

1

the verb *to be* (1)

FORM

affirmative

I	am	happy.
You		
We	are	
They		
He		
She	is	
It		

short forms

In spoken and informal English, it is natural to use short forms of the verb *to be*.

I	am	=	I'm
You	are	=	You're
We	are	=	We're
They	are	=	They're
He	is	=	He's
She	is	=	She's
It	is	=	It's

We can also use short forms with names.

John is tall. = *John's tall.*

London is a very big city. = *London's a very big city.*

USE

We use the verb *to be* to talk about

- ages. *I'm 16 and my brother is six.*
- occupations. *She's a student and her parents are teachers.*
- prices. *This watch is £30.*
- the time. *It's nine o'clock.*
- feelings and states. *I'm hungry.*
- nationality. *They're Argentinian.*
- colours. *His eyes are blue.*

1 Complete the spaces with *is*, *are*, or *am*.

- a Cars are expensive.
- b John is a student.
- c I am the best in the class.
- d My sister is a teacher.
- e The train is late again.
- f You are in class 3B.
- g That computer is very slow.
- h It is cold today.
- i We are interested in shopping.
- j I am tired.
- k Stephanie and Luke are from Canada.

2 Rewrite these sentences using the short form.

- a She is funny. She's funny.
- b They are clever. _____
- c We are cold. _____
- d I am an astronaut. _____
- e He is tall. _____
- f You are friendly. _____
- g They are kind. _____
- h She is a good teacher. _____
- i They are bad dogs. _____
- j You are nice students. _____
- k Sally is 15 years old. _____



3 Use the prompts to write a sentence. Use short forms.

- a He / angry He's angry.
- b They / happy _____
- c It / hot now _____
- d You / intelligent _____
- e We / unhappy today _____
- f I / a doctor _____
- g You / good students _____
- h She / from Mexico _____
- i My mum / Irish _____
- j We / Australian _____
- k Michael / young _____

2

the verb to be (2)

FORM

negative

I	am not	(I'm not)
You		(You're not / You aren't)
We	are not	(We're not / We aren't)
They		(They're not / They aren't) interested.
He		(He's not / He isn't)
She	is not	(She's not / She isn't)
It		(It's not / It isn't)

questions

Am	I	
	you	
Are	we	
	they	late?
	he	
Is	she	
	it	

short answers

Yes,	I	am.	No,	I'm not.
	you			you're not / you aren't.
Yes,	we	are.	No,	we're not / we aren't.
	they			they're not / they aren't.
	he			he's not / he isn't.
Yes,	she	is.	No,	she's not / she isn't.
	it			it's not / it isn't.

USE

We can use the verb to be to ask about

- ages. *How old **are** you? **Is** he 16?*
- occupations. ***Are** you a student? No, I'm not.*
- prices. *How much **is** this? **Is** it expensive?*
- the time. ***Is** it ten o' clock? No, it **isn't**. It's eleven o' clock.*
- feelings and states. *I'm not tired. **Are** you tired?*
- nationality. *No, they're not Spanish, they're French. **Are** you English?*
- colours. *His eyes **aren't** green, they're blue.*

Includes material from Units 1 and 2.

1 Complete the sentence with *is*, *is not*, *are*, *are not*, *am* or *am not*.

- a I am not Spanish, I'm Greek.
- b Peter is not a good student. He's a bad one!
- c Our eyes are not blue. They're brown.
- d My sister is not a police officer, she's a journalist.
- e is not his brother tall?
- f The bus is late, it's here now.
- g are you okay?
- h That film is not very good. The story is very boring.
- i They are tired, they're hungry.
- j is it cold today?

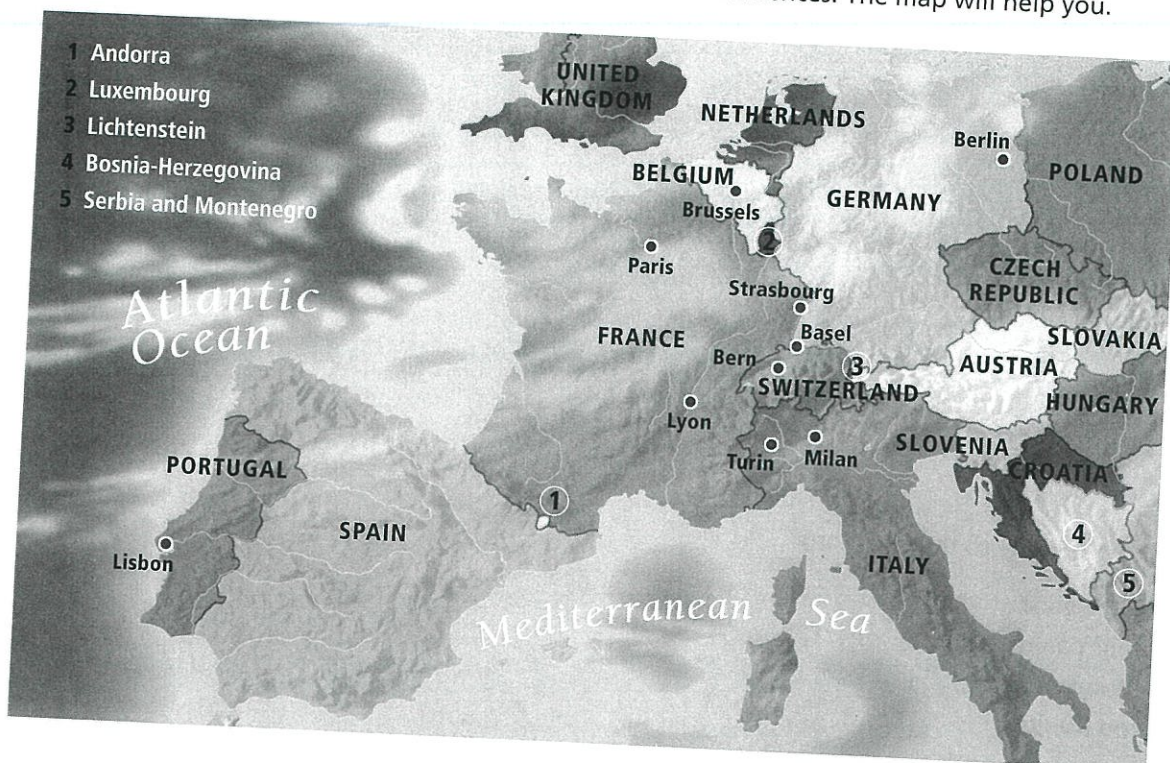
2 Write short answers to the questions.

