

IRREGULAR VERBS

VERB	PAST SIMPLE	PAST PARTICIPLE
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
learn	learned/learnt	learned/learnt

VERB	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

GRAMMAR

question forms

object questions

Object questions use the word order: question word + auxiliary verb + subject + infinitive.

question word	auxiliary verb	subject	verb
Where	do	you	work?
What	did	she	say?
When	are	they	coming?

1.1

yes/no questions

Yes/No questions don't use a question word. The answer to the question is Yes or No.

auxiliary verb	subject	verb
Does	he	smoke?
Did	we	win?
Have	they	arrived?

subject questions

When the *wh-* question word is the subject of the question:

- we don't use an auxiliary verb (*do, did, etc.*).
- we use the same word order as in an affirmative sentence.

question word	verb	object
Who	wants	ice cream?
What	happened?	---
Who	ate	the cheese?

questions with prepositions

When we use a verb + preposition expression (but not multi-word verbs) such as *look for, depend on, write about, etc.*, we usually keep the verb and preposition together.

What did you talk about? Who are you looking for?

In very formal English we sometimes move the preposition to the front of the sentence. Compare:

What does it depend on? On what does it depend?

review of verb tenses

present simple

+	He looks happy.
-	He doesn't look happy.
?	Does he look happy?

Use the present simple to talk about something that is always or generally true, habits, routines, with *be* and other state verbs (see below).

present continuous

+	We're staying here.
-	We aren't staying here.
?	Are we staying here?

Use the present continuous to talk about an activity happening at the time of speaking or a temporary activity happening around now. It may be happening at the moment, but maybe not.

past simple

+	They worked hard.
-	They didn't work hard.
?	Did they work hard?

Use the past simple to talk about finished actions, events or situations in the past.

past continuous

+	I was living there during the 90s.
-	I wasn't living there during the 90s.
?	Were you living there?

Use the past continuous to talk about an action or situation in progress at a particular time in the past. This action was not finished at that time.

state verbs and dynamic verbs

State verbs are not usually used in the continuous form. The most common state verbs are:

- attitude verbs: *love, hate, like, want, prefer*
- thinking verbs: *believe, know, remember, understand, mean, imagine*
- sense verbs: *see, hear, sound, appear, seem*
- belonging verbs: *own, possess, belong to, have, contain, include*

Some state verbs can be used in the continuous form when they describe actions, e.g. *see, have, think*.

I'm seeing Phil tonight. (see = meet)

We're having a party. (have = organise)

I'm thinking of going to university. (think = consider)

talking about yourself

introducing a question

Could I ask a question?
There are a couple of things I'd like to ask about.
Can I ask you about that?
I have a query.

1.3

introducing an opinion

For me (the most important thing is) ...
I'd have to say ...
In my opinion, ...
One thing I'd like to say is that ...

PRACTICE

1 Write questions for the answers in italics.

- Where _____?
I live in Madrid.
- Who _____?
Nick won the game.
- Does _____?
No, he doesn't eat meat.
- What _____?
They are sleeping.
- What _____?
I'm writing about my first holiday.
- When _____?
We arrived yesterday.
- Who _____?
We ate the chocolate.
- Did _____?
Yes, we liked the film.

1.1

2 Put the words in brackets in the correct places to make questions.

- the President? (killed, who) _____
- were you thinking? (what, about) _____
- to the old theatre? (happened, what) _____
- Where your great-grandparents come? (from, did) _____
- your ancestors from here? (come, did) _____
- she here for a long time? (worked, has) _____
- is all that noise? (who, making) _____
- house you looking for? (are, which) _____

1 Underline the correct alternatives.

'Like most translators, I ¹ *am speaking/speak* several languages. At the moment, I ² *am attending/attend* a conference. I ³ *was doing/did* some work for an internet company when I ⁴ *was hearing/heard* about this conference. I ⁵ *was arriving /arrived* three days ago and I'm going to stay until Monday, when it ends.'

1.2

My best friend is called Gina. We ⁶ *aren't speaking/don't speak* to each other every day, but we're very close. I ⁷ *was meeting/met* her on my first morning at university. I ⁸ *was looking/looked* for the library when she came up to me and asked, 'Excuse me, ⁹ *do you know/are you knowing* where the library is?' We ¹⁰ *were finding/found* it together!

2 Put the verbs in brackets into the correct tense.

- Sit down and watch the game! We _____ (win)
2-1. Ronaldo scored two minutes ago.
- John wasn't here last summer. He _____ (travel) around Africa.
- Fifty years ago, my favourite writer _____ (die).
- I didn't do the homework because I _____ (not listen) when the teacher told us what to do.
- DVDs _____ (not work) very well on my laptop, so I use the TV and DVD player.
- What's that smell? Can you turn off the oven? I think the food _____ (burn).
- _____ (see) that film last night? What did you think?
- Everyone knows that smoking _____ (cause) cancer.

1 Find and correct the mistakes in the conversation below. There are six mistakes.

- A: There are a couple of things I'd like ask about.
B: Go ahead.
A: Firstly, which of your films do you think is the best?
B: I'd having to say *Millennium Dreamer*. For me, it's my best film and it was my first comedy.
- A: Can I ask you around that? You've never done comedy before. Why not?
B: I don't know. I suppose people think I'm a serious actor.
- A: Could I ask question about your image? Is it accurate? Are you really the strong silent type in real life?
B: No. One of thing I'd like to say is that these images are invented by the media. By my opinion, good actors are never just one thing. That's why they're actors.

1.3



GRAMMAR

present perfect/past simple time up to now

+	I've been to Marrakesh.
-	He hasn't been here.
?	Have you tried it?

Use the present perfect for actions which have happened in your life before now. These are often general experiences. It isn't important exactly when these things happened.

He's played in an indie band for a couple of years. I haven't travelled to other countries.

We often use the adverbs *ever* and *never* with the present perfect.

We've never been to China. Have you ever been to the Opera?

recent events

Use the present perfect to talk about events which happened a short time ago. We often use the adverbs *just*, *yet* and *already*.

I've just finished his book. It was brilliant.

We've already eaten.

Have you done your homework yet?

We've seen a lot of Jude recently.

present perfect or past simple?

Use the past simple to talk about a specific event which happened at a specific time.

I've been to Sweden. (At some time in my life up to now. We don't know when.)

We went to Stockholm in 2002. (Not We've been to Stockholm in 2002. This is a specific occasion and date, so we use the past simple.)

narrative tenses

past simple

Use the past simple for states and actions in the past. We often specify the time when they happened.

I left university in 1996. He didn't know the way to Sal's house.

past continuous

Use the past continuous to talk about the background information for a story. Use the past simple to talk about the main events.

As I was walking through the park, the sun was shining and the birds were singing. Suddenly, I heard a loud noise.

Often the past continuous action is interrupted by another action (in the past simple).

I was having a bath when the phone rang.

We can use conjunctions like *as* and *while* to talk about two actions which were happening at the same time.

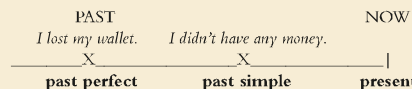
While I was reading the paper, I watched the women buying vegetables in the market.

For more information on state and dynamic verbs section 1.2, page 148.

past perfect

+	I had finished my work.
-	They hadn't had time.
?	Had they been there before?

Use the past perfect to make it clear that one action happened before the other.



I didn't have any money because I had lost my wallet.

When *before* or *after* is used in the sentence, it's already clear which action comes before the other, so we can use the past simple instead of the past perfect.

She had lived in London for five years before she moved to New York. She lived in London for five years before she moved to New York.

We often use the past perfect with 'thinking' verbs like *remember*, *realise*, *think*, *discover*, *find out*, etc.

When I got to the school, I realised I'd left my books at home.

telling a story

beginning the story	This happened when ... In the beginning, ...
describing what happened	Well, ... Anyway, ... So, ... Before long, ... And then, all of a sudden ... The next thing I knew, ...
ending the story	In the end, ... Finally, ...

questions to keep a story going	So, what happened? What did you do? What happened next? Really?
responses to show interest	I don't believe it! Oh no / Oh dear. How embarrassing! That's really funny. You must be joking. Yes, I know.

PRACTICE

1 Tick the correct sentences, a) or b).

- a) I've been to India last year.
b) I went to India last year.
- a) I finished my studies in 2005.
b) I've finished my studies in 2005.
- a) Did you have lunch yet?
b) Have you had lunch yet?
- a) Did you ever see Metallica play live?
b) Have you ever seen Metallica play live?
- a) Is this the first time you've tried judo?
b) Is this the first time you tried judo?
- a) It's the most beautiful place I've ever been to.
b) It's the most beautiful place I ever went to.

2 Use the prompts to make short conversations.

- A: you / be / here / before? (ever)
B: no / not
- A: you / see / the film *The Reader*?
B: no / not / see (yet)
- A: he / be / to Budapest?
B: yes / go / last summer
- A: you / finish / that book? (yet)
B: yes / start / the next one (already)
- A: you / see / Maria?
B: yes, she / leave / a message for you
- A: he / decide / what job / want to do? (yet)
B: no / have / not

1 Underline the correct alternatives to complete the story.

I remember when Marvin Gaye ¹died/had died, I ²had been/was going to one of his concerts a few months before. In fact, he ³hadn't played/wasn't playing very well and I was disappointed. I also remember when JFK was shot, I ⁴had lived/was living with my parents in New York and I ⁵studied/was studying at the time. I remember the cleaning lady ⁶came/was coming into the room, and said to me, 'Hey, President Lincoln has been shot.' I ⁷replied/was replying, 'I know that.' 'No,' she said. 'President Lincoln has been shot!' So I said, 'What do you mean?' And she said, 'Oh no, I mean ... President, you know, what's his name, the one now. President Kennedy's been shot.' So then I ⁸was turning/turned on the radio.

2 Find and correct the mistakes. One sentence is correct.

- I was leaving the room when I had heard someone shouting.
- I couldn't open the door because I left my keys at home.
- We drove through the tunnel when the car broke down.
- As soon as the film started I realised I seen it before.
- I never been to Egypt before, so I was really excited to see the pyramids.
- By the time we arrived at the party, everybody else is leaving.
- We had waited for nearly an hour before the waiter took our order.
- I looked through some old photographs when I found this one of you.

1 Complete the conversation with the words and phrases in the box.

In the end don't believe it The next thing I knew
So, this happened when So, what happened Well
really funny Anyway You must be joking

- A: Well, I _____ I was working in a photographic store.
B: _____?
A: _____, one day, a woman came in and asked if we could fix the problem she had with a photograph. _____, I asked her what the problem was.
B: OK.
A: _____, she had taken this old photo out of her bag which showed an old man sitting behind a cow, milking it.

_____, when I asked her what she wanted us to do to the photo, she said, 'Can you move the cow?' 'Move the cow?' I asked. 'Yes,' she replied. 'I want to see what my grandfather looked like. She pointed to the feet sticking out from under the cow.'

- B: Oh no. _____.
A: No, seriously. She wanted us to move the cow, so that she could see her grandfather's face.
B: I _____! So, what happened next?
A: _____, when I told her we couldn't do it, she got quite angry, and left the shop saying, 'Then I'll have to take it to someone else.'
B: That's _____.

GRAMMAR

the future (plans)
be going to

+	I'm going to start university next year.
-	He isn't going to get a job this year.
?	Where are you going to stay?

When using *be going to* use the word order: subject + *am/are/is* + *going to* + infinitive. Use *be going to* to talk about future plans or intentions. When the verb is *go* or *come*, we often use the present continuous.

We're going to (go to) Spain. We're going to Spain.

I'm going to come and see you later. I'm coming to see you later.

present continuous

+	I'm starting my course in September.
-	We're not going away for very long.
?	What time are you leaving in the morning?

The present continuous is formed: subject + *am/are/is (not)* + verb + *-ing*. Use the present continuous to talk about future plans, when arrangements have already been made. We usually specify a future time such as *next week, on Friday*, etc., unless it is already clear that we are talking about the future.

We're flying to Greece on Friday. (We've already bought the tickets.)

She's staying in a hotel near the airport. (The hotel is already booked.)

In some cases it doesn't matter if it's the present continuous or *be going to*.
I'm playing football on Saturday. I'm going to play football on Saturday.

will

+	We'll meet you at the station.
-	I won't see you tomorrow.
?	Will you want a taxi?

When there is no plan or arrangement (when we make a decision at the time of speaking), we often use *will*.

I'm tired. I think I'll go to bed.

(subject + *will* + infinitive)

For use of *be going to* and *will* for prediction, see section 3.2 below.

might

+	I might go out later.
-	We might not be able to finish all this work tomorrow.

Use *might* (+ infinitive) to talk about plans, when we are unsure what the plan is.

I might stay at home and watch a DVD. (But I'm not sure. I might go out.)

spoken grammar

We do not usually use *might* + infinitive in the question form. It seems old-fashioned and formal. **Do you think you might see Evelyn?** NOT *Might you see Evelyn?*

3.1

the future (predictions)
will

Use *will* to make predictions.

