPPY) about this! He sliced the potatoes very ⁵ _____ (THIN) and fried them for a very long time. ⁶ _____ (STRANGE), the man loved them, and so, potato crisps were created! Another ⁷ _____ (FAME) example is when a pharmacist named John Pemberton was working on some medicine for people who were tired or feeling ⁸ _____ (NERVE). One of his assistants used carbonated water by mistake, not still water. The result was the fizzy drink: cola.

Speaking

Strategy

Make sure you use appropriate language when doing a role-play exercise. You should learn suitable expressions that you can use for different situations, e.g. making a complaint, making a decision about what to buy.

7 Read the **Strategy**. Then look at expressions 1–8. Which of these can you use to make a complaint? Can you think of any other expressions?

- 1 Can I have my money back, please?
- 2 It doesn't work.
- 3 It's perfect.
- 4 You're right about that.
- 5 There's something wrong with it.
- 6 I'm not happy about that.
- 7 That's a good idea.
- 8 Can I see the manager, please?

8 Work in pairs. Do a role-play. You are complaining in a shop because an item you bought is faulty. Discuss these four issues during the conversation with the shop assistant and try to come to an agreement.

- What you bought.
- What the problem is.
- What you want to happen next.
- What you will do if that isn't possible.

9 Summarise what you have agreed on. Say how you feel about the solution.

Now swap roles, and repeat the activity with a different complaint.

Writing

Strategy

When you have finished writing, read through your work carefully and check for grammar mistakes.

10 Read the **Strategy**. Then read the sentences below and find the errors.

- 1 I would like to sending you my latest invention.
- 2 I did not enter a competition before.
- 3 I always am working hard every day.
- 4 I going to send you a short video.
- 5 I write to you to find out more information.
- 6 I looking forward to hearing from you.

11 Imagine you are entering a competition for a new invention or design. Write a formal letter to the organiser in which you:

- explain why you are writing.
- describe your invention.
- say what inspired you.
- explain why you think it would be useful.

The British



- 1 SPEAKING** Describe the photos. Do they match your idea of typical British people? Why? / Why not?
- Read the text. Are these sentences about the people who took part in the survey true or false? Write T or F.
 - Most have a positive view of the British overall. ___
 - More than half have a better opinion of the British now that they live in the country. ___



HOW FOREIGNERS SEE THE BRITISH

3.17

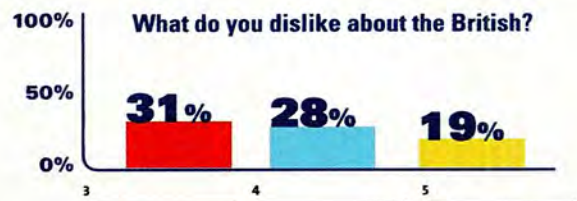
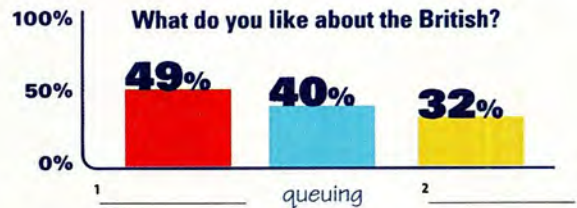
What is a typical British person like? People who come to Britain from other countries probably have a few expectations: British people are polite, rather reserved, and enjoy drinking tea and standing in queues! But how accurate is this stereotype? In an online survey of 1,402 foreign nationals living in the UK, just over half said that the British matched their expectations.

The survey also asked which aspects of the British character the foreign nationals liked and disliked. British people's good manners were popular with 49% and 40% liked the ability to queue. Many agreed that the British are reserved and for 32% this was a good quality – but for 19% it was negative. Other negative aspects were the British sense of humour (31%) and British culture in general (28%). However, 77% said they liked British people in general and 61% said that their opinion of the British got better as a result of living in the UK.

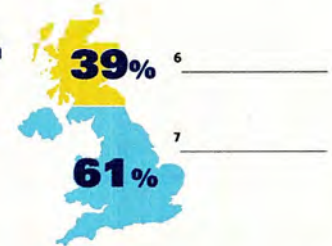
A spokesman for the researchers said: 'People probably come to Britain with a stereotype of what to expect. It's good to see that, for the majority, the reality is better than the stereotype.'

- Complete the labels for the charts with the words below. Use information from the text to help you.

better culture good manners reserve
reserve sense of humour the same or worse



Is your opinion of the British better or worse now than before you lived here?



- 4 3.18** Listen to five people from other countries talking about their view of the British. Which person do you think has the most negative view?

- 5 3.18** Listen again. Match the speakers (1–5) with sentences A–F below.

Which speaker(s) ...

- A are not keen on the weather in the UK? __, __
 B makes a positive comment about the food? __
 C do not think British people are hard-working? __, __
 D have a negative opinion of young people's behaviour? __, __
 E are fans of British culture? __, __
 F are generally positive about the people in Britain? __, __, __

- 6 SPEAKING** Discuss the questions in pairs. Use the phrases below to help you.

People usually think we are ...

A lot of people see us as ...

It is / isn't right to say that we are ... because ...

However, it's probably true to say that ...

- What do people from other countries think of your nationality? Is there a stereotype?
- Do you think other people's view of your nationality is correct? Why? / Why not?

Robinson Crusoe

1 **SPEAKING** Describe the photo. Where is the man? Why is he there? What is he doing? Do you know the name of the film and the actor?

2 **USE OF ENGLISH** Read the text and circle the correct answers.

- | | | |
|-----------|-----------|-----------|
| 1 a when | b before | c up to |
| 2 a in | b On | c At |
| 3 a which | b who | c it |
| 4 a if | b why | c that |
| 5 a stay | b to stay | c staying |
| 6 a on | b over | c about |
| 7 a so | b because | c however |



3.19

The real Robinson Crusoe

Written by Daniel Defoe and published in 1719, *Robinson Crusoe* is one of the oldest and most famous adventure stories in English literature. In the story, Crusoe is marooned on a desert island and spends 27 years there ¹ he is rescued. Defoe probably got the idea for his novel from the true story of the Scottish sailor, Alexander Selkirk. ² the early 18th century, England was at war with Spain, and Selkirk joined the crew of an English ship, the *Cinque Ports*, ³ attacked Spanish colonies and ships in the South Pacific. In 1704, Selkirk's ship stopped at a remote island for fresh water and supplies. Selkirk was worried ⁴ the ship was in poor condition and, instead of returning

to it, decided ⁵ on the island alone. He became very lonely and quickly regretted his decision, but he was right ⁶ the *Cinque Ports*: it sank. Selkirk survived by building a shelter and killing animals for food. Two ships visited the island the following year, but unfortunately they were Spanish, ⁷ Selkirk hid from sight. An English ship finally arrived at the island in February 1709 and Selkirk was able to return home.

3 Read *The story so far*. Then work in pairs. What do you think happens next? Use the ideas below, or your own ideas.

- 1 They become friends.
- 2 The prisoner attacks Crusoe and runs away.
- 3 The prisoner becomes Crusoe's slave.
- 4 Crusoe learns to speak the prisoner's language.
- 5 The prisoner takes Crusoe to his home on another island.

4 **3.20** Listen to the next part of the story and check your ideas.

5 **3.20** Complete the questions with the words below. Use each word once. Then listen again and answer the questions.

how long what where when why

- 1 _____ did Crusoe call the man 'Man Friday'?
- 2 _____ did Crusoe teach Man Friday to do?
- 3 _____ did they go back to Crusoe's first house?
- 4 _____ did Crusoe and Man Friday live together?
- 5 _____ were they when Man Friday saw his country?

The story so far ...
Robinson Crusoe is a sailor. On a voyage to Africa, his ship sinks in a storm. Crusoe manages to swim to an island but he is the only survivor. He manages to get ropes, wood, guns and tools from the ship. He builds shelters and a canoe, and hunts wild animals. Many years pass. One day he sees a footprint in the sand and then discovers that cannibals occasionally visit the island and eat their prisoners. On one of these visits, Crusoe kills two cannibals and helps one of the prisoners to escape ...

6 **SPEAKING** Work in pairs. Imagine that you are going to spend a year on a desert island. Decide which of the things below you will take with you and why. What else will you take? Use the phrases to help you.

blanket first-aid kit gun knife lighter
mobile phone pencil and paper sun cream
toothbrush towel

Let's take ... so that we can ...

I (don't) think we need a ... because ...

A ... will be useful for ...

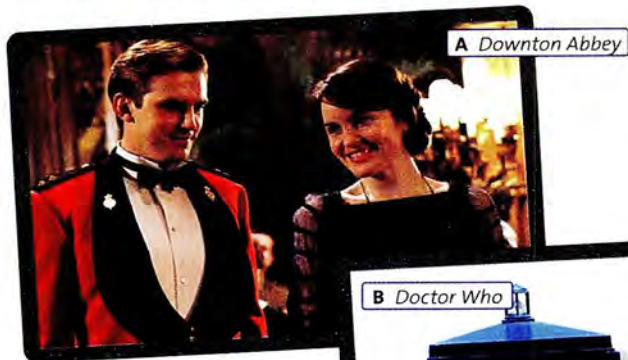
I think we should also take ...

Good idea. / I'm not sure about that.

Screen exports

1 SPEAKING Look at the photos. Do you know these TV programmes? What types of programmes do you think they are? Choose from the words below.

chat show documentary drama
sitcom talent show science fiction



B Doctor Who



2 Read the text. Check your answers to exercise 1.

3 Are the sentences true or false? Write T or F.

- Countries around the world spend more than £1 billion a year on British TV programmes. ___
 - The finished programmes which the UK exports are all dramas. ___
 - In India and Iran, you can watch British people taking part in a cookery programme. ___
 - Doctor Who* is popular in Turkey but not in most other countries. ___
 - Heartbeat* is popular in Finland but not in most other countries. ___
- 4** 3.22 Listen to the information about *Top Gear*. What is the most important reason for the show's popularity?
- 5** 3.22 Listen again. Circle the correct answers.

- Top Gear* is popular in **170 / 350** different countries.
- Most countries show **their own / the British** version of the programme.
- The programme first appeared in **1977 / 1987**.
- It began a new format in 2002 with **three / two** main presenters.
- About **14 / 40** per cent of the viewers are female.
- The 2002 format introduced a new **presenter / racing driver** called The Stig.



6 SPEAKING Ask and answer the questions in pairs.

- Do you ever watch any of the shows mentioned in the text in exercise 2? What do you think of them?
- In general, do you prefer programmes from your own country or other countries? Why?

BRITISH TV around the world

3.21

Selling British TV programmes to countries around the world is an important industry for the UK. It brings in around £1.3 billion a year. The top countries for British TV exports are 1) the USA, 2) Sweden, 3) Denmark, 4) Germany and 5) Norway.

There are two main types of TV export: finished programmes and formats. When countries buy a finished programme, it is ready to broadcast on their own channels. When they buy a format, they are just buying the idea for a programme. They then have to make the programme in their own language and with people and places from their own countries.

Many of the finished programmes are dramas. For example, the historical drama *Downton Abbey* is very popular in many countries. *Midsomer Murders*, a detective drama from

1997, is still a huge favourite around the world. Wildlife documentaries are also an important export.

Popular British formats include several talent shows: *The X Factor* and *Strictly Come Dancing* are two well-known examples. Cookery programmes are very popular too. For example, local versions of *Masterchef* are on TV in more than forty different countries, including India and Iran.

Different TV shows are popular in different countries. For example, the science fiction show *Doctor Who* is very popular in Turkey and many other countries. But when a TV company in Finland bought the programme, audiences there did not like it at all. They prefer an old police drama called *Heartbeat*, which was popular in the UK twenty years ago and only sells to a few countries.

The English language

1 SPEAKING Work in pairs. Where are you most likely to see or hear English words in your country?

2 Read the information about the history of English. Are the sentences true or false? Write T or F.

- 1 Britain's first inhabitants spoke Latin. ___
- 2 Old English arrived from Norway and Denmark. ___
- 3 The Vikings invaded parts of Britain between about 800 and 1000 AD. ___
- 4 After 1066, most powerful and important people in Britain spoke French. ___
- 5 Over half of all English words come from French and Latin. ___

3 Read the information again and answer the questions.

- 1 Where did the Saxons come from?
- 2 What language did the Romans bring?
- 3 Where did the Celtic speakers go after the Saxons arrived?
- 4 What language did the Vikings speak?
- 5 After 1066, which language did most ordinary people speak?
- 6 Which very common English word came from Celtic?
- 7 What percentage of English words come from Old English and Norse?

4 **3.23** Listen to an interview about English as a global language. Which one of these topics do they not mention?

- 1 The future of English
- 2 The number of English speakers
- 3 How English became a global language
- 4 The influence of technology
- 5 Foreign words in English
- 6 The effect of English on other languages

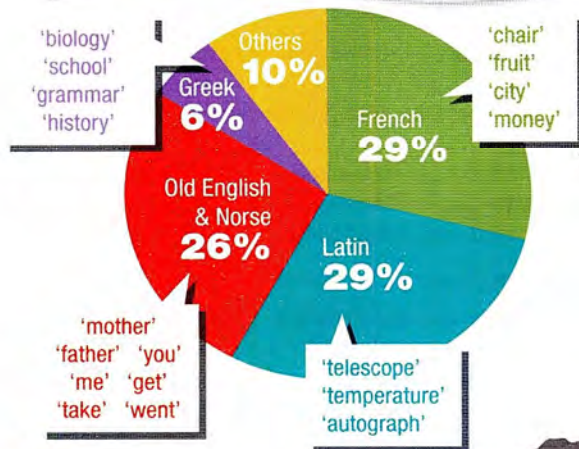
5 **3.23** Listen again. What is the significance of these numbers and dates?

- | | |
|-------------------------------|------------------------------|
| 1 the 18th and 19th centuries | 5 1.5 billion |
| 2 1945 | 6 half a million |
| 3 55% | 7 one hundred years from now |
| 4 335 million | |

6 SPEAKING Work in pairs. Ask and answer the questions.

- 1 What are the benefits of being able to speak English for people in your country?
- 2 Does your language have words borrowed from English and other languages? Give examples.

Origins of English words



1 Before the arrival of the Romans in the first century AD, the people of Britain spoke **Celtic languages**, similar to modern Welsh. Very few Celtic words came into English. But one very common one did: *dad*.

2 In 43 AD, the Romans arrive, bringing **Latin** with them.

3 **Old English** arrives in the 4th and 5th centuries AD, with Saxons from North Germany and Holland. The Saxon invaders pushed the Celtic speakers to the west and north.

