# Hew third edition Grammar Grammar Thirdean Thirdean

**Jennifer Seidl** 



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# Hew third edition Grammar Alberta Edition Grammar Albe

Jennifer Seidl



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Speaking activity



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# Are you running away? ◄)) 2

# Present simple and present continuous

Jenny What's wrong? Are you running away from someone?

Anna Yes, a horrible green thing on a skateboard is chasing me.

Jenny That's Trig, an alien from Triglon. He's very friendly.

Anna I don't care who he is, I don't like him. I don't usually talk to aliens. Merton is a very strange town.

Jenny Don't you live in Merton?

Anna No. I **live** in Kingsley, but my brother Ben and I **are staying** with my Aunt Sarah and my cousin Mark for a few months. I haven't got any friends here.

Jenny Well, I'm going to the cinema with my brother tonight. Do you want to come?

Anna Yes, thanks. I **love** films ... But **is** Trig **coming**?



#### Words to learn ◀测 3

horrible friendly alien care stay cousin together town hall sightsee relax

#### Grammar lesson

#### Present simple

We use the present simple

1 for actions that we do (or don't do) regularly, especially with always, often, usually, sometimes, never, every day, etc.:

I don't usually talk to aliens.

2 for facts: I **live** in Kingsley.

3 when we say we like, love, hate, dislike, know, believe or think something:

I love films.

#### Present continuous

We use the present continuous

1 for something that is happening at the moment of speaking, often with **now**, **at the moment**, **today**, etc.:

A green thing is chasing me.

Are you running away from something?

2 for something temporary:

I'm staying in Merton for a few months.

3 to talk about future plans, often with time expressions such as next week, on Tuesday, tonight:

We're going to the cinema tonight.

Is Tria coming?

There are some spelling rules for the present continuous on page 127.



- 1 Fit the verb forms into the puzzles.
- do be begin hurry have mix



b forget choose hit lie make happen



2 Complete the text. Use the present simple form of the verbs in the box.

arrive bury catch chase get up go have to love play practise try

Jenny and her brother Nick have to get up at seven thirty. Nick sometimes gets up late, so he 1\_\_\_\_\_\_ eat his toast quickly before Tom and Amanda 2\_\_\_\_\_\_. Tom 3\_\_\_\_ football for the school team. He 4\_\_\_\_ every Wednesday. Amanda 5\_\_\_\_\_ horses. She usually 6\_\_\_\_\_ riding on Sundays. Chip is Jenny and Nick's dog. He 7\_\_\_\_ his bones in the garden and he 8\_\_\_\_ Fluff, the neighbours' cat, but he never 9\_\_\_\_\_ her. Trig is the children's alien friend. He 10\_\_\_\_\_ hard to learn English.

3 Complete the sentences. Use the present continuous form of the verbs in the box.

come go welcome ride stand stop wave



- Debbie Fox has won an Olympic medal. Everyone in Merton is welcoming her home.
- 1 The car \_\_\_\_\_ round the corner.
- 2 Two policemen \_\_\_\_\_ motorbikes in front of the car.
- 3 A policeman \_\_\_\_\_ the traffic.
- 4 Some people \_\_\_\_\_ flags.



- 5 Now Debbie \_\_\_\_\_ into the town hall.
- 6 Jenny and Nick \_\_\_\_\_\_ in the crowd with Trig.

4 Read what the teenagers say about watching television then read the sentences. Some sentences aren't true. Write new sentences.



Max

I think I watch too much television. I love cartoons. I always watch my favourite ones. I sometimes watch television for three hours a day.



Dave

I watch television for about an hour a day. I don't think that's too much. I like comedy shows, but I think game shows are stupid. I don't watch them.



Marion

I don't have much time to watch television. I play the piano and read books. I sometimes watch programmes about wildlife. I don't usually know what's on television.



Sofic

I watch too much television. On some days I watch for about four hours. When I come home from school I watch a quiz show and later I watch cartoons and films.

- Max watches cartoons.
   Correct.
- Marion watches game shows. She doesn't watch game shows. She watches programmes about wildlife.

| 1 | Dave likes comedy shows.   |
|---|--|
| 2 | Sofia plays the piano.   |
| 3 | Marion watches a lot of television.  |
| 4 | Dave always knows what's on television.  |
| 5 | Max hates cartoons.  |
| 6 | Marion watches wildlife programmes.  |
| 7 | Max watches television for an hour a day   |
| 8 | Sofia watches animal programmes.   |
| W | rite short answers.  |
|   | Does Max hate cartoons? No, he doesn't.  Do Dave and Marion watch too much television? |
| 2 | Does Sofia watch wildlife programmes?  |
| 3 | Does Dave watch comedy shows?  |
| 4 | Does Sofia watch too much television?  |
| 5 | Do Max and Sofia watch cartoons?   |
| 6 | Does Dave like game shows?   |

5

6 Complete the email. Use the present simple or the present continuous form of the verbs in brackets.

| Hello Nick                 |                         |
|----------------------------|-------------------------|
| We're in Scotland! We do   | on't usually come (not  |
| come) to Scotland on ho    | oliday, but we're       |
| having (have) a really goo | od time here. The       |
| sun                        | _1 (shine) now,         |
| so Mum and Dad             | 2                       |
| (have) an ice cream in a   | café and my sister      |
| 3 (                        | write) postcards. I     |
| 4 (                        | sit) in an internet caf |
| just round the corner.     |                         |
| It often                   | 5 (rain) in             |
| Scotland, but it           | <sup>6</sup> (not       |
| rain) today, so we         | 7                       |
| (not look) round museur    | ns. When we are on      |
| holiday we always          | 8                       |
| (go) to a different place  | every day. We           |
| 9 (                        | visit) old castles,     |
| famous buildings or histo  |                         |
|                            | (take) photos of        |
| everything. We             | 11                      |
| (not sightsee) today, tho  | _                       |
|                            | (relax).Tomorrow we     |
|                            | (go) to Loch Ness.      |
|                            | 4 (send) you some       |
| photographs with this er   |                         |
| 15                         | (like) them.            |
| Oliver                     |                         |
|                            |                         |
|                            |                         |
|                            |                         |
| ~                          |                         |
|                            |                         |
|                            |                         |
|                            |                         |
|                            |                         |







#### Partner interview

Ask your partner four questions about their television habits. Use the present simple. Then use the present continuous to ask about future plans.

Student 1 Do you think you watch too much television?

Student 2 No, I don't. I watch for about an hour a day.

Student 1 What kind of programmes do you watch? What are you watching tonight? Are you watching ... on Saturday?



Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

# Something funny happened ◄测₄

## Past simple and past continuous



Jenny Did Tom's team win their match yesterday?

Nick Yes, they won. But they were very lucky. Something funny happened.

Jenny Oh? What?

Nick Well, the score was one nil. Tom's team was winning. It was almost the end of the match. Suddenly people started shouting. A player from the other team was running towards the goal with the ball when a dog ran onto the field. The player kicked the ball, but the dog stopped it right in front of the goal!

Jenny That's amazing! So what did they do then?

Nick Well, they finished the match, but the other team didn't score. So Tom's team won, but the dog was the star. All Tom's supporters loved him!

#### Words to learn ∢)) 5

lucky score nil goal supporter fall in love mayor marry tailor sew cloth thick sail thin gold embarrassing

#### Grammar lesson

#### Past simple

We form the past simple of regular verbs with **ed** or **d**. Irregular verbs have a special form. (Look at page 126.)

start - started, love - loved, win - won, run - ran

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

Did Tom's team win?

The other team didn't score.

We use the past simple for an action that started and finished in the past.

Something funny happened.

#### Past continuous

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

I was just leaving.

We make questions and negative forms like this:

Were they playing well? They weren't playing well.

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

Tom's team was winning.

#### Past simple and past continuous

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

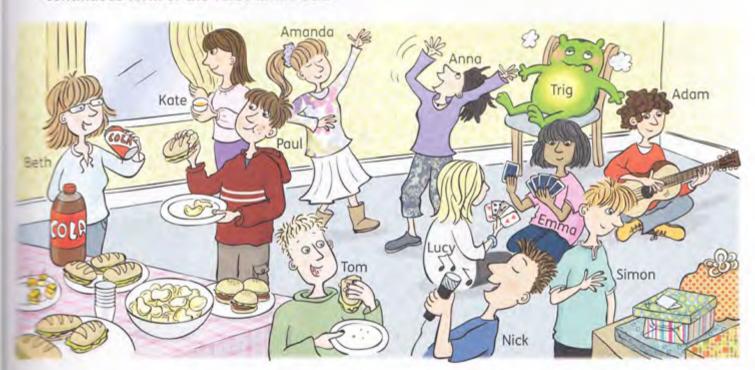
A player **was running** towards the goal when a dog **ran** onto the field.

1 Find the infinitives and the past simple forms. Write them in the correct lists.

| Infinitive | Past simple |
|------------|-------------|
| come       | came        |
|            |             |
|            |             |
|            |             |
|            | _           |
|            | 1           |

| Α | Χ | D | F | T | 0 | 0 | K | М | C | S | D | R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Υ | C | 0 | М | D | W | Y | U | P | F | Α | Ι | U |
| W | 0 | R | K | Q | E | G | K | Ν | 0 | W | Z | N |
| Q | G | Р | R | Α | Ν | L | 0 | Α | Μ | E | T | Н |
| Z | 0 | P | U | K | T | Α | K | E | G | U | K | S |
| Μ | N | S | E | E | ٧ | S | W | Ţ | I | Χ | N | Т |
| W | 0 | R | K | E | D | L | Н | L | ٧ | Q | E | I |
| E | T | W | Ι | 0 | В | G | Α | V | E | D | W | 0 |

What did Jenny see when she arrived at the party? Complete the sentences with the past continuous form of the verbs in the box.



look look play play sit dance sing drink eat

- Nick was singing.
- 1 Kate \_\_\_\_\_ out of the window.
- 2 Amanda and Anna \_\_\_\_\_
- 3 Adam \_\_\_\_\_\_ the guitar.
- 4 Trig \_\_\_\_\_\_ in the corner.

- 5 Tom and Paul \_\_\_\_\_ sandwiches.
- **6** Simon \_\_\_\_\_ at the presents.
- **7** Beth \_\_\_\_\_ cola.
- 8 Emma and Lucy \_\_\_\_\_
  cards.

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

#### Levi Strauss and the story of jeans

Levi Strauss came (come) from a small town in the south of Germany. When he 1\_\_\_\_\_ (be) a young man, he
2\_\_\_\_ (fall) in love with the mayor's daughter. But the mayor and Levi's parents 3\_\_\_\_\_ (not want) them to marry. So Levi's parents 4\_\_\_\_\_ (send) him away to New York, where his brothers 5\_\_\_\_\_(live). They 6\_\_\_\_\_(be) tailors and they <sup>7</sup>\_\_\_\_\_ (teach) him to sew. In 1850, Levi 8\_\_\_\_\_ (take) some cloth from New York to San Francisco for his brothers. It was thick, strong cloth for making sails for boats. On the way, Levi 9\_\_\_\_\_ (meet) some men who 10 (look) for gold in a river. The weather was bad. It 11\_\_\_\_\_\_ (rain) and a strong wind 12\_\_\_\_\_ (blow). The men were cold because they 13 (wear) thin trousers. Suddenly Levi <sup>14</sup>\_\_\_\_\_ (have) an idea. He <sup>15</sup>\_\_\_\_\_ (use) the cloth which he <sup>16</sup>\_\_\_\_\_\_ (take) to San Francisco to make good, strong trousers for the men. The men <sup>17</sup> (love) the new trousers but they 18\_\_\_\_\_ (not like) the light colour. So when Levi Strauss <sup>19</sup>\_\_\_\_\_ (open) a shop for trousers in San Francisco, he 20\_\_\_\_\_ (buy) a special blue cloth from France. That's how the first jeans 21 (become) blue.









| 4 | Write questions about Levi Strauss. Use the words in brackets. |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
|   | •  | He came from Germany. (Where from)                   |  |  |  |  |  |  |
|   |  | Where did he come from?                              |  |  |  |  |  |  |
|   | 1  | His parents sent him to America. (Why)               |  |  |  |  |  |  |
|   | 2  | His brothers taught him to sew. (Who)                |  |  |  |  |  |  |
|   | 3  | In 1850 he travelled to San Francisco.<br>(When)     |  |  |  |  |  |  |
|   |  | -  |  |  |  |  |  |  |
|   | 4  | He met some men on the way. (Who)                    |  |  |  |  |  |  |
|   | 5  | They were looking for gold in a river. (Where)       |  |  |  |  |  |  |
|   | 6  | They were wearing thin trousers. (Why)               |  |  |  |  |  |  |
|   | 7  | Levi took cloth for boat sails to California. (What) |  |  |  |  |  |  |



8 He made trousers from the cloth. (What)

| 5 | Complete the conversation. Use the past     |
|---|---|
|   | simple or past continuous form of the verbs |
|   | in brackets.                                |

|        |                 | ) to your house at<br>last night, but you |
|--------|-----------------|---|
|        |                 | (not be) there.                           |
| Amanda |                 | (be) all out. Mum                         |
|        | 3               | (visit) a neighbour and                   |
|        | Dad 4           | (work) late. So I                         |
|        | 5               | (go) to Maria's house.                    |
|        | I think we 6_   | (eat) a                                   |
|        | pizza at seve   | n o'clock.                                |
| Jenny  | What 7          | (you do) after                            |
|        | that? Homew     | vork?                                     |
| Amanda | Yes. We 8       | (do) our                                  |
|        | maths home      | work. After that we                       |
|        | 9               | (watch) a DVD.                            |
|        |                 | (watch)                                   |
|        | a really exciti | ng part when                              |
|        | Dad 11          | (arrive). I                               |
|        | 12              | (go) home with him.                       |
|        |                 | (not see) the end.                        |

#### 6 Partner interview

Ask your partner 'Has anything embarrassing happened to you or your family? What were you doing? What happened?' Tell your partner two things. Use the past simple and the past continuous.

I was watching a film at the cinema when my mobile phone rang. Everybody looked at me.

Just as I was getting on the bus to school I dropped all my books. The driver had to wait and he wasn't very pleased.

www

Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

# 3 You're good at drawing ◄ (1)) 6

# The -ing form; so and neither

Tom, Amanda, Jenny, Nick and Anna are talking about the school magazine. They're deciding what to write.

Is anyone really interested in reading Jenny

about our school?

Amanda I am. I enjoy finding out what other

people are doing. I like writing stories

for people to read, too.

I don't mind interviewing people. Tom

Nick Neither do I.

What shall I do? Anna

How about drawing some cartoons? Jenny

You're good at drawing.

Nick So am I.

No, you aren't. You can't draw anything. Tom

Nick Neither can you. Anyway, I'd like to

write about football matches, Sports

reports are always popular.



#### Words to learn ◆)) 7

story interview sports report popular joke rock concert romantic reply save quiz worm

#### Grammar lesson

#### The -ing form

We use the -ing form

1 after the verbs like, love, enjoy, hate, can't help, don't mind, finish:

I like writing stories.

I enjoy finding out what other people are

I don't mind interviewing people.

2 after prepositions such as about, at, in:

How about drawing some cartoons?

You're good at drawing.

Is anyone interested in reading about our school?

#### So and neither

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

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

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

You can't draw. Neither can you.

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

I like writing stories. So does Anna. OR So do I. I don't mind interviewing people. Neither do I. or Neither does Tom.

| 1 | Complete the conversation. Use the -ing form of the verbs in brackets. |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   | Nick   | I don't think people like <u>reading</u> (read) |  |  |  |  |
|   |  | poems in magazines.                             |  |  |  |  |
|   | Jenny  | What are you going to write, then?              |  |  |  |  |

| Nick | Well, I enjoy <sup>1</sup> (watch) |                        |  |  |  |  |
|------|------------------------------------|------------------------|--|--|--|--|
|      | football matches and I'm good at   |                        |  |  |  |  |
|      | 2                                  | (write) about them, so |  |  |  |  |
|      | I'll write                         | a sports report        |  |  |  |  |

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

|                 | (nave) | a i | nusic | page: |
|-----------------|--------|-----|-------|-------|
| Music is always | nonula | ır  |       |       |

| Nick | And a joke | page. I'm good at |
|------|------------|-------------------|
|      | 6          | (tall) jakas      |

| Jenny | Are you still interested in 7 | _ |
|-------|-------------------------------|---|
|       | (interview) people?           |   |

- Nick Yes. I think I'll interview the captain of the school football team.
- Jenny Good idea. He won't mind

  8 (talk) about football.



#### Write sentences about Larry and Des. Use the words in the boxes and the -ing form.

| not mind | enjoy | not like | hate | enjoy |
|----------|-------|----------|------|-------|

- ▶ dance ⊕ ⊕
- 1 listen to rock music 🙂 🙂
- 2 watch horror films 🙁 🙁 🙁
- 3 play computer games 😐
- 4 eat Indian food 🙁



|   | 1     |         |              |
|---|-------|---------|--------------|
| • | arry  | RM IDHC | dancing.     |
|   | -ully | onjous  | controlling. |

| 1 | Не |  |
|---|----|--|
|   |    |  |

| 2 |  |  |  |
|---|--|--|--|
|   |  |  |  |

- 5 cook @ @ @
- 6 look round museums 🙂 🙂
- 7 read romantic stories 🙁 🙁 🙁
- 8 watch quiz shows 🙁



- 5 Des \_\_\_\_\_
- 6 He \_\_\_\_\_
- 7 \_\_\_\_\_
- 8

#### 3 Match the statements to the replies.

- ▶ Jenny I'll be fourteen next year. -
- 1 Nick I don't like going to the dentist's.
- 2 Tom I've got a lot of homework.
- 3 Ben I couldn't do the maths test.
- 4 Amanda I'm going to the pop concert tomorrow.

Sam Neither could I.

Anna So will I

Jenny So am I.

Tom Neither do I.

Nick So have I.

#### 4 Write the replies.



Nick I can't dance very well.



1 Ben I need a new bike.



2 Sam I can stand on my head.



3 Jenny I wouldn't like to eat a worm



4 Anna I like pizza.



5 Amanda I'm not hungry.



Tom Neither can I.



Sam



Ben



Amanda



Trig \_



Jenny \_\_\_\_\_

#### 5 Write about Ben, Max and Ella. Use neither or so. (√ = agree x = disagree)

|   | Ben                                 | Max   | Ella     |
|---|-------------------------------------|-------|----------|
| > | I like basketball.                  | X     | 1        |
| • | I can't speak Italian.              | X     | X        |
| 1 | I enjoy reading.                    | 1     | X        |
| 2 | I can't dance.                      | 1     | X        |
| 3 | I love chocolate.                   | 1     | 1        |
| 4 | I can't play the drums.             | 1     | 1        |
| 5 | I've got a pet.                     | X     | 1        |
| 6 | I'm not good at running.            | 1     | X        |
| 7 | I play football.                    | 1     | X        |
| 8 | I don't watch romantic films.       | 1     | X        |
| * | Ben likes basketball. So does Ella. |       |          |
| > | Ben can't speak Italian. Neither co | n Max | or Ella. |
| 1 |                                     |       |          |
| 2 |                                     |       |          |
| 3 |                                     |       |          |
| 4 |                                     |       |          |
| 5 |                                     |       |          |
| 6 |                                     |       |          |
| 7 |                                     |       |          |
| 8 |                                     |       |          |

#### 6 Partner interview

Take turns to ask a partner about hobbies and free time activities. Use **good at** or **interested in** and the **-ing** form. Give a short answer first. Then add a sentence.

Student 1 Are you good at drawing?

Student 2 Yes, I am. It's my favourite hobby. or No, I'm not. But I'm quite good at drawing animals.

Student 1 Are you interested in learning about computers?

Student 2 No, I'm not. But I sometimes play computer games with my friends. or Yes, I am. I sometimes buy computer magazines.



#### 7 Class activity

Students take turns to say two sentences about themselves, one affirmative and one negative. Other students compare and agree with **So** ... and **Neither** ....

Student 1 I like reading music magazines.

Student 2 So do I.

Student 1 I'm not very good at sports.

Student 3 Neither am I.



Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

# Nick's been working ◄») 8

# Present perfect simple and present perfect continuous

Jenny Nick, you look tired. What have you been doing?

Nick I've been working hard since nine o'clock this morning. I've been painting the fence for two hours. I've just finished it. Look, it's blue now.

Jenny But Nick, you've never painted the fence before.

Nick I've been doing lots of jobs to get extra pocket money. I've also cut the grass and I've washed the car.

Jenny But you haven't done your homework yet!



#### Words to learn ◀)) 9

feed band youth club model karate judo marathon essay

#### Grammar lesson

#### Present perfect simple

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

Look at the list of irregular verbs and their past participles on page 126.

We use the present perfect simple

1 for a completed action with **just** and **already** and for an uncompleted action with **yet**:

You **haven't done** your homework **yet**.

2 for a completed action which has an effect or result in the present:

I've just finished it. Look, it's blue now.

3 for a completed action at an unknown or unstated time, often with ever and never: You've never painted the fence before.

#### Present perfect continuous

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

We use the present perfect continuous

1 for an action that begins in the past and continues up to the present. The action may be finished or unfinished:

I've been doing lots of jobs.

2 with **for** and **since** to emphasize **how long** an action has been happening:

I've been working hard since nine o'clock

I've been working hard since nine o'clock this morning.

How long have you been painting the fence? I've been painting the fence for two hours.

1 Find the past participles.

|   |   | - |   |   |   |   |   |   |   |   |   | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | E | E | N | X | K | X | D | R | Α | W | N | S |
| L | S | Α | Z | Q | Ν | Z | J | U | T | R | S | Т |
| 0 | W | T | F | R | 0 | Z | Ε | Ν | Е | I | P | 0 |
| W | Α | Ε | Χ | S | W | U | М | Υ | Z | T | 0 | L |
| N | М | Ν | W | E | N | Т | R | Α | Ν | T | K | Е |
| T | Α | K | Е | Ν | Q | W | Α | S | S | E | Ε | Ν |
| F | E | L | L | Q | D | R | Ι | ٧ | E | N | Ν | Q |
| S | Н | Α | K | E | N | Χ | G | 0 | N | E | Q | Z |

2 Choose five verbs from exercise 1. Write the infinitive, past simple and past participle.

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| be         | was         | been            |
|            |             |                 |
|            | -           |                 |
|            |             |                 |
|            |             | _               |
|            | _           |                 |

3 Look at the pictures. What have Tom and Nick done? Use the verbs in the box.

clean cut feed give make paint



Nick has out the grass.



1 Nick \_\_\_\_\_ his pet fish.



2 Nick and Tom \_\_\_\_\_\_ Tom's

bike.



3 Nick \_\_\_\_\_ his bed.



4 Nick and Tom \_\_\_\_\_ Chip a bath.



5 Nick \_\_\_\_\_ the fence blue.

#### Write new sentences. Use the present perfect continuous with for or since.









- ▶ Jenny has piano lessons. (three years)
  Jenny has been having piano lessons for three years.
- Tom plays in a band. (he got a new guitar)

  Tom has been playing in a band since he got a new guitar.
- 1 Amanda has riding lessons. (two years)

| 2  | Nick and fom go to a youth club. (a year)                   |
|----|---|
| 3  | Ben makes models. (he came to Merton)                       |
| 4  | Mark enters swimming competitions. (two years)              |
| 5  | Tom plays football for the school team. (two years)         |
| 6  | Jenny and Amanda do judo. (last year)                       |
| 7  | Mark and John run in marathons. (three years)               |
| 8  | Emma goes to karate lessons. (her birthday last year)       |
| 9  | Mrs Bell is learning Spanish. (her holiday in Spain)        |
| 10 | Amanda is teaching herself to play the guitar. (six months) |
|    |   |

| 5 | p                                 | omplete the sentences. U<br>erfect simple or the prese<br>ontinuous. |                       |  |  |  |  |
|---|-----------------------------------|--|-----------------------|--|--|--|--|
|   | •                                 | Anna has been writing (writ  | e) an email to a      |  |  |  |  |
|   | magazine. She's just finished it. |  |                       |  |  |  |  |
|   | •                                 | Nick has been looking for  | his maths book all    |  |  |  |  |
|   |                                   | morning, but he hasn't found (not find) it ye                        |                       |  |  |  |  |
|   | 1                                 | Trig   | (practise) English    |  |  |  |  |
|   |                                   | words for an hour. He isn't very happy.                              |                       |  |  |  |  |
|   | 2                                 | Jenny  | (wait) for the        |  |  |  |  |
|   |                                   | bus for half an hour, but it   | t hasn't arrived yet. |  |  |  |  |
|   | 3                                 | Tom  | _ (play) a            |  |  |  |  |
|   |                                   | computer game for two h  | ours and he's still   |  |  |  |  |
|   |                                   | playing.   |                       |  |  |  |  |
| 1 | 4                                 | Ben hasn't finished making his model plane                           |                       |  |  |  |  |
|   |                                   | yet. He  | (make) it for         |  |  |  |  |
|   |                                   | two weeks.   |                       |  |  |  |  |
|   | 5                                 | Mrs Bell   | (not come)            |  |  |  |  |
|   |                                   | home yet. She's been sho   | pping in town         |  |  |  |  |
|   |                                   | since one o'clock.   |                       |  |  |  |  |
|   | 6                                 | Emma   | (have) a karate       |  |  |  |  |
|   |                                   | lesson since four o'clock.   |                       |  |  |  |  |
|   | 7                                 | Chip   | _ (wait) for Jenny    |  |  |  |  |
|   |                                   | and Mrs Bell all day.  |                       |  |  |  |  |
|   | 8                                 | Mr Bell's car  | (make)                |  |  |  |  |
|   |                                   | strange noises, so he  |                       |  |  |  |  |
|   |                                   | (take) it to the garage.   |                       |  |  |  |  |
|   | 9                                 | Paul   | _ (draw) cartoons     |  |  |  |  |
|   |                                   | for two hours. He  | (not                  |  |  |  |  |
|   |                                   | finish) yet.   |                       |  |  |  |  |

| 11 | Ben                        | _ (do) homework |
|----|----------------------------|-----------------|
|    | for an hour. He            | (jus            |
|    | finish) his English essay. |                 |
| 12 | Amanda                     | (ride) all      |
|    | morning. She               | (not            |
|    | have) lunch yet.           |                 |
|    |                            |                 |

#### 6 Class game

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

I've been playing the guitar for two years.