Smartphones will organise our lives. She's so talented that I'm sure she'll become famous.

We often use *I think* and *I hope* with *will*.

I think John will become a doctor. She hopes she will work in the theatre.

Use *be going to* to make predictions when there is present evidence.

We only have two cars. It's going to be difficult to take eleven people tomorrow.

We use *probably* to make the prediction less certain. *Probably* usually comes after *will*.

The dollar will probably get stronger this year.

Probably comes after *to be* when we use it with *be going to*.

E-readers are probably going to become cheaper.

may and *might*

Use *may* or *might* to make predictions which are less certain. The negative forms are *may not* and *might not*.

Some of our workers may lose their jobs because of the restructuring.

We might not go away this year because we don't have any money.

Use *could* to make predictions which are less certain.

Global warming could destroy large parts of Asia in the next thirty years.

be likely to

Use *be likely to* to make predictions when something is probable. The negative is *be unlikely to* or *not be likely to*.

Regina is likely to be late because she works until seven.

We're unlikely to reach Paris before lunch because of all the traffic.

Are you likely to be hungry later?

Likely/Unlikely are adjectives.

Will we start at 5.00? It's unlikely.

spoken grammar

Might is more common than *may* in spoken English. *May* is a little bit more formal.

3.2

dealing with misunderstandings

saying you didn't hear something	I didn't catch any of that.
saying you don't understand someone's opinion	You've lost me.
asking someone to explain something more clearly	I don't get what you're saying. What exactly do you mean? Do you mean to say ...?
asking someone to repeat something	Can you say that again? Could you repeat the last part/name/thing you said?

3.3

PRACTICE

1 Complete the conversation. Use the prompts in brackets where necessary.

A: Where ¹ _____ you going?

B: I'm ² _____ to Paul's house. We're ³ _____ going to watch the football.

A: OK. Who ⁴ _____? (play)

B: Real Madrid versus Barcelona.

A: I see. And what time are you ⁵ _____ home? (come)

B: I don't know.

A: How ⁶ _____ getting home?

B: I'm not sure. I ⁷ _____ his dad to drive me home, or I ⁸ _____ catch the bus. (ask/might)

3.1

2 Find and correct the mistakes. There is one mistake in each sentence.

1 Will you going out this weekend?

2 I'm sorry I can't come. I playing tennis after work.

3 I don't feel very well. I think I stay at home.

4 What you going to do?

5 We go for a picnic, so I hope it doesn't rain.

6 Is that the phone? Don't worry – I'm going to get it.

7 They might going to a concert.

8 I'm sorry we can't come, but we're to visit my mother this weekend.

1 Rewrite the sentences below using the words in brackets.

1 We probably won't win the cup this year. (might)
We _____.

2 I may be late. (likely)
I'm _____.

3 That company will close in July. (going)
That company _____.

4 He probably won't call after 10.00. (unlikely)
He _____.

5 I'm not going to give up exercise. (won't)
I _____.

6 We might have a problem with the flight. (may)
There _____.

7 She'll get angry when she sees this. (going)
She _____.

8 Are you going to visit us? (will)
_____.

9 I would love it if he comes to the party. (hope)
_____.

10 It is thought prices will rise if they complete the development. (could)
Prices _____.

3.2

2 Put the pairs of words in the box into the correct place to complete the sentences.

will be aren't going won't know might not
likely to may arrive is going not likely

1 Jenny be able to meet us tonight because she has to work late.

2 Several of our workers are lose their jobs this year because of the economic recession.

3 In twenty years' time, cars able to fly.

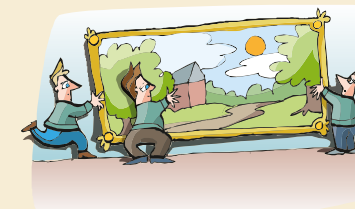
4 The predicted storm at any moment.

5 The children to stay with me because I'm busy.

6 I my exam results until August.

7 It's that we'll arrive before 6.00 because there are train delays.

8 Watch out! That painting to fall off the wall!



1 Match 1–7 with a)–g) to make sentences and questions.

1 I didn't catch

a) you're saying.

2 You've lost

b) you mean?

3 I don't get what

c) that again?

4 What exactly do

d) to say ...?

5 Could you repeat the

e) any of that.

6 Do you mean

f) last name?

7 Can you say

g) me.

3.3



GRAMMAR

must, have to, should (obligation)
must, have to

+	I must get up at 5 tomorrow. They have to start work early. We must start on time. She has to get there early.
-	You mustn't do that! We don't have to worry. They mustn't be late. He doesn't have to bring anything.
?	Do I/we/you have to bring ...? (Must you go so early?)* Does he/she/it have to go?

4.1

* Question forms with *must* are not very common, and sound quite formal. We usually use *Do I have to ...?* instead. Use *must* and *have to* to talk about obligations. These things are necessary or important. *Must* is often used for a personal obligation (something we have decided for ourselves that we must do).

I **must** give up eating chocolate.

Must is also used in written rules.

All applicants **must** provide proof of identity.

Have to is used for external obligation.

We **have to** wear a uniform. (It's a company rule.)

Often you can use *must* or *have to* with the same meaning, but in spoken English *have to* is more common.

Don't have to and *mustn't* have different meanings. *Mustn't* means 'it is not allowed'. *Don't/Doesn't have to* means it is not necessary, but you can do it if you want.

You **mustn't** smoke cigarettes anywhere in the building. (It is not permitted and it's dangerous.)

You **don't have to** work after 6. (It's not necessary.)

Must can only be used to talk about present or future obligation. To talk about a past obligation, use *had to*.

We **had to** get up early to catch the plane.

spoken grammar

Have/Has got to means the same as *have/has to* in the context of obligation and is used a lot in spoken English.

I've **got to** get some money from the bank. She's **got to** get another job.

should/shouldn't

+	I/You/He/She/It	should see this film.
-	It/We/They	shouldn't smoke in the house.
?	Do you think we should ...?	

**Should we ...* is more formal, and not very common.

Use *should* to talk about weak obligations (not as strong as *must* or *have to*). Often it is used for things which you think are a good idea (advice), e.g. You **should** come to work in smart clothes. Use *shouldn't* to talk about things which are not a good idea, e.g. You **shouldn't** go to bed so late. *Ought to* has the same meaning as *should*, but is not usually used in the negative or questions, e.g. You **ought to** call her. = You **should** call her.

used to, would
used to

+	I/You/He/She/It/We/They	used to live in France.
-	It/We/They	didn't use to see my parents.
?	Did they use to visit?	

4.2

Use *used to* to talk about past habits/states, which have often changed or are not true now. You can also use the past simple. As a child, I **used to** love eating sweets. As a child I **ate** a lot of sweets.

We can also use *would* to talk about past habits, but not to talk about past states.

I **would** go to the sweet shop every day. (habit)

As a child, I **was** happy. As a child I **used to be** very happy. (state) NOT As a child, I **would be** happy. (state)

Do not use *used to* to talk about things that happened only once, or for a specific number of times/length of time. Use the past simple for this.

My family **moved** to America last year. NOT ~~My family used to move to America last year.~~

We **went** to Italy twice on holiday. NOT ~~We used to go to Italy twice on holiday.~~

I **studied** at university for three years. NOT ~~I used to study at university for three years.~~

spoken grammar

Never used to is more common in spoken English than *didn't use to*.

We **never used to** see them, except for during August.

In spoken English, we often leave out the verb or phrase after *used to*

Do you smoke? No, I **used to**, but I **don't** any more.

reaching agreement

giving opinions	suggestions	commenting on other opinions
I (really) feel that ...	What about ...?	That's a good idea. I (don't) see what you mean.
The way I see things, ...	I suggest we focus on ...	That's a good point. I'm not sure that I agree, actually.
The way I see it, ...	I think we should think about ...	That's fine by me. I'm not sure that ... is a good idea.
	I suggest we think about ...	That's OK by me. Exactly!
	How about if / Why don't we (call it) ...?	

4.3

PRACTICE

1 Underline the correct alternative to complete the text.

The worst jobs in the world?

If you like travelling to exotic places, perhaps you ¹*should/shouldn't* try this job. Helge Zieler is a mosquito researcher. In order to study the biting habits of the mosquito which spreads malaria in Brazil, Helge ²*has to/doesn't have to* sit inside a mosquito net while hundreds of mosquitoes bite him. Every time he sees a mosquito land on his body, he ³*must/have to* suck it into a tube in his mouth, and then blow it into a container. On a good evening, Helge can catch 500 mosquitoes in three hours. But to do this, he receives 3,000 bites (an average of seventeen bites per minute for 180 minutes). He ⁴*mustn't/must* forget his anti-malaria tablets. Once he caught malaria and it took him two years to recover.



4.1

You ⁵*shouldn't/don't have to* drive too fast on the roads, especially when you're driving in the countryside. Why? Because more than 400 million animals are killed on the roads every year. Joanne Keene knows, because she ⁶*has to/shouldn't* remove them. Car drivers ⁷*don't have to/must* pick the animals up, so Joanne drives around in a huge truck full of dead cats and raccoons. 'It's a hard job,' she says, 'because we work very long hours. We ⁸*mustn't/must* be on call 24 hours a day.'

2 Match 1–8 with a)–h) to make sentences.

- It's a good job but we ...
 - I love Saturday mornings, because I don't have to
 - I think you should
 - The doctor told me that I
 - You mustn't
 - You don't have to
 - Francois is very lucky. His father is very rich, so he
 - I really must
- have to work hard.
 - should do more exercise.
 - come to work dressed in jeans. You have to look smart.
 - doesn't have to work at all.
 - give up smoking. It's not good for my health.
 - get up for work. I can stay in bed until 10a.m.
 - send the forms in until September, but it's a good idea to send them early.
 - think about whether you really want to apply for the job.

1 Cross out the alternative which is **not possible**.

- I *used to play/played/play* a lot of tennis when I was younger.
- After school I *would take/used to take/take* the bus home.
- He *never used to play/would play/played* the guitar, but he doesn't play any more.
- I *didn't use to enjoy/didn't enjoy/wouldn't enjoy* school, but I worked hard anyway.
- Tim *used to have/would have/had* long hair.
- I *studied/used to study/didn't use to study* French for five years.

4.2

2 Make sentences with *used to* or *would* using the words in brackets. Sometimes both may be possible.

- In Ancient Greece, people _____ (think) the world was flat, but Aristotle thought it was round.
- In the olden days, people _____ (not have) cars, so they rode horses.
- _____ people really _____ (enjoy) watching gladiator fights in Ancient Rome?
- In the sixteenth century, ladies _____ (put) a white powder containing lead on their faces. It was poisonous.
- Two hundred years ago, they _____ (not use) anaesthetics to perform operations.
- Before iron was invented, soldiers _____ (fight) using bronze swords, but they weren't very strong and often changed shape in battle.
- The Romans _____ (make) themselves sick, so that they could eat more during their huge banquets.
- Why _____ people _____ (eat) garlic in Ancient Egypt? It was to cure toothache.

1 Using the words in italics, rewrite the second sentence so it has the same meaning as the first.

- Let's begin. I think we *should begin*.
- I suggest we look at the emails first. Why _____?
- I don't understand. I _____ you mean.
- I agree with that idea. It's _____ me.
- From my point of view, it works very well. The way _____ things, it works very well.
- I agree with what you have just said. That's _____ point.

4.3

GRAMMAR

PRACTICE

5.1

comparatives and superlatives

one-syllable adjectives and two-syllable adjectives ending in -y

adjective	comparative	superlative	notes
cheap	cheaper	the cheapest	+ -er/ the + -est
fast	faster	the fastest	
easy	easier	the easiest	-y changes to -i
friendly	friendlier	the friendliest	+ -er/ the + -est
big	bigger	the biggest	adjective ending in *CVC double final consonant
large	larger	the largest	adjective ending in -e, add -r / the + -st

two-syllable and longer adjectives

adjective	comparative	superlative	notes
important	more/less important than	the most/least important	+ more/less ... than, or the most/the least ... in the ...

irregular adjectives

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further/farther	the furthest/farthest

ways of comparing

Here are some common expressions used for making comparisons: *It's exactly/about the same as ...*, *It's very similar to ...*, *It's not as ... as*.

It's exactly the same as the one we had last year.
It's very similar to somewhere I stayed last year.
He's not as tall as I expected.

It's a lot/much/far more + adjective: It's far more beautiful than I imagined.

It's a little/a little bit/slightly: It's slightly smaller than the last flat I lived in.

using superlatives

Here are some common expressions used with superlatives: *by far the most ...*, *one of the most ... the second (third/fourth) most ...*

It's by far the most delicious meal I've ever eaten.

It's one of the most beautiful places in the world.

We often use superlatives with a phrase beginning in the ...

She's by far the best student in the class.

It's one of the tallest buildings in the world.