4 In the 9th century AD, Vikings invade northern and eastern England from Norway and Denmark. Many very common English words come from their language, **Norse**.

5 In 1066, William the Conqueror and the Normans invade. Their language, **French**, becomes the language of the aristocracy, the church and the government, while the ordinary people continue to speak English. But many French words come into English. Words for meats, e.g. *beef* and *mutton*, are French, but the words for the animals are Old English: *cow* and *sheep*. That's because the farmers who looked after the animals spoke Old English, while the rich Normans, who ate the meat, spoke French.

... 200ac 100ac 0ad 100ad 200ad 300ad 400ad 500ad 600ad 700ad 800ad 900ad 1000ad 1100ad ...

British entrepreneurs

- 1 SPEAKING** Look at the photo. Are there Body Shop stores in your country? What do they sell?
- Complete the text about British entrepreneur Anita Roddick. Write one appropriate word for each gap.



3.24

Anita Roddick

Anita Perilli was born in 1942 in Littlehampton, a seaside town ¹_____ the south of England. Her parents were from Italy and ran a café. After leaving school, she trained ²_____ an English teacher, but before finding a job, she decided to travel round the world, working in a number of different countries. When she got back ³_____ Britain, her mother introduced her to a young Scottish man called Gordon Roddick. They fell in love immediately and ⁴_____ married. Together, they opened a restaurant and a small hotel in Anita's home town. They had two daughters and moved to Brighton, also on the south coast.

It was there in 1976 that Anita Roddick opened the first Body Shop store. Her husband was travelling in South America and she needed to earn money to support her young family. She wanted ⁵_____ sell cosmetics and skin-care products that were natural and not tested on animals. She also recycled the bottles ⁶_____ contained her products: customers could bring them back to the shop and refill them. 'Businesses have the power to do good,' she said. She opened a second shop six months ⁷_____ and by 1991, there were seven hundred Body Shop stores. By 2004, the Body Shop had over two thousand stores with 71 million customers in 51 countries.

Anita Roddick was passionate about social and environmental issues. She gave money ⁸_____ many charities, including Greenpeace and Amnesty International, and she campaigned for them too. She joined anti-globalisation protests and was very critical of big oil companies that did not invest in renewable energy.

Towards the end ⁹_____ her life, she sold Body Shop to the world's largest cosmetics company, L'Oréal. Many of her customers felt betrayed. But she gave away most ¹⁰_____ her money to charities. She died in 2007 at the age of 64.

3 Read the text again. Answer the questions.

- 1 Where were Roddick's parents from?
- 2 What did she do immediately after leaving school?
- 3 What businesses did she and her husband run together?
- 4 Where was her husband when she opened the first Body Shop store?
- 5 What was different about the ingredients in Body Shop products?
- 6 Why did some of her customers feel betrayed?

- 4 3.25** Listen to a radio programme about Richard Branson, another British entrepreneur. Put the businesses in the order that Branson started them.

- a airline _____
- b mail-order record company _____
- c mobile phone company _____
- d recording studio _____
- e space tourism company _____
- f student magazine _____
- g train company _____



- 5 3.25** Listen again.

Are the sentences true or false? Write T or F.

- 1 Branson's head teacher made a correct prediction about Branson's future. _____
- 2 Branson was unable to attract famous bands to his record company. _____
- 3 He still owns his record company. _____
- 4 He has broken two world records. _____
- 5 Branson has set up a space tourism company. _____

- 6 SPEAKING** Work in pairs. Ask and answer the questions.

- 1 What nationality are the entrepreneurs below? What are they famous for?

Roman Abramovich Coco Chanel
Simon Cowell Walt Disney Henry Ford
Bill Gates Steve Jobs

Where is Bill Gates from and what is he famous for?

He's American. He founded Microsoft.

- 2 Do you know of any entrepreneurs from your country? What are they famous for?

Alcatraz



1 SPEAKING Look at the photo of the island of Alcatraz. Choose the correct answers.

- Which country is it in?
a the USA b Britain c Australia
- What was it used for in the past?
a a holiday resort b a prison c a private house
- What is it today?
a a government building b a water sports centre
c a tourist attraction

2 Read the text and check your answers to exercise 1.

3.26

Alcatraz is a small, rocky island in San Francisco Bay in the USA. It is 2.4 km from the shore and the sea around the island is very dangerous. The water is very cold and there are fast, strong currents. In the 19th century, the American government realised it was the ideal place to put dangerous prisoners, because it is very difficult to reach and even more difficult to escape from. So they built a prison on the island and from the 1930s to the 1960s it was the toughest prison in the USA. Over 1,500 prisoners stayed on the island, including America's most violent bank robbers and murderers. The most famous prisoner was the gangster Al Capone. But the prison was never full and it was very expensive to run, so the government finally decided to close it. Alcatraz became a museum and is now one of San Francisco's most popular tourist attractions, with more than one and a half million visitors a year.

3 VOCABULARY Find adjectives in the text in exercise 2 with the opposite meaning to the ones below.

Opposites cheap easy empty hot large safe
slow unpopular weak

4 Read the text again and answer the questions.

- How far is Alcatraz from the coast?
- Why is it dangerous to try to swim to or from the island?
- For about how long was the island a prison?

- Who was Alcatraz's most famous prisoner?
- Why did the government decide to close it?
- How many people visit Alcatraz every year?

5 **3.27** Listen to an interview. Are the sentences true or false? Write T or F.

- Danny works at Alcatraz. ___
- It was impossible to escape from Alcatraz but life was not too bad for the prisoners. ___
- No prisoners ever tried to escape. ___

6 **3.27** Listen again and choose the correct answers.

- The presenter is surprised that
a black prisoners were separated from white prisoners.
b the cell isn't very big.
c there was so little furniture in the cells.
- If the prisoners weren't well-behaved,
a they had to stay in their cells during the day.
b they had to work very hard.
c they had to tidy all the cells.
- The prisoners could
a go outside for an hour a day.
b play sports only on Saturdays and Sundays.
c play instruments in their cell.
- How many prisoners certainly died while trying to escape from Alcatraz?
a 2 b 6 c 8
- Danny thinks that the other five prisoners
a successfully escaped.
b were found by the FBI.
c probably died while trying to escape.

7 Make notes about a famous tourist attraction in your country. Use the questions below to help you.

- Where is it?
- When was it built?
- Why is it famous?
- What can you do / see there?

8 SPEAKING Tell the class about the tourist attraction.

- 1 **SPEAKING** Look at the photo of people working at the New York Stock Exchange. What do you imagine their jobs are like? Use some of the adjectives below.

creative challenging repetitive rewarding
stressful tiring varied well-paid

WALL STREET



3.28

Wall Street is a street ¹ New York City's financial district. People also use Wall Street to mean the whole financial district. The Dutch gave the street ² name. They built a wall there to protect the area from the British in the 17th century.

Wall Street is one of the main financial centres in the world, ³ with London, Hong Kong and Tokyo. The New York Stock Exchange opens every morning at 9:30 a.m. and closes at 4 p.m. The ⁴ for opening and closing is a bell and they often invite a celebrity to ring it.

In the early part of the 20th century, Wall Street was the centre of the financial world. Millions of people wanted to invest money in the New York Stock Exchange because it was ⁵ so well. Their money grew and grew and investors became rich. It seemed ⁶ good to be true – and it was.

The Wall Street Crash began on 24 October 1929. The value of investments started to fall and soon everybody wanted to get their money back. Investors panicked and the situation got ⁷. The New York Stock Exchange lost 89% of its value very quickly and caused the worst global depression in history.

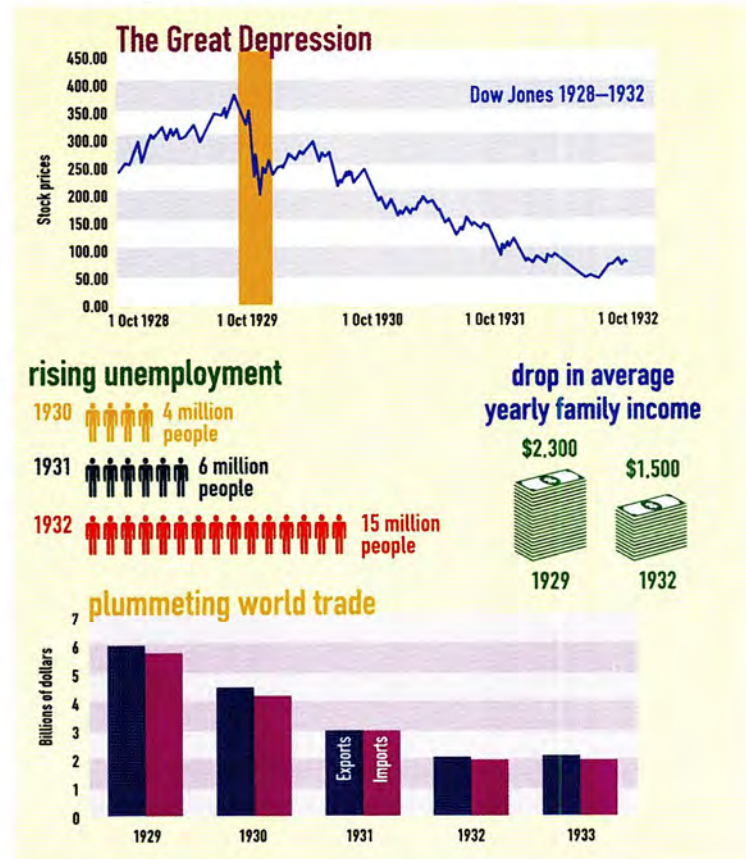
- 2 **USE OF ENGLISH** Read the text about the New York Stock Exchange. Circle the correct words to complete the text.

- | | | |
|--------------|------------|------------|
| 1 a at | b in | c on |
| 2 a its | b it's | c their |
| 3 a also | b moreover | c together |
| 4 a alarm | b signal | c symbol |
| 5 a becoming | b being | c doing |
| 6 a enough | b more | c too |
| 7 a badly | b worse | c worst |

- 3 **Answer the questions about the text.**

- What two meanings are there for 'Wall Street'?
- What are the opening hours of the New York Stock Exchange?
- Was the Stock Exchange doing better before or after 1929?
- What happened to the Stock Exchange on 24 October 1929?

- 4 In pairs, study the infographic about the Great Depression. How many different pieces of information does it show?



- 5 **3.29** Listen to the information about the Great Depression. Which two pieces of information from the infographic are not mentioned?
- 6 **3.29** Listen again. Make a note of a piece of information from the recording that is not in the infographic.
- 7 Work in pairs. Decide how you could show the pieces of information you wrote down in exercise 6 on an infographic like the one in exercise 4. Then compare your ideas with other pairs.
- 8 **SPEAKING** Read the quotations about money. In pairs, decide if you agree or disagree. Give reasons.

'The love of **money** is the root of all evil.'

'The lack of **money** is the root of all evil.'

'Time is more valuable than **money**. You can get more **money** but you cannot get more time.'

'Too many people spend **money** they haven't earned, to buy things they don't want, to impress people they don't like.'

Sherlock Holmes

- 1 **SPEAKING** Look at the picture of Sherlock Holmes below. Describe his appearance using the words below to help you. What do you know about him? Can you describe his character?

coat deerstalker hat examine
magnifying glass pipe

- 2 Do the Sherlock Holmes quiz.

- 1 When were the Sherlock Holmes stories written?
a between 1847 and 1887
b between 1887 and 1927
c between 1927 and 1967
- 2 Who wrote the stories?
a Agatha Christie
b Stephen King
c Arthur Conan Doyle
- 3 What is the name of Holmes's assistant?
a Dr Watson b Mr Watson c Professor Watson
- 4 What is Holmes's address in London?
a 221b Bank Street
b 221b Bond Street
c 221b Baker Street
- 5 Who is Holmes's worst enemy?
a Professor Moriarty b Mrs Baker c Irene Adler
- 6 What musical instrument does Holmes play?
a trumpet b guitar c violin
- 7 What was Watson's job before he met Holmes?
a army officer b teacher c lawyer
- 8 What is Holmes's most famous line?
a I've got it, Watson!
b Elementary, my dear Watson!
c Simple, Watson!



- 3 Read the fact file and check your answers to the quiz in exercise 2.

- 4 **3.31** Listen to an interview with a TV and film critic. Complete each sentence with one word.

- The character of Holmes has been played by at least _____ different actors.
- Holmes's personality is what makes the stories _____.
- His coldness and lack of sympathy are evidence of a _____ side to his character.
- When Holmes is feeling depressed, he sometimes goes to _____.
- In *Elementary*, the American TV drama, Watson is a _____.
- In the original stories, Holmes isn't interested in women, but in *Elementary*, he has _____.

- 5 **VOCABULARY** Below is a list of qualities that Sherlock Holmes possesses. Check the meanings and put them into two groups, positive and negative.

Personality adjectives arrogant brave cold confident
curious cynical easily bored imaginative intelligent
logical observant proud stubborn unemotional
unsympathetic vain

- 6 **3.31** Listen again. Write down the qualities in exercise 5 that the film critic mentions.

- 7 **SPEAKING** Work in pairs. Discuss the questions. Give reasons for your opinions.

- Have you read any Sherlock Holmes stories, or seen any on television or in the cinema? Did you enjoy them? What happens in the stories?
- Do you like reading crime stories or watching crime dramas on TV? Which ones are popular in your country?

- 8 **INTERNET RESEARCH** Find out about a famous fictional detective. Describe his / her appearance and personality. Say why you like or dislike his / her personality.

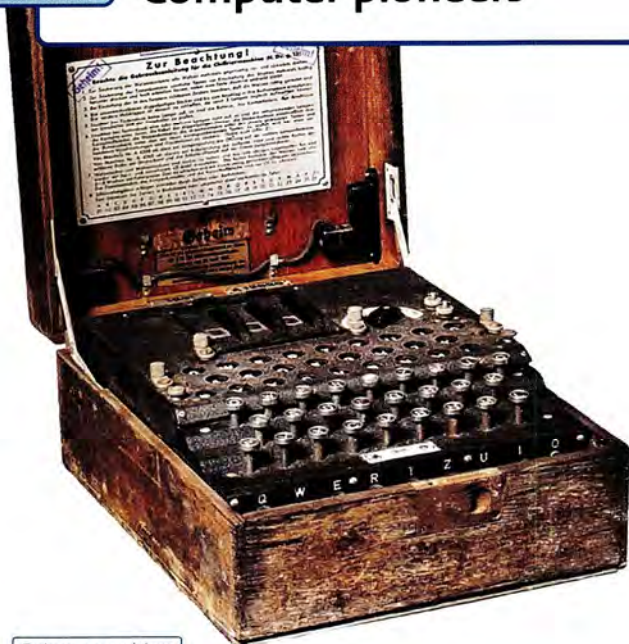


3.30

SHERLOCK HOLMES: FACT FILE

- * The author of the Sherlock Holmes stories was Arthur Conan Doyle (1859–1930). He was born in Scotland and studied medicine at Edinburgh University. He worked as a doctor but in his spare time he wrote detective stories.
- * He wrote the first Sherlock Holmes story in 1887. His detective hero lives at 221b Baker Street in London.
- * Holmes is tall and thin, with a long, sharp face. He usually wears a deerstalker hat, smokes a pipe or cigarettes, and carries a magnifying glass. He is extremely intelligent and is a brilliant violinist.
- * Holmes's assistant is Dr Watson, an ex-army officer. Watson is less intelligent than Holmes. In one Sherlock Holmes film, when Watson asks Holmes how he solved a crime, Holmes's famous reply is 'Elementary, my dear Watson!'
- * Holmes's greatest enemy is Professor Moriarty. At the end of one story, they both die. But Doyle's fans were so upset that he had to bring Holmes back to life in another story!