- a Are you a good student? Yes, I am. / No, I'm not.
- b Are your parents at home now?
- c Is it Monday today?
- d Are you hungry?
- e Are your friends with you now?
- f Is your school in a large city?
- g Is it cold outside?
- h Are you young?
- i Is English easy?
- j Are these exercises difficult?

3 Correct the sentences.

- a ~~12:00~~ 14.00 ✓
It's twelve o'clock. No, it isn't. It's two o'clock.
- b ~~16:00~~ 17.00 ✓
It's four o'clock.
- c ~~Thursday~~ Friday ✓
It's Thursday today.
- d ~~nurse~~ doctor ✓
She's a nurse.
- e ~~doctor~~ engineer ✓
He's a doctor.
- f ~~€50~~ €60 ✓
The tickets are 50 euros.
- g ~~\$1.50~~ \$1.60 ✓
It's one dollar, fifty.
- h ~~expensive~~ cheap ✓
They're expensive.
- i ~~13~~ 14 ✓
Julian is thirteen.

4 Use the prompts and *is*, *is not*, *are* or *are not* to write full sentences. The map will help you.



- a Berlin / Germany
Berlin is in Germany.
- b Paris / France
- c Lyon / Spain
- d Milan and Turin / Italy
- e Brussels and Strasbourg / Germany
- f Spain / the south of Europe
- g Norway / the south of Europe
- h Lisbon / Portugal?
- i Bern and Basle / Switzerland?
- j you / Europe?

5 Complete the dialogue with the correct form of the verb *to be*. Use short forms where possible.

- DANIELA: Hello. a Are you from here?
- ESTEVAN: No, we b c you?
- DANIELA: No, I d from Italy. My name e Daniela.
- ESTEVAN: Nice to meet you. I f Estevan. And this g Maite and Javier.
- DANIELA: This h Estelle, and this i Maria. Where j you from?
- ESTEVAN: We k from Spain.
- DANIELA: l you from Madrid?
- ESTEVAN: No, we m We n from the north of Spain. Javier and I o from Bilbao, and Maite p from San Sebastian.
- DANIELA: q you here on holiday?
- ESTEVAN: No, we r It s a study trip. This t a beautiful place.
- DANIELA: Yes, it u v the trip fun?
- ESTEVAN: Some of it. The museums w boring. x you here for a holiday?
- DANIELA: Yes, I y with my parents but I want to be with my friends. It z much fun.



EXTENSION ACTIVITY

Translate these sentences into your own language.

- a My brother is six years old.
- b I am 13 years old.
- c A cup of coffee is €1.
- d Is your father a teacher?
- e We're not interested in computers.

3

there is, there are

FORM

affirmative

There is (There's) a book on the table.

There are three students in the room.

USE

We use *there is / are* to say something exists.

There is a mistake in this exercise.

~~NOT A mistake is in the exercise. or It's a mistake in the exercise.~~

There are 109 elements in the Periodic Table.

~~NOT 109 elements are in the Periodic Table. or They are 109 elements in the Periodic Table.~~

After we say that something exists with *there is / are* we can then use *it is* or *they are* to give more details.

There's a computer in the classroom. **It's** very useful.

There's a book on the table. **It's** not mine.

There are nine planets in the solar system. **They're** easy to see with a telescope.

There are some instructions available for this DVD but **they're** on the Internet.

A: **There's** someone on the phone for you.

B: Who is **it**?

A: **It's** your sister, I think.

A: **There are** some people outside the door.

B: Who are **they**?

A: **They're** students.

1 Complete the sentence with *is* or *are*.

- a There are 25 students in the class.
- b There a hospital in the city centre.
- c There a big supermarket near my house.
- d There two teachers in the room.
- e There 12 songs on this CD.
- f There a good film on TV tonight.
- g There his friends.
- h There your mobile phone.
- i There a computer and a TV in my room.
- j There seven books in my bag.
- k There no homework today.

2 Complete the sentence with *there* or *it*.

- a There is a CD on the desk. It is mine.
- b is a nice day today.
- c is a new student in my class.
- d There is a park next to my house. is very beautiful.
- e is three o' clock.
- f is no one in the room.
- g is a man outside the window.
- h There is a big shopping centre in my town. is very popular.
- i is a teacher at my school called Mr Smith.
- j is so hot in this room!
- k is a swimming pool at my school. is also a tennis court.

3 Complete the sentence with *there*, *it* or *they*.

- a There are two bottles of water on the table.
- b are nurses, not doctors.
- c There's a cat in the kitchen. is black and white.
- d There are 30 people at the party. are all my friends.
- e is cold outside. There's snow on the ground.
- f are from London.
- g They're in the hall. is an exam now.
- h is a very interesting book.
- i There is my bag. is next to the desk.
- j My key is in my pocket. is in a safe place!
- k The students are very tired. study too hard.

4

there isn't, there aren't

FORM

negative

There is not (There's not / There isn't) a laboratory in the school.

There are not (There aren't) any plants in the classroom.

questions

Is there an Internet connection in the room?

Are there any notes in your book?

short answers

Yes, there is. / No, there isn't. / No, there's not.

Yes, there are. / No, there aren't.

USE

a / an, some, any

We often use *there is* and *there are* with *a / an, some* and *any*. We use

- *a / an* with singular, countable nouns.

There isn't a book under the table. **There is** an apple in the fridge.

- *some* and *any* with countable and uncountable plural nouns.