*CVC – consonant, vowel, consonant

5.1

1 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- We usually fly to Italy instead of going in the car, because it's _____. (quick)
- They had to travel _____ than they wanted to find a hotel. (far)
- When I was a teenager, I was much _____ than I am now. (not confident)
- He's one of _____ children in the class. (naughty)
- Exams are much _____ now than they were when I was at school. (easy)
- Sweden is _____ than Norway. (big)
- K2 is the second _____ mountain in the world. (high)
- This book is slightly _____ to understand than his last book. The plot is very complicated. (difficult)
- He used to be a teacher, but he's decided to become a firefighter. It's a much _____ job. (dangerous)
- It's by far _____ film I've ever seen. (good)

2 Rewrite the sentences using the words in bold, so that they have the same meaning.

- My brother is slightly taller than I am. **bit**
- The journey to the coast took much longer than we had expected. **far**
- It's easily the most expensive restaurant I've ever been to. **by**
- Your shoes and my shoes are almost the same. **similar**
- People here are much healthier now that they have clean water. **lot**

5.2

question tags

To make question tags, add auxiliary verb + pronoun at the end of the question.

For a positive sentence, use a negative tag: *You play tennis, don't you?* For a negative sentence use a positive tag: *They weren't here, were they?*

Use contractions in the tag, not the full verb: *He's nice, isn't he?* NOT *He's nice, is not he?* N.B. Use a comma before the question tag and a question mark after it.

	positive verb + negative tag	negative verb + positive tag
present	You're twenty, aren't you?	She doesn't swim, does she?
past	They came back, didn't they?	You didn't see Tim, did you?
present perfect	You've lost it, haven't you?	He hasn't seen us, has he?
future	I'll be back by 10.00, won't I?	We won't lose, will we?

Use question tags to check information that you think is true. Also use question tags to sound less direct (a way to sound polite).

If we are sure of the information, the intonation falls on the question tag.

You're coming tomorrow, aren't you? (expect the answer 'yes'.)

If we are really not sure, the intonation rises on the question tag.

She's from Europe, isn't she? (maybe she isn't)

5.2

1 Match 1–8 with a)–h) to make tag questions.

- | | |
|----------------------------------|----------------|
| 1 Clive was an engineer, | a) have they? |
| 2 You're from Ethiopia, | b) won't he? |
| 3 Shania isn't an actress, | c) has she? |
| 4 They haven't been here before, | d) aren't you? |
| 5 He'll be home soon, | e) is she? |
| 6 You work here, | f) will they? |
| 7 She hasn't met you, | g) wasn't he? |
| 8 They won't finish on time, | h) don't you? |

2 Find and correct the mistakes. There is one mistake in each question.

- You weren't happy, weren't you?
- It'll probably rain, doesn't it?
- She researched her roots, didn't her?
- They always ask tricky questions, they don't?
- I take after my dad, doesn't he?
- You've met Kevin's fiancée, have not you?
- I put my foot in it yesterday, haven't I?
- My mentor will give me a hand, he won't?
- You had a lot on your mind, doesn't you?
- Phil and Luke are on holiday, are not they?

5.3

polite requests

request	responses
Could you carry this bag for me?	Yes, of course.
Could you bring your laptop with you?	I'm afraid I can't/I'm sorry, I can't.
Could you tell me the way to the hotel?	Yes, I can. It's ...
Could you tell me what time it is?	Let me have a look.
Do you know what time the shops open?	I'm not sure.
Do you know how to get there?	
Would you mind coming a little bit earlier?	Of course not.
Would you mind booking us a table?	OK./Sure.

watch out!

Could you tell me ...? and *Do you know ...?* are not direct questions; the word order is the same as for statements.

Could you tell me what time it is? NOT *Could you tell me what time is it?*

Do you know what time the shops open? NOT *Do you know what time do the shops open?*

Would you mind ...? -ing

Would you mind watering my plants when I go away? NOT *Would you mind to water ...?*

Would you mind ...? is followed by a negative response. *Would you mind helping me?* No, of course not. (I'm happy to help you) NOT *Yes, of course* (I would mind helping you = I'm not happy to help you)

5.3

1 Find the mistakes and correct them. There is an extra word or two in each line.

- A: Excuse me, could you is hold the door for me?
B: Yes, I do of course.
- A: Do you know when the next train does to leaves?
B: I'm not OK sure.
- A: Would you to mind staying behind after the meeting?
B: It's Sure. That's fine.
- A: Could is possible you tell me what Tim's phone number is?
B: Let me have a to look.
- A: Would you mind to looking after my bag while I go to the bathroom?
B: No, of course not mind.
- A: Could you tell for me the way to the station?
B: Yes, so I can.



GRAMMAR

zero and first conditionals

Zero and first conditionals are sometimes called 'real conditionals' because they talk about situations which are always true, or events which are possible or probable in the future.

zero conditional

if/when +	present simple +	present simple
If/When	You ³ heat water to 100° Centigrade,	it boils.

* Here *you* is a general subject meaning 'anyone' or 'people in general'.

Use the zero conditional to talk about a general situation, or something which is always true (a fact).

If plants don't have water, they die. Ice melts if you heat it. (*You* here refers to 'anyone', or people generally, not 'you' specifically.)

6.1

If/When can come at the beginning or in the middle of the sentence.

If I'm not in the office by 8a.m., my boss gets angry. My boss gets angry if I'm not in the office by 8a.m.

If and *when* have the same meaning in zero conditional sentences. In this case *if* means 'when this happens' or 'every time this happens'.

When I'm feeling stressed, I eat chocolate. If I'm feeling stressed, I eat chocolate.

first conditional

if/when +	present simple +	will/could/might + verb
If	you give me your phone number,	I'll call you when we're ready.
When	you go into the kitchen,	you'll see the keys on the table.

Use the first conditional to talk about possible situations in the future and their consequences. If you are sure about the result, use *will/won't*. If you're not sure, use *could/might*.

We can change the order of the sentence, but *if/when* is always followed by the present simple.

If my train arrives on time, I'll meet you at ten o'clock. Or I'll meet you at ten o'clock if my train arrives on time. NOT *if my train will arrive on time.*

In first conditional sentences, *if* and *when* have different meanings. Use *if* when you are not sure if the situation will happen: *If I pass my exams, I'll be very happy.* Use *when* for a situation which you know will happen: *When I pass my exams, I'll have a party.*

Unless has the meaning of 'if not' or 'except in this situation'.

I'll go straight to the restaurant, unless you call me first. (I will go straight to the restaurant, if you don't call me first.)

Note the difference between zero and first conditional in the sentences below.

If you sit in the sun, you get sunburn. (Zero conditional for a general situation/ fact. 'You' means anyone, or people in general.)

If you sit in the sun, you'll get sunburn. (First conditional for a specific situation. I'm talking to you (personally) about what will happen today.)

second conditional

if +	past simple +	would clause
If	I lived to be 100, he was the President, we bought the house,	I would probably be very tired. he'd make a lot of changes. we'd need to sell our car.

6.2

Use the second conditional to talk about an unreal or imaginary situation and its consequences.

In spoken English, *would* is contracted in the positive and negative form.

I'd be there if I had time. If she had enough food, she'd feed us all.

Would is not usually contracted in the question form.

If you passed your exam, would you go to university? Would you help me if I paid you?

Use *If I were you ...* to give advice: *If I were you, I'd change teams.*

Instead of *would*, we can use *could* or *should*: *If you got really fit, you could probably play again.*

It is common to use other expressions in the *would* clause: *would be able to, would need to* and *would have to*.

If I lost my job, I'd need to find another one!

We would have to cancel the game if it rained.

If you bought a larger quantity, we'd be able to offer you a better deal.

giving news

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news. I'm afraid. I'm sorry to have to tell you, but ... I'm afraid/Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ...? Well, ... I've/We've got something to tell you.

6.3

responding to good news	Wow! That's fantastic/great news. Congratulations! You're joking! You lucky thing! Well done. Have you?/Did you?
responding to bad news	That's a shame. That's terrible/awful. That's really annoying. I'm really sorry to hear that.

PRACTICE

1 Complete the sentences with the correct form of the verbs in brackets.

- If I _____ (pass) my exams, my teacher _____ (be) very surprised.
- When we _____ (visit) my mother, she usually _____ (look after) the children.
- When Gaby _____ (leave) her job in the summer, she _____ (worry) about what to do next.
- If I _____ (not find) any cheap tickets, we _____ (not go) to Malta.
- If you _____ (not water) plants, they _____ (die).
- I _____ (be) surprised if Martha _____ (come) to the party. She said she wasn't feeling well.
- If you _____ (get) lost, do you usually _____ (ask) someone for directions?
- They _____ (not come) unless you _____ (invite) them.
- If it _____ (be) a nice day, I _____ (like) to go for a run in the morning.
- I _____ (listen) to classical music when I _____ (want) to relax.

6.1

2 Underline the correct alternative.

- You can't come to the conference *unless/if/when* you're invited.
- I'm not talking to you *unless/if/when* you calm down first.
- They'll arrive as soon as dinner *is/will be/won't be* ready.
- They'll cancel the flight *if/unless/when* the weather is bad.
- If you eat all of that chocolate mousse, you *'ll feel/feel/won't feel* ill.
- We'll organise a taxi when we *know/will know/might know* what time the concert starts.
- When I see a spider, I always *scream/might scream/will scream*.
- I'll get some money as soon as the bank *will open/opens/might open*.

1 Complete the sentences with the correct form of the verbs in brackets. Use contractions where possible.

- If I _____ (sell) my house now, it _____ (not/be) worth very much.
- _____ (your parents/come) if I _____ (organise) a party?
- He _____ (not/be) able to study here if _____ (not/pass) that exam.
- If you _____ (lose) your passport, _____ (need) to visit the consulate.
- They _____ (be) healthier if _____ (not/eat) so much junk food.
- If you _____ (write) a novel, what _____ (call) it?
- If the students _____ (not/have) internet access, _____ (find) it difficult.
- We _____ (not/work) there if the boss _____ (not/give) us a lot of freedom.
- Where _____ (she/live) if _____ (have) to move to a different country?
- If he _____ (can) study on Tuesdays, _____ (not/need) to come on Wednesday.

6.2

2 Write answers to the questions using the prompts. Use contractions.

- A: Can we walk to the game?
B: No. (be/late)
If we walked to the game, we'd be late.
- A: Why doesn't the team enter the competition?
B: (it/lose)
If the team _____.
- A: Can I borrow his car?
B: No. (get/angry)
If you _____.
- A: Why don't we call her now?
B: No. (we/wake her up)
If we _____.
- A: Why can't we start the project again?
B: (waste/money)
If we _____.
- A: Can we extend our holiday?
B: No. (miss/school)
If we _____.

1 Complete the conversations.

- A: You'll never _____ what.
B: What?
A: I'm moving to Australia.
B: You're _____!
A: No, I'm leaving in March.
B: You _____ thing.
- A: I've passed my exams!
B: _____ you? Congratulations!
A: Yes, I got the results this morning.
- A: There's _____ I've got to tell you.
B: What is it?
A: I've decided to leave my job at the university.
B: I'm _____ to hear that. What's the problem?
A: I'm _____ we're going to be late.
B: Why? What's happened?
A: The flight's been delayed.
B: Oh, that's a _____. That's really _____.

6.3

GRAMMAR

present perfect simple vs continuous present perfect continuous

+	I	've/have	been	reading a book.
	She	's/has		playing the piano.
-	You	haven't		listening to me.
?	Have	you		going there for a long time?

7.1 Use the present perfect simple or continuous for actions/activities which started in the past and continue until now.

I've studied German for six years. I've been studying German for six years.

Often, there is little change in meaning between the two tenses (especially for verbs such as *live, work, teach, study*).

I've lived here for years. I've been living here for years.

Use the present perfect continuous to emphasise the length or duration of an activity.

I've been doing yoga for years. (but I'm still not very good at it)

He's been playing football since he was three.

As with other continuous forms, do not use the present perfect continuous with state verbs (e.g. *love, hate, enjoy, know, etc.*). With these verbs, use the present perfect simple.

I've known him for ages. NOT *I've been knowing him for ages.*

We often use *for, since* and *How long have you ...?* with the present perfect simple and continuous.

How long have you been waiting for? She's been working here since 2010.

present and past ability modal verbs to talk about ability

	present	past
+	I can cook.	I could run fast.
-	I can't drive.	He couldn't do maths.
?	Can you speak Spanish?	Could you cook when you were younger?

7.2 We can also use *be able to* to talk about ability.

	present	past
+	She's able to write well.	Aged three, I was able to read.
-	He's not able to drive.	Aged two, he wasn't able to walk.
?	Is he able to speak French?	Were you able to get a job?

Expressions to talk about ability at a particular moment

We can use *be able to* to talk about one particular situation.

We are able to offer you a special discount on the fridge today. She didn't answer her phone so I wasn't able to speak to her.