Computer pioneers



Enigma machine

1 **SPEAKING** Look at the photos above and below and the title of the text. Guess the answers to these questions.

- 1 What is the large machine in the photo for?
- 2 What is the smaller machine for?
- 3 What period of history are the machines from?

2 Read the text. Find out the answers to the questions in exercise 1.

3 Put the events in the order they happened, according to the text.

- a Marian Rejewski worked as an accountant. ___
- b Alan Turing invented the Bombe computer. ___
- c World War II began. ___
- d Marian Rejewski invented a machine for breaking codes. ___
- e Marian Rejewski spoke publicly about his code-breaking work. ___
- f A group of code-breakers started work at Bletchley Park. ___
- g World War II ended. ___

4 In pairs, discuss the following question. Give reasons for your answer.

Which happened first, do you think: the first computer was built or the first computer program was written?

5 3.33 Listen to the information about Ada Lovelace. What is the answer to the question in exercise 4?

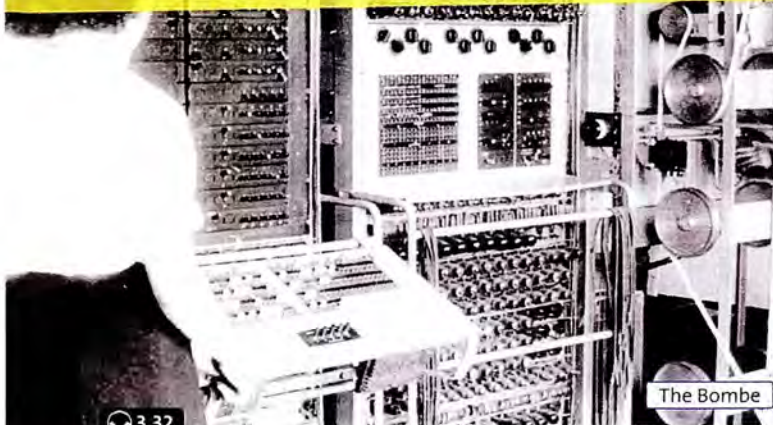
6 3.33 Listen again. Are the sentences true or false? Write T or F.

- 1 Ada Lovelace grew up with a famous writer. ___
- 2 As a child, Lovelace showed no particular ability at maths. ___
- 3 Charles Babbage designed complex machines but didn't finish building them. ___
- 4 Lovelace realised that Babbage's invention could do complex calculations by following a program. ___
- 5 Lovelace described the idea behind computer programs but she did not actually write one. ___
- 6 Ada is now the name of a type of computer. ___



7 **INTERNET RESEARCH** Find out five more facts about Bletchley Park and the people who worked there during World War II. Then share your information with the class.

CODE - BREAKERS



The Bombe

3.32 During the 1930s, German military power was increasing. Its neighbours – in particular, Poland and France – were becoming more and more worried about the danger of an invasion. In Poland, a team of brilliant young mathematicians worked hard to break Germany's military codes. It was difficult because the Germans used a complex machine called Enigma to send and receive their codes. But by 1938, the Polish team could understand 75% of Germany's secret messages. This was mainly thanks to an invention by Marian Rejewski called the *bomba*. However, that year, the Germans changed their Enigma machines and made the codes far more difficult to break. As World War II began, the Polish team shared their ideas about Enigma with British and French code-breakers.

A team of code-breakers – men and women – worked at a secret location in the south of England: Bletchley Park. They included Alan Turing, a mathematician with an interest in computing. At Bletchley Park, he designed an early form of computer which they called the Bombe. (It was based on Rejewski's design.) They used it to help break complex codes. Compared to today's computers, the Bombe was huge and not very powerful. But at the time, it was some of the most advanced technology in the world. It made the work of the code-breakers much faster.

Marian Rejewski worked as a code-breaker in Britain during the war. In 1946, he returned to Poland and worked as an accountant. He kept his code-breaking work secret from everybody until 1967! But today, his work is celebrated each year at Bletchley Park.

Introduction

IA Sports and hobbies

1 Match the icons with eight of the sports and hobbies below.

basketball board games bowling chess cycling
dancing drama drawing football gymnastics
ice hockey ice skating listening to music skateboarding
swimming video games volleyball watching films



2 Which sports and hobbies from exercise 1 can you do ...

a on your own? b at home? c in a team?

IC Clothes

3 Look at the pictures and complete the descriptions.
Use the words below.

boots cardigan coat dress gloves hat hoodie
jacket jeans leggings scarf shirt shoes shorts
skirt socks sweater sweatshirt T-shirt tie top
tracksuit trainers trousers



A Mia is wearing ...



B Luke is wearing ...



C Georgia is wearing ...



D Ben is wearing ...

4 Write which clothes from exercise 3 you are wearing now.

Unit 1

1G get

LEARN THIS! Basic meanings of get

The verb *get* has several basic meanings.

- a to receive – What did you get for your birthday?
- b to buy or collect – He went out to get a newspaper.
- c to catch or take (transport) – Which train did she get?
- d to arrive – We got home at midnight.
- e to become – I'm getting hungry.

1 Complete the sentences with the correct form of *get*. In your notebook, match the sentences to the correct basic meaning (a–e) in the Learn this! box.

- 1 It was dark when we _____ to the hotel. ____
- 2 It was too far to walk so we decided to _____ a taxi. ____
- 3 We live on the equator, so it _____ dark at the same time every evening. ____
- 4 On the way to the hospital yesterday, we _____ some flowers for my aunt. ____
- 5 My brother is really excited because he _____ a new phone for his birthday. ____

2 Write one more example for each basic meaning (a–e) of *get*.

1H Phrasal verbs and register

LEARN THIS!

a Most phrasal verbs are neutral in register, neither formal nor informal.

I woke up at seven, got out of bed and turned on the radio.

b Some phrasal verbs have more formal equivalents.

They put off the match until next Saturday.

They postponed the match until next Saturday.

3 Rewrite the sentences using the phrasal verbs below.
Use the correct tense and form.

carry on come back get away give back look up to
make up put up with run after talk about

- 1 My sister often invents funny stories.
- 2 The robbers escaped in a stolen car.
- 3 The dog chased the cat.
- 4 I respect my older sister.
- 5 Please continue reading.
- 6 I won't tolerate your rudeness any longer!
- 7 Please return the money when you can.
- 8 My teacher wants to discuss my exam results with my parents.
- 9 My grandad went to live in Australia but returned to Britain twenty years later.

Unit 2

2G Sports clothing and equipment

- 1 Match the items (1–12) in the photos with the words below. Check the meaning of all the words.

ball bat boots gloves goal goggles helmet
hoop mask net puck racket rope running shoes
safety harness shirt shorts skates socks
stick surfboard swimming trunks (men) /
swimming costume (women) vest wetsuit



- 2 Put the words in exercise 1 into two groups: *clothing* and *equipment*.

Clothing: gloves, ... Equipment: rope, ...

- 3 Match at least three of the words in exercise 1 with each of the sports below.

basketball climbing football surfing

basketball: shorts, ...

2H Outdoor activities

- 4 Which of the activities below usually take place a) in water, b) in the air, c) in the street and d) in the mountains?

bungee jumping camping canoeing cycling
hang-gliding hiking karting paddleboarding
riding rollerblading snorkelling walking windsurfing

- 5 Decide which activities in exercise 4 you would like to do. Which would you not like to do? Why?

I wouldn't like to do bungee jumping. I think it's scary.

Unit 3

3G Expressing likes and dislikes

- 1 Complete the sentences using the prepositions below. One sentence does not need a preposition.

about for for in of on about

- My sister isn't **keen** ____ video games.
- When I was young, I wasn't **interested** ____ sport.
- Lucy isn't a big **fan** ____ horror films.
- My parents **can't stand** ____ loud music.
- I like comedy but I can't get **excited** ____ sitcoms.
- Hailey doesn't **go** ____ combat games, but she likes driving games.
- My cousin is **mad** ____ vampire films.
- My best friend is always **up** ____ a trip to the cinema.

- 2 Use the bold phrases in exercise 1 (including the correct prepositions) to write your own opinions about the things below.

going bowling watching horror films
going out for dinner playing board games cooking

3H Social activities

LEARN THIS!

- a go to the park / the cinema / the shopping centre / a café / a restaurant / a friend's house
b go for a walk / a run / a bike ride
c go out for lunch / dinner / a coffee / the day / the evening
d go dancing / skating / skateboarding / rollerblading
e watch TV / a DVD / a film
f play video games / volleyball / tennis

- 3 Study the Learn this! box. Then use the underlined verbs to complete the phrases below. Use each verb once.

- | | |
|------------------|----------------------|
| 1 ____ a meal | 4 ____ a talent show |
| 2 ____ swimming | 5 ____ board games |
| 3 ____ the beach | 6 ____ a jog |

- 4 **SPEAKING** Work in pairs. Find out what your partner does at weekends. Ask and answer about the activities in the Learn this! box and exercise 3.

Do you ever go to the cinema at weekends?

Yes, I do. / No, I don't. / Not very often.

V

Vocabulary Builder

Unit 4

4G In the street

1 Are all of the things below in the picture?

billboard bus stop fire hydrant parking meter
pedestrian crossing phone box postbox road sign
roadworks rubbish bin shop sign shop window
street lamp telegraph pole traffic lights



2 **SPEAKING** In pairs, ask and answer about the picture in exercise 1. Use *next to*, *behind*, *in front of* and *between* in your answers.

Where's the fire hydrant?

It's next to the rubbish bin. /
It's in front of the billboard.

4H Climate change

3 Complete the collocations with the verbs.

emit rely on **use up**

	1 use up natural resources
	2 _____ fossil fuels
	3 _____ carbon dioxide

invest in **protect** reduce reduce save

	4 _____ your carbon footprint
	5 _____ renewable energy
	6 _____ carbon emissions
	7 protect endangered species
	8 _____ energy

4 Complete the sentences with the correct form of collocations from exercise 3.

- The government should _____ such as wind and solar power.
- You can _____ by insulating your house, turning off lights and using public transport.
- At the moment, we _____ such as coal, shale gas and oil to give us energy.
- Factories _____ and other greenhouse gases into the atmosphere.
- How can we _____ such as orang-utans, gorillas and tigers?
- If we don't _____, the amount of CO₂ in the atmosphere will go up.

Unit 5

5G Personal qualities

1 Match the adjectives with the descriptions of the people.

confident enthusiastic friendly good at communicating
honest physically fit sensitive

- She feels sure that she can do the job well. *confident*
- He smiles and talks to everyone at work. _____
- She's good at explaining things to people. _____
- He always tells the truth. _____
- She's always excited and interested in new ideas. _____
- He is active and strong. _____
- She understands other people's feelings. _____

flexible hard-working organised outgoing patient
punctual reliable

- He doesn't mind if things change at work. *flexible*
- She plans her work very well. _____
- He always arrives at work on time. _____
- She likes being with other people. _____
- He works very hard. _____
- You can trust her to do her job well. _____
- He doesn't mind waiting. _____

2 How many adjectives do you know with the opposite meanings of those in exercise 1? You can use the prefixes *un-*, *dis-*, *in-* and *im-* with some of them.

patient – *impatient*, *hard-working* – ...

3 **SPEAKING** Which adjectives in exercise 1 a) describe you and b) do not describe you?

I'm very ... and I'm sometimes ...

I'm not very ...

5H Formal language

4 Replace the underlined words in the sentences with the more formal words below.

available discuss manager many obtain opportunity
possess require sit succeed telephone wish

- Please call me if you need more information.
- I can get a reference from my current boss.
- I have got the personal qualities that are necessary to do well in business.
- I do my exams in June and will be free to start work immediately afterwards.
- There are lots of reasons why I would like to become a teacher.
- I would be grateful for the chance to chat about my application in person.

V

Vocabulary Builder

Unit 6

6G City tourism

1 Put the words below in the correct groups, A, B or C.

boat trip bus-fare day trip excursion
fish and chip shop food van ~~open-top bus tour~~
restaurant route sandwich bar ~~street-café~~ tea room
timetable travel pass travel zone walking tour

A Places to eat: *street café, ...*

B Organised sightseeing: *open-top bus tour, ...*

C Getting around: *bus fare, ...*

2 Complete the sentences with words from exercise 1.

- The _____ is valid for one day on all buses and underground trains.
- Can I have a _____ with bus and tram times, please?
- You can get takeaway burgers at the _____ in the main square. But they close and drive away at about 11 p.m.
- You get the best views of the city if you take the _____. It leaves every 30 minutes from the bus station.
- You must have the correct _____ when you get on. The driver won't give you change.
- This ticket is only valid in two of the nine _____ in London.
- If you want traditional British food, try the _____ on Queen Street.
- Make sure you're wearing comfortable shoes if you're planning to go on a _____ of the city.
- I recommend taking a _____ on the river.

6H Holiday activities

3 Complete the phrases with the verbs below.

eat buy go go hire lie play visit

Holiday activities

- _____ a museum / a castle / a cathedral / a theme park / a water park
- _____ shopping / swimming / cycling / surfing / kayaking / abseiling / mountain biking
- _____ for a walk / for a bike ride / on an excursion / on a boat trip / up a tower
- _____ a bike / a kayak / a car / a boat
- _____ table tennis / beach volleyball / cards / board games
- _____ on the beach
- _____ out
- _____ souvenirs

4 **SPEAKING** Work in pairs. Ask and answer about the activities in exercise 3. Find three you both like and three neither of you like.

Do you like visiting museums?

No, I don't. Do you?