There is some water in the bottle. **There aren't** any pens in the cup.

- *a / an* and *some* in the affirmative.

There's a letter for you. **There are** some people waiting.

- *any* with questions and negative statements.

Is there any coffee left? **Are there** any good films at the cinema?

There isn't any paper in the photocopier. **There aren't** any girls in the class.

Includes material from Units 3 and 4.

1 Complete the gaps with *there is / isn't* or *there are / aren't*.

- a *There are* twelve stars on the European flag.
- b any gravity in space.
- c a Rome in every continent of the world.
- d any deserts in Europe.
- e over 40,000 characters in Chinese writing.
- f In Las Vegas casinos any clocks.
- g In over 90 % of plane crashes a survivor.
- h In an average bar of chocolate eight insect legs!

2 Use the prompts and *There is / are* and *There isn't / aren't* to write sentences.

- a a post office *There is a post office.*
- b ~~a hospital~~ *There isn't a hospital.*
- c two banks
- d a supermarket
- e ~~an airport~~
- f ~~clothes shops~~
- g three schools
- h ~~a theatre~~
- i a cinema
- j ~~museums~~

3 Complete the questions with *Is there* or *Are there*. Then write short answers.

In your town ...

- a *Is there* a cathedral? *Yes there is. / No, there isn't.*
- b many shops?
- c a shopping centre?
- d a hospital?
- e many things to do and see?
- f a museum?
- g a theatre?
- h good bus and train services?

4 Correct the sentences. Use the Internet to help you.

- a There are four continents. *No, there aren't. There are five.*
- b There are six planets in the solar system.
- c There are ten countries in the European Union.
- d There are red and black blood cells.
- e There is one element in water, hydrogen (H₂O).
- f There are ten centimetres in a metre.
- g There are more speakers of English than of Chinese.
- h There are seven questions in this exercise.

5 Complete the sentence with *there, it or they*.

- a *There* are seven continents. are Africa, North America, South America, Antarctica, Asia, Australia and Europe.
- b is someone in the house. Who is ?
- c is very wet today and is a lot of traffic.
- d In his class are 12 students but aren't any girls. are all boys.
- e What time is ? is half past four.
- f are some shops in the village but are all closed.
- g is a cinema but aren't any good films on.
- h aren't any tickets left for the concert. is sold out.

- 6 Complete the text with *there is / are / isn't / aren't, it is / isn't, and they are / aren't*.



**Vincent's
Bedroom at Arles**

- a *There is* a picture next to this text. b a famous painting by Van Gogh of his bedroom at Arles. c a small room. d some furniture in the room. For example, there is a bed on the right of the picture. e a bed for one person. Above the bed f some pictures on the wall. Next to the door, on the left, g a chair. h another chair between the table and the bed. The table and chair are below the window. On the table i some objects – a jug, a glass and a bowl. Next to the door on the right j a towel on a peg. Behind the bed k some more things on the wall but l easy to see. Of course, m any modern things in the room and n very comfortable.



7 Use the prompts to write sentences about a second painting.

a above / another painting / Van Gogh

Above this text there is another painting by Van Gogh.

b name / painting / The Potato Eaters

c five people / picture

d two women / two men / one young girl

e all poor people

f food / table

g above / table / lamp

h a dark / depressing picture

i not comfortable / room

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a There's a fly in my soup.
- b There's a parcel for you and it's very big.
- c There isn't a class on Thursday.
- d We can't go because there isn't any time.
- e There aren't many students in the school.

5

present simple (1)

FORM

I / You / We / They **work / watch / fly / do.**
He / She / It **works / watches / flies / does.**

spelling rules for *he, she* and *it*

Most verbs: add -s.

Verbs ending in -s, -sh, -ch: add -es.

Verbs ending in a consonant followed by -y: change the -y to -ie.

Verbs such as *do, go, have* and *be* are irregular.

live → **lives** *buy* → **buys**

miss → **misses** *search* → **searches**

carry → **carries** *study* → **studies**

do → **does** *go* → **goes** *have* → **has**

USE

time expressions

We often use the present simple with *always, never, often, sometimes* and *usually*. These are called **adverbs of frequency** and normally go before the main verb.

*I **always** watch TV after school.*

*Sue **usually** has cereal for breakfast.*

*She **often** arrives late for college.*

*They **sometimes** have a match on Friday.*

*They **often** forget their homework.*

*We **never** give customers a refund.*

The verb *to be* is an exception. Adverbs of frequency go after the verb *to be*.

*I am **always** at school before 08.00.*

*Maths is **sometimes** quite difficult.*

Always and *usually* are slightly different. They express how often something happens, but only at a particular time, and not in a general way. Compare the sentences below.

*He **sometimes** plays tennis. ✓*

*We **often** go to the cinema. ✓*

*He **always** plays tennis. ✗*

*We **usually** go to the cinema. ✗*

*He **always** plays tennis **after work**. ✓*

*We **usually** go to the cinema **on Saturdays**. ✓*

1 Write the *he / she / it* form of the following verbs.

a go <i>goes</i>	g pull	m read	s dance
b do	h want	n get	t swim
c study	i have	o finish	u cry
d walk	j drink	p pick	v wash
e eat	k buy	q wait	w meet
f push	l play	r need	x open

2 Complete the sentence with the affirmative form of the verb in brackets.

- I (read) *read* the newspaper every day.
- She (like) computers and going to the cinema.
- They (go) to school by bus.
- We (want) ice cream now!
- He (study) French, German and English.
- You (walk) very fast.
- I (play) football and basketball.
- She (finish) her homework quickly!
- It (work) very slowly.