Use *manage to* to show that an action is/was difficult.

	present	past
+	I usually manage to finish my work on time.	We managed to book a great hotel.
-	I don't always manage to speak to my parents every week.	She didn't manage to pass the exam.
?	Do you manage to see the grandchildren regularly?	Did you manage to finish washing the dishes?

clarifying opinions

giving opinions
The reason I say this is that he didn't ask our permission.
For me, there are two options here.
In my view, we should stop selling the product.
I do think we should talk to them first.
I must say I agree with Robert.

giving examples
For example, she forgot her keys yesterday.
Let me give you an example: there was a festival last week.
For one thing, I don't like caviar.



7.3

PRACTICE

1 Complete the sentences with the present perfect simple or continuous form of the verbs in the box. Where both forms are possible, choose the present perfect continuous.

do sit (not) listen hate (not) watch
study teach (not) know read live wait

- 7.1
- I'm tired. I _____ in boring meetings all day.
 - They _____ for their exams since five o'clock this morning.
 - I'm glad you're here. We _____ for you all day.
 - I can't listen to jazz. I _____ always _____ it.
 - He _____ karate for nearly twenty years.
 - You _____ to me. You haven't heard what I said.
 - She's got a new job. She _____ economics at the university since June.
 - How long _____ you _____ in the UK? When did you move here?
 - I _____ TV. I _____ my book.
 - We _____ each other for very long.

2 Underline the correct alternative to complete the sentences.

- Hi Tariq. I haven't seen/been seeing you for ages!
- I have been knowing/known Justin since we were at school.
- Yes, we've met/been meeting each other before.
- I 've been playing/did play the guitar for as long as I can remember.
- My brother has been travelling/have been travelled around the world for the last two years.
- He has always been enjoying/enjoyed travelling.
- Excuse me. I 've been waiting/have wait for this phone call all morning.
- I have studying/have been studying Mandarin for more than ten years, and I still find it difficult.

1 Find and correct the mistakes. There are five mistakes in the text.

Johnny isn't able make full sentences but he can to say several words such as *Mama* and *Dada*, which he couldn't a month ago. He able to understand various commands like 'No!' and 'Come here' and he recognises his name. He's becoming more mobile; yesterday he managed crawl from the living room to the kitchen. He's also getting better with his hands. He can hold a pen and he sometimes manages to drawing simple pictures.

7.2

2 Rewrite the sentences using the words in brackets. Write three words (contractions are one word).

- She knows how to ride a motorbike.
_____ a motorbike. (can)
- I'm not able to play any instruments.
_____ any instruments. (can't)
- Seyi and Denia couldn't come last night.
They _____ come last night. (able)
- Were you able to take any photos?
_____ to take any photos? (manage)
- Can you make pizza?
_____ to make pizza? (able)
- I can usually sleep for eight hours even on a plane.
Usually I _____ for eight hours even on a plane. (manage)
- Were you a fast runner when you were a child?
_____ fast when you were a child? (could)
- I haven't finished my homework.
I _____ finish my homework. (managed)

1 Underline the correct alternative.

- 7.3
- Jackie has been so nice. *For example, / For me,* she took us to the cinema.
 - You all think that new restaurant is great, but *for one thing / in my view* the food isn't that good.
 - Ibrahim said the concert was disappointing, and I *must say / the reason I say I* agree.
 - Shakespeare borrowed most of his stories. *Let me give you an example: / I must say* the plot of *King Lear* is taken from a much older story.
 - I like that laptop. *For one thing / I do think* it's a bit heavy, though.
 - People love the Rolling Stones, but *for me, / the reason I say this is* Led Zeppelin is the greatest rock band.
 - Dogs are the best pets. *For another / The reason I say this is because* they are so faithful.
 - You should buy that mobile. For one thing, it looks fantastic. *For another, / For example,* it's cheap.

GRAMMAR

PRACTICE

8.1

articles

Use **a/an** (indefinite article):

- the first time something is mentioned. *I saw a mouse in the kitchen.*
- before singular nouns. *She's watching a film.*
- with jobs. *I'm a doctor. He's an artist.*

Use **the** (definite article):

- when there is only one of something. *I see the sun.*
- when something has been mentioned before. *The mouse (that I was talking about) was huge!*
- with seas, oceans, rivers and country names that are plural or use extra words like Kingdom, e.g. *the River Danube, the Pacific Ocean, the United Kingdom*
- before the names of some areas, e.g. *the south of France, the coast of Italy*
- with superlatives. *Ali was the greatest boxer.*
- with some defining expressions, e.g. *the first, the only*
- in some phrases with prepositions, e.g. *in the morning, at the end, by the next day*
- with dates in spoken English, e.g. *the fifth of June*

Use **no article** (zero article):

- to talk generally about things or people. *Doctors make more money than nurses.*
- with most names of towns, cities, and countries.
- before plural nouns. *I bought six bottles of water.*
- in some phrases with prepositions, e.g. *on Monday, at work, for lunch, on foot*
- with sports. *I like tennis. He plays football.*

quantifiers

Use **some** and **any** when talking about 'a limited amount/number' (not a large or small amount/number). We often use **some** in positive sentences. In this instance *several* can also be used. *I have some close friends. I have several close friends.*

We also use **some** in questions, especially in requests and offers. *Can you give me some sugar? Do you want some help?*

We often use **any** in negatives and questions. *I don't have any children.* Use **much** and **many** in questions and negatives. *Much* is used with large amounts of an uncountable noun: *How much time do we have? Many* is used with large numbers of a countable noun: *I don't have many friends.*

All means 'everything/everyone'. We can use it with or without *of*. *All the people here are friendly. All of the people here are friendly.*

We use **a lot**, **lots of**, and **plenty of** with large amounts/numbers. We usually use these in positive sentences. *Plenty of* means 'more than enough' (so there won't be a problem). *I spend a lot of time in Paris.*

Too and **too much/many** mean 'more than necessary'. We use **much** with uncountable nouns. We use **many** with countable nouns. *This film is too long. There's too much salt on this meat.*

Enough means 'as much as we need'. We use it in positive and negative sentences and questions. *I don't want this task because I have enough to do. There isn't enough time. Do you have enough sugar?*

None and **no** can mean 'zero'. We use **none of** + noun/pronoun. We use **no** + noun (without article or possessive adjective). *None of the cinemas showed the film. There are no reasons for this.*

A few means 'a small number'. We use it with countable nouns. We usually use it in positive sentences. *She knew a few actors.*

A little and **a bit of** mean 'a small amount'. We use them with uncountable nouns. We usually use them in positive sentences. *I asked for a little water. I need a bit of help.*

We can use **that** instead of **which** or **who**. *Are you the lady who/that I spoke to on the phone? Is that the book which/that you lent me?*

We can leave out **who**, **which** and **that** when these words are not the subject of the relative clause. Compare: *She's the girl (who) I saw yesterday.* (The subject of the relative clause is *I* (not *who*). So we can omit *who*.) with *She's the girl who speaks French.* (The subject of the relative clause is *who*. So we cannot omit *who*.)

non-defining relative clauses

Use non-defining relative clauses to add extra non-essential information about a place, person or thing. The sentence is grammatically correct without the non-defining relative clause. Use a comma before the non-defining relative clause. Use a comma or a full-stop after it. We cannot omit the relative pronoun (*who*, *which* *that*, etc.) *They spoke to Tara, who was in a good mood.* We cannot use **that** instead of **which** or **who**. *I saw his latest film, which was terrible.*

relative clauses

defining relative clauses

Use relative clauses to talk about what a person, place or thing is or does.

Use relative pronouns to join the main clause and the relative clause:

- **who** for people *He's the man who sold me the coat.*
- **where** for places *This is the town where I was born.*
- **which** for things *That computer which you showed me is very cheap.*
- **when** for times *This was the moment when Mr Moran knew he was in trouble.*
- **whose** for possessions (it means 'of which or of who') *This is Sarah, whose husband you met yesterday.*

being a good guest

asking for advice	
Is it OK if I (do this)?	Yes, of course. / No, you'd better not.
What should I do (in this situation)?	If I were you, I'd ...
Do I need to (take off my shoes)?	Yes, you should. / No, it's not necessary.
Did I do something wrong?	It's OK. We can sort it out. / Don't worry about it.
Is this a bad time?	No. Come in. / Can you come back later?

apologising
Sorry about that. I didn't know (you were in a meeting).
My apologies. I didn't realise (you were busy).

8.3

1 Find and correct the mistakes. There is one mistake with quantifiers or articles in each sentence.

- 1 Why don't you come and join us? There are plenty the seats.
- 2 Bobby's girlfriend is engineer.
- 3 Thousands of people were at the game, so there was lot of noise.
- 4 Yesterday we saw a doctor about my illness. Fortunately, a doctor said it was nothing serious.
- 5 Laila was hungry so she ate a bit bread.
- 6 The women live longer than men.
- 7 We went to the party but there weren't much people there.
- 8 We looked up and saw an aeroplane in sky.
- 9 I can't buy it because I only have a few money left.
- 10 My wife and I have lived in United States for several years.

8.1

2 Complete the story with the words in the box.

a an the (x3) much many few little lot

1 _____ old man reaches his 120th birthday. 2 _____ journalist comes to interview him. 'What is the secret of your long life?' he asks. 'Well,' says 3 _____ old man, 'I don't have 4 _____ problems. I don't drink 5 _____ alcohol. I eat a 6 _____ of good food, and I spend a 7 _____ time every day relaxing. But do you want to know my real secret? I never disagree with anyone.' 'That's ridiculous!' says 8 _____ journalist. 'There must be another secret.' A 9 _____ moments later, 10 _____ old man says, 'OK, you're right.'

1 Complete the sentences with **who**, **which**, **where**, **when** or **whose**.

- 1 I met a man _____ house had burned down.
- 2 This was the moment _____ we knew we would win.
- 3 I spent several months in Rome, _____ is my favourite city.
- 4 The village, _____ Teresa grew up poor but happy, was very small.
- 5 The girl _____ sold you the carpet is from Morocco.
- 6 That blog, _____ he writes every day, is one of the most popular in the country.
- 7 Jill married a guy _____ she met on a dating site.
- 8 I don't want to be with someone _____ whole life is spent surfing the net.

8.2

2 Rewrite the sentences using relative clauses. Use the words in **italics** and the words in the box.

that who (x2) which (x2) where when whose

- 1 What's this programme? Did you want to watch it?
Is this the programme _____ that you wanted to watch _____?
- 2 Last year I met a translator. She spoke six languages.
Last year I met a translator _____.
- 3 It was six o'clock on the fifth of August. At that moment, the world changed forever.
It was six o'clock on the fifth of August _____.
- 4 They gave Jodie an apple. She ate it quickly.
They gave Jodie an apple, _____.
- 5 You see that apartment? Felipe lived there.
That's the apartment _____.
- 6 She spent a month in Manchester. She loved it.
She spent a month in Manchester, _____.
- 7 The boss's office is next to mine. He's always shouting!
The boss, _____.
- 8 My boyfriend is coming to visit me. He lives in Barcelona.
My boyfriend, _____.

1 Put the words in the correct order to make conversations.

- 1 A: do / to / hand / I / everyone's / shake / need / ?
B: no, / necessary / not / it's
- 2 A: / is / if / it / I / into / take / meeting / coffee / OK / the / ?
B: yes, / course / of
- 3 A: I / to / realise / didn't / I / send / by / the / information / had / email.
B: It's OK. we / out / it / sort / can

8.3

- 4 A: did / wrong / something / do / I / ?
B: don't / it / about / worry
- 5 A: what / I / late / do / if / should / am / I / ?
B: if / you / I / were, / I'd / an / train / earlier / catch
- 6 A: / sorry / that / about. I / you / know / here / were / didn't
B: No problem.
- 7 A: is / a / bad / time / this / ?
B: fine. / it's / No.

GRAMMAR

third conditional

if clause	would clause
if + had + past participle	would have + past participle
If I had seen my friend,	I would have spoken to her.

Use the third conditional to talk about hypothetical or imaginary situations in the past. It describes an unreal or impossible situation, e.g. Real situation = I woke up late. Hypothetical situation (third conditional): *If I had heard my alarm clock, I **wouldn't have woken up** late.* (I didn't hear my alarm clock. I woke up late.)

9.1

We can start sentences and questions with the *if* or *would* clause.

*They **wouldn't have been** late if they had caught the bus.*
*If they had caught the bus, they **wouldn't have been** late.*
*What would you have done if I hadn't called? If I hadn't called, what **would you have** done?*

Note: When the sentence starts with *if*, we use a comma after the *if* clause.

In written and spoken English, we use contractions with third conditional sentences except in very formal documents.

*She'd have told us if she'd heard anything. We **wouldn't have** left early if **we'd** known you were coming.*

The defendant would not have been caught if he had stayed in his home. (formal)

active vs passive
the passive

	active	passive
present simple	The shop doesn't accept credit cards.	Credit cards aren't accepted here.
present continuous	Is anyone using that computer at the moment?	Is that computer being used at the moment?
past simple	Someone told us to be here at 8.00.	We were told to be here at 8.00.
present perfect	No one has asked us about the date.	We haven't been asked about the date.
will	Someone will give me a car on my next birthday.	I'll be given a car on my next birthday.