Unit 7

7G In school

1 Match pictures 1–5 with five of the places below.

canteen classroom corridor gym hall library
head teacher's office language lab playground
playing field reception science lab staff room
stairs store room toilets



2 Choose six of the places in exercise 1 and say where they are in your school. Use the examples below to help you.

The staff room is on the first floor, next to the language lab.
The gym is at the end of the corridor on the ground floor.
There's a store room near the stairs opposite reception.

7H Money: prepositions

3 Complete the sentences with the prepositions below. You need to use some prepositions more than once.

for from in off on to

- How much did you spend _____ those trainers?
- I'm saving up _____ some new clothes.
- You shouldn't lend money _____ friends. It can cause arguments!
- Don't worry – my mum is paying _____ everything.
- I don't want to borrow money because I don't like being _____ debt.
- Use this coupon to get £1 _____ your next sandwich.
- How much do they charge _____ a haircut?
- I borrowed some money _____ my brother
- Don't waste money _____ a new phone – your old one is fine.
- The company owes thousands of pounds _____ the bank.
- They'll replace the battery in your phone _____ £35.

4 **SPEAKING** In pairs, talk about:

- what you spend your money on.
- something you would like to save up for.
- the best person to borrow money from.

Unit 8

8G Describing people

1 Put the words below in the correct group: A or B.

a beard curly / straight / wavy hair earrings
eyebrows a moustache a necklace plaits
a ponytail sunglasses a scarf

A hair B accessories

2 Describe the people in the photos. Use as many words from exercise 1 as you can.



8H Preposition + noun phrases

LEARN THIS!

Some nouns are used in phrases with a fixed preposition.
travel by car, plane, etc. go on holiday be in a hurry

3 Read the Learn this! box. Then complete the phrases. Use the prepositions below.

at by for in on on on on

- go ___ an excursion
- do something ___ mistake
- be ___ the phone
- go ___ a walk
- ___ the morning
- ___ night
- ___ Friday afternoon
- go ___ foot

4 Complete the sentences with a preposition + noun phrase from the Learn this! box or exercise 3.

- Jess is _____. She's talking to her cousin in Canada.
- We went _____ to Greece last year. We stayed in a villa by the sea.
- I go _____ every morning with the dogs. We usually walk around the park.
- My cat goes out _____ and sleeps all day.
- Sorry, I can't stop to talk to you now. I'm _____!
- While we were in London, we went _____ to Oxford.
- I took my sister's phone _____ – they look the same.

Unit 9

9G Gadgets

1 Match six of the gadgets below with pictures A–C. Check the meaning of all the words.

Blu-ray player camcorder digital camera digital radio
digital photo frame DVD player e-book reader
games console hard disk recorder headphones
laptop mobile MP3 player satnav smart TV
(solar-powered) battery charger tablet wireless speakers



2 Read the sentences below. Which gadget is each person talking about?

- 'It connects to the internet so I can watch films and TV programmes online.'
- 'I can record my favourite TV programmes and watch them later. It can store about 100 programmes.'
- 'Dad has one – Mum gave it to him for Christmas. But he never uses it. He prefers to use maps.'
- 'I use them with my smartphone. They're quite small so I can take them anywhere and the sound quality is really good.'
- 'I can store hundreds of books on it. Much easier than carrying them around with me!'

LEARN THIS! Conjunctions

When we join two clauses together, we use a conjunction. Common conjunctions in English include *and, but, because, if, even if, so, or* and *although*.

9H Conjunctions

3 Choose the correct conjunction (a–c) to complete the sentences. Use a dictionary to help you if necessary.

If there were no cars, lorries, vans etc. in the world, ...

- You couldn't travel long distances ___ you went by public transport.
a rather than b so c unless
- You would probably shop locally ___ going to a big supermarket.
a rather than b although c but
- The motorways would be empty ___ you could cycle on them safely.
a as b because c so
- We would eat more food from our local area ___ it would be difficult to transport it from other places.
a so b since c although

Grammar Builder

IB Contrast: present simple and continuous

1 Complete the sentences with the present simple affirmative form of the verbs below. ➔ I.1, I.2

go have live miss play study visit watch

- 1 My aunt _____ in Scotland.
- 2 Carl _____ his grandparents every weekend.
- 3 Audrey _____ TV in her bedroom every evening.
- 4 My mum's a scientist: she _____ climate change.
- 5 Brooklyn _____ the piano really well.
- 6 My cousin _____ to school in Switzerland.
- 7 Now that she's at secondary school, she _____ her old teachers from primary school.
- 8 Grace _____ double maths every Tuesday.

2 Make the sentences negative. ➔ I.1

- 1 Sophie has a guitar lesson every Saturday.
Sophie doesn't have a guitar lesson every Saturday.
- 2 My cat likes cheese.
- 3 Jack and Ellie live near the city centre.
- 4 Maya goes bowling every weekend.
- 5 My next-door neighbours work in London.
- 6 Amelia wears sports clothes at home.



3 Look at the picture and correct the sentences. Use the verbs in brackets. ➔ I.3, I.4

- 1 The woman in a dress is cooking. (eat)
She isn't cooking. She's eating.
- 2 The old man is reading. (sleep)
- 3 The two girls are skateboarding. (read)
- 4 The dog is drinking water. (play)
- 5 The man with the hat is washing. (cook)
- 6 The two boys are playing volleyball. (chat)

4 Circle the correct tense. ➔ I.5, I.6, I.7

- 1 Cats **sleep** / **are sleeping** for about sixteen hours a day.
- 2 Mason **walks** / **is walking** to school every day.
- 3 Jack and Emily **don't belong** / **aren't belonging** to our sports club.
- 4 Don't forget your scarf – **it snows** / **it's snowing**.
- 5 **I meet** / **I'm meeting** Paul for a coffee this afternoon.
- 6 Why **do you wear** / **are you wearing** shorts? It's cold today!
- 7 He's laughing, but he **doesn't understand** / **isn't understanding** the joke.
- 8 Let's continue with the game. **I have** / **I'm having** fun!

5 Complete the dialogue. Use the correct present simple or present continuous form of the verbs in brackets.

➔ I.5, I.6, I.7

- Ryan Hi, Ava. What ¹ _____ (you / do)?
- Ava I ² _____ (look) for a present for Laura.
- I ³ _____ (go) to her party tomorrow night.
- Ryan Me too. But I ⁴ _____ usually _____ (not buy) her a birthday present.
- Ava I ⁵ _____ (want) to get her something.
- ⁶ _____ (she / like) DVDs?
- Ryan She ⁷ _____ (prefer) books, I think. She ⁸ _____ (read) the *Twilight* novels at the moment. Maybe she would like a new one.
- Ava Great idea. Thanks!

ID Articles

6 Complete the sentences with *a / an, the* or no article.

➔ I.8, I.9, I.10, I.11

- 1 There's ___ zoo and ___ wildlife park near my home, but ___ wildlife park isn't open in the winter.
- 2 Don't use ___ DVD player, it's broken.
- 3 Can you pass me my sunglasses, please? They're on ___ table.
- 4 I've got ___ computer and ___ laptop, but I have to share ___ laptop with my brother.
- 5 My sister is at ___ home. She's playing ___ guitar.
- 6 My dad is ___ teacher and my mum is ___ doctor.
- 7 There's ___ CD player in my room so I can lie in ___ bed and listen to ___ music.
- 8 Do you want to go to ___ cinema this evening, or watch ___ TV at ___ home?

7 Complete the sentences with *the* or no article. Remember: we do not use *the* with generalisations. ➔ I.12

- 1 Children need ___ milk for healthy teeth and bones.
- 2 I love the UK, but I don't like ___ weather here.
- 3 On holiday, I prefer to stay in ___ nice hotels.
- 4 I'm not a sports fan, but ___ table tennis is fun.
- 5 It's freezing, but the children are enjoying ___ snow.
- 6 At school, students learn how to use ___ computers.
- 7 I'm not interested in ___ science fiction films.
- 8 These dancers are great but I don't really like ___ music.

Present simple

I.1

Affirmative	Negative	Questions
I work	I don't work	Do I work? Yes, I do. / No, I don't.
you work	you don't work	Do you work? Yes, you do. / No, you don't.
he / she / it works	he / she / it doesn't work	Does he / she / it work? Yes, he does. / No, it doesn't.
we / you / they work	we / you / they don't work	Do we / you / they work? Yes, we do. / No, you don't.

I.2 Spelling: 3rd person singular (*he / she / it*)

We add *-s* to the end of most verbs.

+ *-s*: start → starts play → plays

We add *-es* if the verb ends in *-ch*, *-ss*, *-sh* or *-o*.

+ *-es*: teach → teaches miss → misses
do → does go → goes

If the verb ends in a consonant + *-y*, we change *-y* to *-i* and add *-es*.

-y → *-ies*: study → studies carry → carries

The 3rd person singular form of *have* is *has*.

Present continuous

I.3 We form the present continuous with the present simple form of *be* and an *-ing* form:

Affirmative	Negative	Questions
I'm playing	I'm not playing	Am I playing? Yes, I am. / No, I'm not.
you're playing	you aren't playing	Are you playing? Yes, you are. / No, you aren't.
he's / she's / it's playing	he / she / it isn't playing	Is he / she / it playing? Yes, he is. / No, she isn't.
we're / you're / they're playing	we / you / they aren't playing	Are we / you / they playing? Yes, we are. / No, you aren't.

I.4 To form the *-ing* form, we add *-ing* to the end of most verbs.

+ *-ing*: work → working study → studying

With most verbs ending in *-e*, we drop the *-e* and add *-ing*.

-e → *-ing*: dance → dancing write → writing

But if the verb ends in *-ee*, we simply add *-ing*.

+ *-ing*: agree → agreeing see → seeing

And if the verb ends in *-ie*, we change the *-ie* to *-y* and add *-ing*.

-ie → *-ying*: die → dying lie → lying

If the verb ends in a short accented vowel + a consonant, we double the consonant and add *-ing*.

-p → *-pping*: drop → dropping
-n → *-nning*: plan → planning
-t → *-tting*: chat → chatting

Contrast: present simple and present continuous

I.5 We use the present simple:

- for something that always happens or happens regularly (e.g. every week, often, sometimes).
Tamer cycles to school every day.
- for facts.
Cows eat grass.

I.6 We use the present continuous for:

- something happening at this exact moment or around this time.
Dan is wearing a T-shirt. (at this moment)
Dan is working hard this term. (around this time)
- for future arrangements.
We're playing volleyball tomorrow.

I.7 We don't use the present continuous with certain verbs. Their meaning is usually connected with a state rather than an action. They include:

- *hate, like, love, need, prefer, want, wish*
- *believe, know, mean, realise, recognise, remember, suppose, understand*
- *belong, contain, depend, matter, owe, possess*

I don't understand the task. ✓

NOT I'm not understanding the task. ✗

Articles

I.8 We use *a* when we talk about something for the first time. We use *the* if we mention it again.

I've got a cat and a dog. The cat is black and white.

I.9 We use *the* when it is clear what we are talking about, perhaps because there is only one of them.

Let's go to the park. (There's only one park near here.)

Pass me the cup. (I'm pointing to it.)

Look at the moon!

I.10 We use *a* to say what someone's job is.

My uncle is a taxi driver.

I.11 Some set expressions include *the*:

listen to the radio go to the cinema play the guitar

Some set expressions don't have an article:

watch TV listen to music go to bed go to school

be at home / at work / in hospital / at university

I.12 We don't use an article when we are making a generalisation.

I don't like spicy food. ✓

NOT I don't like the spicy food. ✗

1B Past simple (affirmative)

1 Write the past simple form of verbs 1–20. Verbs 1–10 are regular and verbs 11–20 are irregular. ➔ 1.2, 1.3

- | | |
|-----------------|----------------|
| 1 look _____ | 11 feel _____ |
| 2 study _____ | 12 leave _____ |
| 3 stop _____ | 13 spend _____ |
| 4 die _____ | 14 have _____ |
| 5 move _____ | 15 give _____ |
| 6 compare _____ | 16 win _____ |
| 7 agree _____ | 17 begin _____ |
| 8 enjoy _____ | 18 go _____ |
| 9 realise _____ | 19 get _____ |
| 10 drop _____ | 20 say _____ |

2 Write the correct past simple affirmative form of the verb *be*. ➔ 1.4, 1.5

- I _____ very relieved about my exam results.
- The sports centre _____ shut last weekend.
- You _____ cross with me for being late.
- There _____ five winners in last week's lottery.
- Nobody _____ at home this morning.
- My grandfather _____ a student at Harvard University.
- We _____ on holiday in China last August.
- Adam's party _____ amazing.

3 Complete the sentences with the past simple affirmative form of the verbs in brackets. All the verbs are regular. ➔ 1.1, 1.2, 1.5

- The train to Birmingham _____ (stop) at Oxford.
- My friends _____ (work) very hard for their exams.
- We _____ (try) some interesting dishes at the Lebanese restaurant.
- Last night, I _____ (plan) my summer holiday.
- You _____ (seem) very upset yesterday.
- I _____ (chat) with my cousin for hours last night.
- My uncle _____ (marry) his next-door neighbour.
- Theo _____ (move) house three times last year.

4 Complete the email. Use the past simple affirmative form of the verbs in brackets. ➔ 1.1, 1.2, 1.3, 1.4, 1.5

Dear Abby

How are you? I ¹ _____ (see) Ryan yesterday and we ² _____ (chat) for hours about Zak's party. We both ³ _____ (have) a great time. We really ⁴ _____ (enjoy) the music and the food ⁵ _____ (be) good too. Ryan ⁶ _____ (leave) just before midnight, but I ⁷ _____ (stay) until 2 a.m.! I ⁸ _____ (feel) so tired the next day! I hope Ryan's parents ⁹ _____ (be) OK about the mess. They ¹⁰ _____ (go) out for the evening.

See you soon!

Ella

1D Past simple (negative and interrogative)

5 Complete the sentences with the past simple negative form of the verbs below. ➔ 1.5, 1.6, 1.7

- can enjoy feel leave spend study win
- I _____ the film. It was terrible!
 - Ben _____ talk until he was three.
 - We _____ the match. The score was 2–1 to the other team.
 - The weather _____ very good yesterday.
 - I _____ very well yesterday. I had a headache.
 - Joe failed the exam because he _____ for it.
 - We were late because we _____ early enough.
 - Fred _____ all his pocket money. He saved some.