Do not write your name on the paper.
The teacher will collect all the papers and give them to different students.
Take turns to guess whose paper you have got. Continue until you have found the right person.

Student 1 George. Have you been playing the guitar for two years? Student 2 Yes, I have. or No. I haven't.

Www Visit Trig's website for more practice!



(rain) all day and it

(not stop) yet.

TEACHERS: now download the online worksheet for this unit.

# Have you seen Ben? ◄)) 10

### Present perfect simple and past simple





Nick Have you seen Ben?

Tom Yes, I saw him about ten minutes ago.

Nick Where did you see him?

Tom In the park. He was playing football with Jason.

Nick Jason? He's a very good player. **Have** you ever **played** football with him?

Tom I played in a match against his school team once.

Nick Did you win?

Tom No, we lost. Jason scored five goals.







Later ...

Ben I've had a great time in the park. I played football with Jason and I saved ten goals.

Jason has asked me to be the goalkeeper in the next match!

#### Words to learn ◀)) 11

player goalkeeper special ticket explain boss offer stunt serious trampoline

#### Grammar lesson

#### Present perfect simple

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

Have you seen Ben?

I've had a great time in the park.

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

Have you ever played football with Jason?

#### Past simple

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

I **saw** him about ten minutes **ago**. I **played** in a match against his school team once.

Did you win?



| 1 | What's the news in Merton? Write sentences   |  |  |  |
|---|--|--|--|--|
|   | with the present perfect then ask a question |  |  |  |
|   | in the past simple.                          |  |  |  |

Mr Curtis / break his leg Mr Curtis has broken his lea. How did he break it?

1 Mr Jackson / sell his house

|   | When                                 | _? |
|---|--------------------------------------|----|
| 2 | Mr and Mrs Walker / move to Kingsley |    |
|   | Why                                  |    |
| 3 | Mrs Parker's dog / die               |    |
|   | When                                 | _? |

4 Bill Davis / get a new job

| When  | 7 |
|-------|---|
| WITCH | - |

5 Mr and Mrs Burton / win a car

| How | 1 |
|-----|---|

6 A new restaurant / open in Marsh Street

| When | 2 |
|------|---|
| when |   |



2 Circle the correct verb forms.

Yesterday, Nick (met/has met Paul and Ben on his way to school. 1'Have you seen/Did you see Metal Man 3?' 2 has asked/asked Nick, 'It's on at the cinema this week."

'No. I 3 haven't been/didn't go to the cinema for months,' 4 answered/has answered Paul. 'I 5 haven't been/didn't go since my birthday.'

'But I 6 saw/have seen Metal Man 1 and Metal Man 2,' 7 said/has said Ben. 'I 8 have seen/saw them last week. My cousin's friend 9 has given/ gave us two special tickets. We saw eight films in two days, but I can't remember any of them,' 10 has explained/explained Ben.

3 Complete the email. Use the present perfect simple or the past simple of the verbs in brackets.

| 0   |                                  |  |  |  |  |
|---|----------------------------------|--|--|--|--|
| Dear Hannah                                   | October                          |  |  |  |  |
| I'm sorry I haven't                           | vritten (not write) to you       |  |  |  |  |
| for a long time. I g<br>July. A lot of things | ot (get) your last email in      |  |  |  |  |
| (happen) since the                            |                                  |  |  |  |  |
| Spain. It was great                           | ! I <sup>3</sup>                 |  |  |  |  |
|   | (never have) such a good time on |  |  |  |  |
| holiday before. Only two bad things           |                                  |  |  |  |  |
|   | (happen) there. I                |  |  |  |  |
| 5   | (lose) my new camero             |  |  |  |  |
| and my sister 6                               | (fall) off                       |  |  |  |  |
| our hotel balcony                             | and <sup>7</sup>                 |  |  |  |  |
| (land) in a palm tre                          | ee! I <sup>8</sup>               |  |  |  |  |
| (send) you a posto                            | ard from Barcelona.              |  |  |  |  |
| 9   | (you, get) it? In                |  |  |  |  |
| September, I 10                               | (start)                          |  |  |  |  |
| at my new school.                             | I 11                             |  |  |  |  |
| (make) some new                               | friends already.                 |  |  |  |  |
| Write soon                                    |                                  |  |  |  |  |
| Jessica                                       |                                  |  |  |  |  |

4 Nick is watching John Black interviewing a stuntman called Al Wood on TV. Complete the sentences with the present perfect simple or the past simple of the verbs in brackets.

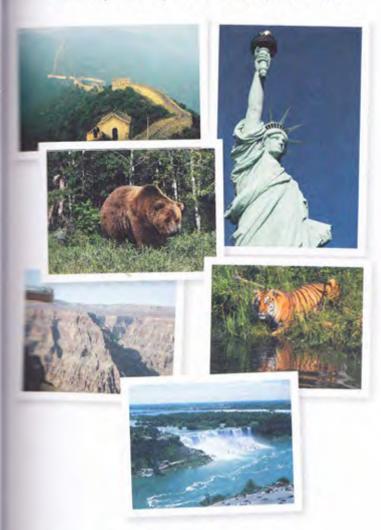




| John | How long have you been (you, be) a      |
|------|---|
|      | stuntman, Al?                           |
| Al   | For about ten years.                    |
| John | And how did you become (you, become) of |
|      | stuntman?                               |
| Al   | Well, one night about ten years ago I   |
|      | 1 (stop) a fight                        |
|      | in a bar. Jake, who is now my boss,     |
|      | 2 (see) me in                           |

|      | action and 3   |                     |  |  |  |  |
|------|--|---------------------|--|--|--|--|
|      | (offer) me a job with  | his stunt team. I   |  |  |  |  |
|      | 4  | _ (say) 'yes', of   |  |  |  |  |
|      | course. We do stunts   | all over the world. |  |  |  |  |
| John | 5  | _ (you, ever jump)  |  |  |  |  |
|      | out of a plane?  |                     |  |  |  |  |
| Al   | Yes, lots of times.  |                     |  |  |  |  |
| John | 6  | _ (you, ever have)  |  |  |  |  |
|      | a serious accident?  |                     |  |  |  |  |
| Al   | Yes, I have.   |                     |  |  |  |  |
| John | When <sup>7</sup>  |                     |  |  |  |  |
|      | (it happen) and what   |                     |  |  |  |  |
|      | 8  | _ (happen)?         |  |  |  |  |
| Αl   | It was four years ago. I   |                     |  |  |  |  |
|      | 9  | _ (jump) off        |  |  |  |  |
|      | a building onto a tran   | npoline. I          |  |  |  |  |
|      | 10   | (miss) the          |  |  |  |  |
|      | trampoline. I <sup>11</sup>  |                     |  |  |  |  |
|      | (break) both my legs.  |                     |  |  |  |  |
|      | again for over a year.   |                     |  |  |  |  |
| John | What's the most dan  | gerous stunt that   |  |  |  |  |
|      | 12   | (you, ever do)?     |  |  |  |  |
| Αl   | I think it <sup>13</sup>   |                     |  |  |  |  |
|      | last year. I 14  | 1                   |  |  |  |  |
|      | (drive) a car over the   | edge of the Grand   |  |  |  |  |
|      | Canyon.  |                     |  |  |  |  |
| John | Wow! 15  | (you, be)           |  |  |  |  |
|      | nervous?   |                     |  |  |  |  |
| Al   | A little. But that's my  | job.                |  |  |  |  |
|      | Anna Caranta C |                     |  |  |  |  |

5 Write sentences about Nick's Uncle Peter.
Use the present perfect or the past simple.



- see a wild tiger
  He has seen a wild tiger.
- visit India / 2007
  He visited India in 2007.
- 1 ride on a camel
- 2 visit Africa / 2006
- 3 travel to Japan
- 4 visit Tokyo / March

- 5 walk along the Great Wall of China
- 6 go to China / 2003
- 7 ride on an elephant
- 8 see the Niagara Falls / two years ago
- 9 swim in the Pacific Ocean
- 10 see wild bears in Canada
- 11 see the Statue of Liberty / last year
- 12 fly over the Grand Canyon / 2004

#### 6 Partner interview

Work with a partner. Take turns to ask questions with *Have you ever ...*? The questions may be serious or funny. If possible, add a sentence or say when you did something.

- Student 1 Have you ever jumped on a trampoline?
- Student 2 No, I haven't. or Yes, I have.
  I fell and broke my right arm
  three years ago.
- Student 2 Have you ever caught a fish?
- Student 1 No, I haven't. or Yes, I have. It was two metres long!





TEACHERS: now download the online worksheet for this unit.

# Revision 1 (units 1-5)

| Choose A, B or C. Complete the sentences. (Units 1–2) | <b>6</b> Anna was walking through the park when she Trig. |
|---|---|
| Nick always knows what's on television.               | she Trig. A saw   |
| A is always knowing                                   | B sees  |
| Balways knows   | C was seeing  |
| C knows always  | 7 Anna thought Trig he                                    |
| 1 Amanda riding every                                 | A chased  |
| weekend.  | B chases  |
| A is going  | C was chasing   |
| B go  | 8 Last year, the Bell family                              |
| C goes  | to Italy.   |
| 2 Anna and Ben with                                   | A were going  |
| Aunt Sarah for a few months.                          | B have gone   |
| A stay  | C went  |
| B are staying   |   |
| C stays   | Write past simple questions. (Unit 2)                     |
| 3 Nick films.   | Nick went to Tom's football match. (When                  |
| A love  | When did Nick go to Tom's football match?                 |
| B is loving   | 1 People suddenly started shouting. (Why?)                |
| C loves   |   |
| 4 Anna to aliens.                                     |   |
| A isn't usually talking                               | 2 The dog stopped the ball. (Where?)                      |
| B doesn't usually talk                                | -   |
| C don't usually talk                                  |   |
| 5 Jenny and Anna to                                   | 3 Tom's supporters loved the dog. (Why?)                  |
| the cinema tonight.                                   | 14  |
| A go  |   |
| B are going   | 4 Tom's team won the match? (Why?)                        |
| C is going  |   |
|   |   |

#### 3 Read the conversation. Circle the correct words. (Unit 3)



Anna I'm not very interested to collect/ (in collecting) things. Are you?

Jenny No, not really. I've got other hobbies. I enjoy 1 writing/to write stories.

<sup>2</sup>So do I./So I do. I don't mind <sup>3</sup>to Anna write/writing essays for school, either.

<sup>4</sup>Neither do I./I do neither. It's fun. Jenny Nick's good at 5 drawing/draw. He really enjoys 6 to draw/drawing funny monsters. I can't help 7 to laugh/ laughing at them. But I can't draw very well. I'm better at 8 painting/ to paint.

Have you finished 9 to paint/painting Anna that picture of horses?

Yes, I've finished it. I'm interested in <sup>10</sup> riding/to ride. But it's expensive.

| 4 | Match. | (Unit 3 | ١ |
|---|--------|---------|---|
| - | Mutch. | OILL 3  | , |

- Tom doesn't mind interviewing people. b
- 1 Jenny is good at saving money. \_
- 2 Ben isn't interested in collecting things.
- 3 Nick must clean his room.
- 4 Jenny can't ride.
- 5 Nick can tell jokes. \_\_
- 6 Nick wants to write a sports report.
- a Neither is Nick.
- ✓ Neither does Nick.
- c So must Tom.
- d So can Ben.
- e So does Tom.
- f Neither can Anna.
- g So is Anna.

#### 5 Complete the sentences. Use the present perfect simple or the present perfect continuous. (Unit 4)

- Nick's got blue paint on this clothes. What has he been doing? (he, do)
- 1 Nick \_\_\_\_\_ (just, finish) the fence. Look, it's blue now.
- 2 Jenny \_\_\_\_\_ magazines for over an hour.
- 3 Anna \_\_ (not finish) her English essay yet.
- \_ (not see) David 4 Nick since his birthday in May.
- (wait) for his 5 Chip food for half an hour.
- 6 Tom's got a red face. He's hot.

(he, run) in the park?

# 6 Look and read. Choose the correct words and write them on the lines. You do not need to use all the words. (Units 1-5)

a boss a cousin an essay a fence a goalkeeper a joke a library a model a sports centre a stuntman a tailor a ticket a town hall a youth club

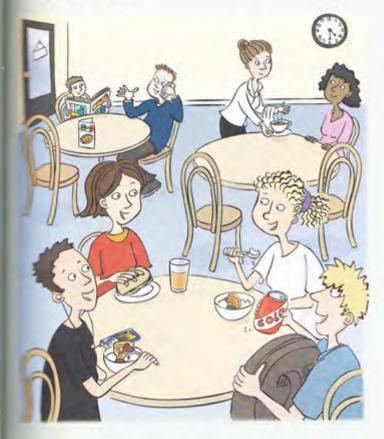
- This is a small copy of a plane, a boat or a car. You stick many small pieces of plastic or metal together. a model
- 1 This is a place where young people can meet and spend their free time. They can do sports and other activities, play music and have parties.
- 2 This is a person who sews and sells men's clothes.
- This person is the son or daughter of your aunt or uncle. \_\_\_\_\_\_
- 4 This is an important building in town. The mayor works here.
- **5** You buy one of these at the entrance when you go to the cinema or to a concert.
- 6 This is an important player in football or hockey. The person must stop the ball before it goes into the goal.
- 7 A short piece of writing about a special subject. Students often have to write this for homework. They have to give facts and ideas.

- **8** This is a short, funny story that you tell to make people laugh.
- 9 You can build this round a garden or field. It keeps people and animals out. It is usually made of wood or metal.
- 10 This is a person at work who tells other people what to do.

#### 7 Circle the correct verb forms. (Unit 5)

- ▶ Did Tom visit Has Tom visited his uncle in New York last year?
- 1 Have you had/Did you have a lot of homework last week?
- 2 Nick's Uncle Peter loves travelling. He visited/ has visited a lot of countries.
- 3 How long have Nick and Jenny lived/did Nick and Jenny live in Merton?
- **4** Mr Bell has been/was in Japan two years ago.
- 5 Jenny didn't see/hasn't seen Maria for a month.
- **6** Did Nick go/Has Nick gone to Tom's match last Saturday?
- 7 Nick repaired/has repaired his bike. He can ride it again now.
- 8 Ben didn't go/hasn't been to the cinema since May.
- 9 Mrs Bell fed/has fed Chip at six o'clock.
- 10 Zoe has broken her arm. Oh dear. When did it happen/has it happened?

#### 8 Look and read. Write Yes or No. (Units 1–5)



- ▶ The girl who's eating the sandwich is wearing a red T-shirt. Yes
- ▶ The woman is talking on her mobile. No
- 1 The time on the clock is four thirty.
- 2 The girl who is eating ice cream has got blond hair.
- 3 The man is reading a magazine.
- 4 The backpack belongs to the boy who is listening to music.
- **5** The waitress is bringing the woman a glass of orange juice.
- **6** The boy who is wearing a blue T-shirt is drinking cola.
- 7 The boy's father is sitting near the door.

#### 9 Find the mistakes and write the correct words. (Units 1–5)

- ▶ Trig is practising English verbs every day.
  practises
- 1 Nick and Jenny are living in Merton.
- 2 Watch you too much television?
- 3 Yesterday, I have bought some new DVDs.
- 4 Where came Levi Strauss from?
- 5 I had breakfast when the phone rang.
- 6 Tom has guitar lessons for two years. He's quite good now.
- 7 Nick has learned French verbs for an hour, and he hasn't finished yet.
- 8 Have you seen Matrix 5 yet? No, I didn't go to the cinema for weeks.
- 9 Nick is good at to draw.
- 10 My best friend doesn't like romantic films.
  Neither I do.

# 6

# How much do you want? ◄)) 12

### Questions

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



#### Words to learn ◄)) 13

lend light front knock over puzzle worry sense attack kill detective murder

#### Grammar lesson

#### Questions

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

Can you lend me some money? Yes/No.
Have you spent it already? Yes/No.
Do you need more? Yes/No.
Is that enough? Yes/No.

Questions which ask for information begin with question words: where, when, what, who, which, why, whose, how, how much, etc. We put the question word before the auxiliary verb.

How much have you got?

Why did you need a new light?

If **who** or **what** is the subject, the verb in the question is the same as it would be in an affirmative sentence.

Who knocked it over? (**Who** is the subject.) What happened? (**What** is the subject.)

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

Compare:

Who saw Nick? (**Who** is the subject.)
Who did Nick see? (Nick is the subject. **Who** is the object.)

To make a negative question we add **n't** to the auxiliary verb. Negative questions can express surprise or regret.

**Haven't** you got more than five pounds? Why **didn't** they pay for it?

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

Why don't you ask someone else?

What kind of person are you? Complete the questionnaire with the correct form of be, have or do. Then tick (/) Yes or No.

|    |             |                           | Yes | No |
|----|-------------|---------------------------|-----|----|
| •  | Are you so  | metimes lazy?             | 1   |    |
| •  | Do you enj  | oy doing puzzles?         |     | 1  |
| 1  |             | you got a lot of books?   |     |    |
| 2  |             | you a friendly person?    |     |    |
| 3  |             | _ your room usually tidy? |     |    |
| 4  |             | _ you like getting up     |     |    |
|    | early in th | e morning?                |     |    |
| 5  |             | _ your homework           |     |    |
|    | always ne   | at?                       |     |    |
| 6  |             | _ you hate sports?        |     |    |
| 7  |             | _ you fit?                |     |    |
| 8  |             | _ you worry when you      |     |    |
|    | make mist   | takes?                    |     |    |
| 9  |             | _ you often bored?        |     |    |
| 10 |             | you cry during sad        |     |    |
|    | films?      |                           |     |    |
| 11 |             | _ you laugh a lot?        |     |    |
| 12 |             | _ you ever written        |     |    |
|    | a poem?     |                           |     |    |
| 13 | _           | _ you ever get angry?     |     |    |
| 14 |             | _ some colours make       |     |    |
|    | you feel h  | арру?                     |     |    |
| 15 |             | _ you got a lot of        |     |    |
|    | hobbies ar  | nd interests?             |     |    |

- 2 Someone murdered the actor Henry Farthing at his flat last night. A reporter is asking a detective questions. Complete the questions with who, what, when, where, why, how, or how much. Sometimes more than one answer is possible.
  - Who killed the actor? Have you got any ideas?
  - ▶ How much / What have you found out?
  - 1 \_\_\_\_\_ was he killed?
  - 2 \_\_\_\_\_ did it happen?
  - 3 \_\_\_\_\_ found the body?
  - 4 \_\_\_\_\_ did Mr Farthing get home on the night of the murder?
  - 5 \_\_\_\_\_ did Mr Farthing do on the day of the murder?
  - **6** \_\_\_\_\_ did he talk to?
  - 7 \_\_\_\_\_ did the murderer get into Mr Farthing's flat?
  - 8 \_\_\_\_\_ money did Mr Farthing have?



- 3 Amanda found out some information for a project about sharks. Write Amanda's questions with the words in brackets.
  - ► (How many) How many types of sharks are there?

There are more than 25 types of sharks.

- (Where) Where do sharks live? Sharks live in oceans, but some live in lakes and rivers.
- 1 (What)

Sharks eat fish – and sometimes surfboards.

2 (How)

Sharks find their food with their sense of smell.

3 (How many)

Some sharks have as many as 20,000 teeth in their lifetime.

4 (Which)

The Whale Shark is the biggest shark.

5 (Which)

The smallest shark is the Pygmy Cat Shark.

6 (When)

The Megamouth Shark was discovered in 1983.

7 (How fast)

Some sharks swim at 50 kilometres an hour.

8 (Which)

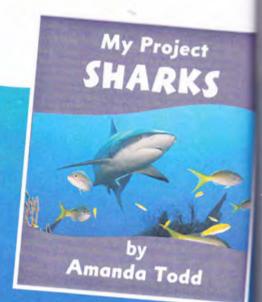
The Great White Shark is the most dangerous.

9 (How many)

There are about a hundred shark attacks every year.

10 (Why)

People kill sharks for food or sport.



Amanda went to a party last night. Jenny didn't go. What did Jenny ask Amanda? Write Jenny's questions with how many, where, whose, what, when, who and which.



| ▶ W | ho | did | you | go | with? |
|-----|----|-----|-----|----|-------|
|-----|----|-----|-----|----|-------|

I went with Alex and Simon.

The party was at the sports centre.

It was at the sports centre in Littleton.

The party finished at ten o'clock.

It was Paul's party.

It started at eight o'clock.

Paul's mum made the food.

He invited fifteen boys.

Paul danced with Susie.

We drank orange juice and cola.

I wore my new jeans.

#### 5 Make suggestions. Use Why don't you ...?

It's hot in here.

Why don't you open a window?

1 I'm thirsty.

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

3 I'm hungry.

4 My bike's dirty.

5 I never have any money.

#### 6 Partner interview

Ask a partner the questions in the questionnaire in exercise 1. Give short answers.

Student 1 Are you sometimes lazy?

Student 2 Yes, I am. / No, I'm not. Do you enjoy doing puzzles?

Student 1 Yes, I do. / No, I don't.



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TEACHERS: now download the online worksheet for this unit.

# The film had almost finished ◆1)) 14

## Past perfect simple; past perfect continuous

Did you enjoy the film yesterday?

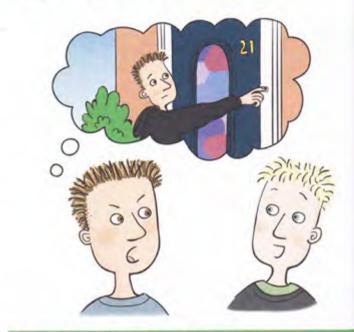
I didn't see the film. Nick

Why not? Tom

First, I couldn't get on the bus because I'd Nick forgotten my money. So I ran home, but everybody had gone out. I couldn't get in because I hadn't taken my key. So I went to Paul's house to borrow some money.

Tom Had he spent all his money?

Nick No. He wasn't in. When he finally came home, I'd been waiting for twenty minutes. After Paul had lent me some money, I caught the bus to town. But when I got to the cinema, the film had almost finished.



#### Words to learn ◄)) 15

key borrow glasses sun cream revise miss late army join record

#### Grammar lesson

#### Past perfect simple

We form the past perfect simple with had + past participle. There's a list of irregular past participles on page 126.

Long forms

Short forms

I had forgotten

I'd forgotten

I had not taken

I hadn't taken

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

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

Yesterday at two o'clock Yesterday at two thirty

Nick had forgotten his money.

He couldn't get on the bus.

Nick is talking to Tom.

(Nick forgot his money first. Then he couldn't get on the bus.)

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

I couldn't get on the bus because I'd forgotten my money.

I'd forgotten my money, so I couldn't get on the bus.

After Paul had lent me some money, I caught the bus to town.

| Past periect continuous   |   |
|---|---|
| We form the past perfect continuous with <b>had been</b> + I/he/she/it/you/we/they <b>had been waiting</b> .  | the <b>-ing</b> form.   |
| We use the past perfect continuous for a past action we past action happened.  Past  Nick had been waiting for twenty minutes.  Paul came  Nick was waiting for twenty minutes. Then Paul came  | Now<br>ne home. Nick is talking to Tom.   |
| We often use the past perfect continuous with <b>for</b> and  | a period of time.   |
| Read the sentences. Circle the action that came first. Then write one sentence with the past perfect simple and because.  Nick forgothis key. He couldn't get in. Nick couldn't get in because he had forgotten his key.  Jane went to the police station. Someone stole her bike.  Jane went to the police station because someone had stolen her bike.  1 Tom spent all his pocket money. He couldn't buy a magazine. | <ul> <li>5 Ben didn't do his homework. The teacher was angry.</li> <li>6 Carlo forgot his money. He couldn't buy a burger.</li> <li>7 Jenny got sunburned. She didn't use any sur cream.</li> </ul> |
| 2 Trig felt ill. He ate four bars of chocolate.   | 8 Anna couldn't go out. She didn't finish her homework.   |
| 3 Jenny didn't have any breakfast. She felt very hungry.  | 9 Sue failed the French test. She didn't revise for it.   |
|   | 10 Maria missed the bus. She was late for the   |

first lesson.