Use the active voice to talk about the things people do, e.g. *Sam ate the chicken.*

To make the passive, use subject + *be* + past participle. Use the passive voice:

- to talk about what happens to things or people. *Khaled has been given a prize.*
- when we don't know the doer (the person or thing that does the action). *The film star was murdered.*

- when the identity of the doer of the action is not important. *This cheese is made in Italy.* (It's not important who actually makes it.)
- if the doer of the action is obvious. *The thief was arrested.* (The police are the only people who could arrest the thief.)

If we want to say who does/did the action, we use *by*. *The microwave oven was invented by Percy LeBaron Spencer.*

We sometimes use the passive to emphasise a particular part of the sentence. Compare:

Frank Lloyd Wright designed the Guggenheim Museum of Art in New York. with *The Guggenheim Museum of Art in New York was designed by Frank Lloyd Wright.*

In the second sentence, the emphasis is on Frank Lloyd Wright.

The passive is often used in newspaper reports and other formal writing.

expressing uncertainty

saying you don't know	saying you are not sure, but you have an idea
I have no idea.* I haven't a clue.*	I'm not a hundred percent certain* but it might be ... I'm fairly sure* it's ...

*These are both informal.

**Sure* and *certain* mean the same thing. We can use either of them in these expressions.

saying you know what it isn't	saying you used to know
It's definitely not ... I'm sure it isn't ...	I can't remember. I've forgotten.

9.3

PRACTICE

1 Match 1–8 with a)–h) to make sentences.

- If we had arrived earlier.
 - I wouldn't have told her
 - If he hadn't fallen asleep.
 - We would have called you
 - If I'd done all my homework,
 - John would have brought a present
 - If the teacher hadn't helped him,
 - I would have bought that computer
- he would have failed the exam.
 - if he'd known it was your birthday.
 - he wouldn't have crashed the car.
 - we wouldn't have missed the plane.
 - if it had been on sale.
 - if I'd known it was a secret.
 - I would have passed the course.
 - if we'd had your number.

9.1

2 Rewrite the sentences using the third conditional.

- Maya was late for the meeting. Her car broke down.
If Maya's car hadn't _____,
- She felt ill so she didn't come to the concert.
She would _____.
- I didn't get the job. I wasn't qualified.
If I had _____.
- They didn't buy the house. They didn't have enough money.
They would _____.
- We lost the game. Our best player was injured.
If our best player hadn't _____.
- You didn't tell me you were coming so I didn't cook a meal.
I would _____.

1 Underline the correct alternative.

- Oh no! My wallet *has being stolen/has been stolen/has stolen*
- Were those documents *be sent/send/sent* by email or by post?
- Not many houses *are been built/are being built/are being build* at the moment.
- That piano *isn't been played/hasn't be played/hasn't been played* for years.
- Cars that are parked illegally *will be removed/ being removed/ to be removed*.
- Are those toys *make/be made/made* by hand?
- We *weren't employed/not were employed/weren't employ* by the government until 1998.
- We can't use the photocopier because it's *being repaired/repairing/be repaired* right now.

9.2

2 Complete the sentences with the active or passive form of the verbs in brackets. Use the verb tense in italics.

- The magazine _____ (read) mainly by teenagers. It _____ (publish) every month. *present simple*
- Most of his programmes _____ (not film) in Europe; he usually _____ (work) in Asia. *present simple*
- The book _____ (write) by an ex-soldier. It _____ (describe) the war in Vietnam. *past simple*
- My last company _____ (make) clothes. It _____ (buy) by a multinational company called Zed. *past simple*
- The buildings _____ (clean) and the walls _____ (paint). *present perfect*
- I _____ (give) a new office but I _____ (not move) my things in there yet. *present perfect*
- Today this dish _____ (not cook) in the oven. Instead, we _____ (use) the grill. *present continuous*
- English _____ (not spoken) everywhere in future. Lots of people _____ (not speak) it. *future (will)*

1 Underline the correct alternative to complete the sentences.

- What's my PIN number? *I'm forgetting/I forgotten/I've forgotten.*
- Can you smoke in the restaurant? *I'm sure isn't/I sure it isn't/I'm sure it isn't* legal.
- What is this drink? It's *definitely am not/definitely not/definite not* orange juice.
- How old is he? I'm *surely fair/fair sure/fairly sure* he's twenty.

9.3

- What's Maria's second name? *I haven't the clue/have a clue/haven't a clue.*
- What's the world's biggest building? *I have no idea/have not idea/am no idea.*
- Where do the Smiths live? *I not remember/can't to remember/can't remember.*
- When does the game start? *I'm not a hundred percent certain/certain hundred percent/the hundred percent certain* but it might be at 2.00.

GRAMMAR

reported speech

direct speech (actual words)	reported speech
'I always buy organic food.'	He said (that) he always bought organic food.
'I'm going to see my mother tomorrow.'	She told me she was going to see her mother the next day .
'I've passed my exams.'	He said he had passed his exams.
'We saw her at the station.'	They said they had seen her at the station.
'I'll meet you here.'	He said he would meet me there .
'I can't hear you.'	She said she couldn't hear me.
'We might be late.'	They said they might be late.
'I must leave at midday.'	He said he had to leave at midday.

Use reported speech to report what someone said earlier. After a past tense reporting verb, e.g. *said, told*, etc., the original verb often moves one tense back (this is sometimes called 'backshifting').

There may be other changes to pronouns, possessive adjectives, and to references of time or place.

'I'll go.' → *She said she would go.*

'It's my car.' → *He said it was his car.*

'We'll see you tomorrow.' → *They said they would see us the next day.*

'I'll be here.' → *She said she would be there.*

Must changes to *had to*, but *mustn't* doesn't change.

'We mustn't be late.' → *They said they mustn't be late.* NOT *They said they didn't have to be late.*

Could, would and *might* also don't change in reported speech.

'We might see you later.' → *They said (that) they might see us later.*

Say and *tell* are the most common reporting verbs. Note the different verb patterns.

He told me that he'd be late. She said (to me) that she wanted to stay.

Sometimes there is no need to change the tenses (no backshift). This is the case when the reporting verb is in the present tense.

'I'll meet you at the airport.' → *He says he'll meet us at the airport.*

If the information we are reporting is still true in the present, we do not need to change the tenses but if the reporting verb is in the past, we can.

'It's a great film.' → *She said that it's a great film.* (This is still true now.) or *She said that it was a great film.* (Implies she's seen it and thought it was good at the time.)

reported questions

Reported questions have the same tense and word changes as reported statements.

To report a *yes/no* question, use *if/whether* after the reporting verb.

'Do you live in Peru?' → *She asked me if I lived in Peru.* or *She asked me whether I lived in Peru.*

To report a *Wh-* question, use the question word.

'Where is the restaurant?' → *She asked me where the restaurant was.*

In reported questions, the word order is the same as for statements. We do not use an auxiliary *do/does/did*.

'Do you like eating sushi?' → *She asked me if I like eating sushi.*

verb patterns

Many different structures can follow a verb in English. Some verbs are followed by an *-ing* form, and some are followed by the infinitive.

I can't stand listening to opera. He learned to speak Mandarin when he moved to China.

verb + infinitive with to: *agree, ask, tell, expect, learn, manage, help, decide, offer, promise, want, refuse, need*

We managed to get to the theatre on time. They agreed to give us cheap tickets.

verb + -ing: *like, love, hate, can't stand, (be) keen on, look forward to, miss, enjoy, fancy, give up, practise*

I miss spending time with my friends and family. We look forward to seeing you.

Reporting verbs use many different verb patterns, so it's

important to learn the patterns. Some verbs can use more than one structure, e.g. *suggest*.

He suggested that we meet at 6p.m. She suggested having lunch in the cafeteria.

verb + infinitive with to: *offer, promise, refuse, agree*

They offered to give us a lift to the station. They promised to phone when they arrive.

verb + object + infinitive with to: *invite, warn, tell, ask*

They invited us to stay for the weekend. He warned them not to tell anyone.

verb + -ing: *suggest, recommend*

They suggested trying another restaurant. He recommended eating at Café Fish.

verb + that: *explain, warn (someone), promise (someone), suggest*

She explained that she had to leave the meeting. He promised that he would take me out tonight.

PRACTICE

10.1

1 Complete the reported statements using tense changes (backshift).

- 'We're going to have a baby.'
He said (that) _____ going to have a baby.
- 'I've lived here for more than twenty years.'
She _____ that she had lived _____ for more than twenty years.
- 'We grew these carrots in our garden.'
They told us that they _____ grown the carrots in _____ garden.
- 'I have to go to the dentist tomorrow.'
He said (that) he _____ to go to the dentist the _____ day.
- 'I've lost my passport.'
She said that _____ had lost _____ passport.
- 'I'm feeling a bit stressed.'
She _____ me that she _____ feeling a bit stressed.
- 'We'd never been to the US before.'
They said that _____ never been to the US before.
- 'I can't stay long because I have to go to a meeting.'
She said that she _____ stay long because she _____ to go to a meeting.

2 Using the words in italics, rewrite the sentences as reported speech.

- 'I think that La Tasca is my favourite restaurant.'
She said that _____.
- 'I'm going to meet Mr Susuki this afternoon.'
He told me _____.
- 'Maja called me yesterday.'
He said that _____.
- 'We'll meet you here tomorrow.'
They told us that _____.
- 'We haven't received your application.'
We told her that _____.
- 'I might see you at the party, Matt.'
She told Matt _____.
- 'I've already sent you an email explaining the situation.'
He said that _____.
- 'I can't type very fast.'
She told her boss that _____.

10.2

1 Complete the reported statements below with the verbs in the box and any other necessary words.

refuse agree promise suggest offer warn invite explain

- 'I'm afraid I'm not going to pay for this meal.'
He _____ refused to pay _____ for the meal.
- 'You need to show your passport to immigration,' she said to him.
She _____ he _____ his passport to immigration.
- 'If you book your tickets in advance, you'll get two for the price of one,' she told us.
She _____ our tickets in advance.
- 'I'll pick you up on the way to the station.'
He _____ pick me up on the way to the station.
- 'Why don't you all come for lunch on Sunday?'
She _____ us _____ for lunch on Sunday.
- 'I'll definitely cook something for dinner.'
He _____ something for dinner.
- 'Be careful to hold on to your bags at the station.'
She _____ on to our bags at the station.
- 'Yes. It's a good idea to have the meeting on Tuesday.'
He _____ the meeting on Tuesday.

2 Find and correct the mistakes. There are mistakes in six of the sentences.

- The company has agreed that pay for the trip.
- They recommended going to a different hotel.
- I suggested to that she look for another job.
- She suggested to call an ambulance.
- We offered helping, but there was nothing we could do.
- The manager refused let us leave the hotel before we met his wife.
- We promised to sending her a postcard.
- I explained that there had been a delay.

giving advice/warnings

advice
Make sure you ... / If I were you, I'd ...
Don't forget to ... / You need to ...
The most important thing is to ...

warnings
Watch out for ... / Be careful to/of ...
Don't ... (or else ...) / You'd better ...
Whatever you do, don't ...

10.3

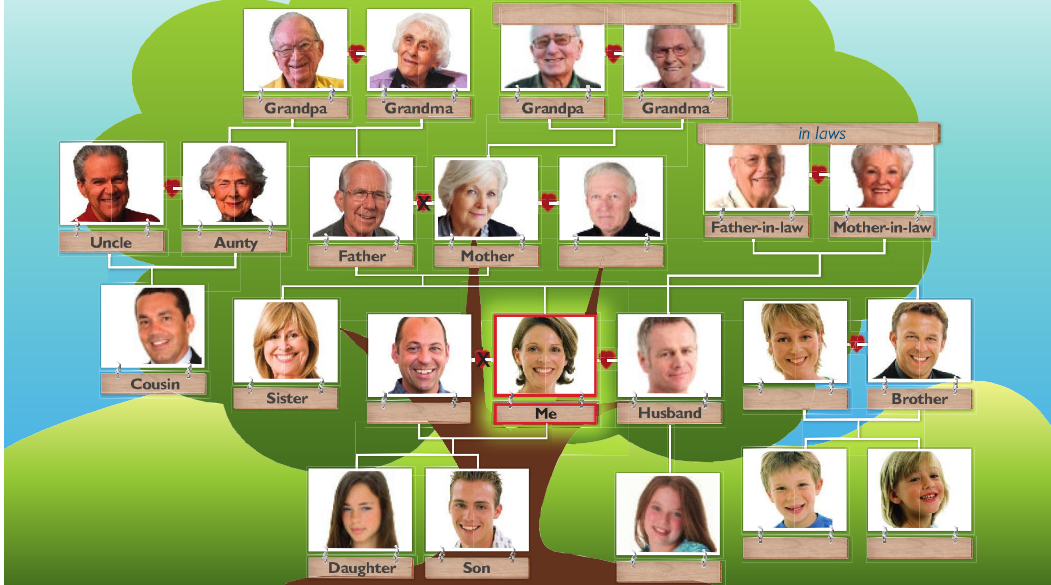
1 Make sentences giving advice/warnings using the prompts.