6 Complete the dialogue with the correct past simple form of the verbs *be* and *can*. ➔ 1.7

- Sam You ¹ _____ (not be) at the party last night. Where ² _____ (you / be)?
- Leah I ³ _____ (not can) go. My cousins ⁴ _____ (be) here, so I had to stay in.
- Sam ⁵ _____ (it / be) fun?
- Leah Yes, it ⁶ _____ (be) good. We watched a film. It ⁷ _____ (be) a really funny comedy. ⁸ _____ (there / be) a lot of people at the party?
- Sam No, not many. It ⁹ _____ (not be) much fun. And the music ¹⁰ _____ (be) too loud! I ¹¹ _____ (not can) hear what people were saying. The film sounds better!

1D Question words

7 Complete the questions with the words below. ➔ 1.8

- How How often What When Where Who
- _____ do you live?
 - _____ did you do on Saturday evening?
 - _____ did you get up this morning?
 - _____ did you travel to school this morning?
 - _____ do you go to the cinema?
 - _____ do you sit next to in English lessons?

8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7.

9 Read the answers and complete the questions. ➔ 1.8

- What are you thinking about?
I'm thinking about my next holiday.
- Who _____?
She danced with Tom.
- Who _____?
I'm looking for Zoe.
- Where _____?
They walked to the beach.
- What _____?
He's worried about his exams.



Past simple (affirmative)

1.1 The affirmative form of the past simple is the same for all persons, singular and plural (*I, you, he, we, etc.*).

I watched a football match last night.

She watched TV. They watched a DVD.

1.2 Spelling: past simple (affirmative) form of regular verbs

We form the past simple (affirmative) form of regular verbs by adding *-ed*.

+ *-ed*: work → worked play → played

If the verb ends in *-e*, we add *-d*.

+ *-d*: dance → danced die → died

If the verb ends in a consonant + *-y*, we change *-y* to *-i* and add *-ed*.

-y → *-ied*: study → studied cry → cried

If the verb ends in a short accented vowel + a consonant, we double the consonant and add *-ed*.

-p → *-pped*: drop → dropped

-n → *-nned*: plan → planned

-t → *-tted*: chat → chatted

1.3 Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them by heart. See the list in the Workbook.

1.4 Past simple affirmative of *be*

The verb *be* has two past simple affirmative forms: *was* and *were*.

I	was	
you	were	
he / she / it	was	sad
we		
you	were	
they		

1.5 We use the past simple:

- for a completed action or event at a definite point in the past.
We played volleyball last Saturday.
- for actions or events that happened one after another.
Joanna got up, had a shower, got dressed and left the house.

Past simple (negative and interrogative)

1.6 In negative sentences and questions, we use *did* / *didn't* + the infinitive without *to* (NOT the past simple form) for regular and irregular verbs. The forms are the same for all persons, singular and plural (*I, you, he, we, etc.*).

Negative	Questions
I didn't watch	Did I watch?
he / she / it didn't watch	Did he / she / it watch?
we / you / they didn't watch	Did we / you / they watch?

Short form and full form	Short answers
didn't = did not	Yes, I did. / No, I didn't.

1.7 We don't use *did* or *didn't* for the past simple negative and question forms of *be* or *can*.

Negative	Questions and short answers
I / He / She / It wasn't happy.	Was I / he / she / it happy? Yes, I was. / No, she wasn't.
We / You / They weren't happy.	Were we / you / they happy? Yes, we were. / No, they weren't.

The forms of *could* are the same for all persons (*I, he, we, they, etc.*)

Negative	Questions and short answers
I / He / She / It / We / You / They couldn't see.	Could I / he / she / it / we / you / they see? Yes, I / he / we could. / No, she / you / they couldn't.

Question words

1.8 Examples of question words:

where who what which why when how what time

how often how much / many how long / wide / tall

When a *Wh-* question includes a preposition, the preposition usually goes at the end.

Where are you from?

Who did you talk to?

What are you waiting for?

2B Past continuous

1 Complete the sentences. Use the past continuous form of the verbs in brackets. ➔ 2.1, 2.2, 2.3, 2.4

- At eight o'clock yesterday evening, Josh _____ (text) his girlfriend.
- 'Why _____ they _____ (laugh) at me?'
- You _____ (not pay) attention while I _____ (speak), were you?
- Dave _____ (walk) down the street, _____ (eat) a sandwich.
- Emma _____ (watch) TV and Lisa _____ (read) a magazine.
- At midnight, Wendy _____ still _____ (do) her homework.

2 Complete the text with the past continuous form of the verbs below. ➔ 2.1, 2.2, 2.3

get make put shine sing talk

It was a beautiful morning. The sun ¹ _____ and the birds ² _____. We ³ _____ ready to go to the beach. Dad ⁴ _____ our bags in the car and Mum and Tom ⁵ _____ sandwiches in the kitchen. I ⁶ _____ to my friend on the phone.

3 Complete the dialogue with the past continuous form of the verbs in brackets. ➔ 2.1, 2.2, 2.3

- Policeman** What ¹ _____ (you / do) at 9 o'clock yesterday evening?
- Woman** I ² _____ (watch) TV in the living room.
- Policeman** What ³ _____ (you / watch)?
- Woman** Er ... I can't remember. I ⁴ _____ (not pay) attention. I was sleepy.
- Policeman** What ⁵ _____ (your husband / do) at that time?
- Woman** He ⁶ _____ (make) chicken pie in the kitchen.
- Policeman** How do you know?
- Woman** Because our dog ⁷ _____ (go crazy). He loves the smell of chicken!

4 What were you doing last Saturday at these times? Write sentences. ➔ 2.1, 2.2, 2.3

- | | |
|-----------|--------------|
| 1 7 a.m. | 4 6 p.m. |
| 2 10 a.m. | 5 9 p.m. |
| 3 1 p.m. | 6 11.30 p.m. |

At 7 a.m., I was having a shower.

- _____
- _____
- _____
- _____
- _____
- _____

2D Contrast: past simple and past continuous

5 Complete the sentences with the past simple or past continuous form of the verbs in brackets. ➔ 2.5, 2.6

- When Molly _____ (drop) her phone on the floor, it _____ (break).
- When my parents _____ (get) home, they _____ (find) a mouse in the kitchen.
- Martin _____ (not hear) the phone because he _____ (have) a shower.
- At 8 p.m. last night, I _____ (sit) at my desk but I _____ (not work).
- When I _____ (see) Ben and Tia, they _____ (sit) on a bench, _____ (laugh) and _____ (chat).
- It was a warm afternoon, but the sun _____ (not shine).
- While we _____ (take) my grandmother to hospital, our car _____ (break down).
- I _____ (lose) my watch while we _____ (play) volleyball in the park.

6 Complete the second sentence so that it means the same as the first. ➔ 2.5, 2.6

- While we were having dinner, my dad arrived home. We _____ when my dad _____.
- I was trying to sleep when the phone rang. The _____ while I _____.
- She was climbing up some rocks when she fell. As she _____, she _____.
- While you were shopping, I tidied your room. You _____ when _____.
- The boat hit some rocks as it was sailing towards the shore. The boat was _____ when it _____.

7 Complete the text with the past simple or past continuous form of the verbs in brackets. ➔ 2.5, 2.6, 2.7

It was past midnight when Helen ¹ _____ (arrive) home. She ² _____ (close) the door quietly because her parents ³ _____ (sleep) upstairs. As she ⁴ _____ (take off) her coat, she ⁵ _____ (see) a letter on the floor with her name on it. She ⁶ _____ (open) the letter and ⁷ _____ (read) it. Then she ⁸ _____ (put) it in her pocket, ⁹ _____ (pick up) her coat and ¹⁰ _____ (go) out again. It ¹¹ _____ (be) a cold night but it ¹² _____ (not rain). A few people ¹³ _____ (walk) towards the High Street, so Helen ¹⁴ _____ (cross) the road and ¹⁵ _____ (follow) them. She ¹⁶ _____ (not know) where they ¹⁷ _____ (go) - but she ¹⁸ _____ (not want) to be alone.

Past continuous

2.1 We form the past continuous with *was* or *were* + the *-ing* form of the verb.

Affirmative	Negative	Questions
I was playing	I wasn't playing	Was I playing?
you were playing	you weren't playing	Were you playing?
he /she /it was playing	he /she /it wasn't playing	Was he /she /it playing?
we /you /they were playing	we /you /they weren't playing	Were we /you /they playing?

2.2 To form the *-ing* form, we add *-ing* to the end of most verbs.

+ *-ing*: work → working study → studying

With most verbs ending in *-e*, we drop the *-e* and add *-ing*.

-e → *-ing*: dance → dancing write → writing

But if the verb ends in *-ee*, we simply add *-ing*.

+ *-ing*: agree → agreeing see → seeing

And if the verb ends in *-ie*, we change the *-ie* to *-y* and add *-ing*.

-ie → *-ying*: die → dying lie → lying

If the verb ends in a short accented vowel + a consonant, we double the consonant and add *-ing*.

-p → *-pping*: drop → dropping

-n → *-nning*: plan → planning

-t → *-tting*: chat → chatting

2.3 We often use the past continuous to set the scene.

The sun was shining brightly. Some tourists were standing in the square. A man was selling ice creams.

We use the past continuous to talk about an action that was in progress at a particular time.

At seven o'clock this morning, I was eating my breakfast.

2.4 When we use the past continuous with two or more actions, we do not need to repeat the subject (*I*, *we*, etc.) or *was* / *were* if the subject is the same.

We were sitting at a table, chatting and drinking coffee.

Contrast: past simple and past continuous

2.5 We use the past simple for a sequence of events in the past. The events happened one after another.

She walked into the room and sat down. Then she opened her bag and took out a letter.

We use the past continuous to describe a scene in the past. The events were in progress at the same time.

She was sitting in the room, reading a letter. A man was looking out of the window.

2.6 We use the past simple and the past continuous together for a single event that interrupted a longer event in the past. We use the past continuous for the longer event and the past simple for the interruption.

As she was reading the letter, the phone rang.

(longer event) (interruption)

We can use *as* or *while* with the past continuous. We usually put a comma between the longer action and the interruption.

While we were having lunch, my uncle arrived.

As we were having lunch, my uncle arrived.

If we don't use *as* or *while* with the past continuous, we use *when* with the past simple. In these sentences, we usually do not include a comma.

We were having lunch when my uncle arrived.

2.7 We do not use the past continuous – or any continuous tense – with certain verbs. The meaning of these verbs is usually connected with a state rather than an action. They include:

- *hate, like, love, need, prefer, want, wish*
- *believe, know, mean, realise, recognise, remember, suppose, understand*

• *belong, contain, depend, matter, owe, possess*

They weren't dancing because they didn't like the music. ✓

NOT They weren't dancing because they weren't liking the music. ✗

Some verbs are not used in continuous tenses when they have a particular meaning, e.g. the verb *have* when it means 'to own or possess'.

He had dark hair and was wearing a white T-shirt. ✓

NOT He was having dark hair and a white T-shirt. ✗

3

Grammar Builder

3B Quantity

1 Complete the dialogue with *some* or *any*. ➔ 3.1, 3.2

- Aiden** There aren't ¹ _____ good programmes on TV. Have you got ² _____ DVDs?
Emily Yes. There are ³ _____ DVDs on the shelf behind the TV.
Aiden Let's see ... You've got ⁴ _____ great films here! What do you fancy watching?
Emily How about *Grown Ups 2*? My sister says there are ⁵ _____ funny scenes in that.
Aiden Really? I heard it wasn't very good. But there are ⁶ _____ good actors in it: Adam Sandler, Chris Rock ...
Emily Let's try it. Would you like ⁷ _____ popcorn?
Aiden Yes, please!
Emily Oh, actually, we haven't got ⁸ _____ popcorn. Sorry! But there are ⁹ _____ crisps.
Aiden Great. Can I have ¹⁰ _____ water too?
Emily Yes, of course.

2 Complete the recipe with *a little* or *a few*. ➔ 3.1, 3.3

Take your ready-made pizza base and add ¹ _____ cheese. Slice ² _____ mushrooms and ³ _____ beef and sprinkle on top. Cut ⁴ _____ small tomatoes in half and put them between the mushrooms. Finally, add ⁵ _____ more cheese and ⁶ _____ olives and cook the pizza in a hot oven. Ten minutes later, enjoy your pizza with ⁷ _____ salad on the side. Why not invite ⁸ _____ friends to join you?

3 Replace *a lot of* with *much* or *many*. ➔ 3.1, 3.4

- 1 Do you get a lot of tourists here in the summer?
- 2 I don't spend a lot of time in my bedroom.
- 3 There aren't a lot of people in our village.
- 4 Have you got a lot of information about university courses?
- 5 They never do a lot of homework.
- 6 Did a lot of people go to see your school show?

4 Complete the email with the words and phrases below. Use each word or phrase once only. ➔ 3.1, 3.2, 3.3, 3.4, 3.5

a few a little any How many How much many much

Hi Hailey

How are you? I hope you enjoyed your trip to London.

¹ _____ money did you spend? Did you do

² _____ sightseeing? I'm inviting ³ _____

friends round for a film night next week. There won't be

⁴ _____ people – just four or five. Can you come?

⁵ _____ DVDs can you bring? We can spend

⁶ _____ time choosing the ones we want to watch.

Don't bring ⁷ _____ food or drink, though. My mum is making dinner for us!

See you soon!

Isabella

3D *must, mustn't* and *needn't / don't have to*

5 Circle the correct answers. ➔ 3.2, 3.3

- 1 You **must / mustn't** finish your breakfast or you'll be hungry later.
- 2 I **must / mustn't** leave before 8.30 or I'll be late for school.
- 3 You **must / mustn't** eat that bread. It's a week old!
- 4 In football, you **must / mustn't** touch the ball with your hand.
- 5 You **must / mustn't** visit Paris some time. It's a wonderful city.
- 6 You **must / mustn't** go near the edge of the cliff. It's very dangerous.

6 Complete the sentences with *must, mustn't* or *needn't*.

➔ 3.2, 3.3, 3.4

- 1 You _____ take off your shoes if they are clean.
- 2 Students _____ turn off their mobiles during lessons or the teacher will take them away.
- 3 You _____ go to the check-in desk if you have checked in online.
- 4 In most Arab countries, you _____ eat with your left hand. You should use your right hand.
- 5 When you're driving, you _____ stop if someone steps onto the pedestrian crossing.
- 6 We _____ waste any more time.

7 Complete the sentences with *must* or *have to* and the verbs below. ➔ 3.5

drive eat get up phone stop take take wear

- 1 At school, we _____ a white shirt and a blue sweater.
- 2 We _____ at the new Chinese restaurant in town. I've heard it's really good.
- 3 In Britain, we _____ on the left.
- 4 Sue really _____ eating so many sweets – it's bad for her teeth!
- 5 You _____ your grandparents more often. You know how much they enjoy talking to you.
- 6 We _____ exams at the end of our final year at school.
- 7 You _____ your mobile with you so that I can call you.
- 8 Jason _____ early because he's got a doctor's appointment at eight in the morning.