4 Mr Bell couldn't read his newspaper. He

broke his glasses.

| • | When did he join the army?   |  |  |  |
|---|--|--|--|--|
|   | He joined the army after he had left school.                       |  |  |  |
| 1 | When did he rob the bank?  |  |  |  |
| 2 | When did he work as a waiter?                                      |  |  |  |
| 3 | When did he get a job as a singer?                                 |  |  |  |
| 4 | Did he form the band before or after he had recorded a single?     |  |  |  |
| 5 | When did he become a millionaire?                                  |  |  |  |
| 6 | Did he write his book before or after he had become a millionaire? |  |  |  |
| 7 | When did he go to live in Los Angeles?                             |  |  |  |

# **Harry Biggs** left school joined the army got a job in a bank lost his job robbed a bank worked as a waiter got a job as a singer in a night club recorded his first single formed a band became a millionaire wrote a book went to live in Los Angeles band broke up married Goldie Bruce, film star











| 3 | What had they been doing? Complete the     |
|---|--|
|   | sentences with the past perfect continuous |
|   | of the verbs in the box.                   |

make try revise play run swim read sit watch

- Inny's eyes were tired. She had been reading all evening.
- 1 Amanda was hot. She in the garden on a hot day.
- 2 Anna had flour on her hands. She \_\_\_\_\_ a cake.
- 3 Tom was hot and tired. He \_\_\_\_ in the park. \_\_\_\_\_
- 4 Ben's clothes were dirty. He \_\_\_\_\_ football with Jason.
- 5 Anna was happy. She \_\_\_\_\_ a funny film on television.
- 6 Sue was tired. She \_\_\_\_ for exams all night.
- 7 Mike was cold. He in a lake.
- 8 Triq fell asleep. He \_\_\_\_\_ to learn the past perfect continuous.

#### Choose A or B then complete the sentences.

- > Tom couldn't play football because he had broken his leq.
  - A had been breaking
  - (B) had broken
- 1 Anna didn't go to the party because she her homework.
  - A hadn't done
  - B hadn't been doing

| 2 | Nick was tired. He      |                      |
|---|-------------------------|----------------------|
|   | football all afternoon. |                      |
|   | A had played            |                      |
|   | B had been playing      |                      |
| 3 | Tom couldn't go to th   | e cinema because he  |
|   |                         | all his pocket money |
|   | A had been spending     |                      |
|   | B had spent             |                      |
| 4 | Nick had to borrow £5   | because he           |
|   |                         | his money.           |
|   | A had been forgetting   | g                    |
|   | B had forgotten         |                      |
| 5 | Jenny                   | her keys, so         |
|   | she couldn't get in.    |                      |
|   | A had been losing       |                      |
|   | B had lost              |                      |
| 6 | Anna                    | so her eyes          |
|   | were red.               |                      |
|   | A had cried             |                      |
|   |                         |                      |

#### Partner interview

B had been crying

Read Nick's story on page 32 again. With a partner, take turns to ask and answer questions about it. Ask questions with Why did/didn't/couldn't ...? or When ...? Use the past perfect in your answers.

- Student 1 Why couldn't Nick get on the bus?
- Student 2 He couldn't get on the bus because he had forgotten his money.



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## 8 She bought me a present ◆1) 16

## Verbs with two objects; time clauses

Ben It was my birthday yesterday. Lots of people sent me birthday cards and Aunt Sarah bought me a present. She gave it to me when I was having breakfast.

Tom What was it?

Ben A new camera. I'm going to use it when I go on the school trip. I'll show it to you after we've had dinner.

Tom I've got to go to football training this evening, but I'll come as soon as I can. See you later.

#### Words to learn ◀测 17

as soon as until card engine complain



#### Grammar lesson

#### Verbs with two objects

Some verbs (such as **give**, **send** and **show**) can have two objects: a direct object and an indirect object. The direct object is the thing we give, send, show, etc. The indirect object is the person we give, send or show it to.

We put the direct object (the thing) after the indirect object when it's more important. We put the indirect object (the person) with **to** or **for** after the direct object when the person is more important.

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

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

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

Aunt Sarah bought me a present.

Aunt Sarah bought a present for me.

| -  |    |   | 1  |     |    |
|----|----|---|----|-----|----|
| 11 | me | - | al | IC  | DC |
|    |    |   |    | 4.0 |    |

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

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

When two actions happen at the same time, we use **when** to introduce the longer action. She gave it to me **when** I was having breakfast.

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

I'll come as soon as I can.

| 1 | Dut | the | words | in   | the | correct | order  |
|---|-----|-----|-------|------|-----|---------|--------|
| 1 | Put | tne | words | 1111 | me  | correct | order. |

- Aunt Sarah / a present / Ben / bought
   Aunt Sarah bought Ben a present.
- 1 she / him / a camera / gave
- 2 Anna / a book about sports stars / bought / Ben
- 3 for Ben / a cake / made / she
- 4 showed / to Tom / Ben / his camera
- 5 birthday cards / him / Ben's friends / sent
- 6 did / Ben / Nick / send / a card /?

| /  | Adam / an email / to Ben / wrote           |
|----|--|
| 8  | who else / to Ben / wrote / emails / ?     |
| 9  | Ben / who / a DVD / gave / ?               |
| 10 | Ben's parents / an MP3 player / him / gave |
| 11 | Ben / a sports magazine / bought / Nick    |
| 12 | Ben / to all his friends / wrote / emails  |
|    |  |



What did they give their friends for their birthdays? Look at the picture and write sentences. Use the same word order as the example.



- Mark gave Sue a DVD.
- 1 Ben \_\_\_\_\_
- 2 Jenny \_\_\_\_\_
- 3 Anna \_\_\_\_
- 4 Tom \_\_\_\_\_
- 5 Amanda \_\_\_\_\_
- 6 Nick
- 7 Sue \_\_\_\_\_

#### 3 Read about Mark. Circle the correct words.

Mark will finish school next year, when/until he's sixteen. He wants to be a mechanic <sup>1</sup> after/before he leaves school. He likes engines. He knew all about cars <sup>2</sup> until/before he was twelve.

He loves music. He can play the drums. He plays <sup>3</sup> as soon as/until he comes home from school. He sometimes practises at night <sup>4</sup> when/until everybody is trying to sleep, or early on Sunday mornings <sup>5</sup> before/after anybody gets up. The neighbours are not very happy <sup>6</sup> until/when he practises with all the windows open. But he usually plays <sup>7</sup> until/ as soon as the neighbours complain. Then he stops.

<sup>8</sup>As soon as/until Mark is seventeen he wants to buy a motorbike. But the neighbours don't know that yet!



#### Choose A, B or C. Complete the sentences.

Don't play your loud music when the windows are open.

A until the windows are open.

B before the windows are open

(C) when the windows are open

1 I always take my camera

A when I will go on holiday

B when I go on holiday

C when I would go on holiday

2 I'd like to work abroad

A after I will have left school

B after I left school

C after I leave school

3 Phone me

A as soon as you arrive

B as soon as you will arrive

C as soon as you would arrive

4 Don't start writing

A until I tell you

B when I tell you

C as soon as I tell you

5 Learn these words

A before you do the test

B until you do the test

Cas soon as you do the test

6 You must clean your teeth

A until you go to bed

B after you go to bed

C before you go to bed

7 We can play my new computer game

A when you will come

B when you come

C when you came

8 Chip starts to bark

A until he sees a bird

B when he sees a bird

C before he sees a bird

#### 5 Partner interview

Look at the picture on page 38 again. With a partner, take turns to ask and answer questions. Use to in your answers.

Student 1 Did Mark give Ben a DVD?

Student 2 No, he didn't. He gave a DVD to Sue. Did Tom give Nick a scarf?

Student 1 Yes, he did. He gave a scarf to Nick.



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## Indirect speech in the past; tell and say



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

Anna I'm drawing the cartoons.

Tom I interviewed the captain of the football

team last week.

Nick I've already written a report of the last

match.

Amanda I'll write a story about a ghost in an old

castle.

Ben I can take some photos of our school

trip.



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

#### Words to learn ◆)) 19

trip suddenly damaged mess violent violence real influence believe weak

#### Grammar lesson

#### Indirect speech in the past

When we change direct speech to indirect or reported speech and the reporting verb is in the past (she **said**, I **told** her), we often change the verb tense.

Direct speech Indirect speech

present past

past perfect past perfect past perfect

con could will would may might

She said, 'I'm drawing.' (direct speech, present)

She said (that) she was drawing. (indirect

speech, past)

He said, 'I interviewed the captain.' (direct

speech, past)

He said (that) he had interviewed the captain.

(indirect speech, past perfect)

She said, 'I'll write a story.' (direct speech, will)

She said (that) she would write a story.

(indirect speech, would)

#### Say and tell

We use **say** (not **tell**) for direct speech.

Jenny **said**, 'We're writing a school magazine.'

In indirect speech we use **say** without an object or **tell** with an object.

Jenny **said** (that) they were writing a school magazine.

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

#### Read what the captain of the football team said when Tom interviewed him. Then complete Tom's report of the interview.

We're a good team. We won the cup in 2010. We practise three times a week. If the weather's bad, we can play in the gym. I've been captain for a year. We've won all our matches this year, but we don't play well in every match. I didn't score any goals in last week's match. But we'll win our next match against Littleton. I won't be captain in future because I'll have to work for my exams.'

The captain of the school football team said they were a good team and they had won the cup in 2010. He said they three times a week. He said that if the weather bad, they in the gym. Paul told me that he 4 \_ captain for a year and they 5\_ their matches this year, but they well in every match. He 7\_ any poals in last week's match. Paul said they their next match against Littleton. He told me that he 9 \_\_ captain in future perguse he 10 to work for his exams.



| 2 | A driver and a girl on a motorbike have had |
|---|---|
|   | an accident. Amanda heard what they said.   |
|   | Complete what she told Nick.                |

| Comple   | ete what she t                        | told Nick.   |  |  |
|--|---------------------------------------|--|--|--|
| Girl   | How stupid! You stopped too suddenly. |  |  |  |
| Driver   | road. But yo                          | op. A dog ran across the you weren't looking. And ar's badly damaged.                      |  |  |
| Girl I didn't see a dog. I'll write do<br>your name and telephone nu<br>My light's broken and the bike<br>start. |                                       |  |  |  |
| Driver   | easily repair                         | s a bit of paint. You can<br>it. But the back of my<br>s. The repairs will cost<br>pounds. |  |  |
| 'The gir   | l said that the                       | driver had stopped   |  |  |
| too sud  | denly. The dri                        | ver said that he   |  |  |
| 1  |                                       | _ to stop because a  |  |  |
| dog 2_   |                                       | across the road.   |  |  |
| He said  | that the girl <sup>3</sup>            |  |  |  |
| and his  | car 4                                 | badly  |  |  |
| damag  | ed. Then the g                        | girl said that she   |  |  |
| 5  |                                       | _ a dog. She said she  |  |  |
| 6  |                                       | _ down the man's   |  |  |
| name o   | and telephone                         | number. She said   |  |  |
| her ligh   | t 7                                   | broken   |  |  |
| and the  | e bike 8                              |  |  |  |
| start. T   | he driver said                        | the bike only  |  |  |
| 9  |                                       | a bit of paint and tha   |  |  |
| she <sup>10</sup> _  |                                       | easily repair it.  |  |  |
| But his  | car 11                                | a mess   |  |  |

and the repairs <sup>12</sup>\_\_\_\_hundreds of pounds.'

| 3 | Circle | tho | correct | worde  |
|---|--------|-----|---------|--------|
| _ | Circle | rne | correct | words. |

- Anna said(told) her friends that she was drawing cartoons.
- 1 Tom told/said everybody that he had interviewed Paul.
- 2 Nick said/told that he had written a sports report.
- 3 Amanda told/said she would write a ghost story.
- **4** Ben said/told the others that he could take photos of the school trip.
- 5 Jenny said/told Mr Blake about their ideas.
- 6 Mr Blake said/told, 'Your ideas are very good.'
- 7 'Please tell/say me if you need help,' said/ told Mr Blake.
- **8** Mr Blake told/said Jenny's friends that he liked their work.

#### 4 Match.

- Anna said d
- 1 Amanda told \_\_\_\_
- 2 Nick said \_\_\_\_
- 3 Tom told \_\_\_\_
- 4 Jenny said \_\_\_\_
- 5 Tom said, \_\_\_\_
- a Anna that she should join their youth club.
- **b** everybody that he was in four different clubs.
- c 'You can make lots of friends when you join a club.'
- e that he was in the photography club.
- **f** that she was in the sports club.

5 Adam wanted to do something with his friends on Saturday, but they were all busy. Report what his friends said using indirect speech.

Hi! It's Adam. Have you got any plans for Saturday?

▶ Tom Sorry, Adam. I'm going to visit my grandparents.

Tom said he was going to visit his grandparents.

- Ben I have plans to go swimming with my cousin.
- 2 Paul Sorry. I may go cycling with my family.
- 3 Nick I'll probably be in London at my uncle's next weekend.
- **4** Zoe I've promised to help a friend with her computer.
- 5 Emma I can't do anything because I've broken my leg.

#### 6 Can television make you violent? Report what each person said using indirect speech.



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



con't watch violent films. The pictures on the news == bad enough.



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



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



mence can influence young people. If they see too violent programmes, they'll believe that life is = that.



molence can only make you violent if you are person. I'll never rob a bank just because eone in a film does it.

| 1 | you weren't a violent person.  Dave also said that |
|---|--|
| 2 | Marion said that                                   |
| 3 | Sofia said that                                    |
| 4 | Max said   |
| 5 | Alice said   |
| 6 | Simon said   |
|   |  |

Dave said that TV couldn't make you violent if

#### Partner and class activity

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

- Student 1 I think that violence on TV is bad. I never watch violent films.
- Student 2 Tom said that he thought violence on TV was bad. He said that he never watched violent films.



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## 10 You mustn't forget your camera ◆)) 20



### Mustn't and don't have to; had better and would rather

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

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

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

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

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

Anna You mustn't forget your camera. You have to take lots of photos for the school magazine.



#### Words to learn ◆)) 21

sleeping bag tent torch passport youth hostel backpack

#### Grammar lesson

#### Mustn't and don't have to

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

You mustn't forget your camera.

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

You don't have to take a sleeping bag.

We can say needn't instead of don't have to. You needn't take a sleeping bag.

After mustn't and needn't we use the infinitive (the base form).

#### Had better and would rather

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

You'd better pack lots of old clothes. I'd better not forget my torch.

We use would rather to say what we prefer to do. If we mention two things, we use than. I'd rather sleep in a tent than stay in a hotel. After had better and would rather we use the infinitive (the base form).



| What do the signs mean?<br>sentences with mustn't o | A STATE OF THE STA | PASSPORT  | 1                                 | 2                             |
|---|--|---|-----------------------------------|-------------------------------|
| ▶ You <u>mustn't</u> put food in t                  | his bin. O food in this bin  |   | tent                              |                               |
| You don't have to pay now                           | Pay now or later   | passport  | tent.                             | swimming<br>costume           |
| 1 The café is open.                                 |  | 0   | Ze .                              | 5                             |
| You<br>wait outside.                                | Café open please come in   |   | ns (                              |                               |
| 2 Youtake photos in the muse                        | No cameras<br>in the museum  | sleeping bag  2 Your friend Jos   | sun cream                         | torch<br>Jamaica. She         |
| 3 Youfeed the animals.                              | Do not feed the animals  | is staying at a<br>she forget? Wh<br>Write sentence<br>have to.                       | beach hotel. W<br>nat doesn't she | /hat mustn't<br>have to take? |
| 4 You<br>pay for children younger<br>than five.     | Children under five are free   | ▶ She mustn't fo  | rget her passport                 |                               |
| 5 Youuse your mobile phone.                         | No mobile phones   | 3<br>4<br>5   |                                   |                               |
| 6 You<br>leave your dog outside<br>this shop.       | Dogs are<br>welcome in<br>this shop  | 3 Your friend List<br>holiday near he<br>forget? What d<br>Write sentence<br>have to. | er home. What<br>loesn't she hav  | mustn't she<br>ve to take?    |
| 7 Youeat or drink in the classr                     | or arink in  |   | ve to take her pas                |                               |
| 8 You can buy concert tick                          | transfer of the second   | 4   |                                   |                               |
| so you<br>wait in a queue to buy ti                 | Buy concert tickets online No waiting in ticket queu   | 5   |                                   |                               |

| Nick has a temperature. He'd better stay at        |
|--|
| home today.  |
| ▶ Jenny doesn't want to go out. She'd rather       |
| watch television.                                  |
| 1 Tom is going to a concert . He                   |
| hurry or he'll be late.                            |
| 2 Amanda would like to go shopping, but            |
| Jenny play tennis.                                 |
| 3 Ben's maths homework is very untidy.             |
| He do it again.                                    |
| 4 Jenny wants to see a romantic film, but Nick     |
| see an adventure                                   |
| film.  |
| <b>5</b> The sandwiches in the fridge are for Dad. |
| Nick eat them.                                     |
| 6 Dad's very tired. He                             |
| take Chip for a walk this evening.                 |
| 7 It's raining. Anna and Ben                       |
| walk home.   |
| 8 Dad's listening to the radio. Nick               |
| play the drums.                                    |
| 9 Maria and Carlo go to                            |
| Italy than to Spain.                               |
| 10 Everybody's asleep. Chip                        |
| bark or Dad will be                                |
| angry.   |
|  |

6 Anna is talking to her Aunt Sarah and cousin Mark about her school trip. Complete the conversation using 'd/would rather (not) and 'd/had better (not).



| Anna  | Our class is going on a school trip to France or Greece. We're going to stay in a youth hostel.     |
|-------|---|
| Mark  | Great. You' <u>d better</u> start saving your pocket money.   |
| Anna  | I <sup>1</sup> stay in a  |
|       | hotel than a youth hostel.  |
| Mark  | But it's more fun at a youth hostel.<br>You'll love it.   |
| Sarah | You're going to Europe, so you <sup>2</sup> take  |
|       | some euros with you. And you  3 forget your   |
|       | passport when you're travelling. Have you got one?  |
| Anna  | Yes, I've got a passport, but I've never<br>been abroad without my parents.<br>I <sup>4</sup> go to |
|       | Scotland or Wales, like Ben. I suppose I 5 learn some   |
|       | useful French words.  |

| Mark | you <sup>6</sup>   |  |  |
|------|--|--|--|
|      | take a sleeping bag. And you  7take a  |  |  |
|      | suitcase. You need a big backpack, not a suitcase. You can borrow mine.      |  |  |
| Anna | Thanks. I 8 go   |  |  |
|      | to Greece than to France. We would   |  |  |
|      | see lots of interesting old places –<br>and I wouldn't have to speak French. |  |  |



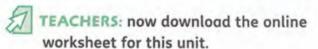
#### 7 Q Partner activity

Student 1 says where he/she would like to go or what he/she would like to do this evening, tomorrow, at the weekend, next week.

Student 2 says he/she wouldn't like to do that, but would rather do something else.

- Student 1 I'd like to go to the cinema tonight.
- Student 2 I'd rather stay at home and watch a DVD than go to the cinema.
- Student 1 I'd like to go shopping tomorrow.
- Student 2 I'd rather not go shopping. I'd rather go cycling.





## Revision 2 (units 6-10)

| 1 | Write questions about the people in brackets. (Unit 6)        | 3 What came first? Write one sentence with<br>the past perfect simple and because. (Unit |
|---|---|--|
|   | ▶ Jenny went to Paul's party. (Amanda?)                       | Nick didn't go to Carlo's party. Carlo forgot  |
|   | Did Amanda go to Paul's party?                                | to invite him.   |
|   | 1 Jenny enjoys doing puzzles. (Anna?)                         | Nick didn't go to Carlo's party because Carlo had  |
|   |   | forgotten to invite him.   |
|   | 2 Ben has spent all his money. (Tom?)                         | Amanda spent all her money. She couldn't   |
|   |   | go to the shops.   |
|   | 3 Amanda likes riding. (Anna and Jenny?)                      | Amanda couldn't go to the shops because she had  |
|   |   | spent all her money.   |
|   | 4 Tom's going to the match on Saturday.<br>(Nick?)            | Nick felt ill. He ate four hamburgers.   |
|   | 5 Nick went to the cinema last night. (Tom?)                  | 2 Tom couldn't do his French homework. He lost his French dictionary.                    |
|   | 6 Beth will be fourteen next year. (Amanda?)                  | - Cost his French dictionary.  |
|   | Write questions. Use the question words in brackets. (Unit 6) | 3 Jenny felt hungry at lunchtime. She didn't have breakfast.                             |
|   | Adam broke his leg. (When?)                                   |  |
|   | When did Adam break his Leg?                                  |  |
|   | 1 Tom's going to Manchester. (How?)                           | <b>4</b> Adam broke his leg. He couldn't go skateboarding.                               |
|   | 2 Anna was in Bristol. (When?)                                |  |
|   | 3 Jenny needed a new pen. (Why?)                              | 5 Ben didn't do his homework. Aunt Sarah wa<br>angry.                                    |
|   | 4 Tom flew to New York. (When?)                               |  |
|   | 5 Jenny has got some free tickets. (How many?)                |  |

| b | Complete the sentences with the words in brackets. Do not change the word order but use to or for where necessary. (Unit 8) |  |  |  |
|---|---|--|--|--|
| • | (Aunt Sarah / a book about gardening)   |  |  |  |
|   | Anna gave Aunt Sarah a book about gardening.  |  |  |  |
| > | (a red scarf / Ben)   |  |  |  |
|   | Aunt Sarah bought a red scarf for Ben.  |  |  |  |
| 1 | (Anna / a book about animals)   |  |  |  |
|   | Aunt Sarah bought   |  |  |  |
| 2 | (a big box of chocolates / Aunt Sarah)  |  |  |  |
|   | Ben gave  |  |  |  |
| 3 | (their grandparents / a long letter)  |  |  |  |
|   | Jenny and Nick wrote  |  |  |  |
| 4 | (some family photos / them)   |  |  |  |
|   | Jenny also sent   |  |  |  |
| 5 | (nice presents / their parents, too)  |  |  |  |
|   | Nick and Jenny gave   |  |  |  |
| 6 | (a calendar / her mother)   |  |  |  |
|   | Jenny made  |  |  |  |
| 7 | (her father / his favourite cake)   |  |  |  |
|   | She made  |  |  |  |
| 8 | (funny cards / all his friends)   |  |  |  |
|   | Nick wrote  |  |  |  |

| 5 | Complete the sentences     | with | the | correct |
|---|----------------------------|------|-----|---------|
|   | form of tell or say. (Unit | 9)   |     |         |

| • | Jenny <u>said</u> that she hadn't seen Chip in th | ie |
|---|---|----|
|   | garden.   |    |

| 1 | Nick         | Jenny that Chip | was | in | the |
|---|--------------|-----------------|-----|----|-----|
|   | park with To | m.              |     |    |     |

- 2 Mr Blake is going to \_\_\_\_\_ the class about the school trip.
- 3 What did Jenny \_\_\_\_\_ about the youth club disco?
- 4 Could you \_\_\_\_\_ us the way to the town hall, please?
- 5 Did Mum \_\_\_\_\_ what time we have to be home?
- 6 Anna \_\_\_\_\_ that she was going to town.

#### 6 Complete the text about homework. Use the correct form of the verbs in brackets. (Unit 9)

| Some of the studen                        | its in Mark's class  |
|---|--|
| were talking about                        | homework. One girl   |
| said she usually did                      | A STATE OF THE PARTY OF THE PAR |
| two hours every eve                       |  |
| he usually 1                              | (work)   |
| for three hours. And                      | other boy said that  |
|   | (not go) to  |
| bed until very late t                     | he night before. He  |
| said he 3                                 | (have to)  |
| revise for a maths t                      | est. Some students   |
| said they 4                               | (speak)  |
| to the teachers alre                      | ady, but the situation   |
| 5   | (not change). The  |
| French teacher said                       | she <sup>6</sup>   |
| (give) the class less                     | homework in future. But  |
| they still had too m                      | uch. One girl said she   |
| 7   | (not have) time to do  |
| anything else in the decided that they 8. | evenings. All the pupils   |
|   | eadmaster the next day.  |

#### 7 Circle the correct words. (Unit 10)

- Your phone's ringing. You had better would rather answer it.
- 1 Anna doesn't have to/mustn't finish her maths homework today. She can do it tomorrow.
- 2 Tom has a toothache. He'd rather/He'd better go to the dentist's.
- 3 It's Friday. Jenny and Nick don't have to/ mustn't go to bed at nine o'clock.
- 4 It's cold outside. You'd better/You'd rather take your scarf and gloves.
- 5 Mr Bell wants to stay at a hotel, but Jenny and Nick would rather/had better go camping.
- **6** You don't have to/mustn't pay money to join the youth club. It's free.
- 7 Nick mustn't/doesn't have to forget his key.
  His mum won't be at home in the afternoon.
- 8 Ben has a maths test today. He'd rather/ He'd better stay at home, but he'd rather/ he'd better go to school.