3 Put the words in order to make a sentence.

- go they early home always *They always go home early.*
- never sweets eats she
- we cinema usually Saturdays go the to on
- sometimes warm winter in is it
- football often with friends his plays he
- always January it rains in
- dancing usually Fridays on go they
- often music listens to he evenings the in

4 Use the prompts and a verb from the box in the correct form to write full sentences.

get watch play do go rain cook wear drink

- We / for our friends (sometimes) *We sometimes cook for our friends.*
- She / her homework (always)
- They / tennis at the weekend (often)
- I / on holiday in June (usually)
- He / coffee for breakfast (always)
- You / up early in the morning (never)
- She / TV before dinner (sometimes)
- We / jeans at the weekend (usually)
- It / in the summer (sometimes)

6

present simple (2)

FORM

We use *do not / does not* + bare infinitive to make the negative form of present simple.

I / You / We / They	do not (don't)	work.
He / She / It	does not (doesn't)	work. (not works)

*I **don't** understand this.*

*Argon is an inert gas; it **doesn't** react with anything.*

We use *do / does* + subject + bare infinitive in present simple questions.

Do	I / you / we / they	work?
Does	he / she / it	work? (not works?)

We also use *do / does* and *do not / does not* in short answers.

Yes,	I / you / we / they	do.	No,	I / you / we / they	do not (don't).
	he / she / it	does.		he / she / it	does not (doesn't).

*Do girls study more than boys? Yes, they **do**. / No, they **don't**.*

*Does your school provide lunch? Yes, it **does**. / No, it **doesn't**.*

USE

We use present simple questions to ask about

- facts. *Does water **contain** hydrogen and oxygen? Yes, it **does**.*
- habits or routines. *Do you usually **go** to bed at eleven o'clock? No, I **don't**.*

Negatives are used in the same way.

*The Sun **doesn't travel** round the Earth. The Earth **travels** round the Sun.*

*I **don't usually play** computer games during the week.*

Includes material from Units 5 and 6.

1 Look at Mark's timetable. Complete the sentence with the affirmative form of the verb in brackets.

	Mon	Tue	Thu		Wed	Fri
09.00-10.00	Geography	French	German	08.00-08.55	German	Maths
10.00-11.00	Music	Maths	Religion	08.55-09.50	Maths	Physics
11.30-12.30	Maths	Sport	Physics	09.50-10.45	English	IT
12.30-13.30	Biology	Sport	Geography	11.15-12.10	Biology	English
15.00-16.00	Religion	English	Maths	12.10-13.05	French	German
16.00-17.00	Art	German	French	13.05-14.00	Geography	Biology

- Mark goes to school five days a week. (go)
- He goes to school every day. (go)
- On Mondays the classes start at 09.00. (start)
- On Thursdays Mark finishes school at 17.00. (finish)
- On Tuesday between 11.30 and 13.30 Mark's class do sport. (do)
- Mark has a maths class every day of the week. (have)
- Mark studies three different languages – English, French and German. (study)
- At Mark's school the pupils study IT. (study)

2 Complete the sentence with the negative form of the verb in brackets.

- Mark doesn't go to school at the weekend. (go)
- He doesn't go to school on Wednesday or Friday afternoon. (go)
- On Wednesday the classes start at 09.00. (start)
- On Fridays Mark finishes school at 17.00. (finish)
- Mark's class do sport on Monday, Wednesday, Thursday or Friday. (do)
- Mark has an English class on Thursday. (have)
- Mark studies Chinese. (study)
- At Mark's school the pupils study Chemistry. (study)

3 Complete the question with *Do* or *Does*. Then write short answers.

- Does Mark have an art lesson on Monday? Yes, he does.
- Do classes start at 08.00 on Tuesday?
- Do the students study IT at Mark's school?
- Do Mark go to school on Friday afternoon?
- Do they have any time for sport?
- Do you study religion at your school?
- Do your school have a similar timetable?
- Do you study more subjects than Mark?

4 Use the prompts to write questions.

- a Water boils at 100°C. And oil?

Does oil boil at 100°C?

No, most oils boil at 200-300°C.

- b Iron **reacts** with oxygen (to form rust). And gold?

.....?

No, pure gold does not react with oxygen.

- c **Elements** in the same group have similar **properties**. And in the same period?

.....?

Yes, they have some similar properties.

- d Oxygen reacts with hydrogen (to form water). And argon (Ar)?

.....?

Argon does not react with oxygen, or water.

- e Marie Curie made important scientific discoveries.

And Albert Einstein?

.....?

Yes, he discovered the **theory** of relativity,
 $E=mc^2$.

- f Chemists work in **laboratories**.

And physicists?

.....?

Yes, they do.



5 Put the words in order.

- a for children often a computer school work use

Children often use a computer for school work.

- b don't chat rooms most 11 to 18 year-olds often visit

Most 11 to 18 year-olds

- c computer at home school pupils have often a

School pupils

- d play computer teenagers a sometimes CDs on

Teenagers

- e are schools in UK there computers in usually the

There

- f are to the Internet some connected computers always

Some computers

- g prefer for games people often PlayStation® playing

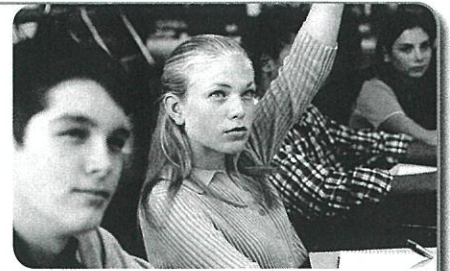
People

- h never these people send days most letters

Most people

- 6 Read the text about differences between boys and girls at school. Complete the text with the correct form of the verbs in the box.

exist like score reach explain punish believe



Are girls better students than boys?

Most people think that girls are better students than boys. In England, girls a score higher marks in tests in most subjects and at most ages. At the age of seven, 88% of girls b the expected level for their age, but only 80% of boys do. By the age of 11, the difference is 80% to 69%, and the gap is wider at 14 years old. A similar situation c in the USA and many other countries.

However, two American researchers, William Draves and Julie Coates, d that it is not the boys who are the problem, but the schools. Their book, *Nine Shift: Work, life, and education in the 21st century* e that in fact boys are better prepared for the future. Boys are more interested in computers and the Internet. They f taking risks, and thinking about ways of making money and teamwork – things that are important for success at work.

The problem is that schools g boys for this behaviour because they are bad at listening and following instructions.