Quantity

3.1 Countable and uncountable nouns

Countable nouns can be singular or plural.

*a car – three cars an island – lots of islands
a woman – two women*

Uncountable nouns only have a singular form. We cannot use *a* or *an* with uncountable nouns.

food pollution money

Some nouns can be countable or uncountable depending on the meaning. Compare:

We haven't got much time for dinner. (uncountable)

I told him the answer three times. (countable)

Nothing can travel faster than light. (uncountable)

He turned on the lights in the kitchen. (countable)

3.2 some and any

We usually use *some* in affirmative sentences and *any* in negative sentences and questions. We use them with plural nouns and uncountable nouns.

There are some traffic lights at the end of the road.

There's some pasta on the table.

The dog doesn't want any biscuits.

They haven't got any money.

Are there any cinemas in your town?

Do you need any help?

We usually use *some* when we offer or ask for something, even if it is a question.

Would you like some tea? Can I borrow some money?

3.3 a little, a few

We use *a little* with uncountable nouns. We use *a few* with plural nouns. They mean 'a small quantity of'.

Julia ate a little rice. Mike ate a few chips.

3.4 much, many, a lot of

We use *much* with uncountable nouns. We use *many* with plural nouns. We use *a lot of* with uncountable or plural nouns. *Much*, *many* and *a lot of* all mean 'a large quantity of'.

French people don't drink much tea.

Are there many pedestrian crossings in the town centre?

Bill Gates has got a lot of money.

There are a lot of tall buildings in Tokyo.

We often use *much* and *many* in negative sentences and questions. We do not often use them in affirmative sentences, except in very formal writing.

Charlotte's got a lot of friends. ✓

NOT Charlotte's got many friends. ✗

3.5 How much ... ? and How many ... ?

We use *How much ... ?* and *How many ... ?* to ask about quantity.

We use *How much ... ?* with uncountable nouns and *How many ... ?* with plural nouns.

How much food did you eat? How many films did you watch?

must and mustn't

3.6 The form of *must* or *mustn't* is the same for all persons (*I, you, he, etc.*).

Affirmative

I must go home.

You must tell the truth.

Negative

You mustn't tell anybody.

They mustn't be late.

(full form = *must not*)

Questions*

Must you leave so early?

Short answers

Yes, I must.

No, I don't have to /
needn't.

* We do not often make questions with *must*. It is more common to use *Do you have to ... ?*

3.7 We use *must* + infinitive without *to* to say that something is necessary, and it is very important to do it.

I've got a maths test tomorrow. I must revise for it this evening.

We use *mustn't* + infinitive without *to* to say that something is prohibited, and it is very important not to do it.

We mustn't be late for school.

You mustn't use a mobile phone in the cinema.

We often use *must* or *mustn't* to express rules and laws.

In the UK, you must be 17 to drive a car.

You mustn't smoke on aeroplanes.

needn't and don't have to

3.8 We use *needn't* or *don't have to* + infinitive without *to* to say that something is not necessary but isn't against the rules.

You don't have to bring a towel. There are towels at the swimming pool. (But you can bring one if you want.)

You needn't take sandwiches as lunch is provided. (But you can bring them if you want.)

must and have to

3.9 *Must* and *have to* have very similar meanings. However, *must* often expresses the feelings and wishes of the speaker.

You must read this book. It's brilliant!

I'm really tired. I must go home.

Have to often expresses an 'external obligation'.

You have to show your passport when leaving the country.

Mustn't and *don't have to* do NOT have the same meaning: *don't have to* means that something is not necessary.

We don't have to wear a school uniform.

Mustn't means 'it's prohibited'.

We mustn't wear jeans to school.

4B Comparison

1 Write the comparative form of the adjectives and quantifiers. ➔ 4.1

- | | |
|------------------|----------------------|
| 1 small _____ | 7 few _____ |
| 2 large _____ | 8 many _____ |
| 3 early _____ | 9 far _____ |
| 4 powerful _____ | 10 wet _____ |
| 5 much _____ | 11 pretty _____ |
| 6 bright _____ | 12 frightening _____ |

2 Complete the email with the comparative form of the adjectives and quantifiers in brackets. ➔ 4.1

Dear Aunt Polly,

I hope you're well. Jake seems ¹ _____ (happy) at his new school. It's ² _____ (small) and ³ _____ (friendly) than his old school. His grades are ⁴ _____ (good) than last year. He gets ⁵ _____ (a little) homework but the lessons at school are ⁶ _____ (difficult), he says. The only bad thing about his new school is that it's ⁷ _____ (far) from our house. At the moment he cycles there, but he's planning to go by bus when the weather gets ⁸ _____ (cold) and ⁹ _____ (wet). I'm working hard for my exams but I'm not enjoying it. It's always ¹⁰ _____ (bad) at the weekend because I want to go out!

Write soon.

Eva

3 Write sentences comparing a and b. Include the correct form of the words in brackets. ➔ 4.1, 4.2

- a Iceland b Egypt (far / cold)
Iceland is far colder than Egypt.
- a the Earth b the sun (much / small)
- a gold b silver (heavy)
- a rock-climbing b hiking (dangerous)
- a cycling b skiing (much / easy)
- a the USA b the UK (far / big)
- a Porsches b Skodas (expensive)
- a ice storms b thunderstorms (far / rare)
- a a broken ankle b a sprained ankle (bad)

4 Write sentences based on the information. Use (not) as ... as and the adjective in brackets. ➔ 4.3

- Tom and Karen both weigh 72 kg. (heavy)
Tom is as heavy as Karen.
- The pen costs £12.95 and the book costs £8.50. (expensive)
- Darren is 154 cm tall and Lucy is 165 cm tall. (tall)
- London is 150 km away and Leeds is 180 km away. (far)
- The skiing holiday costs £500 and the beach holiday costs the same. (cheap)
- About a hundred students choose to study Spanish each year and only fifty choose French. (popular)

4D (Part 1) Superlative adjectives

5 Write the superlative form of the adjectives. ➔ 4.4

- | | |
|---------------|---------------------|
| 1 big _____ | 4 far _____ |
| 2 scary _____ | 5 good _____ |
| 3 bad _____ | 6 intelligent _____ |

6 Complete the sentences with superlative adjectives. Add *in* or *of* before the final noun. ➔ 4.4, 4.5

- Joe is _____ (intelligent) boy _____ the school.
- Friday is _____ (good) day _____ the week.
- This is _____ (bad) restaurant _____ London.
- Lake Superior is _____ (big) _____ the five Great Lakes.
- 21 December is _____ (short) day _____ the year.
- Ben Nevis is _____ (high) mountain _____ Britain.

7 Write the questions. Use the superlative form of the adjective, and add *in* or *of* where necessary. ➔ 4.4, 4.5

- Who / intelligent / person / the class / ?
Who's the most intelligent person in the class?
- What / good / day / the week / ?
- What / bad / day / the week / ?
- What / beautiful / city / your country / ?
- Who / good-looking / actor on TV / ?

8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7. Give your opinions.

4D (Part 2) too and enough

9 Write sentences with words from the table below. Use *too* and the infinitive. ➔ 4.6, 4.8

James is too young to take his driving test.

James	cold	reach that shelf.
You	young	swim in the sea.
This pizza	cloudy	lift.
The sky's	short	eat.
It's	heavy	take his driving test.
This suitcase	hot	see the stars.

10 Rewrite the sentences in exercise 9 with the adjectives below and *enough*. ➔ 4.7, 4.8

clear cool light old tall warm

James isn't old enough to take his driving test.

4H Zero conditional

11 Complete the sentences with the correct form of the verbs in brackets. ➔ 4.9

- If we _____ (use) public transport instead of cars, we _____ (reduce) our carbon footprint.
- If we _____ (cut down) rainforests, we _____ (destroy) many animals' natural habitat.
- We _____ (can) combat climate change if we _____ (conserve) energy.
- You _____ (save) electricity if you _____ (not leave) the lights on.
- If you _____ (burn) a fossil fuel, it _____ (give off) carbon dioxide.

Comparative adjectives

4.1 Forming the comparative

We add *-er* to all one-syllable adjectives.

+ *-er*: long → longer straight → straighter

If a one-syllable adjective ends in *-e*, we add *-r*.

+ *-r*: wide → wider large → larger

If a one-syllable adjective ends in a short vowel + a single consonant, we double the consonant and add *-er*.

-t → *-tter*: hot → hotter wet → wetter

-n → *-nner*: thin → thinner

If a two-syllable adjective ends in consonant + *-y*, we drop the *-y* and add *-ier*.

-y → *-ier*: friendly → friendlier sunny → sunnier

A few other two-syllable adjectives have comparative forms ending in *-er*:

quiet → quieter narrow → narrower gentle → gentler

simple → simpler

For most two-syllable adjectives and all adjectives with three or more syllables, we use the word *more* to form the comparative.

boring → more boring difficult → more difficult

A small number of adjectives have irregular comparative forms. They are:

good → better bad → worse far → further

Some quantifiers have irregular forms.

few → fewer much / many → more a little → less

than

4.2 We use *than* to compare two things or people.

Horror films are usually scarier than thrillers.

We usually use the object pronoun (*me, you, he, him, us, them*) after *than*, not a subject pronoun.

You're taller than me.

We can make a comparison stronger by using *far* or *much* before the comparative form.

Dolphins are far more intelligent than sharks.

Hungarian is much harder to learn than English.

(not) as ... as

4.3 We use (*not*) *as ... as* to compare two things or people.

Not as ... as means 'less ... than'.

Jack is twelve. Liam is fourteen. Jack isn't as old as Liam.

As ... as means 'equally ...'.

My brother and I both weigh 62 kg. I'm as heavy as my brother.

We usually use the object pronoun (*me, you, he, him, us, them*) after (*not*) *as ... as*, not a subject pronoun.

We aren't as rich as them.

She's as excited as me.

Superlative adjectives

4.4 Spelling

We put *the* in front of short (one-syllable and some two-syllable) adjectives and add *-est*.

+ *-est* long → the longest

If the short adjective ends in *-e*, we add *-st*.

+ *-st* wide → the widest

If the short adjective ends in a short vowel + a single consonant, we double the consonant and add *-est*.

-t → *-ttest* hot → the hottest

If the adjective ends in *-y*, we drop the *-y* and add *-iest*.

-y → *-iest* friendly → the friendliest

If the adjective is long (two syllables or more), we use the word *most*.

gripping → the most gripping

A small number of adjectives have irregular superlative forms. They are:

good → the best bad → the worst far → the furthest

4.5 We can use *of* after superlative adjectives.

the longest day of the year

We use *in*, not *of*, with nouns for groups or places.

the tallest man in the world the longest river in China

too and enough

4.6 *Too* comes before an adjective. *Enough* comes after an adjective.

This jacket is too small for him.

This jacket isn't big enough for him.

4.7 *Enough* comes before a noun.

He can't buy it. He hasn't got enough money.

4.8 We often use an infinitive with *to* after *too* + adjective or adjective + *enough*.

He's too young / old enough to join the army.

Zero conditional

4.9 We use the zero conditional to talk about a result which follows a particular action. We use the present to describe the action and the present simple to describe the result.

If I eat too much, I feel ill.

The *if* clause can come before or after the main clause. If it comes after, we don't use a comma.

If I drink a lot of coffee, I can't sleep.

I can't sleep if I drink a lot of coffee.

5B will and going to

1 Complete the sentences with the correct affirmative or negative form of *will*. ➔ 5.1

- Don't worry. My dad _____ pay for our tickets.
- '_____ Tamer be at the party?' 'No, he _____.'
- Suzie's the best student in the class. She _____ pass all her exams easily.
- '_____ your friends be at the beach?' 'Yes, they _____.'
- Max is good at keeping secrets. He _____ tell anyone.
- August is always very dry, so it _____ rain then.
- '_____ you be in Year 5 next year?' 'No, I _____.'
- Kyle wants to have a motorbike, but his parents _____ allow it.

2 Write offers or promises in reply to sentences 1–6. Use the verbs and object pronouns below. ➔ 5.1, 5.2

Verbs ask carry eat invite tell video

Pronouns her him it them you us

- This bag is too heavy for me.
I'll carry it.
- I don't really like these crisps.
- I really want Emma to come to my party.
- Let's send a video message to Grandma.
- I want to know what happens at the end of the film.
- Maybe we can borrow my dad's laptop.

3 Write decisions with *will* in reply to sentences 1–6. Use your own ideas. ➔ 5.1, 5.2

- Somebody's knocking at the door.
I'll answer it.
- Would you like the blue T-shirt or the red one?
- There's chicken or fish for lunch.
- It looks freezing outside.
- The next bus into town is in an hour.
- What would you like to drink?

4 Look at the pictures and write predictions with *going to* and the prompts. ➔ 5.3, 5.4



1 they / catch / the bus



2 the boat / sink



3 the rope / break



4 she / get / a shock

5 Complete the dialogue with the correct form of *will* or *going to*. ➔ 5.3, 5.4, 5.5, 5.6

- Tara Hi, Matt. Where are you going?
 Matt Into town. I¹ _____ buy some new trainers.
 Tara I² _____ go with you. I can help you choose.
 Matt Thanks! Look, here's our bus.
 Tara It's going very fast. It³ _____ stop!
 Matt That's strange. Maybe it's full.
 Tara I know. I⁴ _____ phone my sister, Lucy. She usually drives into town on Saturdays. She⁵ _____ probably give us a lift. And her car is OK now, after the accident.
 Matt Accident? Actually, I think I⁶ _____ go by bike.

5D First conditional

6 Complete the sentences with the verbs below. Use the present simple. ➔ 5.7, 5.8

become drop have not hurry up
not understand want

- If you _____, you'll be late for school.
- If I _____ time, I'll phone you later.
- She'll earn a lot of money if she _____ a solicitor.
- If you _____ your phone into water, it'll stop working.
- I'll help you if you _____ the exercise.
- She'll have to work very hard if she _____ to go to university.

7 Complete the sentences with the *will* form of the verbs in brackets. ➔ 5.7, 5.8

- If you text me, I _____ (reply) immediately.
- We _____ (not go) skiing this winter if there isn't enough snow.
- If you come home late, your parents _____ (worry).
- You _____ (have) a great time if you come to the party.
- If we leave before 10 o'clock, we _____ (not be) late.
- I _____ (lend) you my phone if you can't find yours.