# 8 Look and read. Choose the correct words and write them on the lines. You do not need to use all the words. (Units 6-10)

a backpack a badge a bracelet a camera a detective an engine glasses a key a key ring a passport a poster a shark sun cream a tent a torch a youth hostel

| • |   |
|---|---|
| • | You need this to open a door that is locked |
|   | a key                                       |
| 1 | This is something you take photographs      |
|   | with  |
| 2 | This protects your skin from the sun.       |
| 3 | You usually have to show this               |
|   | when you enter a foreign country.           |
| 4 | Young people can stay here when they're     |
|   | travelling. It's cheaper than a hotel.      |
| 5 | You wear this on your arm.                  |
| 6 | You need this to see better in the dark.    |

8 You can see better when you wear these.

7 You carry your things in this.

**9** Young people often decorate their rooms with these.

10 You sleep in this when you go camping.

| Read the conversation and choose the best answer. Write a letter (a-h) for each answer. You do not need to use all the letters. (Units 6–10)   | <ul> <li>Find the mistakes and write the correct words. (Units 6–10)</li> <li>You mustn't tidy your room today, Jenny. It's tidy enough.</li> </ul> |
|--|---|
| ▶ Jenny What shall we do this afternoon?   | don't have to   |
| Anna 6  1 Jenny Yes, let's go to town. I'd like to look in that new shoe shop.   | 1 Anna told, I'm going to join the drama club.  |
| 2 Jenny Yes, Amanda said they had really nice shoes.   | 2 Nick couldn't buy any comics because he forgot his money.   |
| Anna 3 Jenny Oh, yes. Nick told me about it. They  | 3 Did you send to Jenny a postcard?   |
| have fantastic ice cream.  Anna  | 4 Excuse me, can you say me how to get to the<br>library, please?   |
| 4 Jenny No, we'd better not go by bike. Look at the black clouds.  | 5 Don't forget your camera when you will go on the school trip.   |
| 5 Jenny If we hurry, we'll get the next one.  Come on!  Anna   | 6 It's late, Jenny. You had rather go to bed now or you'll be tired tomorrow.   |
| <ul><li>a Do you mean the new one in Church Street?</li><li>b No, she didn't tell me.</li></ul>  | 7 You don't have to lose your money. Put it in a safe place.  |
| Well, it's nice weather. Shall we go to town?      The dealth base to aver Make got appears.      We dealth base to aver Make got appears.      The dealth base got appears.      The dealth | 8 I had better to go home now. It's nine thirty.  |
| <ul><li>d We don't have to run. We've got enough time.</li><li>e Well, get your coat. Shall we take our bikes?</li></ul>   | 9 Did go the Bell family on holiday last year?  |
| f Yes, they did.   | 10 Lives Anna in Kingsley?  |
| g You're right. It's going to rain. We'll take the   | ·   |

h And after the shoe shop we could go to the

new ice cream place.

## 11 It must be something exciting 1) 22



### Must, can't and could for deductions; so and such

Mum I've got a surprise for you in this envelope.

Nick It can't be a present for me. It isn't my birthday.

Jenny It must be something exciting. Surprises are always exciting - and you're smiling, Mum.

It's such untidy handwriting that I can Nick hardly read it. I think it says 'For Nick and Jenny'.



Jenny It could be from Uncle Peter. He's got untidy handwriting.

Nick It is! He's sent us tickets for the Adventure World theme park!

Jenny That's fantastic! Uncle Peter's so kind. He's such a generous person.

#### Words to learn ◀测 23

envelope handwriting hardly theme park fantastic generous rollercoaster feel sick

#### Grammar lesson

#### Must, can't and could for deductions

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

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

We use can't for the negative. (To say what we don't think.)

It can't be a present for me.

We use could if we think we know, but we aren't sure.

It could be from Uncle Peter.

After must, can't and could we use the infinitive (base form).

#### So and such

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

We use such with a noun (with or without an adjective before it).

Uncle Peter's a generous person. He's such a generous person.

This is fun. This is such fun.

Remember to use a or an if you need it.

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

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

1 One of the people at the airport is going to Italy, one is going to the mountains and one is going to Australia.



about their owners? Complete the sentences with must or can't.



- ▶ The owner <u>must</u> like tennis.
- 1 The owner \_\_\_\_\_ be a man.
- **2** The owner \_\_\_\_\_\_ be going to a sunny place.
- 3 The owner \_\_\_\_\_ like travelling.
- 4 The owner \_\_\_\_\_ like reading.

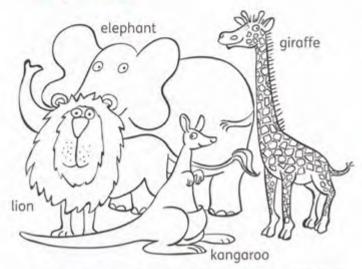


- 5 The owner \_\_\_\_\_\_ be a woman.
- 6 The owner \_\_\_\_\_\_ be able to ski.
- **7** The owner \_\_\_\_\_\_ be going to a cold place.



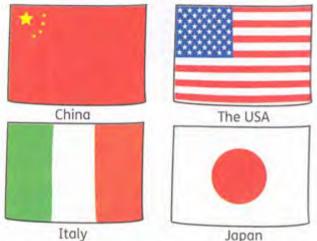
- 8 The owner \_\_\_\_\_\_ be a man.
- 9 The owner \_\_\_\_\_ have a camera.
- 10 The owner \_\_\_\_\_\_ be Italian.
- b Who do the bags belong to? Where are the people going? Complete the sentences with must or can't.
  - ▶ The bag can't belong to Frank.
  - 1 The suitcase \_\_\_\_\_\_ belong to Frank.
  - 2 The backpack \_\_\_\_\_\_ belong to Frank.
  - 3 The bag \_\_\_\_\_\_ belong to Maria.
  - 4 Frank \_\_\_\_\_\_ be going to the mountains.
  - 5 Maria \_\_\_\_\_\_ be going to Italy.
  - 6 Kathy must be going to \_\_\_\_\_.

Which one? Read the information then complete the sentences with can't be, could be or must be.

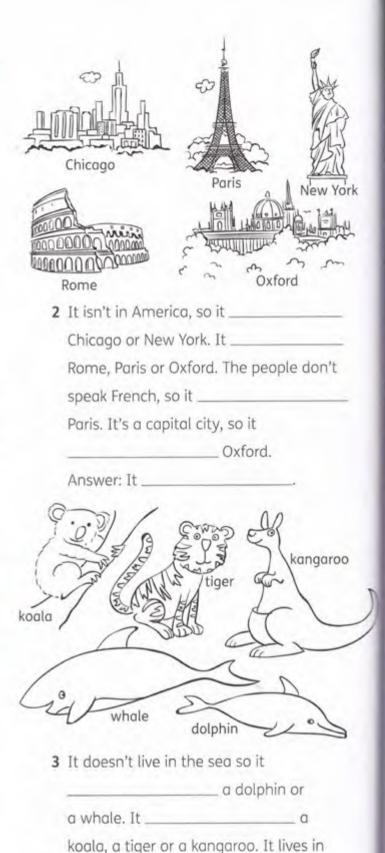


▶ It lives in Africa, so it <u>can't be</u> a kangaroo. It <u>could be</u> an elephant, a giraffe or a lion. It hasn't got a trunk, so it <u>can't be</u> an elephant. It <u>could be</u> a giraffe or a lion. It's much taller than a man, so it <u>can't be</u> a lion.

Answer: It must be a giraffe.



It isn't in Europe, so it \_\_\_\_\_\_ Italy. It's a very big country, so it \_\_\_\_\_ China or the USA. The people speak English, so it \_\_\_\_\_ China or Japan. Answer: It \_\_\_\_\_ .



Australia, so it \_\_\_\_\_ a

tiger. It can be bigger than a man, so it

| 5   | such a   | ate the conversation. Use so, such or  | to bed early every night.   |  |  |
|---|--|--|---|--|--|
|   | Nick   | Uncle Peter is <u>such a</u> nice uncle. He's <u>so</u> kind to us.  |   |  |  |
|   | Jenny  | Yes, he always has <sup>1</sup> good ideas. I enjoyed our trip to Adventure World <sup>2</sup> much.                     | 4 Looking round museums was boring. We a felt tired.  |  |  |
|   | Nick   | So did I. I didn't know that Adventure World is <sup>3</sup> big theme park.   | <b>5</b> The food at the hotel was good. We all at lot.   |  |  |
|   | Jenny  | Yes, there are <sup>4</sup> many<br>things to see and do. I liked the Big<br>Wheel best. Everything looked               | 5 Q Class activity  |  |  |
|   | Nick   | 5 small from the top.  My favourite was the King Coaster. I love rollercoasters – that was 6 big one. It was 7 much fun. | The class suggests four people or things from a particular category (e.g. sports, animals, film stars). One student choose one of the people or things. The class has to find out which one it is by asking |  |  |
|   | Jenny  | I felt <sup>8</sup> scared when we went on it. It looked <sup>9</sup> dangerous.   | questions and making deductions with could be and must be.  Sports: skiing, golf, swimming, diving  |  |  |
|   | Nick   | I went on it after I'd eaten an ice cream. I felt <sup>10</sup> sick.  | Student 1 Do you do the sport in water?  Student 2 No, you don't.   |  |  |
|   | Jenny  | We'll phone Uncle Peter and tell him we had <sup>11</sup> exciting day.  | Student 3 You don't do it in water, so it could be golf or skiing. Do you do it in the mountains?   |  |  |
|   | Nick   | Yes, we'll tell him that the tickets to<br>Adventure World were <sup>12</sup>  | Student 2 No, you don't.  |  |  |
|   |  | great present.   | Student 4 You don't do it in the mountains, so it can't be  |  |  |
| Ben is talking about his school trip to Wales.  Read the sentences. Then write one sentence with so that. |  | ne sentences. Then write one sentence  | skiing. It must be golf.  Www Visit Trig's website for more practice!   |  |  |
|   | <ul> <li>The weather was cold. We had to wear coats.</li> <li>The weather was so cold that we had to wear coats.</li> <li>Our hotel room was small. We could hardly</li> </ul> |  |   |  |  |
|   |  |  | TEACHERS: now download the online worksheet for this unit.  |  |  |
|   |  |  | Worksheet for this time   |  |  |
|   | move   | 2  |   |  |  |
|   |  | hops were expensive. We spent all our  |   |  |  |
|   | mone   | 2V   |   |  |  |

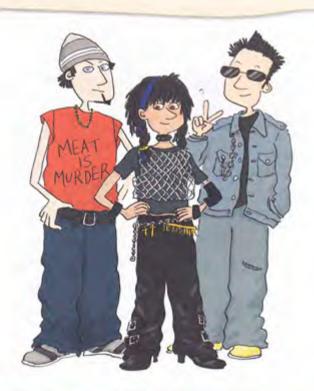
## 12 They're both from Liverpool ◆1)) 24

### Both and neither; all and none

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

'Power' is a new band. They are playing in Littleton next Saturday. The guitarists Rod and Jake are **both** from Liverpool. They **both** wanted to be actors, but **neither** of them has got an acting job now. **Both** of them like being musicians. The singer's name is Nina. She's great.

All of them write songs, and they are all vegetarians. None of them eats meat. They all eat health food and they all do yoga. They will give free concert tickets to all the people who buy their new album.



### Words to learn ◆)) 25

guitarist musician singer song health beard mask hat instrument

#### Grammar lesson

#### Both and neither

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

They're both from Liverpool.

They both wanted to be actors.

Both of them like being musicians.

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

Neither of them has got an acting job.

#### All and none

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

They're all vegetarians.

They **all** do yoga.

All of them write songs.

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

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

I Imagine that you saw\_the two bank robbers in the picture. Answer the policeman's questions. Use both of them or neither of them.



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

- 2 Look at the answers with both in exercise 1 then write the answers again. Use the same word order as the example.
  - They were both tall.

    They

    2
- 3 Look at the boy or girl who is sitting next to you. Think about things that are the same, for example your age, the colour of your hair and eyes, what you are wearing, what you like or don't like.

Write sentences with be and both.

We are both girls. OR We are both thirteen.
1
2

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

- We both like sport.
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Write sentences with neither.

- Neither of us likes dancing.
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_



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

| 4 | Look at the information about Jake, Nina and Rod. Answer the questions. Use all of them or none of them. |
|---|--|
|   | ▶ Who plays an instrument?   |
|   | All of them play an instrument.  |

| • | Who comes from London?          |  |
|---|---------------------------------|--|
|   | None of them comes from London. |  |

| 1 | Who | is | younger | than | twenty? |
|---|-----|----|---------|------|---------|
|---|-----|----|---------|------|---------|

| 2 | Who does a sport? |  |
|---|-------------------|--|
|   |                   |  |

| 3 | Who | plays | the | drums? |  |
|---|-----|-------|-----|--------|--|
|   |     |       |     |        |  |

| 4 | Who eats vegeta | rian food? |
|---|-----------------|------------|
|   |                 |            |

| 5 | Who | likes | travelling? |
|---|-----|-------|-------------|
|---|-----|-------|-------------|

| 6 Who has a hobby? | 6 | Who | has | a | hobby? |
|--------------------|---|-----|-----|---|--------|
|--------------------|---|-----|-----|---|--------|

| 7 | Who  | wante | +0 | maka | ~ | film? |
|---|------|-------|----|------|---|-------|
| / | vvno | wants | TO | make | a | num?  |

| 8 | Who   | comes   | from   | America?   |
|---|-------|---------|--------|------------|
| • | AALIO | COLLICS | 110111 | MILICIACA: |

| 5 | Now write new answers for questions 2, 4, 5 |
|---|---|
|   | and 6 in exercise 4. Use the same word orde |
|   | as the example below.                       |

| • | All | of | them | play | an | instrument. |
|---|-----|----|------|------|----|-------------|
|---|-----|----|------|------|----|-------------|

| There | -11 | al meet | man its and | the street of tank |
|-------|-----|---------|-------------|--------------------|
| Ingu  | all | otau i  | an inst     | rument.            |
| 11100 |     |         |             |                    |

| 1 . |  |  |  |  |
|-----|--|--|--|--|
| 2   |  |  |  |  |

| 2 |  |  |
|---|--|--|
| 3 |  |  |
| - |  |  |

| 6 | Answer the   | questionsStart | with | Yes | and | use |
|---|--------------|----------------|------|-----|-----|-----|
|   | all or both. |                |      |     |     |     |

| • | Are Nick and his friends interested in sport? |
|---|---|
|   | Yes, they are all interested in sport.        |

| • | Do Tom and Nick play football? |
|---|--------------------------------|
|   | Yes, they both play football.  |

| 1 | Do | Jenny | and | Amanda | like | pets? |
|---|----|-------|-----|--------|------|-------|
|---|----|-------|-----|--------|------|-------|

| 2 Do Amanda and her friends enjoy shop | ping: |
|--|-------|
|--|-------|

- 3 Have Jenny and Nick been to 'Adventure World'?
- 4 Are Rod and Jake from Liverpool?
- 5 Do Jake, Nina and Rod like travelling?
- 6 Did Rod and Jake want to be actors?
- 7 Do Rod, Jake and Nina eat vegetarian food?
- 8 Are Ben and Anna staying with their Aunt Sarah?
- 9 Do Ben and Anna go to school in Merton?
- 10 Do Jenny and Nick and their parents like to go to Spain?

| 7 | Write sentences about you and your best     |
|---|---|
|   | friend. Use both and the same word order as |
|   | the example.                                |

| ▶ N | le | both | enjoy | sh | op | ping |
|-----|----|------|-------|----|----|------|
|-----|----|------|-------|----|----|------|

|    | 107 |        | 5 - 2 |      |          |
|----|-----|--------|-------|------|----------|
| D. | W   | both s | like. | rnck | music.   |
| ,  | 110 | POFF   | FILLE | IOUR | IIIMSIV. |

| 1 |  |  |
|---|--|--|
|   |  |  |

| - |  |  |  |  |
|---|--|--|--|--|

| 1. |  |  |  |
|----|--|--|--|
| 4  |  |  |  |

- 8 Write sentences about you and your family. Use all and the same word order as the example.
  - We're all interested in sport.

| • | We | all | like | to | go | to | the | cinema |
|---|----|-----|------|----|----|----|-----|--------|
|---|----|-----|------|----|----|----|-----|--------|

| 1 |  |  |  |
|---|--|--|--|
|   |  |  |  |
|   |  |  |  |

| - China |  |  |  |
|---------|--|--|--|
|         |  |  |  |
|         |  |  |  |
| -       |  |  |  |
| -       |  |  |  |

#### Class game

A student thinks of two other students in the class and describes what is the same about both of them or neither of them. The class must guess who the two students are

Student 1 Both of the students are wearing red T-shirts. Neither of them is sitting near the door.

It must be Paola and Gina. Class

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## **13** If I had some money ◆1)) 26

### Conditional sentences type 2; uncountable nouns

Amanda I don't have enough money. I need to

get more pocket money.

Nick Everyone needs more money. If you had

a job, you would have more.

If you had a lot of money, what would Jenny

you buy?

Nick I'd buy a new DVD player.

Amanda I'd buy some jewellery - well, a piece of

jewellery, perhaps a ring. I haven't got

any perfume, either.

Nick I'll give you some advice. If I were you,

I'd do some baby-sitting.

Amanda That's strange advice. You don't really

like babies, Nick,

Well, I'd like them more if they didn't Nick

cry and if they played football.



#### Words to learn ◆)) 27

baby-sitting advice information news traffic furniture jewellery perfume

#### Grammar lesson

#### Conditional sentences type 2

When we imagine something which probably won't happen, we use a conditional sentence type 2 to talk about it. We use a past tense verb in the if-clause. We use would with the infinitive (base form) of the verb in the main clause.

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

When we put the if-clause first, we usually use a comma (,) after it. We can also put the main clause first. We often use the short form of would ('d).

I'd like babies more if they didn't cry.

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

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

#### Uncountable nouns

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

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

advice jewellery perfume fun money traffic furniture music work information news

3 if you found a gold ring? I'd like to buy some jewellery. A keep it I haven't got any perfume. B take it to the police staton We can make some (but not all) uncountable nouns countable by using a piece of: C tell your family a piece of jewellery/advice/information/ furniture/news The word hair is usually uncountable, but 4 if you heard a loud noise in the night? single hairs are countable. My hair is too long. A hide under the bed There are two hairs in my soup. B get up and look C go to sleep again 1 What would you do if these things happened? Choose A, B or C, then write sentences. What would you do ... 5 if you saw an elephant in the street? if you found a big spider in your bed? A phone the zoo A throw it out of the window . B run the other way (B) shout for your parents C stand and look C keep it as a pet If I found a big spider in my bed, I'd shout for my parents. 6 if you suddenly saw yourself on television? 1 if you saw a famous person in the street? A laugh A go up and say hello B tell people to come and watch B be too shy to speak C turn the television off C follow him or her 7 if the phone rang in the middle of the night? 2 if you saw a strange object in the sky? A get out of bed and answer it A take a photograph of it B put your hands over your ears

B tell your friends

C call the police

C wake someone in your family

#### 2 Write conditional sentences type 2.

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

something useful.

Jenny

Anna If I <sup>2</sup>\_\_\_\_\_ (win) some money, I would buy a new MP3 player.

But your MP3 player is fine.

I <sup>3</sup>\_\_\_\_\_\_ (not buy) a new one if I were you. If I had more money, I <sup>4</sup>\_\_\_\_\_ (save) it for a trip to Australia.

Nick If I <sup>5</sup>\_\_\_\_\_ (have) a lot of money, I <sup>6</sup>\_\_\_\_

(buy) a motorbike.

Anna I 7\_\_\_\_\_ (not buy) a

motorbike if I <sup>8</sup>\_\_\_\_\_\_\_(be) you. They're dangerous.



#### 3 What would Tom do if ...? Write sentences.

buy a new computer game / have enough money

Tom would buy a new computer game if he had enough money.

visit his friend in London / have time
 He \_\_\_\_\_\_

2 play football today / not have so much homework

He \_\_\_\_\_

3 fly to New York again / his uncle invite him

4 won a lot of money / put it in the bank

5 go camping with Nick / parents let him



Read part of Amanda's project about Egypt. Circle the correct words.

#### The Ancient Egyptians

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

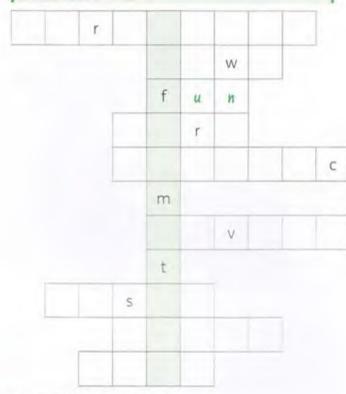
Egyptian houses did not have <sup>2</sup> much/many furniture. The furniture <sup>3</sup> was/were usually made of <sup>4</sup>-/a wood, but rich people had furniture decorated with <sup>5</sup>a/- gold. Both men and women wore <sup>6</sup>-/a jewellery made of gold. Men had short <sup>7</sup> hair/hairs and women wore their <sup>8</sup> hair/hairs long. All men and women wore make-up and <sup>9</sup>a/- perfume.

They used honey to make their <sup>10</sup> food/foods sweet. They baked <sup>11</sup> bread/breads and they ate <sup>12</sup> a lot of/many fruit.



5 Find the uncountable words and write them in the puzzle. What is the word going down?

advice coin fact fur furniture job money music news report sand table traffic work



The word going down is \_\_\_\_\_

#### 6 Partner interview

Ask a partner this question: 'If you won a lot of money, what would you do with it?' Say at least four things each.

If I won a lot of money, I'd ...

www

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## 14 I want to be a vet ◄)) 28

## Verbs with to + infinitive; let and make



Jenny What do you want to do when you leave school?

Anna Well, I'd like to work with animals. Dad wants me to be a dentist but I want to be a vet. And you?

Jenny Well, I hope to go to university. I'd like to be a doctor one day. But I like travelling and I'd love to do voluntary work abroad for a year after school.

Anna Will your parents allow you to leave England?

Jenny Well, they would **prefer me to stay** in England, but they won't **make** me **stay** here. They'll **let** me **decide** myself.

#### Words to learn ◀测 29

decide plan prefer abroad voluntary work instead university earn

#### Grammar lesson

#### Verbs with to + infinitive

We use **to** + infinitive (base form) after these verbs:

agree learn promise decide offer want hope plan

I want to be a vet.

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

allow invite teach
ask help want
Dad wants me to be a dentist.
Will they allow you to leave England?

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

I'd like to work with animals.
I'd like to be a doctor one day.

When there is no **would**, we can use the **-ing** form after **like**, **love**, **prefer** and **hate**. The meaning is different.

I like **travelling**.

#### Let and make

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

My parents will **let** me **decide** myself. They won't **make** me **stay** in England.

#### 1 Circle the correct verb forms.

- Jenny would like travelling to travel around the world.
- 1 She would like doing/to do voluntary work.
- 2 She hopes to go/going to university.
- 3 She wants be/to be a doctor.
- 4 Her parents will allow her to study/studying abroad.
- 5 They would prefer her staying/to stay in England.
- 6 They will let her to do/do what she wants.
- 7 Anna has decided becoming/to become a vet.
- 8 She likes look/looking after animals.
- 9 Her dad would like her become/to become a dentist.
- 10 Anna's parents will let her choose/ to choose.
- What do they want to be? Complete the sentences with to + infinitive or an -ing form of the verbs in brackets.

Anna would like to be (be) a vet because she likes looking (look) after animals. Her parents would like her

1 \_\_\_\_\_\_(be) a dentist, but they will allow her 2 \_\_\_\_\_\_(choose) her job herself. She doesn't want 3 \_\_\_\_\_\_(work) abroad.

Mark has decided 4 \_\_\_\_\_\_(work) abroad.

Mark has decided 4 \_\_\_\_\_\_\_(repair) cars. Mark's uncle has offered 6 \_\_\_\_\_\_\_(repair) cars. Mark's uncle has offered 6 \_\_\_\_\_\_\_(have) his own garage one day.

| Ellen wants 8            |  |
|--------------------------|--|
| (be) a scientist because | e she likes                              |
| 9                        | (do) experiments. She                    |
| would like 10            | (go) to                                  |
| university. She hopes 1  | 1  |
| (study) science.         |  |
| Katy would love 12       |  |
| (have) an outdoor job.   | She doesn't like<br>(stay) indoors.      |
| She has decided 14       |  |
| (leave) school next yed  | or. She would love<br>_ (be) a gardener. |
| Damien is learning 16_   |  |
| (play) the guitar. He ha | opes<br>_(be) a rock star                |
| because he likes 18      |  |
| (write) music. He want   | S  |
| 19                       | (earn) a lot of money                    |
| because he would like    | 20                                       |
| (buy) a big house for h  | is family.                               |













| 3 | What do they want to do? What do other   |
|---|--|
|   | people want them to do? Write sentences. |

Jenny I'm going to the cinema on Saturday.
Anna Why don't you go to the youth club with me instead?

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

1 Tom I'm going to the music shop.
Nick Why don't you go to the sports shop with me instead?
Tom \_\_\_\_\_\_

2 Anna I'm staying at home tonight.
Amanda That's boring. Go to the basketball game with me.

Anna \_\_\_\_\_

3 Ben I want to go to the shops on Friday.
Tom Can't you go with me on Saturday?
Ben

4 Jenny I'm going to watch television now.

Amanda Let's get a DVD instead.

Jenny

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

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

Ben \_\_\_\_\_

| 6 |         | I'm going to visit my friends in London |
|---|---------|---|
|   |         | tomorrow.                               |
|   | Sue C   | an't you visit them next week instead?  |
|   | Mark .  |   |
|   | entence |   |
| Þ | Dad     | Take Chip to the park, please.          |
| 1 | Mum     | Can you go to the supermarket, Nick?    |
| 2 | Jenny   | Nick, will you help me to repair my     |
|   |         | bike, please.                           |

5 Anna Meet me in the café in ten minutes.

3 Ben Shall we go swimming, Nick?

4 Tom Let's play football, Nick.

2 Jenny \_\_\_\_

3 Ben \_\_\_\_\_

4 Tom \_\_\_\_\_

5 Anna

#### 5 Anna is talking about Aunt Sarah. Circle the correct words.

Aunt Sarah won't (let) make me go to a party on Saturday. Ben's younger than me, but she 1 lets/makes him come home late. She always <sup>2</sup> makes/lets me come home early. At the weekend she 3 lets/makes us stay up until ten o'clock, but in the week she 4 makes/lets us go to bed at nine o'clock. She 5 makes/lets me tidy my room, but she never 6 makes/lets Ben tidy his room. She doesn't 7 let/make me play loud music, but Ben's music is always loud. She's very kind, but sometimes I think she's too strict with me.