- 7 Make the underlined verbs negative.

- a Boys study more than girls at school.
Boys don't study more than girls at school.
- b The average boy scores higher marks in tests.
.....
- c At seven, 12 % of girls reach the expected level.
.....
- d The researchers say that boys do badly at school because they are less intelligent.
.....
- e Most schools give prizes to boys for their behaviour.
.....
- f Some boys listen well to their teachers.
.....
- g William Draves thinks boys are the problem.
.....

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a I go to school at 08.00 every morning.
- b We don't have IT classes at our school.
- c I don't like maths and physics.
- d He doesn't often use the computer.
- e Do you play any sports?

7

present continuous (1)

FORM

affirmative

I	am ('m)	
You / We / They	are ('re)	working.
He / She / It	is ('s)	

spelling rules

Most verbs: add *-ing*.

Verbs ending in *-e*: remove the *-e* and add *-ing*.

Verbs ending in one vowel followed by one consonant:
double the consonant and add *-ing*.

work → *working* *buy* → *buying*
take → *taking* *write* → *writing*

get → *getting* *run* → *running*
(but *open* → *opening*)

Note: *die* → *dying* *lie* → *lying*

USE

We use the present continuous to talk about

- things happening now.

*Where's John? In his room. He's **doing** his homework.*

*You're **speaking** too fast for me.*

- temporary activities.

*We're **learning** about trees this week.*

*My brother **is staying** with friends in London until he finds somewhere to live.*

- situations of change.

*The hole in the ozone layer **is getting** bigger. The number of pupils in the school **is falling**.*

- future arrangements.

*We're **flying** to Spain on a school trip next month. I'm **seeing** the head teacher after class.*

present continuous or present simple?

*It **rains** a lot in Scotland.* (habitual situation)

*Put on an anorak. It's **raining**.* (now)

*Scientists **do** experiments to test their theories.* (always true)

*Scientists **are doing** experiments to see if there is life on Mars.* (currently)

*She **speaks** French and German.* (She can speak these languages.)

*Wait a minute, she's **speaking** to someone on her mobile.* (now)

We do not usually use these verbs in the present continuous: *believe, like, hate, prefer, want, depend, love, know, remember, forget, mean, need* and *understand*.

*She **doesn't understand** the formula.* NOT *She ~~isn't understanding~~ this formula.*

Excuse me, what does this mean? NOT *What ~~is this meaning~~?*

1 Write the *-ing* form of the verb.

- | | | |
|-------------------------|------------|--------|
| a enjoy <u>enjoying</u> | e play | i stop |
| b hit | f heat | j shut |
| c shoot | g organize | k buy |
| d smoke | h use | l tidy |

2 Use the prompts to write full sentences.

- a I / eat dinner I am eating dinner.
- b You / do your homework
- c She / go to the park
- d John and Sven / buy new trainers
- e My parents / talk to my teacher
- f We / listen to CDs
- g He / write a book
- h It / rain today
- i I / work hard

3 Underline the correct form.

- a I'm happy today. Everything goes / is going well.
- b Just a minute, I can't hear you. I'm listening / I listen to the radio. Let me turn it off.
- c A lot of people speak / are speaking Spanish in the USA.
- d On this space shuttle mission they study / are studying the effects of gravity in space.
- e He is doing / He does his homework now.
- f I'm liking / I like the new sports hall. Do you?
- g Wake up! The teacher is asking / asks you a question.
- h You know / You are knowing my friend Cindy.
- i That's the book I'm reading / I read at the moment.

4 Use the prompts and a verb from the box to write either present simple or present continuous sentences.

stay do look watch listen know understand

- a I / this question I understand this question.
- b She / to music now
- c They / maths homework now
- d You / a lot about computers
- e Manuela and Sam / TV at the moment
- f We / in a hotel near the beach
- g I / for Jack. Do you know where he is?

8

present continuous (2)

FORM

negative

I	am not ('m not)	
You / We / They	are not ('re not / aren't)	coming.
He / She / It	is not ('s not / isn't)	

questions

Am	I	
Are	you / we / they	getting fat?
Is	he / she / it	

short answers

	I	am. (not Yes, I'm.)
Yes,	you / we / they	are. (not Yes, you're.)
	he / she / it	is.
	I	'm not.
No,	you / we / they	aren't / 're not.
	he / she / it	isn't / 's not.

USE

We use present continuous questions to ask about

- things happening now.
*Are you **going** to the cinema? What **are** your parents **doing**?*
- temporary activities.
*What **are** you **studying** in class now? Are you **staying** in a hotel?*
- situations of change.
*Is the weather in your country **getting** hotter? Are people **living** longer?*
- future arrangements.
*Are you **going** to the party on Friday? Are we **having** a test next lesson?*

We use the negative form of present continuous in the same ways.

*I'm **not listening** to music, I'm **playing** a computer game.
She's **not staying** in a hotel, she's **staying** with a friend.
Computers **aren't getting** more expensive, they're **getting** cheaper.
We're **not going** to the party on Friday.*

Includes material from Units 7 and 8.

07.00 *get up*
07.05 *have a shower*
07.30 *have breakfast*
07.45 *go to school*
08.30 *arrive at school*
09.00 *start classes*
12.30 *have lunch*
16.00 *go to football training*
19.00 *arrive home and have dinner*
19.30 *start homework*
21.00 *relax and watch some TV*
22.00 *go to bed*



- 1 What is John doing now? Look at the information and use the prompts to write present continuous sentences.

a 07.03 / John / get up

It's 7.03 and John is getting up.

b 07.10 / he / have / shower

c 07.35 / he / have / breakfast

d 08.00 / John / go / school

e 09.15 / John and his friends / sit / in class

f 12.45 / he and his friends / have / lunch

g 16.10 / he / play / football

h 22.45 / he / sleep

- 2 Now write negative sentences using the prompts.

a 07.05 / he / sleep

It's 07.05. He isn't sleeping.

b 08.45 / he / go to school

c 10.00 / John and his friends / do / their homework

d 12.35 / he / have / breakfast

e 15.00 / his team / playing football

f 18.45 / he / have / lunch

g 20.00 / he / watch / TV

h 23.00 / he / do / his homework

3 Use the prompts to make a question. Then write a short answer.

a 07.05 / John / having breakfast ?