8 Match 1–6 with a–f below and write six first conditional sentences. For each sentence, write the *if* clause first, then second. ➔ 5.7, 5.8

- you / study hard _____
- the weather / be bad _____
- you / not listen to the instructions _____
- she / not invite Joe to her party _____
- we / not leave now _____
- the match / be / on TV _____

- you / not know what to do
- we / miss the train
- you / pass all your exams
- I / watch it
- he / be upset
- we / not have a barbecue

- If you study hard, you'll pass all your exams.
You'll pass all your exams if you study hard.

will and going to

5.1 We form sentences with *will* like this:

will + infinitive without *to*

I *will go*.

The form of *will* is the same for all persons (*I, you, he, she*, etc.).

In the affirmative, we usually use the short form 'll with subject pronouns (*I, you, he, she*, etc.). However, we never use the short form in an affirmative short answer. In the negative, we usually use the short form *won't*. We use *won't* in negative short answers too.

Affirmative	Negative
I'll see you later. She'll be angry. (full form = will)	I won't tell anybody. They won't listen. (full form = will not)
Questions	Short answers
Will you be at home? Will it work? When will we know?	Yes, I will. No, I won't.

5.2 We use *will*:

- to make factual statements about the future.
There will be a solar eclipse in 2026.
- to make predictions, especially when they are based on what we know or when they are just a guess. We often use *I think / don't think ...* to make these predictions.
I think you'll do well in your exams.
I don't think England will win the next World Cup.
- to make offers.
I'll carry your bags.
I'll lend you my phone.
- to make promises.
I'll always love you.
I won't forget.
- to make instant decisions (decisions that we make while we are speaking).
Look! There's Tommy. I'll go and say hello.

5.3 We form sentences with *going to* like this:

present simple of *be* + *going to* + infinitive without *to*

I'm going to take my driving test next year.

Djokovic isn't going to win this match.

Are you going to be at home this weekend?

Yes, I am. / No, I'm not.

5.4 We use *going to*:

- to make predictions, especially when they are based on what we can see or hear.
Look at that man! He's going to jump in the river!
Listen to the thunder. There's going to be a storm.
- to talk about our plans and intentions.
I'm going to invite her to my party.

5.5

	<i>will</i>	<i>going to</i>
Predictions	based on our own knowledge and opinions: <i>Messi will score. He always scores in important games.</i>	based on the situation and what we can see or hear: <i>Messi's got the ball. He's going to score!</i>
Decisions	instant decisions that we make while speaking: <i>Show me the menu. Hmm. I'll have chicken.</i>	intentions – things that we have already decided: <i>I'm going to have chicken tonight. I bought it this morning.</i>

5.6 We can make predictions and plans with *will* or *going to* more certain or uncertain by adding *definitely* or *probably*. Pay attention to the position of the adverb.

I'll definitely / probably be at home this weekend.

I definitely / probably won't finish my homework.

I'm definitely / probably (not) going to invite friends round.

First conditional

5.7 We use the first conditional to predict the result of a future action. We use the present simple to describe the action and *will* + infinitive without *to* to describe the result.

If the weather's fine tomorrow, we'll play tennis.

(action) (result)

If you go to bed early, you won't be tired tomorrow.

(action) (result)

5.8 The *if* clause can come before or after the main clause. If it comes after, we do not use a comma.

If you work hard, you'll do well at school.

You'll do well at school if you work hard.

6B Present perfect

1 Write the words in the correct order to make sentences.
⇒ 6.1

- 1 exams / finished / hasn't / my / sister / her
- 2 you / new / game / played / computer / have / this / ?
- 3 dog / its / my / leg / has / broken
- 4 parents / New York / been / have / to / my
- 5 you / my / have / trainers / seen / ?
- 6 cousin / has / my / applied / job / new / for / a

2 Write the past participles of these regular and irregular verbs. ⇒ 6.2

- | | |
|------------------------|----------------|
| 1 visit <i>visited</i> | 7 do _____ |
| 2 ask _____ | 8 reach _____ |
| 3 take _____ | 9 stop _____ |
| 4 meet _____ | 10 put _____ |
| 5 use _____ | 11 be _____ |
| 6 see _____ | 12 spend _____ |

3 Complete the sentences with the present perfect form of the verbs in brackets. ⇒ 6.1, 6.2, 6.3

- 1 Oh no! You _____ (drop) my laptop!
- 2 My friends _____ (buy) lots of new clothes in the sale.
- 3 We _____ (be) on holiday for a week but we _____ (not spend) much money.
- 4 This train _____ (stop) at every town and village!
- 5 I _____ (have) a shower and I'm ready to go out.
- 6 _____ (you / met) my best friend from school?
- 7 How long _____ (he / have) that motorbike?
- 8 My grandparents _____ (live) in London since 2010.

4 Circle *for* or *since*. ⇒ 6.3

- 1 We've been in this queue **for** / **since** two hours!
- 2 I've known my best friend **for** / **since** we were at primary school.
- 3 Have you had that phone **for** / **since** a long time?
- 4 You've needed a new car **for** / **since** years.
- 5 I've had a headache **for** / **since** this morning.

5 Complete the sentences with *been* or *gone*. ⇒ 6.4

- 1 I'm sorry, Adam isn't here. He's _____ to the shops.
- 2 My parents have _____ on holiday. They'll be back next week.
- 3 My hair is wet because I've _____ to the swimming pool.
- 4 Bess was here earlier, but now she's _____.
- 5 I've _____ to Paris but I don't remember it very well.

6D Contrast: past simple and present perfect

6 Some of the sentences are incorrect. Rewrite them correctly. ⇒ 6.5

- 1 I've read six books last year. **X**
I *read* six books last year.
- 2 Jo washed her hair last night.
- 3 I had this watch since March.
- 4 Have you ever been to Spain?
- 5 'Tidy your room, please.' 'I already tidied it.'
- 6 We've eaten at that restaurant last Tuesday.
- 7 Peter has gone to the shops on Friday morning.
- 8 I've been kayaking twice in the last year.
- 9 'Did you do your homework yet?' 'No, not yet.'

7 Complete the sentences. Use the past simple form of the verb in one sentence, and the present perfect in the other.
⇒ 6.5, 6.6

- 1 **have**
 - a I _____ this laptop since my birthday.
 - b We _____ dinner in the garden last night.
- 2 **not buy**
 - a I _____ a new jacket in the sale last weekend.
 - b I _____ any new clothes for months.
- 3 **leave**
 - a I _____ home at seven and arrived at school at eight.
 - b I _____ your dinner in the fridge. You can heat it up later.
- 4 **not text**
 - a I _____ you last night because I don't have your number.
 - b Jim _____ his girlfriend since Monday. She's a bit upset about it.
- 5 **go**
 - a I _____ to Turkey three times. The last time was in 2011.
 - b Liam _____ to Morocco last summer.

8 Complete the dialogues with the verbs. Use the past simple or the present perfect. ⇒ 6.5, 6.6

go go never go not have stay visit

- Max** 1 _____ you _____ to Portugal?
Lucy Yes, I 2 _____ there last summer.
Max 3 _____ you _____ Porto?
Lucy No, we 4 _____ time. We 5 _____ in Lisbon.
Max I'd like to see Lisbon. I 6 _____ there.

be be not go see see

- Tom** I 7 _____ the new *Iron Man* film last Saturday.
 8 _____ you _____ it?
Sarah No, I haven't. I 9 _____ to the cinema for ages.
 10 _____ it good?
Tom Yes, it 11 _____ great. You should see it.

Present perfect

6.1 We form the present perfect with the present tense of the auxiliary verb *have* and the past participle.

Affirmative		Full forms
I've / you've / we've / they've	finished	've = have
he's / she's / it's		's = has
Negative		
I / you / we / they haven't	finished	haven't = have not
he / she / it hasn't		hasn't = has not
Questions		Short answers
Have I / you / we / they	finished?	Yes, I have. / No, you haven't.
Has he / she / it		Yes, he has. / No, she hasn't.

6.2 The past participle of regular verbs is the same as the past simple. It ends in *-ed*. (See 1.2 on page 125 for past simple spelling rules.)

play → played dance → danced
study → studied drop → dropped

With irregular verbs, sometimes the past participle is the same as the past simple, but sometimes it is different:

Infinitive	Past simple	Past participle
buy	bought	bought
put	put	put
see	saw	seen
take	took	taken

There is a list of irregular verbs in the Workbook.

6.3 We use the present perfect:

- to give news, when we do not say exactly when the event happened.
Guess what! I've passed my exam!
- to talk about events during a period of time (for example, a holiday) that is still continuing.
I'm in Paris. I've visited a museum but I haven't seen the Eiffel Tower.
- to ask how long a situation has existed.
How long have you been in Spain?
- with *for* or *since* to say how long a situation has existed. We use *for* with a period of time or *since* to say when it started.
We've been in Spain for a week / since Tuesday.

6.4 We use both *been* and *gone* as the past participle of the verb *go*. We use *been* when somebody has returned.
John has been shopping. (He went shopping but he's here now.)
We use *gone* when somebody has not returned.
John has gone shopping. (He is still at the shops.)

Past simple and present perfect contrast

6.5 We use both the past simple and the present perfect to talk about completed actions in the past.

I finished 'The Hobbit' last night. I really enjoyed it.
I've finished 'The Hobbit'. You can read it now.

- We use the past simple to talk about a specific occasion in the past, at a definite time.
I went to the cinema last Saturday night. I saw the new Spiderman film.
- We use the present perfect to talk about an experience at any time in the past. The exact time of the experience isn't stated.
I've been to Italy three times.
'Have you ever eaten Chinese food?' 'Yes, I have.'
- We can use finished-time expressions with the past simple, but not with the present perfect.
I visited my cousin yesterday / last Tuesday / on 1 May / in January, etc.
(NOT *I've visited my cousin yesterday, etc.*)

See point **6.3** for a list of the uses of the present perfect.

6.6 We often use the present perfect to ask and answer about an experience, and then the past simple to give specific information about it.

'Have you ever broken a bone?' 'Yes, I broke my leg when I was 12.'

7B Second conditional**1 Match the two halves of the conditional sentences. Which sentences are true for you? ➔ 7.1, 7.2, 7.3**

- 1 If I won the lottery, ___
- 2 I'd feel bad ___
- 3 If I found a spider in my bed, ___
- 4 I would download a film illegally ___
- 5 If I went on holiday with my friends, ___
 - a I'd be terrified.
 - b if I couldn't afford to buy it.
 - c I'd buy a new house for my parents.
 - d we'd go camping.
 - e if my best friend was cross with me.

2 Complete the second conditional sentences with the correct form of the verbs in brackets. ➔ 7.1, 7.2, 7.3

- 1 I _____ (do) more homework if I _____ (spend) less time online.
- 2 If children _____ (not watch) TV so much, they _____ (be) healthier.
- 3 If a big rock _____ (hit) the Earth, it _____ (cause) a huge explosion.
- 4 Global warming _____ (slow) down if people _____ (change) their lifestyles.
- 5 If you _____ (apply) for a job at the hotel, I'm sure you _____ (get) it.
- 6 If you _____ (visit) Rome, you _____ (can) see the Trevi Fountain.
- 7 If I _____ (want) to become a millionaire, I _____ (start) my own business.

3 Rewrite these sentences using the second conditional. ➔ 7.1, 7.2, 7.3

- 1 My job is repetitive. That's why I don't enjoy it.
If my job wasn't repetitive, I'd enjoy it.
OR I'd enjoy my job if it wasn't repetitive.
- 2 She doesn't like swimming. That's why she doesn't go to the pool.
- 3 He doesn't earn a lot of money. That's why he doesn't rent an apartment on his own.
- 4 The Louvre Museum is crowded. That's why I don't like it.
- 5 We won't go on holiday this year. We can't afford it.
- 6 I don't understand my homework. That's why I can't finish it quickly.

4 Complete the second conditional questions with the correct form of the verbs in brackets. ➔ 7.1, 7.2, 7.3

- 1 What _____ (you / do) if you _____ (be) outside in a thunderstorm?
- 2 If you _____ (can) meet one film star, who _____ (you / choose)?
- 3 _____ (you / behave) well on holiday if your parents _____ (not be) there?
- 4 How _____ (you / feel) if you _____ (win) the lottery?

- 5 If you _____ (can) visit any country, where _____ (you / go)?
- 6 If you _____ (have to) spend a month alone on a desert island, what _____ (you / take) with you?

5 SPEAKING In pairs, ask and answer the questions in exercise 4. ➔ 7.1, 7.2, 7.3**7D Past perfect****6 Complete the sentences with the past perfect form of the verbs in brackets. ➔ 7.4, 7.5**

- 1 I didn't have any chocolate because my sister _____ (eat) it.
- 2 I couldn't buy the magazine because I _____ (forget) to bring my wallet with me.
- 3 I didn't recognise my cousin. He _____ (grow) a beard.
- 4 We couldn't get home because we _____ (miss) the last bus.
- 5 After I _____ (write) the answer, I realised I _____ (make) a mistake.
- 6 I didn't watch the programme because I _____ (see) it before.

7 Complete the sentences. Use the past simple or past perfect form of the verbs in brackets. ➔ 7.4, 7.5

- 1 I _____ (can't) remember where I _____ (leave) my keys.
- 2 Last Saturday, I _____ (eat) at a Japanese restaurant. I _____ (never eat) Japanese food before that.
- 3 I _____ (find) a £10 note that I _____ (lose) last year.
- 4 Last weekend I _____ (meet) a girl who _____ (be born) in the same hospital as me.
- 5 I _____ (not play) volleyball because I _____ (hurt) my hand.
- 6 The pavement _____ (be) wet because it _____ (rain).

8 Rewrite each pair of sentences as one sentence using the past simple and the past perfect. Start with the word given. ➔ 7.4, 7.5

- 1 I had dinner. I watched TV.
After I'd had dinner, I watched TV.
- 2 We bought a newspaper. We had a coffee.
After _____
- 3 We played tennis. We went home.
After _____
- 4 I went to sleep. My cousin phoned.
When _____
- 5 Messi scored two goals. We arrived at the match.
When _____
- 6 The children did the housework. Their mother got home.
When _____

Second conditional

7.1 We use the second conditional to describe an imaginary situation or event and its result.

If I *lived* near the sea, I *would go* to the beach a lot.
(imaginary situation) (result)

We use the past simple in the *if* clause and we use *would* + infinitive without *to* in the main clause. The short forms of *would* are *'d* and *wouldn't*.

If she *had* a car, she *'d learn* to drive.

If she *learned* to drive, she *wouldn't use* her bike.

7.2 We can put the main clause first and the *if* clause second.
I *'d buy* you a present if I *had* enough money.

When the main clause is first, we usually do not put a comma between the clauses.