- forget / set / alarm.
- you / need / buy / ticket / before / get on the train
- if I / you / call them / before you leave
- watch out / speed cameras. There / lots on the road.
- make sure / apply for a visa
- whatever / do / don't / leave valuable items / the room
- important / thing / check / flight times
- forget / take your mobile phone

FAMILY

1 Complete the family tree with the words in the box.

in-laws sister-in-law niece nephew grandparents on my mother's side ex-husband stepfather stepdaughter

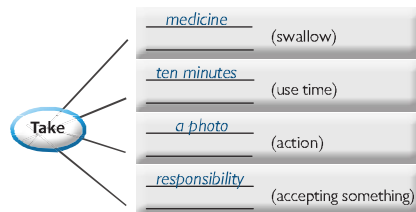
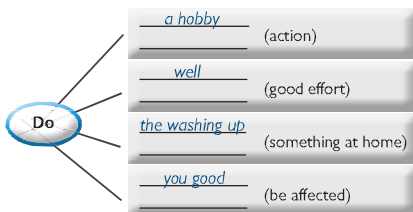


COLLOCATIONS with take, get, do and go

1 Add the words/expressions in *italics* to the correct places in each word web.

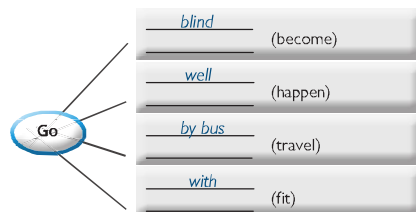
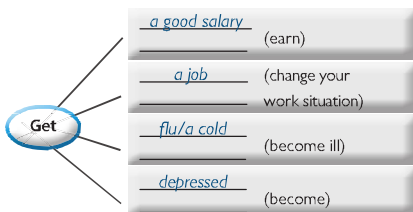
1 *your best, exercise, nothing for you, the cleaning*

3 *a look, the blame, sugar, ages*



2 *fired, a prize, excited, food poisoning*

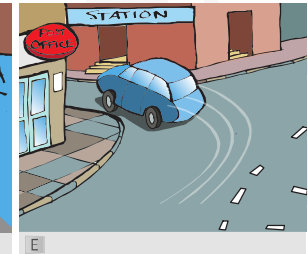
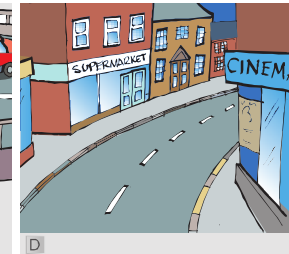
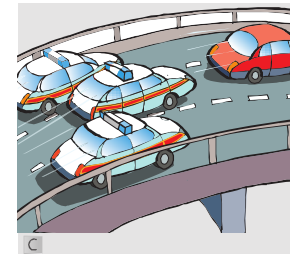
4 *on holiday, crazy, together, badly*



PREPOSITIONS of place

1 Match descriptions 1–5 with pictures A–E.

- They drove along the motorway, and over the bridge.
- They went around the city.
- They drove through the main square, past the post office and turned left by the station.
- The hotel is near the city centre, between the National Museum and the cathedral.
- The house is next to the supermarket, opposite the cinema.



NEWS

1 Read the text and match the words/phrases in bold with definitions 1–13 below.

- continued to _____
- a group of criminals who work together _____
- took someone away because they have done something illegal _____
- thieves carrying weapons _____
- an attack by criminals on a bank, shop, etc., to steal money or valuable things _____
- (doing something) while threatening to shoot someone _____
- people whose job it is to protect people or a place, or to make sure that a person does not escape _____
- leave a place or dangerous situation when someone is trying to catch you _____
- people who saw the crime _____
- tried _____
- warn people that something bad is happening _____
- made someone do this _____
- a vehicle for the escape _____

Two **security guards** were kidnapped and held hostage for twelve hours by a **gang of armed robbers**, who **attempted** to **raid** a security depot. The robbers held the guards **at gunpoint** and **forced** them to hand over keys and security information. They then **proceeded** to fill a lorry with more than £53 million in notes. Another £150 million was left behind because there was no more room in the **getaway vehicle**. Luckily, one of the guards managed to **raise the alarm**, and the police arrived and **arrested** the gang before they could **escape**. **Eye witnesses** said that they saw at least eight men being arrested.



COMMUNICATION

1A Underline the phrases in sentences 1–8 which involve communicating.

- 1 She tried to get hold of you but your mobile was dead.
- 2 I'm going to have a chat with Tom about his appearance.
- 3 The film director got in touch with him through his agent.
- 4 I don't get what you mean.
- 5 She goes on and on about her problems – it's so boring!
- 6 I'm so pleased we've stayed in touch all these years.
- 7 We said sorry for the mess.
- 8 They sometimes have arguments about money.

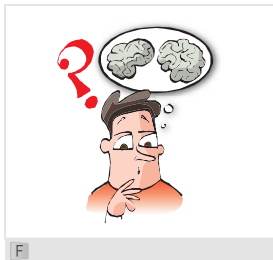
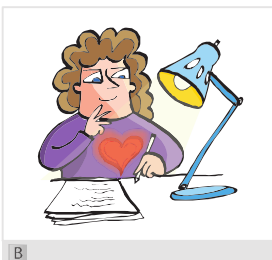
B Match the underlined phrases in Exercise 1A with phrases a)–h) below.

- a) talk to
- b) disagree
- c) contact you *get hold of you*
- d) apologised
- e) understand
- f) maintained contact
- g) contacted
- h) talks too much

IDIOMS

1A Match pictures A–F with the idioms in the box.

be in two minds let your hair down break the ice travel light
learn (something) by heart go window shopping



B Complete the sentences with the idioms above.

- 1 Tomorrow there's a test on this poem. I have to _____ it _____.
- 2 I'm _____, I don't know if I want the black one or the red one.
- 3 Everyone was nervous, so Jackie told a few jokes to _____.
- 4 He always _____, He only takes one suitcase even for long trips.
- 5 I've got no money at the moment but we can go _____ if you want.
- 6 You've been working non-stop. Why don't you go out and _____?

C What do you think the idioms mean? Use a dictionary to help you.

PERSONAL QUALITIES

1A Complete the sentences with the adjectives in the box.

reliable sensible easy-going
aggressive clever/bright honest
lazy punctual moody
independent

- 1 She is very _____. She works well by herself.
- 2 You never know what to expect. She's very _____, so one minute she's happy, and the next minute, she's shouting at you.
- 3 She's very _____, I'm sure she will know what to do if there's a difficult situation.
- 4 He's extremely _____. He is never late for appointments.
- 5 My new manager is very _____. She doesn't mind what time we get to work, what we wear. She never looks stressed.
- 6 He always tells the truth. He's very _____.
- 7 She likes to do as little work as possible. She's a bit _____.
- 8 He's very _____. He learns very quickly.
- 9 You know that you can trust and depend on him. He's hardworking and very _____.
- 10 He nearly attacked one of his employees when he arrived late for the meeting. He's very _____.

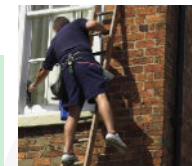


B Look at the adjectives in the box again. Do they describe positive or negative characteristics? Do you have any of these characteristics?

WORKING LIFE

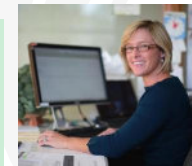
1 Match descriptions 1–3 with jobs A–C.

1 I work as a _____ for a large corporation. I usually **work nine-to-five**, but sometimes I have to work late. My job involves checking and responding to emails, answering phone enquiries and organising my boss's diary.



A Window cleaner

2 I'm an _____. I tend to work long hours. I'm responsible for a small team of people. I spend a lot of my time attending meetings, and dealing with problems. I advise clients on their accounts and write updates and reports for the website.



B Personal assistant

3 I'm a _____. Lots of people wouldn't like what I do, because it's an outdoor job, and it's a physical job, but I love it. I work for myself, so I can be very independent, and I work flexible hours, which is good for me. It's a very sociable job, too. I talk to people all day long. I couldn't do an office job. I would die of boredom!



C Accountant

B Work in pairs. What do the phrases in bold mean?

CONFUSING WORDS

1A Choose the correct option from the words in bold to complete the pairs of sentences.

1 **actually** • **currently**

- a) I expected the first week in my new job to be awful, but _____ it was fine.
- b) I am _____ working in London, but before I was working in Paris.

2 **career** • **course**

- a) She's doing a Spanish _____ at the moment, and she's really enjoying it.
- b) Ted spent most of his _____ as a teacher.

3 **borrow** • **lend**

- a) Do you think you could _____ me a pen?
- b) I had to _____ some money from a friend.

4 **argument** • **discussion**

- a) We had an interesting _____ about the Prime Minister and we all agreed he should resign.
- b) I had an _____ with my mother. She's always telling me what to do!

5 **miss** • **lose**

- a) Hurry up, or we'll _____ the bus.
- b) Why do I always _____ my car keys?

B Check your answers in a dictionary.

1 Match words/phrases 1–10 with pictures A–J.

- plug it in
- press the button
- have an injection
- have an operation
- run out of petrol
- break down
- (not) get a connection
- restart/reboot the computer
- do an experiment
- switch it on/off



WORD-BUILDING nouns (suffixes)

1A Look at the table which shows six different suffixes used to form nouns from verbs and adjectives.

-ation	education relaxation imagination immigration
-ion	pollution instruction depression competition
-ment	entertainment improvement employment agreement
-ing	running smoking laughing eating
-ness	weakness loneliness happiness kindness
-ity	creativity stupidity sensitivity responsibility

B Cover the table and complete sentences 1–10 with the correct form of the verbs/adjectives in brackets.

- I think a bit of _____ (compete) in schools is a good thing.
- There has been a great _____ (improve) in his work recently.
- Dealing with problem clients is not my _____ (responsible).
- _____ (lonely) is one of the worst aspects of getting old.
- He suffers from _____ (depress).
- Try to use your _____ (imagine).
- I couldn't believe my own _____ (stupid)!
- There is live _____ (entertain) from 8p.m.
- I was amazed by his _____ (kind).
- I didn't hear the last _____ (instruct).

1 Complete definitions 1–10 with the correct form of the adjectives in the box.

exciting/excited terrifying/terrified
 astonishing/astonished tiring/tired
 fascinating/fascinated disappointing/disappointed
 disgusting/disgusted frustrating/frustrated
 depressing/depressed interesting/interested

- you want to know more about it and you give it your attention: *I was _____ in what he had to say.*
- being happy, interested and hopeful because something good has happened, or is going to happen: *The kids are getting really _____ about the trip.*
- very surprising: *It's _____ that you didn't know about this!*
- making you feel that you want to sleep or rest: *It was a long, _____ journey.*
- extremely interesting: *Istanbul is a _____ city.*
- unhappy because something you hoped for did not happen: *I was _____ that I hadn't won.*
- making you feel sad: *It's a very _____ book. I didn't like it at all.*
- extremely unpleasant and making you feel sick: *What's that smell? It's _____!*
- feeling annoyed, upset or impatient because you cannot control/change a situation: *He gets _____ when people don't understand what he's saying.*
- very frightened: *I'm absolutely _____ of spiders!*



MULTI-WORD VERBS

1A Match the phrasal verbs in sentences 1–10 with meanings a–j. **verb + off**

- I called him on the phone but we got **cut off**.
 - They had to **call off** the football match because of the weather.
 - I have to do this work. I can't **put it off** any longer.
- verb + out**
- I'd like to **check out** some other options.
 - He's wearing a pink jacket so he'll **stand out** from the crowd.
 - I can't **work out** what to do about the problem.

verb + after

- My neighbour is **looking after** my cats when we go away.
 - He **takes after** his father. They are both very good-looking.
- verb + in**
- Can you print out and then **fill in** the form and send it back to me?
 - Saskia, please **let me in**!

- delay doing something
- the phone suddenly stopped working.
- look/behave like an older member of the family
- get more information about something
- allow someone to come in
- decide that a planned event won't happen
- be easy to see/notice
- take care of something or someone
- write the necessary information in an official document
- decide/plan something to solve a problem

B Label pictures A–F with the words in bold above.



SUCCESS

1A Match expressions 1–10 with definitions a)–j).