It's 07.05. Is John having breakfast? No, he isn't.

b 08.00 / he / go to school ?

c 09.30 / he / sit / class ?

d 12.00 / John and his friends / play / football ?

e 12.45 / you / have / lunch ?

f 19.15 / John and his family / have / breakfast ?

g 21.15 / he / relax ?

h 22.30 / you and your family / watch / TV ?

4 What's happening in your body right now?
Use the prompts to write sentences.

a blood / circulate / around my body

Blood is circulating around my body.

b my heart / pump / blood

c my lungs / absorb / oxygen

d my diaphragm / move / up and down

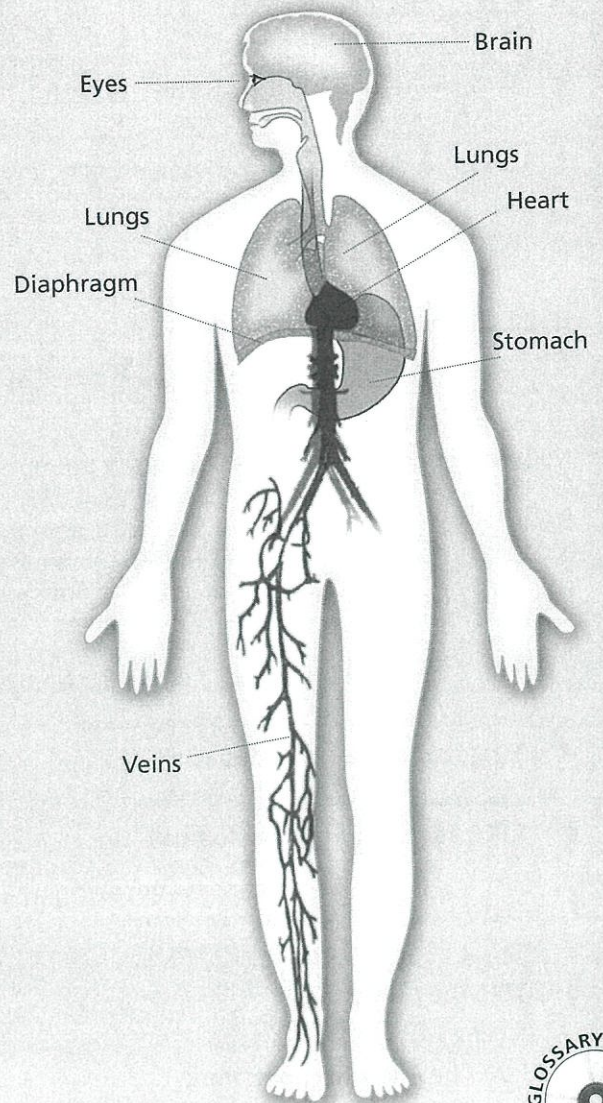
e my heart / beat

f my lungs / produce / carbon dioxide

g my stomach / digest / food

h chemical reactions / happen / my cells

i my eyes / send / messages to my brain



5 How is society changing? Put the words in order to make questions. Then write a short answer.

a are taller people getting

Are people getting taller? Yes, they are.

b is getting life expensive more

c more we energy using are

d people going to more university are

e older getting population is the

f getting fewer are people married

g longer are we living

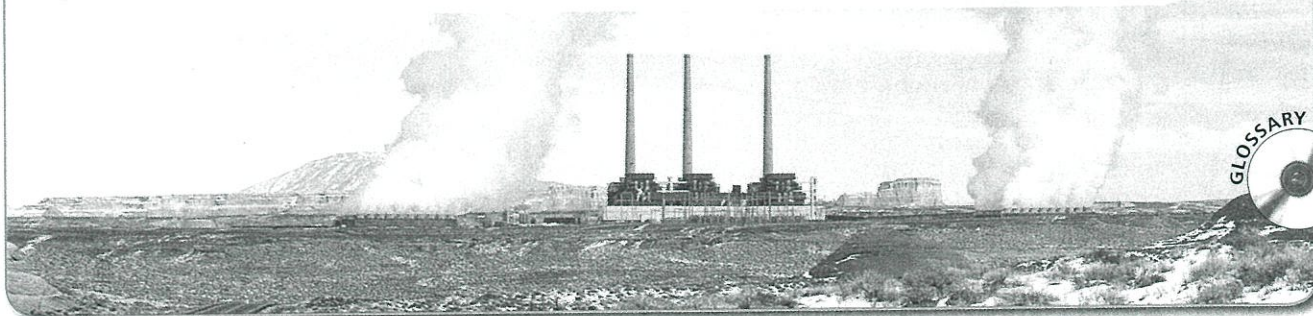
6 Complete the text with the present continuous form of the verbs in the box.

cut get increase cause change melt rise have

Global warming

Power stations, cars and factories produce carbon dioxide (CO₂). Trees and plants change it back to oxygen, but we a are cutting down trees in the Amazon rainforests, so the amount of carbon dioxide in the air b The carbon dioxide allows radiation from the sun to enter the atmosphere but not to leave it. This c the atmosphere to heat up.

Scientists think that the polar ice caps and glaciers around the world d This is creating more water and the level of the sea e In many parts of the world there is a possibility of floods on land near the coast. In general, the world's climate f This means warm areas g colder winters, and previously cold areas h warmer.



GLOSSARY

EXTENSION ACTIVITY

- a Write five sentences about things that you are doing at the moment.
- b Write five sentences about things that are changing in your country.