6 Complete the sentences with let or make and a verb from the box. Use you or us as the object.

do(x2) eat go make play speak talk

- Do your teachers let you eat or drink in class?
- Dur teacher makes us speak English in class.
- 1 Our teachers don't lots of homework.
- 2 Does your maths teacher

3 Sometimes our teacher

home early.

- 4 Our English teacher \_ English games in class.
- 5 Our teachers don't noise in class.
- 6 Our teachers \_\_\_\_\_\_ to other students in the lesson.

#### Partner interview

With a partner, ask and answer questions with let and make. Use the ideas in the box or your own ideas.

go to parties stay out late go to bed early in the week sleep late at the weekend invite all your friends play loud music play computer games help in the kitchen tidy your room go straight home after school meet friends after school tell them who your friends are

- Student 1 Do your parents let you go to parties?
- Student 2 Yes, they let me go to parties, but they don't let me stay late. Do your parents make you do your homework before dinner?

Student 1 No, they don't. They let me do it later.



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### Need + -ing; have something done; could and would



Nick, could you do something for me? My Jenny tennis racket's broken. I want to have it repaired. Would you take it to the sports shop for me, please? I've got a lot of homework.

Nick Oh, I think it just needs sticking. I'll do it for you. Where's the glue?

No, Nick. That's silly. It needs repairing Jenny properly at a sports shop. You can't just stick it!

Could you stop shouting, please? Nick, Mum there's a hairdresser next to the sports shop. Why don't you get your hair cut at the same time?

#### Words to learn ◀)) 31

properly iron mend test menu ketchup

#### Grammar lesson

#### Need + -ing form

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

My tennis racket needs repairing. (Someone should repair it.)

#### Have/get something done

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

I want to have my racket repaired.

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

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

Sometimes get is used instead of have. It sometimes sounds more informal. You can get your hair cut.

#### Could and would for requests

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

Could you do something for me? Would you take my racket to the sports shop?

We can use could I or could we to ask for something in a formal situation.

Could I have some more water, please?

1 What needs doing? Complete the sentences with need and the words in the box.

clean comb iron mend wash cut

Nick's socks need washing.

1 Tom's jeans

2 Amanda's boots

3 Nick's hair

2 Make suggestions with Why don't you ...? and the words in the box.

4 Ben's shirt

5 Amanda's hair

clean cut paint repair test I can't see the board. ▶ Ben Why don't you have your eyes tested? Nick My hair's too long. 1 Anna Jenny My computer's broken. 2 Nick Ben The windows aren't very clean. 3 Jenny Nick 4 Amanda I wish my room wasn't blue. Jenny

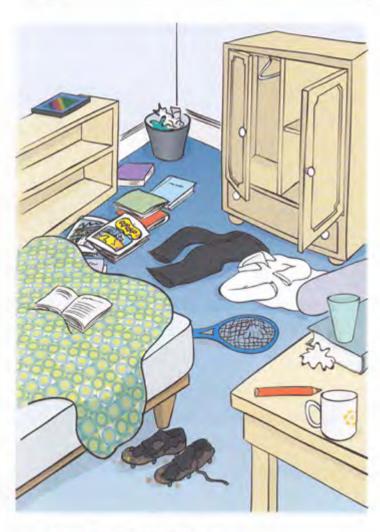
| 3 | Look at exercise | 2. | Now | write | what | needs |
|---|------------------|----|-----|-------|------|-------|
|   | doing.           |    |     |       |      |       |

| d | oing.       |  |  |  |  |  |  |  |  |
|---|-------------|--|--|--|--|--|--|--|--|
| • | Ben's eye   | s need testing.  |  |  |  |  |  |  |  |
| 1 | Anna's hair |  |  |  |  |  |  |  |  |
| 2 | Nick's cor  | mputer   |  |  |  |  |  |  |  |
| 3 | At the Be   | lls' house, the windows  |  |  |  |  |  |  |  |
| 4 | Amanda'     | s room   |  |  |  |  |  |  |  |
| L |             | entences and decide who did it<br>word order. Circle the correct |  |  |  |  |  |  |  |
| • | Amanda      | I had my hair cut. (Amanda/                                      |  |  |  |  |  |  |  |
|   |             | (a hairdresser)  |  |  |  |  |  |  |  |
| • | Ben         | Aunt Sarah had painted the                                       |  |  |  |  |  |  |  |
|   |             | kitchen. (Aunt Sarah)a painter)                                  |  |  |  |  |  |  |  |
| 1 | Tom         | I had repaired my bike. (Tom/                                    |  |  |  |  |  |  |  |
|   |             | a bike shop)   |  |  |  |  |  |  |  |
| 2 | Mrs Bell    | I had taken some photos.   |  |  |  |  |  |  |  |
|   |             | (Mrs Bell/a photographer)  |  |  |  |  |  |  |  |
| 3 | Nick        | I had my computer repaired.                                      |  |  |  |  |  |  |  |
|   |             | (Nick/a computer shop)   |  |  |  |  |  |  |  |
| 4 | Tom         | My parents had some photos                                       |  |  |  |  |  |  |  |
|   |             | taken. (Tom's parents/   |  |  |  |  |  |  |  |
|   |             | a photographer)  |  |  |  |  |  |  |  |
| 5 | Ben         | Aunt Sarah had the garage  |  |  |  |  |  |  |  |
|   |             | painted. (Aunt Sarah/a painter)                                  |  |  |  |  |  |  |  |
| 6 | Tom         | I had cut my hair. (Tom/   |  |  |  |  |  |  |  |
|   |             | a hairdresser)   |  |  |  |  |  |  |  |
| 7 | Nick        | Dad had the car serviced.  |  |  |  |  |  |  |  |
|   |             | (Mr Bell/a mechanic)   |  |  |  |  |  |  |  |
| 8 | Jenny       | Dad had washed the car.  |  |  |  |  |  |  |  |

(Dad/a car-wash)

#### 5 What needs doing in Nick's room? Write sentences. Use the words in the box.

empty hang up tidy repair put clean make



#### Nick's desk needs tidying.

- 1 His bed
- 2 His clothes \_\_\_\_\_\_ in his wardrobe.
- 3 His books \_\_\_\_\_ on his bookshelves.
- 4 His bin \_\_\_\_\_.
- 5 His football boots \_\_\_\_\_\_.
- 6 His tennis racket \_\_\_\_\_\_.

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



- ▶ Could I try on the red ones, please?
- Could/Would you bring me the pink ones, too?
- 1 \_\_\_\_\_look at some cheaper ones?
- **2** \_\_\_\_\_ get the black ones out of the window, please?
- 3 These are too big. \_\_\_\_\_ bring me a smaller size?
- 4 \_\_\_\_\_ show me some different colours?
- 5 \_\_\_\_\_\_ tell me how much those green ones cost?
- 6 \_\_\_\_\_pay later?

What are the customers asking for? Write their requests with Could/Would you ...? or Could I ...? and the words in the boxes. There is more than one possible answer.



bring have

the bill some water more ketchup some more bread a spoon the menu

| > | Could | I | have | the | bill, | please? |
|---|-------|---|------|-----|-------|---------|
|   |       |   |      |     |       |         |

#### 8 Team game

Make two teams. Think of more things that you might ask for in a restaurant, e.g. some salt, some soy sauce, a fork, another drink, a different chair, a table near the window. Students from each team take turns to mime what they want, as clearly as they can.

The student's team has to guess by saying the sentence correctly. Would you bring me a knife, please? The teacher gives the teams points for correct answers.



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# Revision 3 (units 11-15)

| Choose A, B or C. Complete the sentences.        | 6 I know Nina, Rod and Jakee    |
|--|---------------------------------|
| (Units 11, 12)                                   | meat.                           |
| It <u>can't</u> be a present for me. It isn't my | A None of them                  |
| birthday.  | B Both of them                  |
| A must   | C Neither of them               |
| B could  | 7 I know Nina, Rod and Jake do  |
| ©can't   | yoga.                           |
| 1 It was fun at Amanda's party.                  | A Both of them                  |
| The music was great.                             | B They all                      |
| A so   | C None of them                  |
| B such a   | 8 Nick and Tom love sport play  |
| C such   | football.                       |
| 2 The letter be from Uncle Peter.                | A None of them                  |
| I'm not sure.                                    | B Both of them                  |
| A must   | C All of them                   |
| B could  | 9 My friend and I fourteen.     |
| C can't  | A are all                       |
| 3 Uncle Peter is generous person.                | B are both                      |
| A so   | C both are                      |
| B such a   | 10 Tom and Nick love sport, but |
| C such   | likes maths.                    |
| 4 Nick's room is untidy. He really               | A none of them                  |
| must clean it.                                   | B both of them                  |
| A so   | C neither of them               |
| B such   |                                 |
| C such a   |                                 |
| 5 Dad isn't answering the phone. He              |                                 |
| be out.  |                                 |
| A must   |                                 |
| B could  |                                 |
| C can't  |                                 |

| senten | ete the conversation.<br>ces type 2 with the p<br>+ infinitive. (Unit 13) |                   | 3 Write the words in the box in the correct lists. (Unit 13) |                           |  |  |  |
|--------|---|-------------------|--|---------------------------|--|--|--|
| Tom    | What would you do if  | we didn't have to |  | niture information job    |  |  |  |
|        | (have to) go to scho  | ol every day?     | ring sofa traffic  | news newspaper            |  |  |  |
| Nick   | You mean, if we had   | (have) nothing to | ring sold traine   | . Work Cur                |  |  |  |
|        | do all day? If I <sup>1</sup>   |                   | a/an   | some                      |  |  |  |
|        | (not go) to school, I   | think I           | coin   | advice                    |  |  |  |
|        | 2   | (play) football   |  |                           |  |  |  |
|        | every day.  |                   |  |                           |  |  |  |
| Adam   | If I 3  | (have) a          |  |                           |  |  |  |
|        | lot of free time, I   |                   |  |                           |  |  |  |
|        | 4   | (stay) in bed     |  | -                         |  |  |  |
|        | until lunchtime and   | read comics.      |  | _                         |  |  |  |
| Tom    | That's boring. If ther  | e                 |  | -                         |  |  |  |
|        | 5   | (be) no school,   |  |                           |  |  |  |
|        | we <sup>6</sup>   | (learn) to        | 4 Which words in the box can you use with                    |                           |  |  |  |
|        | play lots of different  | kinds of sports,  | a piece of? Use them to complete the                         |                           |  |  |  |
|        | like hockey and bask  | etball.           | sentences below. (Unit 13)                                   |                           |  |  |  |
| Nick   | If you <sup>7</sup>   | (play)            | advice bracelet fact furniture information jewellery news    |                           |  |  |  |
|        | more sports, you  |                   |  |                           |  |  |  |
|        | 8   | (get) very fit,   | story table  |                           |  |  |  |
|        | Adam.   |                   | 1 The room looks e   | mpty. I think you need an |  |  |  |
| Anna   | If we <sup>9</sup>  | (stay) at         |  | in the corner.            |  |  |  |
|        | home all the time, it   |                   | 2 Jenny would like   |                           |  |  |  |
|        | 10  | (get) very        |  | for her birthday.         |  |  |  |
|        | boring, I think.  |                   | 3 I've just heard an   |                           |  |  |  |
| Jenny  | I 11  | (not be)          |  |                           |  |  |  |
|        | happy if I <sup>12</sup>  |                   |  | ? Do                      |  |  |  |
|        | (not go) to school. I   | would miss my     | what your teache   |                           |  |  |  |
|        | friends.  |                   |  | e travel agency gave us   |  |  |  |
|        |   |                   |  | about                     |  |  |  |

finding hotels on the internet.

| 5 Complete the text about Amanda's far<br>aunt and uncle. Use the correct positi<br>negative form of let or make. (Unit 14<br>Aunt Sally <u>lets</u> me do what I want. She<br><u>doesn't make</u> me get up early if I don't | ve or 7 Choose the correct words and write  |
|---|---|
| want to. Uncle Dan <sup>1</sup> me stay out until eleven o'clock. Aunt Sally <sup>2</sup> me tidy my room, and she <sup>3</sup> r invite friends to the house. Uncle Dan <sup>4</sup>   | ne properly traffic university voluntary  |
| me use their con and they <sup>5</sup> me do washing-up. They <sup>6</sup> and my friends watch DVDs, too. My mu and dad always <sup>7</sup> me do my homework before dinner, and me watch televis                            | I've written the birthday card. I'm just writing the address on the envelope.  1 Uncle Peter often gives Nick and Jenny presents. He's very |
| after nine o'clock.   | be a in a famous band.  3 Don't eat a lot of sugar. It isn't good for your  |
| 6 Circle the correct words. (Units 14, 15   | borre each tot or sugar. Te isire good for you  |
| <ul> <li>Mrs Bell's car needs to repair/repairir</li> <li>1 Tom's computer was broken so he had repaired/had repaired it.</li> </ul>  | 4 When Jenny leaves school, she'd like to study at  |
| 2 Mrs Bell wants Nick feed/to feed Chip   |   |
| 3 Mr Bell is having his eyes tested/teste eyes.   | musical?  6 Nick mustn't stick Jenny's tennis racket. She should have it repaired   |
| 4 Tom's hair needs cutting/cut.   | 7 Will you get a job in your country, or would  |
| 5 I let/had my bike mended last week.   | you like to work?   |
| 6 Mr Bell would like travelling/to travel China.  | 8 Tom would like to do work in  |
| 7 Nick's football socks need to wash/w  | 9 Nick's computer is He says he   |
| 8 Amanda wants do/to do a Saturday  | needs a new one   |
| 9 Jenny's dad would like her be/to be a   | 10 Nick likes lots of on his chips  |
| 10 Nick has promised to do/doing more<br>for school.  | 11 The man had long, dark hair and a  |
| 11 Would/Could I have the menu, pleas   |   |
| 12 Nick wants to watch a DVD, but Tom prefer to go/go to the cinema.  | would  can't  |

Read the story. Choose a word from the box. Write the correct word next to the numbers 1–6. You do not need to use all the words. There is one example. (Units 11–15)

pienic fell fly flying for after sat away sitting under climbed



One day last summer, my dad, my little brother Tommy and I went for a walk in the country. Benny, our dog, went too. We took a picnic basket with us, full of good things. It was quite windy when we set off, and we love our kite, so we took it with us. After we had walked for about an hour Tommy said he was hungry, so we looked 2\_ a place to have our picnic. Tommy saw a boy with a brown dog. They were 3\_ under a big tree. Benny ran up to the boy's dog and started barking. So we 4\_ the tree with the boy and offered him some food from our picnic basket. We talked and laughed and our dogs had lots of fun. There was a hill not far 5\_\_\_\_\_, so we took the kite and ran to the top. It was very windy and our kite flew high in the sky for at least five minutes. Dad stayed down in the field and took some photographs. Then suddenly the wind stopped and the big, red kite 6 down - on Dad's head!

Now choose the best name for the story. Tick one box.

| A picnic in the park |  |
|----------------------|--|
| Dad's unlucky day    |  |
| Dad flies a kite     |  |

| 9 | Find the mistakes and write the correct |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   | words. (Units 11-15)                    |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |

| • | Uncle Peter is so a nice person. such             |
|---|---|
| 1 | Do Tom and Nick play football? Yes, they play     |
|   | both football.                                    |
| 2 | If I had more money, I will buy a new MP3 player. |
| 3 | Nick and his friends all are interested in        |

| 3 | INICK | aria | nis jrienas | all | are | imerested | Iri |
|---|-------|------|-------------|-----|-----|-----------|-----|
|   | comp  | uter | 5           |     |     |           |     |
|   |       |      |             |     |     |           |     |

| 4 | Nick  | would | like | babies | more | if | they | play |
|---|-------|-------|------|--------|------|----|------|------|
|   | footb | all   |      |        |      |    | -    |      |

| 5 | Shall | 1 | have | cut | my | hair? | It's | too | long |
|---|-------|---|------|-----|----|-------|------|-----|------|
|---|-------|---|------|-----|----|-------|------|-----|------|

| 6 | I can't | read | this | writing. | 1 | think | my | eyes | need |
|---|---------|------|------|----------|---|-------|----|------|------|
|   | tested. |      |      |          |   |       |    |      |      |

| 7 | Which  | country | would | you | visit | if you | can |
|---|--------|---------|-------|-----|-------|--------|-----|
|   | choose | 2       |       |     |       |        |     |

| 8 | Мү   | parents | gave | me | ajewellery | for | my |
|---|------|---------|------|----|------------|-----|----|
|   | birt | thday   |      |    |            |     |    |

| 9 I've got an interesting inform | mation for you |
|----------------------------------|----------------|
|----------------------------------|----------------|

| 10 | Ask | your | parents. | They'll | give | you | an | advice |
|----|-----|------|----------|---------|------|-----|----|--------|
|----|-----|------|----------|---------|------|-----|----|--------|

## 16 The photo I like best

## **◄**))) 32

### Relative clauses





Amanda Here are our holiday photos from Italy. That's the town where we stayed. That's Robert, the boy who was staying in the

flat next door.

Anna Oh, is that the boy whose sister is a pop

singer? You told me about him.

Amanda Yes, that's right. He was nice. We had a

great time.

Anna Do you always take photos of people

you meet on holiday and places you

stay at?

Amanda Yes, I do. But this is the photo I like

> best. It's one of the funniest I've ever taken. We were eating in a restaurant when Robert's chair broke and he fell

into his plate of spaghetti!

#### Words to learn ◀测 33

flat next door pop singer energy contain brave thief steal light bulb belong

#### Grammar lesson

#### Relative clauses

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

We use who for people and which for things. We can also use that for people and things. Who/which/that can be subject or object of a relative clause.

He's the boy who was staying in the flat next door.

He was staying next door. (Who is the subject.) He's the boy who I met on holiday.

I met him on holiday. (Who is the object.)

When who/which/that is the object of the relative clause, we can leave it out.

Robert is the boy I met on holiday. (or the boy

who/that I met on holiday)

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

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

We often use where to talk about a place. That's the town where we stayed.

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

Prepositions (at, in, from, etc.) come at the end of the relative clause.

I always take photos of places we stay at.

1 Food facts. Complete the sentences with which or who.



- ▶ The food which we eat gives us energy.
- People \_\_\_\_\_ are very active need more energy.

- 2 Carrots are vegetables \_\_\_\_\_ keep your eyes healthy.
- In the past, most people ate food they grew themselves.
- Oranges and lemons are fruits \_\_\_\_\_

  contain a lot of vitamin C.
- **5** Someone \_\_\_\_\_\_ eats lots of fruit and vegetables will stay healthy.
- **6** A vegetarian is a person \_\_\_\_\_ doesn't eat meat.

2 Complete the text about Charles Dickens's book 'Oliver Twist'.
Use who, which, where or whose. If who or which is not necessary, write -.



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

Perhaps you know the story of Oliver Twist. 'Oliver Twist' is the book  $^6$ \_\_\_\_\_\_ was made into the successful musical called 'Oliver'. It is about a boy  $^7$ \_\_\_\_\_\_ mother died when he was born. Because there was nobody  $^8$ \_\_\_\_\_\_ could look after Oliver, he had to live in a workhouse. A workhouse was a place  $^9$ \_\_\_\_\_ very poor people and children without parents lived. The people  $^{10}$ \_\_\_\_\_ ran the workhouse were very cruel. The children had to work very hard. They were always tired, cold and hungry. Oliver was the only boy  $^{11}$ \_\_\_\_\_ was brave enough to ask for more food. Oliver ran away to London. He met an older boy  $^{12}$ \_\_\_\_\_ promised him food and somewhere to sleep. Oliver didn't know that the boy lived with thieves  $^{13}$ \_\_\_\_ stole from people's pockets. The name of the old man  $^{14}$ \_\_\_\_\_ taught the boys to steal was Fagin. A lot of bad things happened to Oliver, but he met a very kind old man  $^{15}$ \_\_\_\_\_ had known his mother. In the end, the man saved him from Fagin and gave him a good home and a safe future.

3 Amanda has written a quiz about the USA for the school magazine. Complete the questions with who, which or whose. Then circle the correct answer.





- What is the name of the world-famous American pop star who was called 'the King of Pop'?
  - A Elvis Presley
  - B John Lennon
  - (C)Michael Jackson
- 1 What is the name of the bridge. goes over San Francisco Bay?
  - A Brooklyn Bridge
  - B the Golden Gate Bridge
  - C Tower Bridge
- 2 What is the name of the first man

walked on the Moon?

- A John Glenn
- B Neil Armstrong
- C Louis Armstrong
- 3 What is the name of the famous waterfalls are on the border between the

USA and Canada?

- A the Angel Falls
- B the Victoria Falls
- C the Niagara Falls

- 4 What is the name of the city in the desert is famous for its bright lights and shows?
  - A Chicago
  - B Las Vegas
  - C Santa Fe
- 5 The name of the very long street in Manhattan \_\_\_\_\_ is famous for its theatres is ...
  - A Park Avenue
  - B Fifth Avenue
  - C Broadway
- 6 Name one of the presidents \_\_\_\_ heads are carved in Mount Rushmore.
  - A Washington
  - B Clinton
  - C Obama
- 7 Who was the famous American. invented the lightbulb?
  - A Henry Ford
  - B Thomas Edison
  - C J D Rockefeller
- 8 What is the name of the state \_\_\_ once belonged to Russia?
  - A Hawaii
  - **B** Washington
  - C Alaska





4 Find pairs. Write sentences with the verbs and prepositions in the boxes. Put the preposition at the end.



eat drink listen sit sleep write

with with from in on to

A knife and a spoon are things we eat with.

1

2 \_\_\_\_\_

3 \_\_\_\_\_

-

- 5 Read the sentences. Write new sentences with the relative pronoun that where necessary.
  - Where's the magazine? It was on this chair.
    Where's the magazine that was on this chair?
  - Where's that new book? I bought it yesterday.

Where's that new book I bought yesterday?

1 Mum, where's that new white T-shirt? You washed it.

**2** I can't find the DVDs. They were on this shelf.

**3** Where's the orange juice? It was in the fridge.

4 Nick, where's that football? I lent it to you last week.

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

**6** I can't find the blue trainers. I wore them yesterday.

#### 6 Team game

Work with a partner first. Think of four quiz questions about your own country. Use **who, which** or **where.** 

What's the name of the person who ...?
What's the name of the river which ...?
What's the name of the place where ...?
Make two teams. The teams take turns to ask each other their questions. The teacher gives points for correct questions and answers.

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## 17 Nick told Ben to be quiet ◆1)) 34

## Indirect questions, commands and requests

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



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



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



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



#### Words to learn ◄)) 35

questionnaire weigh champion panic fire brigade lift

#### Grammar lesson

### Indirect questions

In indirect questions the word order is not the same as in direct questions. It is the same as in statements. We do not use do/does/did to make indirect questions. We do not put a question mark at the end.

If there is no question word (who, when, etc.) in the direct question, we begin the indirect question with if or whether.

'Is the USA guiz finished?' (direct guestion) Jenny asked if the quiz was finished. (indirect question)

Reporting verbs for indirect questions are ask, want to know, wonder. The change of tense is the same as for indirect statements.

| Indirect speech |
|-----------------|
| past            |
| past perfect    |
| past perfect    |
| no change       |
| would           |
| might           |
| should          |
| could           |
|                 |

If there is a question word in the direct question, we repeat it in the indirect question. 'When will the questionnaire on healthy eating be finished?' (direct)

He asked **when** the questionnaire would be finished. (indirect)

#### Indirect commands and requests

We form indirect commands with **tell** + person + **to** + infinitive (base form).

Nick said, 'Be quiet, Ben.'

We use **not to** for negative commands. Nick said, 'Don't interrupt.' Nick **told** Ben **not to** interrupt.

Nick told Ben to be quiet.

We can make indirect requests with ask + person + to + infinitive.

Nick said, 'Ben, wait your turn, please.'

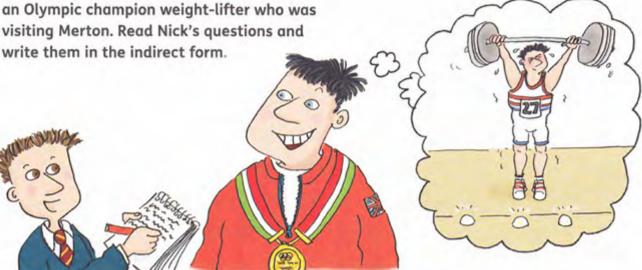
Nick asked Ben to wait his turn.

- 1 Yesterday, Anna saw a little boy who had fallen off his bicycle. She went to help him and asked him some questions. What did she ask him? Report Anna's questions. Remember the word order and the changes of tense and pronouns.
  - 'What's your name?'
    She asked him what his name was.
  - 'Are you all right?'
    She asked him if he was all right.
  - 1 'How old are you?'
  - 2 'Where do you live?'
  - 3 'Have you hurt yourself?'

4 'Can you stand up?'
5 'Does your knee hurt?'
6 'How did it happen?'
7 'What made you fall?'
8 'Where had you been?'
9 'Were you on the way home?'
10 'Shall I phone your parents?'
11 'Do you want some help?'
12 'Shall I take you home?'