- 1 be on a shortlist *b)*
- 2 come first *a)*
- 3 be nominated
- 4 be awarded
- 5 win a medal
- 6 win an award
- 7 be on the winning team
- 8 be a runner up
- 9 get an 'A'
- 10 win a prize

- a) win
- b) be named in a list (chosen from a larger group) to be considered for a prize or job
- c) be officially suggested as a possible prize winner (or candidate for an important job)
- d) be given an official prize/money
- e) receive a prize/money because of an achievement
- f) receive a valuable piece of metal because of success in a competition (or bravery, e.g. in war)
- g) be part of a group that wins a game/competition
- h) come in second place in a competition, race, etc.
- i) get something because you are successful in a competition, race, etc.
- j) get the highest grade for a piece of academic work

B Look at the situations opposite and complete the captions with the words in the box.

awarded winning medal award got prize
nominated runner up shortlist came

with prepositions

1A In each sentence the same preposition is missing twice. Complete the sentences with the prepositions in the box.

to on in for about with

- 1 I couldn't cope _____ my boss any more so I decided to part _____ the company.
- 2 The journalist wrote _____ the farm workers, who were protesting _____ their low salary.
- 3 Always stick _____ what you believe in; this will lead _____ true happiness.
- 4 She worked _____ a rich family, and her job was to care _____ the sick grandmother.
- 5 The scientists started working _____ a project, but without any money they couldn't go _____.
- 6 Aged ten, she took part _____ a play and this resulted _____ her love of the theatre.



'I ¹ _____ first.'
'I was the ² _____.'
'I won the bronze ³ _____.'



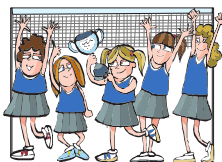
'I won a ⁴ _____ for best student! I ⁵ _____ A's in all my exams!'



'I was ⁶ _____ for Best Actor but I didn't win. The Oscar was ⁷ _____ to Rick Rooney.'



'My book was on a ⁸ _____ for Book of the Year, but it didn't win. I've never won an ⁹ _____.'



'I was on the ¹⁰ _____ team!'

GETTING ON

1A Match 1–6 with a)–f) to complete the sentences.

My neighbour:

- 1 is very helpful. For example,
 - 2 sometimes borrows my tools
 - 3 pops over most days, because
 - 4 lends me sugar or milk
 - 5 is really unfriendly. She
 - 6 is always gossiping
- a) but he never gives them back!
 - b) he fixed my car last year.
 - c) doesn't even say 'good morning'.
 - d) she likes to chat.
 - e) about people who live in the street.
 - f) if I need it.

B Underline the words/phrases in 1–6 which match definitions a)–f).

- a) comes to my house (informally)
- b) not friendly
- c) uses my possessions
- d) gives me things (which I will later return)
- e) helps a lot
- f) talking about other people (usually bad things)



B Put the key words in the correct places. Which compound nouns are written as one word? Use a dictionary to check.

book machine phone room shoes

1A Put the words next to the correct key word to make compound nouns. Which compound nouns are written as one word? Use a dictionary to check.

racket office barrier cream code shop
machine player lab tan court cup learner
card glasses

1 tennis

racket

2 coffee

3 post

4 language

5 sun

1 running

sports _____
high-heeled _____

2 cheque

picture _____
text _____

3 bed

dining _____
changing _____

4 sewing

washing _____
drinks _____

5 mobile

pay _____
cell _____

HISTORY

1 Use one word from each row in the table to complete sentences 1–12.

noun	verb	adjective	person
invasion	invade		invader
history		historical/historic	historian
colonisation/colony	colonise		coloniser
democracy	democratise	democratic	democrat
liberation	liberate		liberator
discovery	discover		discoverer
leadership	lead		leader
politics		political	politician
development	develop	developing	developer
invention	invent	inventive	inventor
foundation	found	founding	founder
independence		independent	

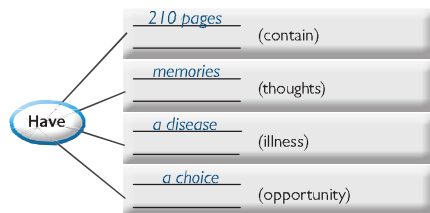
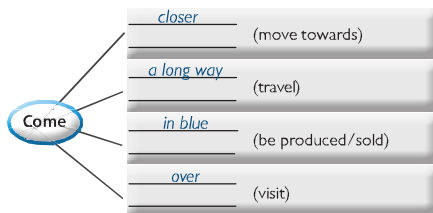
- 1066 is the date of the Norman invasion of Britain.
- Edward Gibbon was a great _____. He wrote *The History of the Decline and Fall of the Roman Empire*.
- India was a _____ of Great Britain until 1947.
- South Africa's first _____ elections, in which black people could vote, took place in 1994.
- In the eighteenth and nineteenth centuries, William Wilberforce led a movement to _____ slaves.
- Alexander Fleming is known for his _____ of penicillin.
- Fidel Castro was the _____ of the Cuban revolution of 1959.
- The Kennedys and the Bush family are known for their involvement in American _____.
- The World Bank lends money to _____ countries, particularly in Asia and Africa.
- In 1901 Wilhelm Rontgen won the Nobel Prize in Physics for his _____ of the X-ray.
- Bill Gates is the _____ of Microsoft.
- Angola gained its _____ from Portugal in 1975.

COLLOCATIONS with come, give, have and make

1 Put the words/expressions in *italics> into the correct places in each word web.*

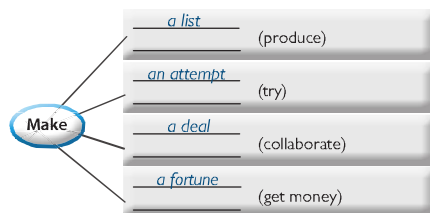
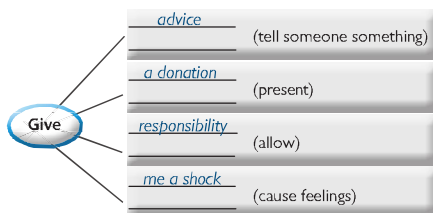
- 1 *across the mountain, with instructions, to dinner, nearer*

- 3 *a cold, a chance, ideas, 100 calories*



- 2 *a prize, permission, orders, me a headache*

- 4 *a living, an agreement, a film, an effort*



1A Complete the text with words/phrases from the box with the same meaning as the words/phrases in brackets.

global-warming pollution aerosol cans protect industrial waste
factory smoke natural resources destroys the environment
harmful environmentally-friendly car exhaust fumes
destruction of the rainforest

Many people are worried about the state of the planet, and the effects of global warming (an increase in world temperatures, caused by



an increase in carbon dioxide around the Earth). A growing human population is putting pressure on the Earth's 2 _____, (things that exist in nature and can be used by people, for example oil, trees, etc.) like food and water. Also, a lot of human activity is 3 _____ (causes damage), either because it causes 4 _____ (dirty air, water or land), or because it 5 _____ (damages the air, water and land so badly that it might not recover). Some of the most common causes of damage are:



- 6 _____ (chemicals and unwanted materials which factories throw away)
 - 7 _____ and 8 _____
 - 9 _____ (which contain CFCs – a chemical which damages the ozone layer)
 - 10 _____ – which increases the amount of carbon dioxide in the atmosphere.
- Environmentalists try to 11 _____ the environment (keep it safe from harm) by encouraging people to change the way they live (recycling more, using 12 _____ or 'green' products which do not damage the environment, wasting less, etc.) and persuading governments to take environmental issues more seriously.

B Complete the table with words from the text in Exercise 1A.

noun	verb
1 _____	destroy
protection	2 _____
3 _____	pollute
4 _____	damage
waste	5 _____

(prefixes)

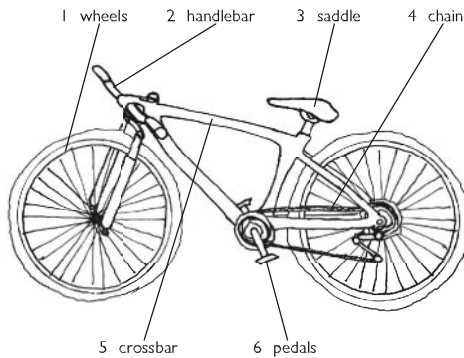
1 Look at the prefixes in the table and complete sentences 1–12 with a suitable form of the words in brackets.

<i>in-</i>	invisible inappropriate inaccurate inadequate inability
<i>im-</i>	immature impossible impolite immobile immoral
<i>ir-</i>	irresponsible irregular irrelevant irrational
<i>ex-</i>	ex-girlfriend ex-Prime Minister ex-husband ex-boss ex-wife

- The number is not correct. It's _____ (accurate)
- Let me introduce you to my _____, Amelia. (wife)
- I can't do it. It's _____! (possible)
- It's difficult to travel because the buses and trains are very _____. (regular)
- You can't leave without saying goodbye. It's _____. (polite)
- She behaves like a child. She's very _____. (mature)
- You can't come to the office dressed like that. It's _____. (appropriate)
- He left his laptop on the train. He's very _____. (responsible)
- I used to work for him. He's my _____ (boss)
- There is no good reason for it. It's completely _____. (rational)
- It doesn't do the job. It's _____ (adequate)
- She refused to move at all. She was _____. (mobile)

1.2

4C Look at your drawing. Does it include these things?



1.2

8B Read the text and check your answers.



Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about what they really think. Here are some of the results.

80% of women say that losing their health is their greatest concern, followed by putting on weight (52%) and losing their jobs (24%). It seems that British women aren't too happy with their bodies: 23% of women are on a diet now and 58% have **gone on a diet** in the past. Only 4% of women **do** more than 7 hours' **exercise** per week, while 21% do no exercise at all.

The biggest challenge for modern women is balancing home and work life (82%), followed by bringing up happy children (56%) and finding time for themselves (52%).

As for their love lives, 9% of women aged 45–54 met their husbands through the internet, and 49% of women believe that the best age to **get married** is between 25 and 29.

And what about the relationships between men and women? 59% think fathers should **take** more **responsibility** for their children. These women are also less than content with their husbands' efforts at home: 51% say they currently **do** over 75% of the **housework**. Despite this, over 70% of women would prefer to have a male boss than a female.

And their heroes? The woman they most admire is ex-Prime Minister Margaret Thatcher (7%), followed by the Queen (5%).

1.3

8A Student B: read your instructions below.

You want to do a course at a famous business school which is well-known for its practical courses. It will give you contacts in the business world. Think about these things:

- the business you want to start
- relevant work experience you have with another company

Student A will interview you for the course. He/She will ask about you:

- reason for doing the course
- work experience
- expectations of the course
- plans for the future

Prepare your answers and think of some questions to ask about the school.

2.1

2A Read and check your answers.

Fact or fiction?

1 Fiction: the film *The Last Samurai* does tell the story of the samurai rebellion, but the character Nathan Algren did not exist.

2 Fiction: in truth, we know very little about William Shakespeare's personal life, or what provided his inspiration.

3 Partly true: whilst *Gladiator* did take a few liberties with history, it's true that the Emperor was killed by a gladiator in the Roman baths.

4 Partly true: the film *Braveheart* does tell the story of how William Wallace fought to free Scotland, but kilts were not worn in Scotland until 300 years later. And there are many other historical inaccuracies.

5 Partly true: the film *Apollo 13* was praised for its accuracy. Much of the dialogue was taken directly from recordings. However, the pilot's exact words were, 'OK, Houston, we've had a problem here'.

9.3

Student A

7A Check Student B's answers to your questions.

1 Canberra; 2 India; 3 Paraguay

9.1

Student B

2B Read the texts below and make notes with the following prompts.

- What?
- Where?
- When?
- Why was it important?

Galileo explores the heavens

When Galileo became the first person to look at the sky through a telescope, it changed our view of the universe.

His discoveries about the Sun, Moon and other planets completely disagreed with older theories. He then wrote a book, *Two World Systems*, published in Italy in 1630, which led to his problems with the Roman Catholic Church. At his trial, Galileo was found guilty and it was only in the twentieth century that the Vatican finally agreed with him. If Galileo hadn't defended his theories, he would have been a free man, but we wouldn't have understood the science of our universe.

The steam engine

For most of human history we were not very different from other animals, which also have language, act as a group, and have organisational systems. But the steam engine gave us the ability to do things faster and to do things that other animals couldn't. This development, which took place in Britain in the 18th century, was not one invention, but many. Different people were involved at different stages: Thomas Newcomen, James Watt and George Stephenson. The steam engine allowed us to transform the way we use energy. It changed so many things, including transportation, manufacturing and communication. Life would have been totally different if we hadn't invented it.

4.1

7A Work out your score. Add up the number of points (0, 1 or 2) for each answer. Use your total to find out if you work like a millionaire.

- Question 1: a) 0 b) 1 c) 2
 Question 2: a) 1 b) 2 c) 0
 Question 3: a) 0 b) 1 c) 2
 Question 4: a) 1 b) 2 c) 0
 Question 5: a) 0 b) 1 c) 2

Key:

Score 8–10 You work like a millionaire!

You are very ambitious and enjoy your work. Keep going. Sooner or later all your hard work will pay off and you can live like a millionaire, too.

Score 6–7 You have millionaire potential!

You understand hard work, and if you make it your top priority, you could be a millionaire, too. Keep focused on your goal.

Score 0–5 You don't work like a millionaire!

The clearest characteristics of self-made millionaires is that they work hard and they enjoy their work. You seem to prefer a work–life balance, where work and money are not your top priorities.