9

asking questions – present

When we ask questions, the position of the subject in the sentence usually changes.

yes / no questions

is / are + subject + etc

Are	you	English?	Yes, I am. / No, I'm not.
Is	he	happy?	Yes, he is. / No, he isn't.

is / are + subject + verb + etc

Is	it	raining?	Yes, it is. / No, it isn't.
Are	they	reading?	Yes, they are. / No, they aren't.

do / does + subject + verb + etc

Do	you	speak German?	Yes, I do. / No, I don't.
Does	Dan	play football?	Yes, he does. / No, he doesn't.

questions with what, why, when, where, how, who

question word + is / are + subject + etc

When	is	she	at home?	She's at home in the evening.
Where	are	they	students?	They're students at university.

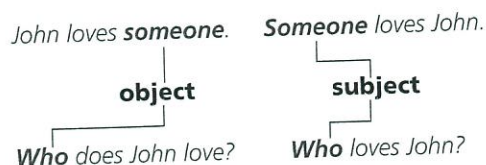
question word + is / are + subject + verb + etc

What time	is	John	leaving?	He is leaving at 11.00.
Why	is	he	going out?	He's going out to buy some bread.
How	is	she	feeling?	She's feeling better.
What	are	you	playing?	We're playing cards.

question word + do / does + subject + verb + etc

What time	does	John	start work?	He starts work at 08.00.
Who	does	Sarah	go out with?	She goes out with Jim.
When	do	they	meet?	They meet every Tuesday.

The form of question shown above is only possible when we know who or what the subject is. Sometimes we don't know and we need to ask questions where the question word (*who, what, how many, etc*) is the subject of the question.



In this type of question you cannot use *do* or *does*.

Who helps you? NOT ~~*Who does help you?*~~
How many people study here? NOT ~~*How many people do study here?*~~
Which computer works best? NOT ~~*Which computer does work best?*~~

1 Match questions a to h with answers 1 to 8.

- | | |
|-----------------------------|--------------------|
| a What's the time? | 1 675867564 |
| b How old is your sister? | 2 In India. |
| c Where's the Taj Mahal? | 3 Pedro. |
| d What's your name? | 4 About €300. |
| e Where are the books? | 5 Fine, thanks. |
| f What's your phone number? | 6 She's 18. |
| g How much is an iPod? | 7 Ten past five. |
| h How are you? | 8 In the cupboard. |

2 Write questions for the answers.

- | | |
|------------------------|--------------------------------------|
| a <u>Where are you</u> | ? Me? I'm at school. |
| b | ? Me? I'm 15. |
| c | ? His mobile number? It's 687958475. |
| d | ? My mother? She's fine. |
| e | ? Your pen? It's on the table. |
| f | ? A Coke? About €1.30. |
| g | ? The time? It's five to six. |
| h | ? The date? It's 10th May. |

3 Put the words in order to form questions.

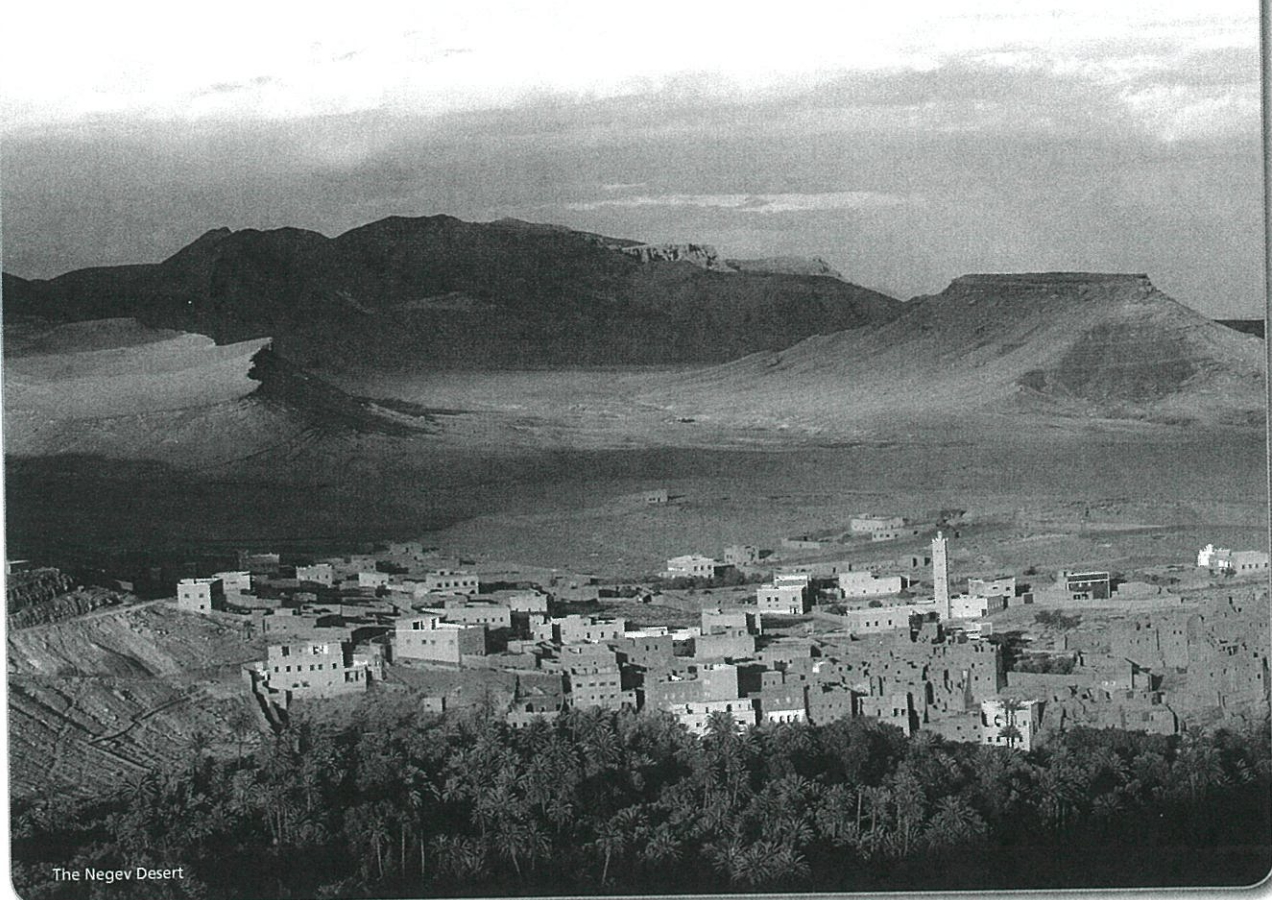
- | | |
|--|---|
| a he where study does ? <u>Where does he study</u> | ? |
| b time you do what start school ? | ? |
| c take long school how does it to get to ? | ? |
| d people many know how you do here ? | ? |
| e month you doing this in what are class ? | ? |
| f think of what the new do you teacher ? | ? |
| g where holiday the do in go on they summer ? | ? |
| h do accident about you the know ? | ? |
| i are enjoying the you party ? | ? |