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



- If 'How much do you weigh?' Nick asked him how much he weighed.
- 'How many times have you been in the Olympics?'

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

- 1 'How did you start weight-lifting?'
- 2 'How long have you been a champion weight-lifter?'
- 3 'How many gold medals have you won?'
- 4 'How many kilos can you lift?'

- 5 'Is it difficult to become a champion weightlifter?'
- 6 'How often do you train?'
- 7 'Who is the best weight-lifter in the world?'
- 8 'Have you been to Merton before?'
- 9 'Will you win your next competition?'
- 10 'How can I become the strongest boy at school?'

| 3 | Nick was getting ready to go on a school       |
|---|--|
|   | trip. He asked his family to do things. Report |
|   | his commands and requests.                     |

If 'Dad, will you get my suitcase out of my wardrobe, please?' He asked his dad to get his suitcase out of his

wardrobe.

- 'Jenny, don't forget to feed my goldfish.' He told Jenny not to forget to feed his goldfish.
- 1 'Can you lend me your backpack, Jenny?'
- 2 'Jenny, don't use my computer!'
- 3 'Don't read my emails, Dad!'
- 4 'Will you buy me some toothpaste, Mum?'
- 5 'Could you lend me some money, Dad?'
- 6 'Mum, will you iron my blue T-shirt, please?'
- 7 'Mum, don't let Trig eat too much cake.'
- 8 'Dad, can you take me to the station, please?"

#### 4 Partner activity

Read the fire notice and try to remember the instructions. After two minutes the teacher will tell you to close your books. Then take turns to report what the notice tells you to do.



### What to do in case of fire

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

Student 1 It tells you not to panic.

Student 2 It tells you to call the fire brigade.

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# 18 You ought to turn it down

## **◄**1)) 36

### Ought to and should; phrasal verbs

Jenny Mum's got a headache. You **ought to** be quiet. You **shouldn't** make so much noise.

Nick Did you say something?

Jenny The music's too loud. You **ought to turn** it **down**.

Nick I can't hear you!

Jenny Don't shout, Nick! And turn the music

down!

Nick Yes, I've already been to town.

Jenny No, Nick. Your music. Turn down your

music!

Nick I give up. I can't hear you. The music's too

loud.



#### Words to learn ◄)) 37

apologize argument government idea tax waste unnecessary form oven

#### Grammar lesson

#### Ought to and should

We use **ought to** + infinitive (base form) or **should** + infinitive to give advice or to say what we think is right. **Ought to** means the same as **should**. In questions and negative forms, we use **should** more often than **ought to**.
I **should** go I **shouldn't** go **Should** I go?
I **ought to** go

#### Phrasal verbs

Phrasal verbs are formed with a verb + adverb (for example, down, up, on, off).

turn down

Sometimes the meaning is clear (for example, stand up, sit down, turn something down/ up, turn something on/off, write something down). Often, the two words together have a special meaning which we can't guess. give up (= stop trying to do something)

Sometimes a phrasal verb has an object. If the object is a noun, we can put it before or after the adverb:

Turn the music down.

Turn down the music.

If the object is a pronoun (him, her, it, them) it must go between the verb and the adverb: Turn it down!

Look at these phrasal verbs.

#### put something on

Nick is putting on his jacket. He is putting it on.

#### take something off

Tom is taking off his football boots. He is taking them off.

| Here are some more us  |                                   |
|------------------------|-----------------------------------|
| their meanings. (Somet | imes phrasal verbs                |
| have more than one me  | eaning.)                          |
| carry on               | = continue                        |
| clean something up     | = make something clean again      |
| get in                 | = enter (a car)                   |
| hold on                | = wait                            |
| look for something     | = try to find something           |
| ring someone up        | = phone someone                   |
| set off                | = leave on a journey              |
| stay in                | = stay at home                    |
| fill something in      | = write words in spaces           |
| put something on       | = get dressed in something        |
| try something on       | = wear something to test the size |
| throw something away   | = put something in the bin        |
| ring someone un        | = phone someone                   |

#### Complete the sentences. Use ought to and shouldn't.

Nick is reading in bed, but it's late. He <u>ought</u>
to sleep now.
1 Nick's room is untidy again. He \_\_\_\_\_\_
clean it up.
2 Nick \_\_\_\_\_\_ play loud music when
Mum's got a headache.
3 He \_\_\_\_\_ turn his music down.
4 Jenny says Nick \_\_\_\_\_ make so much
noise.
5 She says Nick \_\_\_\_\_ be quiet when
she's doing homework.

6 Nick says Jenny \_\_\_\_\_ tell him what to

do.

#### 2 Read what they say. What do they think the government ought to do or shouldn't do?



It would be a good idea to pay nurses and teachers more money. They do very important jobs.

▶ Marion thinks the government <u>ought to pay</u> nurses and teachers more money.



Making people pay more tax is bad. They already pay enough.

1 Dave thinks the government



I think building more roads, hospitals and schools would be a good thing.

2 Max thinks the government



I think helping poor countries more would be a good thing to do. Lots of children can't go to school because they live in a poor country.

3 Sofia thinks the government



The government often wastes money on unnecessary things. That makes people angry.

4 Alice thinks the government

| 3 | Choose A | , B | or | C. | Complete | the | sentences. |
|---|----------|-----|----|----|----------|-----|------------|
|---|----------|-----|----|----|----------|-----|------------|

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

A off Bon C out

1 Nick has been looking \_\_\_\_\_ his mobile, but he can't find it.

A over B for C after

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

A off B up C at

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

A out B up C on

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

A out B in C over

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

A out B up C down

6 Nick, your boots are dirty. Can you take them \_\_\_\_\_\_, please?

A off B out C down

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

A over B on C off

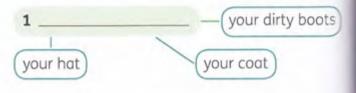
**8** Nick is putting \_\_\_\_\_ his coat. It's cold outside.

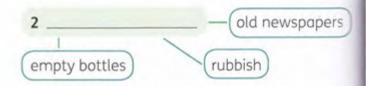
A off B on C over

#### 4 Write the correct phrasal verbs.

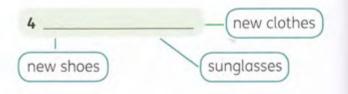
clean up fill-in turn on take off try on throw away













## 5 Complete the sentences. Then fill in the crossword.

|   |    |    |     |     |     | 1  |     |   |     |  |     |  |       |   |   |  |  |
|---|----|----|-----|-----|-----|----|-----|---|-----|--|-----|--|-------|---|---|--|--|
|   |    |    | ▶ d | ▶ d | ▶ d |    | ▶ d |   | ▶ d |  | ▶ d |  | ▶d 20 | W | n |  |  |
|   |    |    |     |     |     |    | 3   | 4 |     |  |     |  |       |   |   |  |  |
| 5 |    | 6  |     |     |     |    |     |   |     |  |     |  |       |   |   |  |  |
| 7 | 8  |    |     |     | 9   | 10 |     |   |     |  |     |  |       |   |   |  |  |
|   |    |    | _   |     |     |    |     |   |     |  |     |  |       |   |   |  |  |
|   |    |    |     |     | 11  |    |     |   |     |  |     |  |       |   |   |  |  |
|   | 12 | 13 |     |     |     |    |     |   |     |  |     |  |       |   |   |  |  |
|   | -  |    |     |     | 1   |    | _   |   |     |  |     |  |       |   |   |  |  |

#### Across

- Don't stand up. Sit down.
- 1 Come \_\_\_\_! We're late.
- 3 It's cold outside. \_\_\_\_\_ your coat on.
- 6 You've left the oven on. I'll turn it \_\_\_\_\_
- **7** The light's too bright. Can you \_\_\_\_\_ it off, please?
- 9 Please \_\_\_\_\_ on reading to page 34.
- 11 Your shoes are dirty. \_\_\_\_\_ them off.
- 12 I can't do it. I \_\_\_\_\_ up.

#### Down

- 1 Wait! Hold \_\_\_\_\_ a moment, please.
- 2 It's too warm. I'll take my coat \_\_\_\_\_\_.
- 4 Those shoes look nice. Why don't you them on?
- **5** I don't want to go out tonight. I'll in and watch TV.
- 6 Put your football boots \_\_\_\_\_. Let's play!
- 8 I'll \_\_\_\_\_ you up from the airport.
- 10 Let's throw \_\_\_\_\_ these old comics.
- 13 Why don't you stay \_\_\_\_\_ tonight and go to bed early?

- 6 Answer the requests. Say you've already done it. Use the present perfect with already and replace the underlined words with it or them. Think about the word order.
  - ▶ Take your dirty <u>shoes</u> off. I've just cleaned the floor.

#### I've already taken them off.

- 1 Put your gloves on. It's cold outside.
- 2 Turn up the television, please.
- 3 Write down the words in your notebook.
- 4 Try on the shoes before you buy them.
- 5 Turn the <u>lights</u> off in your room.
- 6 Turn down the oven. It's too hot.
- 7 Clean up the mess in the kitchen.
- 8 Throw away your old comics.

#### 7 Partner activity

Work with a partner. Write a short dialogue using phrasal verbs.

Student 1 Your shoes are dirty. I think you should take them off. And you should clean up your room.

Student 2 But I cleaned it up yesterday.

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# 19 It isn't fair, is it? ◄)) 38

## Question tags; wish + past simple; plural nouns

Jenny I wish I had enough money to buy a

ticket for the concert.

Amanda I wish I didn't have to go to see my

aunt on Saturday.

Jenny It isn't fair that we can't go to the

concert, is it?

Amanda 'Power' are fantastic, aren't they? Jake's

lovely, isn't he?

Jenny Yes, but he always wears sunglasses,

doesn't he?

Amanda I think his sunglasses are great.

Jenny None of them eat meat, do they?

Amanda No. They're all vegetarians.

Nick I wish I didn't have to listen to you

talking about 'Power'!



#### Words to learn ◄)) 39

fair vegetarian pyjamas shorts sunglasses

#### Grammar lesson

#### Question tags

We often use a question tag at the end of a statement when we ask for agreement.

It isn't fair that we can't go to the concert, is it?

If the statement is affirmative, the question tag is negative.

Jake's lovely, isn't he?

If the statement is negative, the question tag is affirmative:

None of them eat meat, do they?

If the statement verb is **be**, **have**, **do**, **can**, **must**, **should**, etc., we repeat it in the question tag. With other verbs we use a form of **do** in the question tag.

He always wears sunglasses, doesn't he?

Question tags always end with I, you, he, she, it, we, they or there.

#### Wish + past simple

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

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

I wish I didn't have to go. (I have to go.) Note also: I wish I could (do something) ...

#### Plural nouns

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

jeans pyjamas trousers shorts

sunglasses tights

scissors glasses

I think his sunglasses are great.

We can say a pair of with jeans, trousers, shorts, socks, shoes, etc. Then the verb is singular.

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

#### 1 Write question tags.

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

- ▶ The Eiffel Tower is in Paris, isn't it?
- 1 The Empire State Building is in New York,
- 2 About 310 million people live in the USA,
- 3 The Golden Gate Bridge is in San Francisco,
- 4 Alaska is the largest state in the USA,
- 5 Koalas and kangaroos only live in Australia,
- **6** In 2010 the football World Cup was in South Africa, \_\_\_\_\_?
- 7 Most people in Switzerland can speak three languages, \_\_\_\_\_\_?
- 8 There are about 190 countries in the world,



| 2 | The school basketball team has just lost |
|---|--|
|   | a match. Tom's discussing it with Simon. |
|   | Complete the conversation with question  |
|   | tags.                                    |

| tags. |   |               |
|-------|---|---------------|
| Simon | The players in the other tear quite good, weren't they?   | n were        |
| Tom   | But I didn't play very well, did                          | I?            |
| Simon | You didn't play as well as use Mark played well,  1?      | ual, but      |
| Tom   | Yes, that was a surprise, 2?                              |               |
| Simon | But we've got some good plog                              | -             |
|       | and Jeff, and Robbie                                      |               |
| Tom   | Yes, but they weren't good e today, 4                     |               |
|       | bad too, <sup>5</sup>                                     |               |
| Simon | Well, you missed some traini                              | ng,           |
| Tom   | Yes, I did. If we lose the next we won't be in the final, | match,        |
| Simon | But we aren't going to lose to                            | he next<br>_? |



#### 3 What are they thinking? Write sentences with I wish + past simple.



Nick is at the back of the queue.
I wish I was at the front of the queue. OR
I wish I wasn't at the back of the queue.



1 Anna is ill.



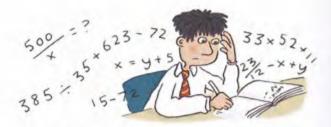
2 Sue has straight hair.



3 Nick can't dance.



4 The new coat is too small.



**5** Ben doesn't know how to do the maths homework.



6 The boots are too expensive.



7 Anna has to go to school on her birthday.



8 Tom can't buy new football boots.

#### 4 Anna and Amanda are shopping. Circle the correct words and phrases.

Anna Is that/Are those new sunglasses

that you're wearing?

Amanda Yes. Nick gave 1 it/them to me. But I

can't see very well through 2 it/them.

Everything looks a bit strange.

Look at 3 that/those red trousers. Anna

Amanda The 4 one/ones next to the T-shirts?

Anna No. 5 Those are/That's a pair of

yellow pyjamas. Why don't we look

at those dresses over there?

Amanda Which dresses do you mean?

The 6 one/ones behind you. Look, Anna

this is very nice.

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

Green? No, Amanda. It's red. Anna



Amanda Oh. What a lovely blue skirt!

Anna But 7that's/those are a pair of pink

shorts.

8They/It would go well with 9those/ Amanda

that striped tights. And look at 10 that/those jeans! I would love

11 a/some pair of them.

Anna 12 This is/Those are the yellow

> pyjamas again! Amanda, did Nick tell you what kind of sunglasses 13 they are/it is? I think you should

give 14 it/them back to him.

#### 5 Class game

Make two teams. A student from Team A says a sentence in the affirmative, as in Ben's quiz questions in exercise 1. A student from Team B must add the correct question tag.

Team A The capital of England is London, ...

Team B isn't it?

Team B says the next sentence.

Team B Tigers live in India, ...

Team A don't they?

The teacher gives points for correct answers.

### Visit Trig's website for more practice!

TEACHERS: now download the online worksheet for this unit.

# 20 I don't feel like swimming ◄ )) 40

## Verbs with to + infinitive or -ing form

Anna I'm **bored with sitting** in my room, but I don't know **what to do**.

Jenny Do you want to play tennis?

Anna I don't know how to play.

Jenny Do you feel like swimming?

Anna No, I hate getting wet.

Jenny Amanda has **invited us to go** riding with her.

Anna I don't know how to ride. My friend offered to teach me once, but the horse kicked me so I refused to get on it.

Jenny Nick wants us to go to the zoo with him later.

Anna I don't approve of keeping animals in zoos.
I stopped visiting zoos two years ago.

Jenny You don't want to do anything, do you?

Anna Exactly! That's why I'm so bored.



#### Words to learn ◄)) 41

refuse approve of cage inventor headmaster passenger surf (the internet)

#### Grammar lesson

#### Verbs with to + infinitive

We use to + infinitive (base form) after agree, decide, hope, learn, offer, promise, refuse, seem, want, etc.

A friend offered to teach me to ride.

We use **to** + infinitive after the question words **when**, **what**, **where**, **how**, etc. (but not after **why**).

I don't know what to do.

We use to + infinitive after some verbs + objects. For example, advise, ask, expect, help, invite, order, persuade, tell, want, etc. Nick wants us to go to the zoo with him.

#### Verbs with -ing form

We always use the **-ing** form of a verb which follows avoid, enjoy, feel like, finish, can't help, don't mind, risk, can't stand, suggest, etc.

Do you **feel like** swimming? I **can't stand seeing** animals in cages.

We always use the **-ing** form of a verb which follows a preposition.

I'm bored **with sitting** in my room. I don't approve **of keeping** animals in zoos.

#### To + infinitive or -ing form?

After some verbs we can use **to** + infinitive or an **-ing** form without an important change in meaning. These verbs are **begin**, **continue**, **hate**, **like**, **love**, **start** and a few others.

I hate getting wet. OR I hate to get wet.

After **stop** and **remember** we can use **to** + infinitive or an **-ing** form, but there is a change in meaning.

*i stopped visiting zoos.* (= I don't visit zoos now.)

I **stopped to visit** a zoo. (= purpose, in order to visit a zoo)

I **remember buying** the tickets. (= I remember that I bought ...)

I remembered to buy the tickets.(= I didn't forget to buy ...)

#### 1 Write the verbs in the correct lists.

enjoy want promise can't help decide risk don't mind can't stand hope refuse offer seem hate feel like

| + to work | + working |
|-----------|-----------|
| want      | enjoy     |
|           | _         |
|           | _         |
|           | _         |
|           |           |
|           |           |
|           |           |

#### 2 Circle the correct words.

- In Jenny enjoys to play playing tennis.
- 1 Anna is bored with to do/doing nothing.
- 2 She doesn't know what doing/to do.
- 3 Jenny can't persuade Anna to go/going to the zoo.
- 4 She doesn't approve of keeping/to keep animals in cages.
- 5 Anna doesn't feel like swimming/to swim either.
- 6 She can't stand to get/getting her hair wet.

- 7 You can't help getting/to get your hair wet when you go swimming.
- 8 Her friend offered to teach/teaching Anna to ride.
- **9** Anna won't risk falling/to fall off the horse.
- 10 She doesn't want doing/to do anything.

#### 3 Complete the story about the inventor Thomas Edison. Use to + infinitive or an -ing form.

| Thomas Edison      | was one of the greatest          |
|--------------------|----------------------------------|
| inventors of all t | ime, but he didn't enjoy going   |
| (go) to school. W  | Vhen Edison was only seven,      |
| his teacher decid  |                                  |
| (send) him home    | e because he refused             |
| 2(do)              | his schoolwork. Edison only      |
|                    | or three months, but he          |
|                    | (learn).                         |
| His mother decid   |                                  |
| (teach) him the    | most important things, and       |
| she persuaded h    | im <sup>5</sup>                  |
| (read) about scie  | ence.                            |
| Edison didn't mi   | nd <sup>6</sup>                  |
| (stay) at home of  | and he enjoyed                   |
| 7                  | (read). He didn't have           |
| enough money f     | or books and he wanted           |
| 88                 | (learn) so when he               |
| was twelve he b    | egan <sup>9</sup>                |
| (sell) newspaper   | s and sweets to train            |
| passengers to ge   | et money for books. He loved     |
| 10                 | (do) experiments, and            |
| he set up a smal   | I laboratory at the back of a    |
| train. When he w   | vas older, he invented the light |
| bulb and many o    | other useful and important       |
| things.            |                                  |

Some tourists are visiting London for the first time. Complete what they say. Use the question words in the box and to + infinitive. Sometimes there is more than one possible answer.



how/get where/go where/get how/travel how/use what/see how/get where/buy who/ask

|   | how to get there.                       |          |
|---|---|----------|
| 1 | Could you tell us                       | _ for    |
|   | the best shops?                         |          |
| 2 | We don't know                           | in       |
|   | London. What are the best sights?       |          |
| 3 | We don't know                           | on the   |
|   | Tube. Could you explain it to us?       |          |
| 4 | Could you show us                       |          |
|   | the ticket machine? It looks difficult. |          |
| 5 | We don't know                           | a        |
|   | street map. We need one.                |          |
| 6 | Could you tell us                       |          |
|   | tickets for a musical? We'd like to see | one.     |
| 7 | What museums should we see? We d        | lon't    |
|   | know for advic                          | e.       |
| 8 | We want to go to the London Eye. Ple    | ase tell |

5 Complete the sentences. Use the verbs in brackets with to + infinitive or an -ing form. Then answer the questions (Yes or No).



| - | Do you expect everyone to have (have)               |
|---|---|
|   | a mobile phone?                                     |
|   | Yes No  |
| 1 | Do you approve of                                   |
|   | (buy) a mobile phone for a child under ten?  Yes No |
| 2 | Do you enjoy (send)                                 |
|   | text messages on your mobile phone?                 |
|   | Yes No No   |
| 3 | Do you like(get) text                               |
|   | messages?   |
|   | Yes No  |
| 4 | Do you mind people                                  |
|   | (use) mobile phones in buses and trains?            |
|   | Yes No  |
| 5 | Should parents refuse                               |
|   | (let) young children play computer games?           |
|   | Yes No  |
| 6 | Do you approve of                                   |
|   | (let) children under ten surf the internet?         |
|   | Yes No  |
| 7 | Can computers help children                         |
|   | (learn)?  |
|   | Yes No L  |
| 8 | Should children start                               |
|   | (use) a computer from the age of two?               |
|   | Yes No  |

| Choose A, B or C. Complete the sentence.  | 7 On his way to the station, Mr Bell stopped  |
|---|---|
| Mr Bell used to play golf, but he stopped | a letter.   |
| playing five years ago.                   | A to post   |
| A play                                    | B post  |
| B to play                                 | C posting   |
| ©playing                                  | 8 Jenny, stop so much   |
| 1 Mrs Bell must remember                  | noise!  |
| some dog food for                         | A making  |
| Chip.                                     | B to make   |
| A to buy                                  | C make  |
| B buying                                  | 9 Nick didn't remember  |
| C buy                                     | Sue to his party, so she was cross.   |
| 2 On her way home from school, Jenny      | A inviting  |
| stopped to some                           | B invite  |
| friends.                                  | C to invite   |
| A talking                                 | 10 Jenny can remember   |
| B to talk                                 | off her bike and her  |
| C talk                                    | leg when she was six.   |
| 3 Nick can remember                       | A to fall, breaking   |
| Paul's DVDs back to him.                  | B falling, to break   |
| A to give                                 | C falling, breaking   |
| B giving                                  | 7.0.5   |
| C give                                    | 7 Partner activity  |
| 4 Mr Blake told the class to stop         | Work with a partner. Tell your partner  |
| The blane total the class to stop         | three things that you remember doing in<br>the past, and three things that you must |
| A to talk                                 | remember to do next week.   |
| B talk                                    | I remember going to the dentist the first   |
| C talking                                 | time.   |
| 5 Nick can remember to                    | I must remember to buy my brother a   |
| school for the first time.                | birthday present.   |
| A to go                                   |   |
| B go                                      | Visit Trig's website for more practice!   |
| C going                                   |   |
| 6 Ben didn't remember                     | TEACHERS: now download the online   |
| his bike. He can't ride it.               | worksheet for this unit.  |
| A repairing                               |   |
| B to repair                               |   |
| Crengir                                   |   |

## Revision 4 (units 16-20)

| Choose A, B or C. Complete the sentences. (Unit 16)                          | 3 Here's a photo of a very old town. We visite<br>it a few times.                 |
|--|---|
| ▶ That's the boy who sold me his MP3 player.                                 | -   |
| A whose B which ©who   |   |
| 1 That's the girl cat has run away.  | 4 This is our favourite restaurant. It served<br>really big pizzas.               |
| A who B that C whose   | really big pizzas.  |
| 2 Here's a picture of the small town   |   |
| we stayed in France.   | 5 This is Janette and her sister. They were                                       |
| A who B that C where   | staying in the room next door.  |
| 3 Look. That's the bus will take you to the town centre.                     | staying in the room next door.  |
| A who B that C whose   |   |
| 4 Let me tell you about the youth hostel                                     |   |
| we stayed at.  | 3 Tom wasn't at school when the captain told                                      |
| A who B - C whose  | the football team about the next match.   |
| 5 Is that the teacher son is in  | Later Tom asked the captain some questions What did he want to know? Complete the |
| Nick's class?  | sentences. (Unit 17)  |
| A who B whose C that   | What team are we playing against?   |
|  | Tom wanted to know what team they were  |
| Nick is showing Tom his holiday photos.                                      | playing against.  |
| Write new sentences with the relative pronouns who or which where necessary. | 1 Are they good players?  |
| (Unit 16)  | He wanted to know if  |
| Here's a photo of some friends. We met                                       |   |
| them at the hotel.   | 2 Has our school played against the team  |
| Here's a photo of some friends we met at the                                 | before?   |
| hotel.   | He asked whether  |
| We met some people from Scotland.  |   |
| They were staying at the hotel, too.   | 3 Who won the last match?   |
|  | He asked  |
| 2 We drove to an old castle. We found it on                                  | 4 Where will the match take place?  |
| the map.   | He wanted to know   |
|  | 5 What time does it start?  |
|  | He asked  |
|  |   |

| 4 | Write | indirect | commands | and | requests. |
|---|-------|----------|----------|-----|-----------|
|   | (Unit | 17)      |          |     |           |

Mum said, 'Jenny, can you get some bread from the supermarket, please?' Mum asked Jenny to get some bread from the supermarket.

Dad said, 'Don't make so much noise, Nick.' Dad told Nick not to make so much noise.

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

2 The maths teacher said, 'Tom, could you give out the books, please?" The maths teacher asked \_\_\_\_\_

3 Dad said, 'Jenny, don't talk on the phone for hours, please.' Dad told

4 Mum said, 'Nick, can you feed Chip, please?' Mum asked \_\_\_\_\_

5 Dad said, 'Jenny, help Mum in the kitchen.' Dad told \_\_\_\_\_

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

| 5 | Choose A, B or C. | Complete | the | sentences |
|---|-------------------|----------|-----|-----------|
|   | (Units 18-20)     |          |     |           |

Tom plays in the school football team, doesn't he?