4.1

9B Read the vocabulary notes and check your answers.

remember • remind

If you **remember** something, a fact or event from the past, or something you earlier decided to do, comes back into your mind: He suddenly **remembered** he had to go to the bank.

If someone **reminds** you to do something, or something reminds you of something, they make you remember it:

Remind me to call him later today.

forget • leave

If you want to talk about the place where you have left something, use the verb **leave**, not the verb **forget**. Compare:

I've forgotten my book and I've forgotten my keys.

I've left my keys in the car.

Don't say: I've forgotten my keys in the car.

listen • hear

If you **hear** something, you know that sound has been made, and can often recognise what it is:

Did you hear that noise?

If you **listen** to something or someone, you pay attention to the words, sounds and music that they are making:

I am sorry, could you repeat the question? I wasn't listening.

fun • funny

Use **fun** to talk about events and activities that are enjoyable, such as games and parties:

Let's go to the beach and have some fun.

Funny is an adjective that describes someone or something that makes you laugh:

Bob's jokes are really funny.

earn • win

Use **earn** to talk about getting money by working:

She earns about \$50,000 a year.

Use **win** to say that someone gets a prize in a game or competition.

Brian won first prize in the skating competition.

2.1

10A Student B: make *Have you ever ...?* questions using the prompts.

- 1 win an award/competition/some money
- 2 eat something very unusual
- 3 break a bone in your body
- 4 lock yourself out of the house
- 5 ride a horse/donkey/camel/motorbike
- 6 climb a mountain/run more than 2 km

3.2

8C Check your answers.

- 1 False. Compare: *I said the wrong thing.* (formal) *I put my foot in it.* (informal) *Not everyone will want them.* (formal) *They are not everyone's cup of tea.*
- 2 True. *I hate small talk. I just want to talk about the important business. We can't say: I hate talk-smell.*
- 3 True. *They don't have much time. They're working against the clock.* (present continuous) *Tomorrow we have a lot of things to do. We're going to work against the clock.* (be going to for future plans)
- 4 True. *What's on your mind?* = *What are you thinking?* or *it's an issue close to my heart.* = *I feel passionate about it.*

3.3

1B Read the end of the story.

The waiter said, 'Mr Carson has already paid your bill.' The producer thought this was incredibly generous. So the next morning he called Carson and said, 'That was so nice of you. How generous you are!' Carson started to laugh and said, 'I didn't know that all those people outside were with you. I thought it was just the people at the table!'

The bill? About ten thousand dollars.

9.1

Student B

7A Look at the notes and describe a big moment in history. Think about the questions on page 105 to help you.

The rise of the computer

1981 – IBM launched the first personal computer. Microsoft wrote the software.

By 1984 IBM was selling three million PCs a year. Apple launched a rival, the Macintosh, which used a mouse and icons.

1985 – Microsoft launched Windows and used some of the same tools.

5.2

1B Check your answers.

- 1 Nobody has ever done it, but in theory, yes it is possible.
- 2 Any heavy meal can make you dream more (because you spend more time in REM sleep). But cheese doesn't cause more dreams (good or bad) than any other food.
- 3 Because the heavier you are, the more difficult it is to push you out of the ring (which is how you win a sumo wrestling match).
- 4 No. Wasps do drink nectar from flowers but they don't use it to make honey.
- 5 Yes. If you travel, you'll notice that you can see different constellations of stars. This is because the surface of the Earth is curved.
- 6 When we cut an onion, it releases a substance called lachrymatory-factor synthase. When a very small amount goes in your eye it irritates the eye. We then produce tears (we cry) to wash the substance away.

9.3

5B Check your answers.

- 1 Michelangelo; 2 Al Gore; 3 F W de Klerk; 4 Gael Garcia Bernal; 5 Sony and Phillips in a joint project; 6 J R R Tolkien; 7 Spain (in 2010); 8 *Jurassic Park*

10.3

8A Student B: read the instructions below.

You work in the Tourist Information centre. A customer would like to visit the Australian Outback. Give him/her some advice, using the prompts below:

- 1 whatever do / don't approach dingoes – they can bite. Remember / throw away any leftover food.
- 2 watch out / snakes – some are poisonous. If see one / move slowly away.
- 3 flies – if I were you / buy fly net to fix onto your hat
- 4 not forget / wear / hat / sunscreen / take plenty of water / drink
- 5 don't wear high heels / new, expensive clothes – land is rough and rocky

B Change roles and role-play the following situation.

Student B: you are a tourist. You want to go snorkelling on the reef. Ask the dive instructor for advice, e.g. **Are there any special clothes you should wear? What equipment do you need?**
I'd like some information about going diving. First of all, what clothing do I need to wear?

9.3

Student B

7A Check Student A's answers to your questions.

- 1 Uruguay; 2 The body of a 5,000-year-old man; 3 1999

5.1

6B Which do you think is the best form of transport, A–E for each challenge? Why? Compare your ideas with other students.

Hi, I'm James May. I'm a car journalist and BBC presenter. Welcome to my Big Ideas. In this challenge, we're going to explore some of the ways of getting from A to B using a range of transport options.

Mostly we're looking at transport available today but there's a couple that are just around the corner, so we'll pretend we're a few years into the future.

Challenges

1 Challenge: Get to Scotland – easily

I'm in London and need to get to Scotland. I need to get there as quickly as I can. The only problem is I'm too tired to actually drive anything. I want to put my feet up and do the crossword on the way.

Transport: _____

2 Challenge: Get to concert in Hyde Park – without sitting in traffic

OK, for this challenge I've got to get to a classical music concert in Hyde Park (Central London). If I fly, I'll need transport from the airport. Got any good ideas?

Transport: _____

3 Challenge: Go to see elephants in Africa – quickly

Do you ever want to experience the wonders of the world? Me, too. Right now I want to see elephants, maybe even feed a few and I'm not talking about a trip to a zoo here in Great Britain. I want to see them in their natural environment. Get me to Africa. And get me there, and back again, fast.

Transport: _____

4 Challenge: See Moulin Rouge in Paris – efficiently

I fancy an expensive night out, let's go to Paris to see the Moulin Rouge. But, I want to be green, so I want to get there using the most energy-efficient way possible.

Transport: _____

5 Challenge: Get out of here – quickly

Oh dear – I've upset someone. I need to get out of here quickly.

Transport: _____

7.2

4B Student B: read the text below to see if your ideas were mentioned.

The human computer

Daniel Tammet says he was born on a blue day, 31st January 1979. He knows it was blue because Wednesdays are always blue, like the number nine or the sound of people arguing.

As a child, Daniel was diagnosed as autistic. He couldn't make friends. He was too different from the other children. Aged eight, he was able to calculate 82 x 82 x 82 x 82 in his head, but he couldn't tie his own shoe laces, or ride a bicycle.

The thing that makes Daniel special is that he has an incredible ability with numbers. He imagines them as shapes and colours ('289 is an ugly number', he says) and is able to do extremely difficult mathematical calculations. On the TV programme that made him famous in the UK, he managed to recite 22,514 numbers from pi perfectly. If you tell Daniel your birth date, he can tell you what day of the week you were born on, and what day of the week it will be on your 65th birthday.

Daniel counts everything. He eats exactly forty-five grams of porridge for breakfast each morning and he brushes his teeth for exactly two minutes. He doesn't like walking on the beach near his home because there are too many pebbles to count.

Daniel's other great love, besides numbers (which he calls 'his friends'), is learning languages. He speaks ten, and he managed to learn Icelandic in a week for a TV programme in Iceland. He now runs a language teaching business on the internet and in 2007 published a book, *Born on a Blue Day*.



- * porridge – a type of cereal
- * pebbles – small stones
- * pi – a mathematical expression represented by the Greek letter π

C Read the text again and answer the questions.

- 1 How was his behaviour different to the other children's?
- 2 What special talents does he have?
- 3 How did the public learn about his special talents?
- 4 What country/countries has he been to and what did he do there?
- 5 What has he published?
- 6 What is his 'job' now?

D Tell your partner about your text. Use questions 1–6 to help.

10.1

Group B

6A Look at the photo and read the fact file below. Then discuss the questions.

The carbon problem

Did you know ...?

- Transport is responsible for 25 percent of the UK's carbon footprint, and that doesn't include flying. In the UK, there are more cars than the number of households. In California, there are more cars than the number of people living there.
- Currently cars are used for 18 percent of trips under a mile and for 62 percent of trips of between one and two miles. 38 percent of car trips are taken by one person alone, and 34 percent are shared by two people.
- Lighting and household appliances like washing machines are responsible for around 35 percent of the carbon pollution from your home, and most of your electricity bills. If every household in the UK put a solar panel on their roof, we would produce more electricity than we need as a nation.

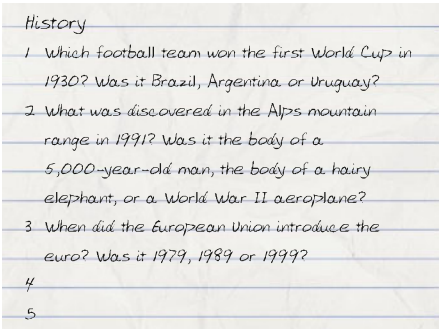


- 1 Do you think every family needs to have access to a car? Why/Why not?
- 2 What do you think should be done to reduce the number of miles people drive in cars/fly in aeroplanes?
- 3 Do you think people should generate their own electricity using wind/solar power, etc., or should governments choose options like nuclear power?
- 4 What laws/schemes would you introduce to deal with these problems?

9.3

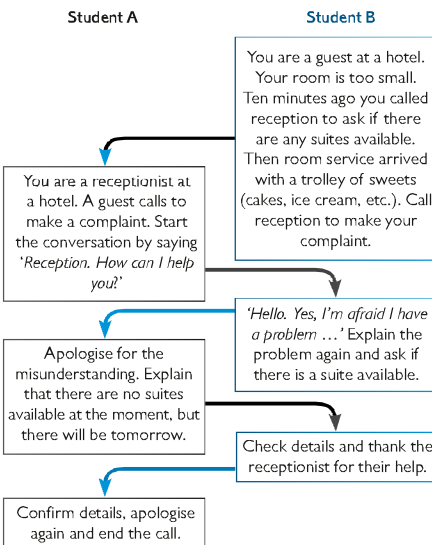
Student B

7 You are going to ask Student A the questions below. First, add two more questions of your own. The answers can be found on page 160.



3.3

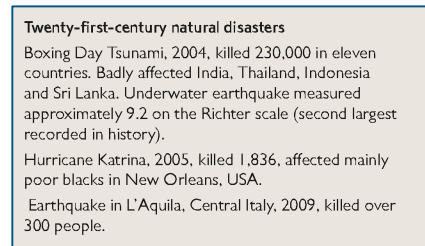
B Change roles and role-play the situation.



9.1

Student A

7A Look at the notes and describe a big moment in history. Think about the questions on page 105 to help you.



4.2

11 Choose one of the job advertisements below and write your covering letter.

Fashion designer wanted:
We are looking for a graphic designer with a background in the fashion trade. You should have relevant experience and be up-to-date with fashion trends. Strong hand illustration as well as computer design is essential. Please submit a copy of your CV with relevant samples of work.

Teaching assistant, Bahamas
Primary school is looking for a teaching assistant to start ASAP. The school is a short walk from the beach. No formal qualifications are necessary; however, a genuine love for the job is required. Please forward CVs or contact me for further information.

Travel writer required.
Travel writer wanted to join our small team. The successful applicant will travel around the world, staying in luxury hotels, and dining in fine restaurants. He/She will need to send a weekly update, including a short review. No previous experience required, but good communication skills and a love of travel essential.

10.4

6A Choose one of the places below. Then plan a three-minute report. Use the prompts and key phrases on page 125 to help.

The Taj Mahal

The Taj Mahal receives 3–4 million tourists each year, but the crowds and the air pollution are eating away at the white stone facade. Now there are plans to close the Taj Mahal to the public, leaving its famous domes visible only from a distance.

The Forbidden City

It may have been forbidden once but nowadays nearly seven million visitors come to see the ancient emperor's palaces in Beijing, China every year. Now traffic pollution is a real problem which is damaging the palaces. A huge restoration is planned, but should the government stop people visiting?

Mount Kilimanjaro, Tanzania

The famous snows of Kilimanjaro are melting and may soon be gone. A combination of evaporation, too little snowfall, and internal heat from the dormant volcano have reduced the mountain's ice and snow cover by 90 percent from historic levels – and it continues to retreat about 1m (3.25 ft.) per year.

The Pyramids of Giza

Unrestricted development around the area, and the way in which the city of Cairo grows closer and closer to the pyramids, threatens both the pyramids and the Great Sphinx. There are now plans to run a multi-lane motorway around the city of Cairo, which could create further problems.

The Grand Canyon, Arizona

Why might it disappear? There are more requests each year to mine near the Grand Canyon. The number of mining claims increased from ten in 2003 to more than 1,100 in 2008, bringing with them the risk of stream and groundwater contamination from cyanide and other chemicals. Should permission for the mining claims be stopped because of the threat?