7.3 In the main clause, we can use *could* to mean *would* + *can*. *Could* is also the past simple of *can*, so we can use it in the *if* clause too.

If I *won* the lottery, I *could stop* work.

If I *could remember* his number, I *'d call* him.

Past perfect

7.4 We form the past perfect like this:

Affirmative

I'd / you'd / he'd / she'd / it'd gone

Full form

'd = had

Negative

I / you / he / she / it / we / you / they hadn't gone

Full form

hadn't = had not

Questions

Had I / you / he / she / it / we / you / they gone?

Short answers

Yes, I had. / No, she hadn't.

The past participle of regular verbs is the same as the past simple.

finished danced studied chatted

Sometimes irregular verbs have the same past participle as the past simple form, sometimes they are different.

go – went – been / gone

buy – bought – bought

see – saw – seen

For a list of irregular verbs, see the Workbook.

7.5 We use the past perfect to talk about an event in the past which happened before another event in the past.

past

future

they ran out of milk | I arrived at the shop | Now

When I arrived at the shop, they had run out of milk.

8B Reported speech (1)**1 Complete the reported speech. ➔ 8.1**

- 'I'm wearing my sister's jacket,' she said.
She said she _____ her sister's jacket.
- 'I didn't arrive on time,' he told me.
He told me he _____ on time.
- 'The DIY store isn't open at the weekend,' he said.
He said the DIY store _____ open at the weekend.
- 'It's snowing heavily,' my dad said.
My dad said that it _____ heavily.
- 'I'm not enjoying the film,' Zak said.
Zak said he _____ the film.
- 'My grandma makes really good pizzas,' said Gino.
Gino said that his grandma _____ really good pizzas.
- 'I don't like horror films,' said Joel.
Joel said he _____ horror films.
- 'I went to Paris at New Year,' my cousin told me.
My cousin told me he _____ to Paris at New Year.
- 'I know all the answers,' my friend said.
My friend said she _____ all the answers.
- 'We didn't take many photos,' my parents said.
My parents said they _____ many photos.

2 Complete the sentences with the correct pronouns and possessive adjectives. ➔ 8.2

- 'I'm cleaning your brother's room,' my dad told me.
My dad told me he was cleaning my brother's room.
- 'I love your sunglasses,' my uncle said to me.
My uncle said that _____ loved _____ sunglasses.
- 'You need our help,' Anna told him.
Anna told him that _____ needed _____ help.
- 'Your sister has left her bike in our garage,' my friend's mum said to me.
My friend's mum told me that _____ sister had left _____ bike in _____ garage.
- 'You're hurting my finger,' Dan said to his brother.
Dan told _____ brother that _____ was hurting _____ finger.

3 Rewrite what Emma said using reported speech. ➔ 8.1, 8.2

- 'I'm on the High Street.'
She said she was on the High Street.
- 'It's raining quite hard here.'
- 'I need to buy a present for my sister.'
- 'It's her birthday soon.'
- 'I'm looking for a silver bracelet.'
- 'I saw a nice one yesterday in the jeweller's.'
- 'Unfortunately, it isn't there any more.'
- 'I think somebody bought it.'

8D Reported speech (2)**4 Complete the reported speech. Use the past perfect, could / couldn't and would / wouldn't. ➔ 8.3**

- 'Burglars have broken into our house twice,' said Di.
Di said that burglars _____ into their house twice.
- 'I'll carry the bags for you,' said Ryan.
Ryan said that he _____ the bags for me.
- 'I've lost my glasses,' said my grandma.
My grandma said that she _____ her glasses.
- 'We can get some bread at the corner shop,' said Dad.
Dad said that we _____ some bread at the corner shop.
- 'I've never been to Spain,' Kelly said.
Kelly said that she _____ never _____ to Spain.
- 'You can't go out tonight,' said Mum.
Mum said I _____ go out that night.
- 'You haven't locked the door,' said George.
George said that I _____ the door.
- 'Barcelona will win the Champions League again,' said Harry.
Harry said that Barcelona _____ the Champions League again.

5 Change the direct speech to reported speech. Remember to change the pronouns and references to time where necessary. ➔ 8.2, 8.3

- 'I'll see you tomorrow,' said Sally.
Sally said that she would see me the next day.
- 'We haven't been to London since last January,' said Emma.
- 'Tom can't speak French,' said Wendy.
- 'I'll get a holiday job next summer,' said Kylie.
- 'We can play tennis tomorrow,' said Jake.
- 'Kate has decided to study medicine,' said her brother.
- 'I won't tell anyone what Josh has done,' said Andy.

8D Reported speech (2) tell and say**6 Complete the reported speech with said or told. ➔ 8.4**

- Kate _____ me that she wasn't feeling well.
- Sally _____ she wouldn't be late.
- Jordan _____ that he didn't like Vanessa.
- Amy _____ James that she'd text him later that day.
- Charlie _____ he wanted to go home.
- Beth _____ us she was going to the café.

8B Reported speech (1)

8.1 We use reported speech to report what somebody else said. We can use *that* to introduce reported speech, but we often omit it. The tense of the verb usually changes.

Direct speech	Reported speech
Present simple 'I don't like dogs,' Ben said.	Past simple Ben said (that) he didn't like dogs.
'My dad is at work,' Becky said.	Becky said (that) her dad was at work.
Present continuous 'He's wearing a blue top,' Michelle said.	Past continuous Michelle said (that) he was wearing a blue top.
Past simple 'We moved to London in 2010,' Phil said.	Past perfect Phil said (that) they had moved to London in 2010.

8.2 Pronouns and possessive adjectives usually change in reported speech, depending on the speaker and context.
'You're eating my chips,' he told us.
He told us we were eating his chips.
References to time and place can change as well.

Direct speech	Reported speech
yesterday 'I sold my bike yesterday,' he told me.	the day before He told me (that) he'd sold his bike the day before.
today 'I'm revising today,' she said.	that day She said (that) she was revising that day.
here 'My grandparents live here too,' she told him.	there She told him (that) her grandparents lived there too.

8D Reported speech (2)

8.3 See **8.1** and **8.2** above for general information about changes of tense and pronouns in reported speech.

Direct speech	Reported speech
Present perfect 'I've finished,' he said.	Past perfect He said (that) he had finished.
can / can't 'He can't swim,' she said.	could / couldn't She said (that) he couldn't swim.
will / won't 'I'll phone later,' he said.	would / wouldn't He said (that) he would phone later.

8.4 say and tell

If we want to mention who is spoken to, we usually use *tell*.
'Tom, I'm hungry,' said Mel. → Mel told Tom she was hungry.

We don't use *to* with *tell*.

~~Mel told to Tom she was hungry.~~ X

After *say*, we don't usually mention the person who is spoken to.

'Tom, I'm hungry,' said Mel. → Mel said she was hungry.

If we do mention the person who is spoken to, we use *to*.

Mel said to Tom that she was hungry. ✓

~~NOT Mel said Tom that she was hungry.~~ X

9B The passive (present simple and past simple)**1 Write the past participle of these verbs.**

- | | |
|---------------|---------------|
| 1 break _____ | 6 fly _____ |
| 2 take _____ | 7 try _____ |
| 3 make _____ | 8 show _____ |
| 4 send _____ | 9 grow _____ |
| 5 spend _____ | 10 know _____ |

2 Complete the sentences with the correct form of the verb *be*. ➔ 9.1

- I _____ mugged last summer in New York.
- The museum _____ renovated two years ago.
- Good food _____ served every night in our restaurant.
- Nowadays, most food _____ made in factories.
- The video clip _____ viewed over a million times that day.
- Most newspapers _____ published online these days.
- The first TV programmes _____ broadcast about 90 years ago.
- Every year, we _____ invited to my aunt's house for New Year, but we never go!

3 Complete the description using the present simple passive form of the verbs in brackets. ➔ 9.1

Our pizzas ¹ _____ (make) freshly every evening from a recipe which ² _____ (know) by only a few people. Only the finest ingredients ³ _____ (use). The tomatoes ⁴ _____ (grow) in the south of Italy and the cheese ⁵ _____ (produce) using only the finest buffalo milk. The pizzas ⁶ _____ (prepare) by our skilled pizza chefs. Then they ⁷ _____ (cook) in our traditional pizza ovens. They ⁸ _____ (serve) with fresh salad.

4 Complete the broadcasting facts. Use the past simple passive form of the verbs in brackets. ➔ 9.1, 9.2

- 1920 The first radio broadcast ¹ _____ (transmit) by KDKA in the USA.
- 1925 The first soap opera, *The Smith Family*, ² _____ (broadcast) on the radio.
- 1928 A television image ³ _____ (send) from England to the USA for the first time.
- 1928 The first television set ⁴ _____ (sell).
- 1936 The first BBC TV programmes ⁵ _____ (make) in the UK.
- 1940 Colour TV sets ⁶ _____ (demonstrate) by CBS in New York.
- 1947 Baseball games ⁷ _____ (televisé) for the first time.
- 1954 More money ⁸ _____ (earn) by TV broadcasters than by radio broadcasters.
- 1964 Colour TV sets ⁹ _____ (buy) by families across the USA.

1983 The final episode of the comedy series *M*A*S*H* ¹⁰ _____ (watch) by more than 125 million viewers.

1990 The first episode of *The Simpsons* ¹¹ _____ (show) on Fox.

9D The passive (present perfect and future)**5 Complete the sentences. Use the correct affirmative, negative, or interrogative form of the present perfect passive. ➔ 9.4**

- My watch *has been stolen* (steal).
- These socks _____ (not wash).
- _____ your ticket _____ (check)?
- A new road _____ (build) between Kingsbridge and Abbotsville.
- The latest *Avengers* film _____ (not show) in our local cinema yet.
- _____ your parcel _____ (deliver) yet?
- They're going to cancel the concert because not enough tickets _____ (sell).
- How many people _____ (invite) to Emily's party?
- My homework _____ (not mark) by the teacher.

6 Complete the advertisement. Use the future passive form (*will*) of the verbs in brackets. ➔ 9.5**SuperCloud** **FREE cloud storage for your computer data!**

It's so easy! Simply select the files you want to store and they ¹ _____ (upload) to SuperCloud. They ² _____ (scan) for viruses and then ³ _____ (store) on our servers.

Your files and photos ⁴ _____ (back up) automatically, so they ⁵ _____ (not lose).

Remember, you ⁶ _____ (not charge) for the SuperCloud service. It's FREE!

Click [here](#) to sign up. Once you sign up, an email ⁷ _____ (send) to you with full instructions.

What are you waiting for?!

7 Rewrite the sentences. Use the present perfect or future passive. Use *by* where necessary. ➔ 9.2, 9.3, 9.4, 9.5

- Robots will build the cars in the new factory.
The cars will be built by robots in the new factory.
- The police have arrested three men.
- We probably won't need desktop computers ten years from now.
- Youths have vandalised the bus stop.
- Digital cameras have replaced celluloid film cameras.
- The police will study the CCTV footage.
- They haven't invented computers that can think like humans.

The passive (present simple and past simple)

9.1 We form the passive with the correct tense of the verb *be* and the past participle.

These cars are made in China. (present)

This computer was made in Japan. (past)

The passive can be affirmative, negative or interrogative.

Present simple	Past simple
Affirmative	
They are powered by electricity.	It was powered by steam.
Negative	
Cricket isn't played in many countries.	Basketball wasn't played in the 18th century.
Questions and short answers	
Are they grown in Europe? Yes, they are. / No, they aren't.	Was it built by the Romans? Yes, it was. / No, it wasn't.

9.2 We use the passive when either we do not know who or what performed the action, or we do not want to focus on who or what performed the action.

My laptop was stolen last weekend.

If we want to say who performed the action, we use *by*.

My house was designed by a famous architect.

9.3 When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are often used as video cameras.

It was probably discovered by the Ancient Greeks.

The passive (present perfect and future)

9.4 We form the present perfect passive like this: present perfect of the verb *be* + past participle of the main verb

Affirmative

The room has been tidied.

Negative

The room hasn't been tidied.

Questions and short answers

Has the room been tidied?

Yes, it has. / No, it hasn't.

9.5 We form the future passive like this:

will / won't + be + past participle of the main verb

Affirmative

Teachers will be replaced by robots.

Negative

Teachers won't be replaced by robots.

Questions and short answers

Will teachers be replaced by robots?

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

S

Extra Speaking Tasks

Unit 4

SPEAKING Work in pairs. Take turns to compare and contrast photos A and B.

- 1 Describe each photo in general.
- 2 Describe any differences and similarities between the photos.
- 3 Speculate on how people in the situations may be feeling.



Unit 5

SPEAKING Work in pairs. Take turns to do the task below. Spend about a minute preparing your answer. Use phrases from exercise 4 in lesson 3G and exercises 4 and 5 in lesson 5G to help you.

After leaving school, you have decided to take a gap year and work in Britain. Discuss the three jobs shown in the pictures with a member of staff at the job agency. Decide which job you will apply for and why.



Unit 7

SPEAKING Work in pairs. Take turns to do the tasks below.

Student A: Describe photo A in detail first, then briefly compare it with photo B.

Student B: Describe photo B in detail first, then briefly compare it with photo A.



- Discuss this statement together: 'It is more important for schools to spend money on teaching materials than extra-curricular activities'. Do you agree? Why? / Why not?

Unit 8

SPEAKING Work in pairs. Take turns to compare and contrast photos A and B. Then answer the questions.

- 1 How do you think the person is feeling? Why?
- 2 What are the pros and cons of punishing criminals in this way, in your opinion?

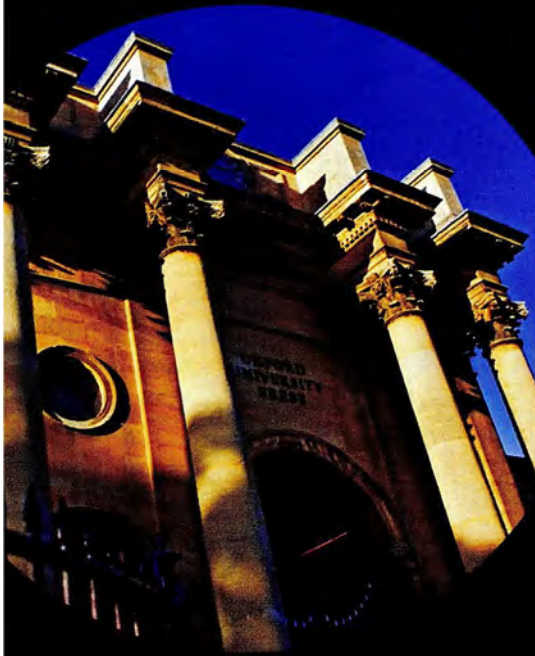




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