A don't he

(B)doesn't he

C does he

1 Ben, I've just seen Tom. He wants you to

A ring up him

B ring him up

C ring them up

2 Your room is still untidy. I think you tidy it up.

A ought

B should

C should to

3 Nobody's watching television. Why don't you

turn it \_\_\_\_ ?

A away

B out

Coff

4 Mark isn't going to the cinema with us,

A does he

B isn't he

C is he

5 Nick wishes he do a

French test tomorrow.

A had to

B doesn't have to

C didn't have to

6 I've seen \_\_\_\_\_

trousers in a shop in Marsh Street.

A nice

B a nice pair of

C a nice

| infiniti | ete the conversation. Use <b>to</b> +<br>we or the <b>-ing</b> form of the words in<br>ts. (Unit 20) | 13 (buy) a tick   |
|----------|--|---|
| Jenny    | I would like to do (do) something  | Anna Don't worry. It won't cost much -                        |
|          | exciting this weekend. I'll be bored   | and at least you won't be bored w                             |
|          | with watching (watch) television again.  | 14 (sit) in your ro   |
| Anna     | Well, what about <sup>1</sup>  | again all weekend.  |
|          | (go) camping?  | 7.0 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1                     |
| Jenny    | No, I think my parents want me   | 7 Complete the sentences. Use the words in box. (Units 16-20) |
|          | 2 (stay) at home.  |   |
|          | They want <sup>3</sup> (visit)   | champion fire brigade glasses jeans                           |
|          | my grandparents on Saturday.   | light bulb passenger pyjamas thief                            |
| Anna     | Oh. Well, Aunt Sarah has promised  | -vegetalian   |
|          | 4 (take) us to the horse   | If you don't eat meat, you are called a                       |
|          | riding competition in Middleton. Would   | vegetarian.   |
|          | you like <sup>5</sup> (come)   | 1 This was invented by Edison a long time                     |
|          | with us? It's on Saturday afternoon.   | ago. When you switch it on, it gives light.                   |
| Jenny    | Oh, great! I really enjoy  | 2 This is someone who wins the final of a                     |
|          | 6 (watch) horses.  | sports competition.   |
|          | I would love <sup>7</sup> (go)   | 3 A person who steals something is called                     |
|          | with you. I hope my parents won't  | this.   |
|          | mind <sup>8</sup> (go) to  | 4 You wear these in bed.                                      |
|          | Grandma's without me.  | 5 This is someone who travels by bus, train                   |
| Anna     | Well, you could suggest  | plane or boat, or in a car with a driver.                     |
|          | 9 (visit) your   |   |
|          | grandparents on Sunday.  | 6 These were invented by Levi Strauss.                        |
| Jenny    | Amanda loves 10  | People wear them in their free time.                          |
|          | (ride). Perhaps she'll feel like   | 7 These people put out fires and rescue pe                    |
|          | 11 (come), too.  | from burning buildings. Together they are                     |
|          | Shall I ask her? Is there enough room  | called the  |
|          | in the car?  | 8 You sometimes wear these to see or read                     |
| Anna     | Of course. I'm sure Aunt Sarah won't   | better  |
|          | mind <sup>12</sup> (drive) us all.   |   |

### Read the text. Choose the right words and write them on the lines. (Units 16-20)



The London Eye

| If you're in Lor  | ndon and you | have seen all the     |
|-------------------|--------------|-----------------------|
|                   |              | more thing you        |
|                   |              | London Eye! The       |
|                   |              | el <sup>1</sup> the   |
|                   |              | is visited by more    |
|                   |              | year. It's            |
|                   |              | rist attraction. From |
|                   |              | 40 kilometres on a    |
| clear day.        |              |                       |
| The wheel 4       | won          | , <sup>5</sup> , at   |
|                   |              |                       |
|                   |              | hour, and the ride    |
|                   |              | _ hour. The wheel     |
|                   |              | out in Asia there     |
| are three whee    |              |                       |
|                   |              | ant to take the ride, |
|                   |              | to wait a long        |
|                   |              | is expensive too,     |
| but <sup>10</sup> | enjoys it.   |                       |
| ▶ see             | seeing       | seen                  |
| 1 in              | on           | at                    |
| 2 who             | on<br>which  | +                     |
| <b>3</b> a        | an           | the                   |
| 4 move            | moving       | moves                 |
| 5 slowly          | slower       | slow                  |
| <b>6</b> a        | an           | of                    |
| 7 as              | then         | than                  |
| 8 Because         | If           | Until                 |
| 9 must            | have         | should                |
| 10 somehody       | nobody       | everybody             |

| 9 | Find the mistakes and write the correct | t |
|---|---|---|
|   | words. (Units 16-20)                    |   |

| W | ords. (Units 16-20)  |
|---|--|
| • | Nick wants to know when does the film begin.                         |
|   | the film begins  |
| 1 | The English teacher says Ben should stop to be silly in the lessons. |
| 2 | Nick's shoes were dirty. Jenny told him to take off them.            |
| 3 | Anna asked Mark lend her his backpack for the school trip.           |
| 4 | The sun's shining today, doesn't it?                                 |
| 5 | Can you wash this jeans, please, Mum?                                |
| 6 | Jenny has bought a new sunglasses.                                   |
| 7 | On his way home Nick stopped buying a comic.                         |
| 8 | Do you enjoy to collect things?                                      |
| 9 | Anna's parents want that she becomes a teacher.                      |
| 0 | Aunt Sarah doesn't allow Anna stay up after midnight.                |
| 1 | After school, Tom would like study sport at university.              |
| 2 | That's Louise, the girl which came to the party with Jill.           |

# 21 Play it more slowly ◆1)) 42

## Comparison of adverbs; wish + past perfect

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

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

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

Tom I'm playing better than you are.

Nick Relax. We'll just have to practise harder.

I wish you had heard us last night, Jenny.

We played well. In fact, we played the best we've ever played.

Jenny You sound good to me. But wasn't it a bit loud?

Ben We play more quietly when the neighbours start complaining.



#### Words to learn ◄)) 43

gently thoroughly deeply cure resolution regularly earring pretend

#### Grammar lesson

#### Comparison of adverbs

Adverbs of manner describe how we do things (carefully, badly, slowly, well, etc.). We use more and the most to make the comparative and superlative of regular adverbs which end in -ly.

quietly more quietly the most quietly slowly more slowly the most slowly We play more quietly when the neighbours start complaining.

Some irregular adverbs are the same as adjectives.

fast faster the fastest hard harder the hardest early earlier the earliest We'll have to practise harder.

Here are some more irregular adverbs:

well better the best badly worse the worst much more the most little less the least

I'm playing better than you are.

We played the best we've ever played.

We use **than** to make comparisons in the same way as with adjectives.

You're playing worse than you did yesterday.

#### Wish + past perfect

We use **wish** + past perfect to talk about something in the past that we regret. We cannot change what happened or didn't happen.

I **wish** you **had heard** us last night. (Jenny didn't hear them last night.)

#### Complete the table with the correct form of the adverbs.

| Adverb     | Comparative    | Superlative     |   |
|------------|----------------|-----------------|---|
| slowly     | more slowly    | the most slowly |   |
| fast       | faster         | 1               | 1 |
| well       | 2              | the best        |   |
| easily     | 3              | 4               |   |
| quietly    | 5              | 6               | 1 |
| 7          | worse          | 8               |   |
| much       | 9              | 10              | 0 |
| 11         | more carefully | 12              | 6 |
| little     | 13             | 14              |   |
| thoroughly | 15             | 16              |   |
| 17         | earlier        | 18              |   |
| 19         | 20             | the hardest     |   |

2 Complete the advertisements. Use the comparative form of the adverbs in the box. Sometimes there is more than one possible answer.

fast quickly gently thoroughly deeply little

- ▶ The new Magic Brush will clean your teeth more thoroughly than ever before!
- Superclean washes your clothes than any other washing powder.
- 2 Softsoap will clean your face than ever before.
- 3 Deepsleep will help you to sleep \_\_\_\_\_ than you thought possible.

4 Breatheasy will cure colds
\_\_\_\_\_ than any other

medicine.

**5** Spend \_\_\_\_\_ when you buy your food at Easysave.



3 Complete Ben's resolutions for the new year. Use the comparative form of the adverbs in the box. Sometimes there is more than one possible answer.

early neatly hard carefully quietly regularly much little well

- I will talk less in maths lessons.
- 1 I will listen to the teachers

- 3 I will write
- 4 I will do my homework
- 5 I will behave \_\_\_\_\_ at school.
- 6 I will train \_\_\_\_\_\_ for the football team.
- 7 I will play my music \_\_\_\_\_\_.
- 8 I will work \_\_\_\_\_\_ for exams.



4 Write sentences. Use wish + past perfect.



- Adam spent all his money.

  Adam wishes he hadn't spent all his money.
- 2 Anna sold her mobile phone.
  Anna wishes
- 3 Tom lost his key.
  Tom wishes
- 4 Nick didn't enter the photography competition.
- 5 Amanda didn't buy the earrings she liked.
- **6** Mark moved the furniture around in his room.
- 7 Jenny missed her favourite TV programme.
- 8 Ben didn't go to Max's party.

5 What do they wish they had done? Write new sentences.





He wishes ...

- I didn't ask what her name was. I wish I had asked her what her name was.
- 1 I didn't ask her where she lived.
- 2 I told her that she had a funny voice.
- 3 I didn't tell her that I usually go to the youth club on Saturdays.
- 4 I left early.

She wishes ...

- 5 I wasn't nice to him.
- 6 I pretended not to be interested in what he was saying.
- 7 I told him I was at the youth club with someone else.
- 8 I didn't tell him my name.

Partner activity

Think of what you did or didn't do last week. Are there things you wish you had done or hadn't done? Say three things to your partner.

I wish I'd gone to town with my friends on Saturday.

I wish I hadn't lost my maths book.



Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

## 22 The hall has been decorated



## The passive

Mr Blake Is everything ready for the school party

on Friday?

Nick Yes, almost. The posters were put

up last week and the hall has been

decorated. A few things still have to be done. I'm going to book the DJ tonight.

I thought the DJ had been booked! Jenny

Nick Don't worry. He's usually free on Fridays.

The music will be turned off at ten Mr Blake

o'clock, won't it?

Nick Yes, it will.

And what about the food? Who's going Mr Blake

to make it?

Nick The food is always made by the

teachers. Didn't you know that,

Mr Blake?



### Words to learn ◀)) 45

decorate paramedic examine provide knock down include improve

#### The passive

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

Present the food made is

Past the posters were put up

decorated Present the hall has been

perfect

Past the DJ had been booked

perfect

turned off the music will be Future

Object

Active Somebody put up the posters.

Passive The posters were put up.

Subject

We use the passive if we do not know who does something, or if it is not important or not necessary to say who does it.

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

The food is always made by the teachers.

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

A few things still have to be done.

| 1 | W | rite new sentences. Use the passive.     |
|---|---|--|
|   |   | We have decorated the school hall.       |
|   |   | The school hall has been decorated.      |
|   | 1 | We decorate the hall every year.         |
|   | 2 | We have put up some posters.             |
|   | 3 | We'll book the DJ this evening.          |
|   | 4 | Last week we sold over a hundred tickets |
|   |   |  |
|   | 5 | We have planned everything.              |
|   | 6 | We'll sell food and drinks.              |
|   | 7 | We have invited all the teachers.        |
|   | 8 | We won't play the music too loud.        |

9 We'll turn off the music at ten o'clock.

10 We will eat all the food.

What has been done to the street? Look at the pictures. Complete the sentences with the present perfect passive of the verbs in the box.





clean up knock down move paint plant provide repair

| - | The | street | has | been | cleaned | ир. |
|---|-----|--------|-----|------|---------|-----|
|---|-----|--------|-----|------|---------|-----|

- 1 Flowers \_\_\_\_
- 2 Rubbish bins \_\_\_\_\_
- 3 The bus stop \_\_\_\_\_
- 4 The old house \_\_\_\_\_
- 5 The shops \_\_\_\_\_
- 6 The broken windows

| 3 | Rewrite the underlined sentences in the past |
|---|--|
|   | simple passive. Use by where necessary.      |

Ben I saw an accident on my way home from school. A car and a van had crashed, and a boy had fallen off his bike. A woman with a baby called the police. <sup>1</sup>They stopped the traffic. <sup>2</sup>They closed the road, too. <sup>3</sup>Someone called an ambulance.

Anna Was anybody hurt?

Ben I'm not sure. <sup>4</sup>The paramedics examined the two men and the boy. <sup>5</sup>They took them to hospital but I don't think they were badly hurt. Lots of people stopped to look. <sup>6</sup>Two policemen sent about twenty people away.

| The police were called by a woman with a |
|--|
|--|

| 1 |  |  |  |  |
|---|--|--|--|--|
| - |  |  |  |  |

2 \_\_\_\_\_

*I.* 

-

6 \_\_\_\_\_



| 4 | What had been done in the school holiday? |
|---|---|
|   | Complete the sentences with the past      |
|   | perfect passive of the words in brackets. |

| • | • | New   | desks | had | been | bought | (buy) | for | the |
|---|---|-------|-------|-----|------|--------|-------|-----|-----|
|   |   | class | rooms |     |      |        |       |     |     |

| 1 | Flowers                     |
|---|-----------------------------|
|   | (plant) outside the school. |

| 2 | The classrooms |  |  |  |
|---|----------------|--|--|--|
|   | (pgint).       |  |  |  |

| 3 | A tennis court |
|---|----------------|
|   | (build)        |

| 4 | The broken fence _ |  |
|---|--------------------|--|
|   | (repair).          |  |

| 5 | Showers                         |  |  |  |  |
|---|---------------------------------|--|--|--|--|
|   | (put in) in the changing rooms. |  |  |  |  |

| 6 | The library    |  |
|---|----------------|--|
|   | (make) bigger. |  |

| 7 | New computers             |  |  |
|---|---------------------------|--|--|
|   | (provide) in the library. |  |  |

| 8 | A new school sign _ |  |
|---|---------------------|--|
|   | (put up).           |  |

| 9 | Some old classrooms |
|---|---------------------|
|   | (knock down).       |

| 10 | The car | park |  |  |
|----|---------|------|--|--|
|    | (move)  |      |  |  |

5 Complete the text about the Olympic Games. Use the passive: present simple, past simple, present perfect, past perfect or future of the verbs in brackets.



| The Olympic Game           | es are held (hold) every         |
|----------------------------|----------------------------------|
| four years. The firs       | t modern Olympic                 |
| Games <sup>1</sup>         | (hold) in                        |
| 1896, in Athens. Si        | nce then the Games               |
| 2                          | (hold) in nineteen               |
| different countries,       | , from Mexico to South           |
| Korea. More than 3         | 35 different sports and          |
| nearly 400 events          | 3                                |
| (include) in the Oly       | mpic Games programme.            |
| Before the Games           | begin, the Olympic torch         |
| 4                          | (light) at Olympus.              |
|                            | (carry) by                       |
| runners to the cho         | sen Olympic city. In 2004,       |
|                            | flame entered the stadium        |
| in Athens, it <sup>6</sup> | (carry)                          |
| through 26 countri         | ies on five continents, to       |
| 34 cities outside G        | reece.                           |
| After an Olympic c         | ity <sup>7</sup>                 |
| (choose), work beg         | ins. A lot of money              |
| 8                          | (spend) on improving             |
| the city for tourists      | s. New sports buildings and      |
|                            | (build). Road                    |
| and transport syste        | ems <sup>10</sup>                |
| (improve). New hor         | tels <sup>11</sup>               |
| (put up) for the the       | ousands of visitors. An          |
| Olympic Village 12_        | (build                           |
| for the athletes.          |                                  |
|                            | e the next Olympic Games (hold)? |

|    | Alice We should clean up the air.)          |
|----|---|
|    | Sofia We should protect wildlife.           |
|    | Dave We could use more solar energy.        |
|    | Marion We mustn't pollute seas and rivers.  |
|    | Max Governments ought to stop pollution.    |
|    | Simon We could save more energy and water.  |
| •  | Alice                                       |
| he | air should be cleaned up.                   |
| 1  | Sofia                                       |
| 2  | Dave  |
| 3  | Marion                                      |
| 4  | Max   |
| 5  | Simon                                       |
|    | Partner activity                            |
|    | Discuss pollution with a partner. Write     |
|    | three sentences together and present        |
|    | them to the class for discussion.           |
|    | We think that we should all try to use less |
|    | water every day. How do you think we        |
|    | could do that?                              |
|    | Visit Trig's website for more practice!     |

# Conditional sentences type 3

## Baby saved by neighbour

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

## Words to learn ◆® 47

reach rescue tragedy warn drown advertising shrink

# Grammar lesson

## Conditional sentences type 3

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

**if**-clause main clause

past perfect would have + past participle

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

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

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

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

- Read what happened. Then write conditional sentences type 3.
  - Mr Jones fell off his bike. He broke his arm.
    If Mr Jones hadn't fallen off his bike, he wouldn't have broken his arm.
  - 1 Mrs King fell off a ladder. She broke her leg.
    If Mrs King \_\_\_\_\_\_\_\_, she
  - 2 Mrs Fox dropped the iron. She burned her foot.

If Mrs Fox \_\_\_\_\_

- 3 Miss Page drove too fast. She crashed her car.
  If Miss Page
- 4 Mr Green fell down the stairs. He hurt his knee.

If Mr Green \_\_\_\_\_

- 5 Mr Bell walked into a tree. He hurt his head.

  If Mr Bell
- 6 Trig didn't look where he was going. He crashed into a dustbin.

If Trig \_\_\_\_\_



# 2 Read Anna's story. Then complete the text with conditional sentences type 3.

When Anna left home, the weather was dry. Aunt Sarah said she should take an umbrella, but she said she wouldn't need one. In the shopping centre she took off her coat. Then she saw her friend Beth. Anna and Beth went to have a burger together and Beth borrowed Anna's last ten pounds.

When Anna was leaving the shopping centre, she remembered that she had left her coat in the restaurant. She hurried back to get it, but it wasn't there. Her bus ticket was in the pocket. So Anna had to walk home. It was quite a long way and it started to rain. Poor Anna – no umbrella, no coat, no bus ticket, no money. When she got home, she was cold and wet. She became ill and had to spend the next day, which was her birthday, in bed. She couldn't have her birthday party.

| If Anna <u>had listened</u> (list |                          |
|-----------------------------------|--------------------------|
| would have taken (take) o         | an umbrella with her. If |
| Anna <sup>1</sup>                 | (not meet) Beth,         |
| she wouldn't have gon             |                          |
| she hadn't left her coal<br>2_    |                          |
| 3                                 | (have) a bus ticket if   |
| she hadn't left it in her<br>4    | coat pocket. If Anna     |
| last ten pounds, she 5_           |                          |
| (have) some money to              | buy a new bus ticket.    |
| If she 6                          | (take) an                |
| umbrella with her, she            | 7                        |
| (not get) wet on the wo           | ay home. If she          |
| 8                                 | (not have to) walk       |
| home in the rain, she 9           |                          |
| (not catch) a cold. She           | 10                       |
| (have) a lovely birthday          | party if she             |
| 11                                | (not be) ill in bed.     |

### 3 Read the situations. Then write conditional sentences type 3 with the phrases.

- A man saved a family from a fire.
  - · not hear their shouts
  - · not find them

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

- 1 A policeman rescued a woman from a burning car.
  - · arrive one minute later
  - be too late

If the policeman \_\_\_\_\_

- 2 A woman found a lost child in the park.
  - · not go to the park
  - · not find the child

If the woman \_\_\_\_

- 3 Two teenagers warned drivers about a dangerous bridge.
  - · not walk along river
  - not see the bridge

If the teenagers \_\_

- 4 A young boy rescued a cat from a tree.
  - · not hear the cat
  - · not climb the tree

If the boy \_\_

- 5 A teenage girl helped a woman in a car accident.
  - · not learned about first aid
  - · not know what to do

If the girl \_\_\_\_\_

| 4 | What would you have done? Write |
|---|---------------------------------|
|   | conditional sentences type 3.   |

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

If I had seen someone steal something, I would have told a shop assistant, too. OR If I had seen someone steal something, I wouldn't have done anything, either.

1 Jim and Paul heard two men talking. They were planning to rob a bank. Jim took a photo of the men with his mobile. He wanted to go to the police. Paul didn't want to go to the police.

| If I |  |  |
|------|--|--|
|      |  |  |
|      |  |  |

2 Mike and Simon heard Adam ask his girlfriend's sister to go out with him. Mike didn't say anything. Simon told Adam's girlfriend.

| 4 |  |  |
|---|--|--|
|   |  |  |
|   |  |  |
|   |  |  |

3 Susan asked Liz and Gina to lend her their maths homework. Liz didn't want to give it to her, but Gina gave Susan her homework.

| 1 |  |  |  |
|---|--|--|--|
|   |  |  |  |
|   |  |  |  |

| 4 | Diana asked Beth and Lucy for some mone    |
|---|--|
|   | Beth gave her £5 and asked for it back the |
|   | next day. Lucy gave her £2 and didn't ask  |
|   | for it back.                               |

| It I |  |  |  |
|------|--|--|--|
|      |  |  |  |
|      |  |  |  |

5 David and Sam saw a TV reporter interviewing people in the shopping centre. David went to speak to the reporter. Sam walked past quickly.

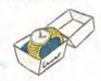
| If I |  |  |  |
|------|--|--|--|
|      |  |  |  |
|      |  |  |  |



### 5 Read what Jenny's friends said about advertising. Then find and correct the false statements.

Jenny Do you think you are influenced by advertising?

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



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



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



Kate No. I look at the price. But last week I bought a cheap T-shirt and it shrank when I washed it. If I had bought a more expensive one, perhaps it wouldn't have shrunk.



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

Paul would have bought the watch without seeing the advertisement.

| 400 | -  |         |          |
|-----|----|---------|----------|
| 6   | () | Partner | activity |

Read Anna's story again.

If you had been Anna, what would you have done? Take turns to say one thing that you would have done or one thing that you wouldn't have done.

If I had been Anna, I would have listened to Aunt Sarah.

If I had been Anna, I wouldn't have given Beth all my money.

Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

## Tense review (present and past tenses)

Amanda, Nick and Jenny have gone to Cornwall with their parents. So far, they have been having a great time. There has only been one small problem.

Yesterday, they visited a castle. Many tourists visit it every year. Amanda had never seen such an old castle before. She **started** exploring it alone. Then something happened. Amanda was looking round in a small, dark room when the wind blew the door shut. Amanda couldn't open it. She was trapped, alone in the cold, dark room. She had been shouting for half an hour before Nick and Jenny found her.

Today they are visiting the North Cornwall Museum. They are taking a guided tour. Amanda is staying close to her family and friends.



## Words to learn ◄)) 49

problem explore tourist shut guided tour get lost imagine look forward to keeper sick

## Grammar lesson

## Present simple

We use the present simple for repeated actions and for facts that do not change. Many tourists visit the castle every year.

## Past simple

We use the past simple for an action which started and finished in the past, often with an expression of past time (yesterday, last year, in 1969, etc.).

Yesterday they visited a castle.

## Present perfect simple

We use the present perfect simple for a completed action at an unknown or unstated time (without a time expression).

They have gone to Cornwall. (We don't know when they went - and it isn't important.)

## Past perfect simple

We use the past perfect simple for a completed action in the past which started and finished before another action in the past. Amanda had never seen such an old castle before. She started exploring it.

## Present continuous

We use the present continuous for an action that is happening at the moment of speaking or for an action that happens at a time which includes the moment of speaking. Today they **are visiting** the museum.

## Past continuous

We use the past continuous for an action which was happening when another action started. Amanda was looking round in a small, dark room when the wind blew the door shut.

## Present perfect continuous

We use the present perfect continuous for an action which began in the past and continues up to the present. The action may be completed or not completed. So far, they have been having a great time.

## Past perfect continuous

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

She had been shouting for half an hour before Nick and Jenny found her.

1 Nick, Jenny and Amanda are still on holiday in Cornwall. Read the conversation and circle the correct verb forms.

I think the holiday has been was Nick great so far. We 1 have done/did so many things and we 2 have had/had lots of fun.

Amanda But it 3 isn't/wasn't very funny two days ago when I 4got lost/have got lost in the castle. Before you 5 have found/found me, I 6 was/had been in that cold, dark room with mice and spiders for half an hour. I 7 didn't think/hadn't thought it was funny.

No, I agree, Amanda. It wasn't Nick funny - not for you ...

Nick, be quiet. You're terrible. Jenny Amanda 8 was crying/cried when we <sup>9</sup>had found/found her. Imagine how frightened she 10 was/has been. Anyway, where 11 do we go/are we going tomorrow?

Well, we 12 didn't go/haven't been Nick to Land's End yet. I 13 look forward/ am looking forward to that a lot.

I 14 am going to take/am taking lots of photographs.

Amanda I 15 just asked/have just asked our parents. They 16 want/are wanting to go there tomorrow. And on the way we 17 are going to visit/visit the seal sanctuary.

Fantastic! I 18 read/have read a lot Jenny about the seal sanctuary. You can ask the keepers questions and they 19 tell/are telling you all about their work, how they help the sick seals and feed the baby seals.

I 20 want/am wanting to go to Nick the old castle at Tintagel. Perhaps someone will get lost again ...



| the sentences.  | dinner.   |
|---|---|
| <ul> <li>Jenny has been playing tennis for over an hour.</li> <li>A is playing</li> </ul> | A was preparing B prepares C has prepared               |
| B plays<br>Chas been playing  | 8 Jenny usually her homework before dinner.  A finished |
| 1 Amanda many old castles yet. A hasn't visited   | B finishes C was finishing                              |
| B isn't visiting C wasn't visiting  | 9 I can't hear anything! Everyone                       |
| 2 Before Amanda got trapped in the room, she the holiday.                                 | A shouts B has been shouting C is shouting              |
| A has enjoyed B is enjoying C had been enjoying   | 10 Mr Bell his car when it started to rain.             |
| 3 Trig hard work and early mornings. A doesn't like                                       | A was washing B washes C is washing                     |
| B wasn't liking C hadn't been liking  | 11 Nick for the football match all week.                |
| 4 I'm sorry, but Nick out for the day.  A has gone  | A has been training B is training C trains              |
| B goes<br>C was going   | 12 Trig was speaking his own language so nobody him.    |
| to the football match tomorrow?  A Did you go B Do you go                                 | A understood  B was understanding  C understands        |
| C Are you going     Who was the boy? Anna was sure that she     him before.               |   |
| A has seen B had seen C is seeing   | SIGNETY)  |

## 3 Complete the story of Tom's surprise party. Use the past simple or the past continuous form of the verbs in brackets.

| Nick and his friends w  |   |
|---|---|
| organize a surprise po<br>Tom <u>was playing</u> (play)<br>Jenny <sup>1</sup> |   |
| all Tom's friends. Late   | r, Jenny and Anna<br>_ (buy) food for the   |
| party when Tom 3  |   |
| (see) them in the supe  | ermarket. But he<br>_ (not guess) what they |
| 5   | _ (do).                                     |
| In the afternoon, Tom   | went to see his                             |
| grandparents. At six o  | 'clock everyone<br>_ (arrive) at Tom's      |
| house. Ten minutes la   | ter, when Tom 7                             |
|   | (get) home                                  |
| from his grandparents   | s' house, he<br>_ (not see) all his         |
| friends because they  | 9   |
| (stand) behind the do   |   |
| Tom was surprised!  |   |



# 4 Complete the conversation. Use all the tenses in this unit.

| Jenny | Where's my MP3 player? I've looked  for (look for) it everywhere, but I can't find it. I 1 |  |  |  |  |
|-------|--|--|--|--|--|
|       | (look for) it since lunchtime and I  2 (still, look for)                                   |  |  |  |  |
|       | it. Nick, you <sup>3</sup>   |  |  |  |  |
|       | (borrow) it last week. It was the day we all 4(go) to see                                  |  |  |  |  |
|       | the new 'Mr Bean' film. I expect you  5 (take) it to the                                   |  |  |  |  |
|       | cinema and <sup>6</sup>  |  |  |  |  |
|       | (leave) it there.  |  |  |  |  |
| Nick  | Wrong! I 7   |  |  |  |  |
|       | (not go) to the cinema last  |  |  |  |  |
|       | Thursday. I couldn't go because  |  |  |  |  |
|       | I 8 (not do)   |  |  |  |  |
|       | my homework. Remember? Mum   |  |  |  |  |
|       | was angry with me too because  |  |  |  |  |
|       | I 9(not  |  |  |  |  |
|       | make) my bed for a week. When you <sup>10</sup>  |  |  |  |  |
|       | (come) home from the cinema, I   |  |  |  |  |
|       | 11(still, do) my   |  |  |  |  |
|       | homework. I <sup>12</sup>  |  |  |  |  |
|       | (write) a silly French essay. It was Tom<br>who <sup>13</sup> (go) to                      |  |  |  |  |
|       | the cinema with you and Amanda.  |  |  |  |  |
| Jenny | Well, my MP3 player  |  |  |  |  |
|       | 14(disappear).   |  |  |  |  |
|       | Where <sup>15</sup> (it,   |  |  |  |  |
|       | go)? Who <sup>16</sup>   |  |  |  |  |
|       | (take) it?   |  |  |  |  |

Www Visit Trig's website for more practice!



TEACHERS: now download the online worksheet for this unit.

# Revision 5 (units 21-24)

| Choose A, B or C. Complete the sentences. (Unit 21) | 5 Trig eats too quickly. He should eat              |
|---|---|
| Nick has promised to do his homework more           | A slower  |
| carefully.  | B more slowly                                       |
| A most carefully                                    | C more slow   |
| B more careful                                      | 6 Which test questions could you do                 |
| ©more carefully                                     | ?   |
| 1 Nick says he's going to work                      | A the easiest                                       |
|   | B the most easily                                   |
| A more hardly                                       | C the most easy                                     |
| B harder  | 2 Complete the contances (Unit 21)                  |
| C most hard   | 2 Complete the sentences. (Unit 21)                 |
| 2 The history teacher says Ben should talk          | Tom has spent all his pocket money.                 |
| in class.   | Tom wishes he hadn't spent all his pocket mon       |
| A less  | 1 Anna has lost her mobile phone.                   |
| B the least   | Anna wishes   |
| C little  |   |
| 3 Ben ought to behave                               | <b>2</b> Jenny didn't go to the youth club party.   |
| in class, too.                                      | Jenny wishes she                                    |
| A the best  |   |
| B better  | 3 Nick went to bed late last night.                 |
| C good  | Nick wishes   |
| 4 Ben thinks the band should play the song          | 4 Ben had an argument with Mark.                    |
| A more fast   | Ben wishes  |
| B the fastest                                       |   |
| C faster  | 5 Amanda didn't go riding on Sunday.  Amanda wishes |

1

| Circle the correct verb forms. (Unit 22)   | 3 Jenny spent her pocket money. She didn't           |
|--|--|
| After the holidays, we saw that the school   | have enough to buy a concert ticket.                 |
| had been painted has been painted.   |  |
| 1 I've been invited/will be invited to Anna's  | -  |
| party. Look. Here's the invitation.  | 4 Nick lost his MP3 player. His parents were         |
| 2 Mark's bike is stolen/has been stolen.   | angry.   |
| 3 This room ought to decorated/be decorated.   | -  |
| 4 Do you think more solar energy should be   | -  |
| used/be use?   | 5 Ben watched television until midnight. He          |
| 5 In Merton, a lot of old houses have been   | was late for school the next morning.                |
| knocked down/have knocked down.  |  |
| 6 Mr Bell's computer is broken. It will have to  |  |
| be repair/be repaired.   | 6 Anna didn't do her French homework. The            |
| 7 Mobile phones mustn't use/be used here.  | teacher gave her extra exercises.                    |
| 8 Jewellery shouldn't be worn/shouldn't wear   | -  |
| in school.   |  |
| 9 How many people have been invited/have   | 7 Jenny didn't phone Anna. Anna didn't know          |
| be invited to Mark's party?  | about the youth club party.                          |
| 10 Trig knows that English will be/is  |  |
| understood all over the world.   |  |
| Write conditional sentences type 3. (Unit 23)  | 8 Ben had a temperature. He didn't go to             |
| Nick didn't study for the history test. He   | school.  |
| didn't pass it.  |  |
| If Nick had studied for his history test, he would   |  |
| have passed it.  | <b>9</b> Amanda didn't see the hole in the road. She |
| 1 Mark didn't look where he was going. He fell   | fell off her bike.                                   |
| off his skateboard.  |  |
|  |  |
|  | 10 Aunt Sarah's car didn't start. She took the       |
| 2 Tom didn't phone Adam. He didn't get an  | bus to town.   |
| invitation to Adam's party.  |  |
| Annual Control of the |  |

5 Complete the sentences with the correct form of the verbs in the box. You do not need to use all the words. (Units 21–24)

complain cure decorate disappear examine explore imagine improve include influence look forward to pollute reach rescue warn

- Nick and his friends <u>are looking forward to</u> their bike ride on Saturday.
- 1 Traffic \_\_\_\_\_ the air in our cities. The government should do more to clean it up.
- 2 Take this medicine. It will help to \_\_\_\_\_\_\_
  vour cold.
- 3 I can't find my school bag. It has just
- **4** Who's going to \_\_\_\_\_ the room for the youth club party?
- **5** Mr Bell is going to \_\_\_\_\_\_ to the shop about the new computer. It isn't working.
- **6** If Nick worked harder in class, his marks would soon \_\_\_\_\_.
- **7** Do you think that you are \_\_\_\_\_ by advertising on television?
- 8 Look. Are there enough photos in my geography project or should I \_\_\_\_\_\_ more?

Read the letter and write the missing words. Write one word on each line.
(Units 21–24)

# Teen News 💝

Dear 'Teen News'

My friends and I read 'Teen News' every week, but sometimes I find that it is not very interesting. The magazine was better a year ago 1\_\_\_\_\_ it was new. I think the magazine needs more articles with new ideas. For example, it is interesting to read 2\_\_\_\_\_ how young people in other countries live. We don't all want 3\_\_\_\_\_ read so much about the lives of pop stars or about clothes, hairstyles and problems with parents. I think 4\_\_\_\_\_ are also too <sup>5</sup>\_\_\_\_\_large photographs in your magazine. On some pages there is nothing to read. I would like to know 6 other readers think.

Isabel Morris



### 7 Circle the correct words. (Unit 24)

Nick Ben, are you going/do you go to the camera club after school today?

Ben No. Paul <sup>1</sup> has been inviting/has invited me to his house. We <sup>2</sup> are going to watch/were watching this new DVD.

Nick Great. <sup>3</sup> Do you think/Are you thinking that I could go with you?

Ben But you <sup>4</sup> have seen/saw this film already. You <sup>5</sup> have seen/saw it at the cinema a few weeks ago. You <sup>6</sup> have told/told me that you <sup>7</sup> had seen/had been seeing an exciting film.

Nick Oh, now I <sup>8</sup> am remembering/
remember. Just as the story <sup>9</sup> was
getting/got really exciting, my mobile
phone <sup>10</sup> was ringing/rang because I
<sup>11</sup> forgot/had forgotten to turn it off.
But I always <sup>12</sup> watch/am watching
good films twice.

Later ...

Mrs Bell You're late, Nick. Where <sup>13</sup> have you been/had you been? <sup>14</sup> Did you go/ Have you went to the camera club?

Nick No, I <sup>15</sup> didn't go/wasn't going today.

I <sup>16</sup> was/were at Paul's house. We

<sup>17</sup> watched/have watched a DVD, and now I'm very hungry.

Jenny That's bad luck, Nick. Mum <sup>18</sup> cooked/ has cooked your favourite, steak and chips, but because you <sup>19</sup> haven't come/didn't come home on time, we <sup>20</sup> ate/were eating it all.

### 8 Find the mistakes and write the correct words. (Units 21-24)

- ▶ What had you done if someone had stolen your bike? would you have done
- I'm not very good at French. I will have to practise more hard.
- 2 I wish I didn't forget my photos. I wanted to show them to you now.
- 3 That's the worse mark that I've ever had in a maths test.
- 4 The food for the school party is always made from the teachers.
- 5 Nick is wanting to go to Scotland again next year.
- 6 When Nick walked in the park, he saw a strange bird.
- 7 In 2009 Mr Bell has flown to Mexico.
- 8 Nick has promised to play his music more quiet.
- 9 Mr Bell has looked for his keys for half an hour.
- 10 Yesterday Mark has gone to the cinema with his girlfriend.
- 11 Jenny didn't entered the swimming competition.
- 12 When Trig speaks his own language, Jenny isn't understanding him.

# Words to learn (unit order)

Unit 1
horrible
friendly
alien
care
stay
cousin
together
town hall
sightsee
relax

Unit 2 lucky score nil goal supporter fall in love mayor marry tailor sew cloth thick sail thin gold

Unit 3 story interview sports report popular joke rock concert romantic reply save quiz worm

embarrassing

Unit 4
feed
band
youth club
model
karate
judo
marathon
essay

Unit 5
player
goalkeeper
special
ticket
explain
boss
offer
stunt
serious
trampoline

Unit 6
lend
light
front
knock over
puzzle
worry
sense
attack
kill
detective
murder

Unit 7 key borrow glasses sun cream fail revise miss late army join record

Unit 8 as soon as until card engine complain

Unit 9
trip
suddenly
damaged
mess
violent
violence
real
influence
believe
weak

Unit 10 sleeping bag tent torch passport youth hostel backpack

Unit 11
envelope
handwriting
hardly
theme park
fantastic
generous
rollercoaster
feel sick

Unit 12 guitarist musician singer song health beard mask hat instrument

Unit 13 baby-sitting advice information news traffic furniture jewellery perfume

Unit 14
decide
plan
prefer
abroad
voluntary work
instead
university
earn

Unit 15 properly iron mend test menu ketchup Unit 16
flat
next door
pop singer
energy
contain
brave
thief
steal
light bulb
belong

Unit 17 questionnaire weigh champion panic fire brigade lift

Unit 18
apologize
argument
government
idea
tax
waste
unnecessary
form
oven

Unit 19 fair vegetarian pyjamas shorts sunglasses

Unit 20 refuse approve of cage inventor headmaster passenger surf (the internet) Unit 21 gently thoroughly deeply cure resolution regularly earring pretend

Unit 22 decorate paramedic examine provide knock down include improve

Unit 23 reach rescue tragedy warn drown advertising shrink

Unit 24
problem
explore
tourist
shut
guided tour
get lost
imagine
look forward to
keeper

sick

# Words to learn (alphabetical order)

a abroad Unit 14 advertising Unit 23 advice Unit 13 alien Unit 1 apologize Unit 18 approve of Unit 20 argument Unit 18 army Unit 7 as soon as Unit 8 attack Unit 6

b
baby-sitting Unit 13
backpack Unit 10
band Unit 4
beard Unit 12
believe Unit 9
belong Unit 16
borrow Unit 7
boss Unit 5
brave Unit 16

c cage Unit 20 card Unit 8 care Unit 1 champion Unit 17 cloth Unit 2 complain Unit 8 contain Unit 16 cousin Unit 1 cure Unit 21

d damaged Unit 9 decide Unit 14 decorate Unit 22 deeply Unit 21 detective Unit 6 drown Unit 23

e earring Unit 21
earn Unit 14
embarrassing Unit 2
energy Unit 16
engine Unit 8
envelope Unit 11
essay Unit 4
examine Unit 22
explain Unit 5
explore Unit 24

f fail Unit 7 fair Unit 19 fall in love Unit 2 fantastic Unit 11 feed Unit 4 feel sick Unit 11 fire brigade Unit 17 flat Unit 16 form Unit 18 friendly Unit 1 front Unit 6 furniture Unit 13

generous Unit 11 gently Unit 21 get lost Unit 24 glasses Unit 7 goal Unit 2 goalkeeper Unit 5 gold Unit 2 government Unit 18 guided tour Unit 24 guitarist Unit 12 h
handwriting Unit 11
hardly Unit 11
hat Unit 12
headmaster Unit 20
health Unit 12
horrible Unit 1

i idea Unit 18 imagine Unit 24 improve Unit 22 include Unit 22 influence Unit 9 information Unit 13 instead Unit 14 instrument Unit 12 interview Unit 3 inventor Unit 20 iron Unit 15

j jewellery Unit 13 join Unit 7 joke Unit 3 judo Unit 4

k karate Unit 4 keeper Unit 24 ketchup Unit 15 key Unit 7 kill Unit 6 knock down Unit 22 knock over Unit 6 late Unit 7 lend Unit 6 lift Unit 17 light Unit 6 light bulb Unit 16 look forward to Unit 24 lucky Unit 2

m marathon Unit 4 marry Unit 2 mask Unit 12 mayor Unit 2 mend Unit 15 menu Unit 15 mess Unit 9 miss Unit 7 model Unit 4 murder Unit 6 musician Unit 12

n news Unit 13 next door Unit 16 nil Unit 2

offer Unit 5 oven Unit 18 panic Unit 17 paramedic Unit 22 passenger Unit 20 passport Unit 10 perfume Unit 13 plan Unit 14 player Unit 5 pop singer Unit 16 popular Unit 3 prefer Unit 14 pretend Unit 21 problem Unit 24 properly Unit 15 provide Unit 22 puzzle Unit 6 pyjamas Unit 19

**q** questionnaire Unit 17 quiz Unit 3

reach Unit 23
real Unit 9
record Unit 7
refuse Unit 20
regularly Unit 21
relax Unit 1
reply Unit 3
rescue Unit 23
resolution Unit 21
revise Unit 7
rock concert Unit 3
rollercoaster Unit 11
romantic Unit 3

sail Unit 2 save Unit 3 score Unit 2 sense Unit 6 serious Unit 5 sew Unit 2 shorts Unit 19 shrink Unit 23 shut Unit 24 sick Unit 24 sightsee Unit 1 singer Unit 12 sleeping bag Unit 10 song Unit 12 special Unit 5 sports report Unit 3 stay Unit 1 steal Unit 16 story Unit 3 stunt Unit 5 suddenly Unit 9 sun cream Unit 7 sunglasses Unit 19 supporter Unit 2 surf (the internet)

Unit 20

tailor Unit 2 tax Unit 18 tent Unit 10 test Unit 15 theme park Unit 11 thick Unit 2 thief Unit 16 thin Unit 2 thoroughly Unit 21 ticket Unit 5 together Unit 1 torch Unit 10 tourist Unit 24 town hall Unit 1 traffic Unit 13 tragedy Unit 23 trampoline Unit 5 trip Unit 9

u university Unit 14 unnecessary Unit 18 until Unit 8

vegetarian Unit 19 violence Unit 9 violent Unit 9 voluntary work Unit 14 w warn Unit 23
waste Unit 18
weak Unit 9
weigh Unit 17
worm Unit 3
worry Unit 6

y youth club Unit 4 youth hostel Unit 1

Z

# **Verb forms**

| Long forms               |                      | Short forms     |                     | Questions        |  |
|--------------------------|----------------------|-----------------|---------------------|------------------|--|
| Present simple o         | f be                 |                 |                     |                  |  |
| I am                     | I am not             | I'm             | I'm not             | am I?            |  |
| you are                  | you are not          | you're          | you aren't          | are you?         |  |
| he is                    | he is not            | he's            | he isn't            | is he?           |  |
| she is                   | she is not           | she's           | she isn't           | is she?          |  |
| it is                    | it is not            | it's            | it isn't            | is it?           |  |
| we are                   | we are not           | we're           | we aren't           | are we?          |  |
| you are                  | you are not          | you're          | you aren't          | are you?         |  |
| they are                 | they are not         | they're         | they aren't         | are they?        |  |
| Present simple           |                      |                 |                     |                  |  |
| I like                   | I do not like        |                 | I don't like        | do I like?       |  |
| you like                 | you do not like      |                 | you don't like      | do you like?     |  |
| he likes                 | he does not like     |                 | he doesn't like     | does he like?    |  |
| she likes                | she does not like    |                 | she doesn't like    | does she like?   |  |
| it likes                 | it does not like     |                 | it doesn't like     | does it like?    |  |
| we like                  | we do not like       |                 | we don't like       | do we like?      |  |
| you like                 | you do not like      |                 | you don't like      | do you like?     |  |
| they like                | they do not like     |                 | they don't like     | do they like?    |  |
| Present continuo         | us                   |                 |                     |                  |  |
| I am working             | I am not working     | I'm working     | I'm not working     | am I working?    |  |
| you are working          | you are not working  | you're working  | you aren't working  | are you working? |  |
| he is working            | he is not working    | he's working    | he isn't working    | is he working?   |  |
| she is working           | she is not working   | she's working   | she isn't working   | is she working?  |  |
| it is working            | it is not working    | it's working    | it isn't working    | is it working?   |  |
| we are working           | we are not working   | we're working   | we aren't working   | are we working?  |  |
| you are working          | you are not working  | you're working  | you aren't working  | are you working? |  |
| they are working         | they are not working | they're working | they aren't working | are they working |  |
| Past simple of <b>be</b> | -                    |                 |                     |                  |  |
| I was                    | I was not            |                 | I wasn't            | was I?           |  |
| you were                 | you were not         |                 | you weren't         | were you?        |  |
| he was                   | he was not           |                 | he wasn't           | was he?          |  |
| she was                  | she was not          |                 | she wasn't          | was she?         |  |
| it was                   | it was not           |                 | it wasn't           | was it?          |  |
| we were                  | we were not          |                 | we weren't          | were we?         |  |
| you were                 | you were not         |                 | you weren't         | were you?        |  |
| they were                | they were not        |                 | they weren't        | were they?       |  |

## Verb forms

#### Past simple of regular verbs

didn't work did ... work? work worked

#### Past simple of regular verbs

I was working you were working he was working she was working it was working we were working

I was not working you were not working he was not working she was not working it was not working we were not working you were working you were not working you weren't working they were working they weren't working

I wasn't working you weren't working he wasn't working she wasn't working is wasn't working we weren't working they weren't working were they working?

was I working? were you working? was he working? was she working? was it working? were we working? were you working?

#### Present perfect simple

I have (I've) worked you have (you've) worked he has (he's) worked she has (she's) worked it has (it's) worked we have (we've) worked you have (you've) worked they have (they've) worked I have not (I haven't) worked you have not (you haven't) worked he has not (he hasn't) worked she has not (she hasn't) worked it has not (it hasn't) worked we have not (we haven't) worked you have not (you haven't) worked they have not (they haven't) worked

have I worked? have you worked? has he worked? has she worked? has it worked? have we worked? have you worked? have they worked?

### Present perfect continuous

I have (I've) been working you have (you've) been working he has (he's) been working she has (she's) been working it has (it's) been working we have (we've) been working you have (you've) been working

I have not (I haven't) been working you have not (you haven't) been working he has not (he hasn't) been working she has not (she hasn't) been working it has not (it hasn't) been working we have not (we haven't) been working you have not (you haven't) been working they have (they've) been working they have not (they haven't) been working

have I been working? have you been working? has he been working? has she been working? has it been working? have we been working? have you been working? have they been working?

| Base form | Past simple | Past participle | Base form | Past simple | Past participle |
|-----------|-------------|-----------------|-----------|-------------|-----------------|
| be        | was         | been            | leave     | left        | left            |
| become    | became      | become          | lend      | lent        | lent            |
| begin     | began       | begun           | light     | lit         | lit             |
| blow      | blew        | blown           | lose      | lost        | lost            |
| break     | broke       | broken          | make      | made        | made            |
| bring     | brought     | brought         | meet      | met         | met             |
| build     | built       | built           | pay       | paid        | paid            |
| buy       | bought      | bought          | put       | put         | put             |
| catch     | caught      | caught          | read      | read        | read            |
| come      | came        | come            | ride      | rode        | ridden          |
| cost      | cost        | cost            | run       | ran         | run             |
| cut       | cut         | cut             | see       | saw         | seen            |
| dig       | dug         | dug             | sell      | sold        | sold            |
| do        | did         | done            | send      | sent        | sent            |
| draw      | drew        | drawn           | sew       | sewed       | sewn            |
| drink     | drank       | drunk           | set       | set         | set             |
| drive     | drove       | driven          | shine     | shone       | shone           |
| eat       | ate         | eaten           | shrink    | shrank      | shrunk          |
| fall      | fell        | fallen          | shut      | shut        | shut            |
| feel      | felt        | felt            | sing      | sang        | sung            |
| fight     | fought      | fought          | sit       | sat         | sat             |
| find      | found       | found           | sleep     | slept       | slept           |
| fly       | flew        | flown           | speak     | spoke       | spoken          |
| forget    | forgot      | forgotten       | spend     | spent       | spent           |
| freeze    | froze       | frozen          | stand     | stood       | stood           |
| get       | got         | got             | steal     | stole       | stolen          |
| give      | gave        | given           | stick     | stuck       | stuck           |
| go        | went        | gone            | swim      | swam        | swum            |
| grow      | grew        | grown           | take      | took        | taken           |
| hang      | hung        | hung            | teach     | taught      | taught          |
| have      | had         | had             | tell      | told        | told            |
| hear      | heard       | heard           | think     | thought     | thought         |
| hide      | hid         | hidden          | throw     | threw       | thrown          |
| hit       | hit         | hit             | wake      | wake        | woken           |
| hold      | held        | held            | wear      | wore        | worn            |
| hurt      | hurt        | hurt            | win       | won         | won             |
| keep      | kept        | kept            | write     | wrote       | written         |
| know      | knew        | known           |           |             |                 |

# **Spelling**

#### Plural nouns

- 1 Add s. car-cars, boy-boys, girl-girls
- 2 Add es after s, sh, ch and x. glass-glasses, dish-dishes, church-churches, box-boxes
- 3 Add es to some nouns which end with o. potato-potatoes, tomato-tomatoes
- 4 Change y to ies after a consonant. cherry-cherries, family-families

### Present simple with he/she/it

- 1 Add s. like-likes, play-plays
- 2 Add es after ch, o, s, sh and x. watch-watches, go-goes, miss-misses, wash-washes, mix-mixes
- 3 Change **y** to **ies** after a consonant. hurry-hurries, try-tries

### Present continuous and -ing form

- 1 Add ing. read-reading, play-playing
- 2 Take away a final e. make-making, use – using
- 3 After one vowel + consonant, double the consonant.
  run-running, sit-sitting

### Past simple

- 1 Add ed. play-played, look-looked
- 2 Add **d** after **e**. like-liked, close-closed
- 3 Change y to ied after a consonant. hurry-hurried, bury-buried
- 4 After one vowel + consonant, double the consonant.
  prefer-preferred, offer-offered



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