4 Write questions about the things underlined in the statements.

- | | |
|--|---|
| a Sam sees <u>Joe</u> every day at school. <u>Who does Sam see every day at school</u> | ? |
| b Sam sees Joe every day <u>at school</u> . | ? |
| c <u>Sam</u> sees Joe every day at school. | ? |
| d He is playing for <u>Manchester United</u> this season. | ? |
| e His school has <u>four</u> different sites. | ? |
| f <u>Over 2,000 students</u> take the exam. | ? |
| g The school employs <u>over 20 teachers</u> . | ? |
| h He's studying <u>photography</u> in the evenings. | ? |
| i He is working <u>in a factory</u> this summer. | ? |

5 Put the words in order to form questions. Then underline the correct answer.

- a capital what of the Iran is ? What is the capital of Iran ?
 Tabriz Esfahan Kabul Tehran
- b Atlas Mountains where the are ? ?
 Mexico Morocco Ethiopia Argentina
- c Negev is Desert the where ? ?
 Israel Jordan Egypt Iran
- d Africa highest which the mountain in is ? ?
 Everest Kilimanjaro Mount Kenya Annapurna
- e Cape Horn is where ? ?
 USA South Africa Canada Chile
- f Islands are the Balearic where ? ?
 In the Atlantic In the Pacific In the Caspian Sea In the Mediterranean
- g longest where the world's river is ? ?
 In America In Africa In Asia In Australia
- h where K2 is ? ?
 In the Himalayas In the Andes In the Rockies In the Alps
- i the is what Yucatan? ?
 a mountain a river a peninsula an island



The Negev Desert

6 Use the prompts to write questions and complete the dialogue.

A: a (how often / use / a computer) *How often do you use a computer* ?

B: A lot. I like computers.

A: b (where / use / them) ?

B: At home and at school.

A: c (what / do / on your computer) ?

B: At home? I do my homework on it and use MS Messenger for chatting.

A: d (play / games / it) ?

B: No, I don't. I play games on my PlayStation – it's better.

A: e (surf / Internet) ?

B: Yeah, sometimes I look at stuff about football.

A: f (how long / spend / on the computer each day) ?

B: I don't know. One or two hours.

A: g (learn about / computers / school) ?

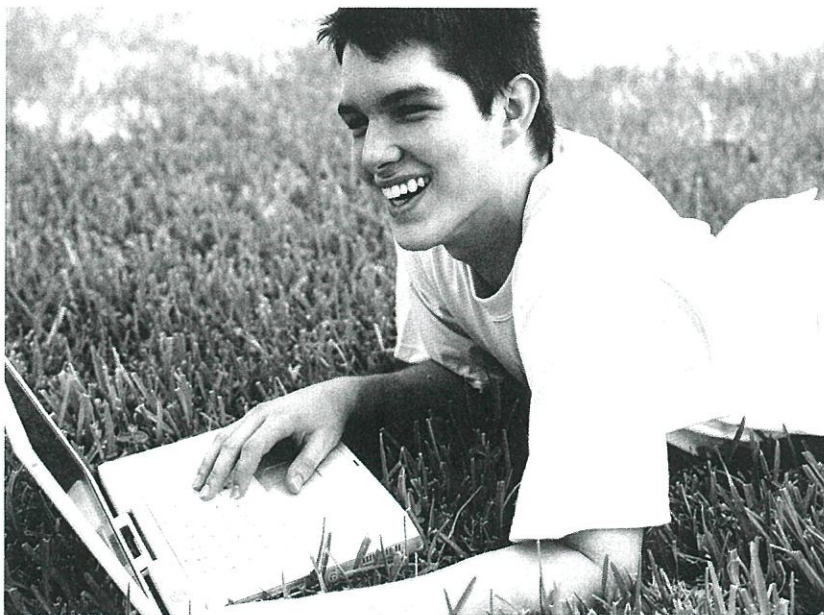
B: A bit. We have an IT lesson on Fridays.

A: h (interesting) ?

B: Well, sometimes it is.

A: i (who / fix / the computer / if it goes wrong) ?

B: My dad. He knows a lot about them.



EXTENSION ACTIVITY

Write ten questions you would like to ask your favourite famous person.

10

past simple (1)

FORM

The past of regular verbs is formed using the ending **-ed**.

I / You / We / They
He / She / It **opened / lived / tried.**

spelling rules

Most verbs: add **-ed**.

Verbs ending in **-e**: add **-d**.

Verbs ending in a consonant followed by **-y**: change the **-y** to **-ied**.

Verbs ending in a single vowel followed by a single consonant:
double the consonant and add **-ed**.

wish → **wished**

date → **dated**

carry → **carried**

fit → **fitted**

fill → **filled**

close → **closed**

study → **studied**

tap → **tapped**

irregular verbs

Many common verbs have irregular past forms.

go → **went** have → **had** take → **took**

I / You / We / They
He / She / It **went** to the cinema.

The verb *to be* has two past simple forms.

I / He / She / It **was**
You / We / They **were** at school yesterday.

See the List of irregular verbs on page 207.

USE

We use the past simple to talk about finished states, events and actions in the past.

Last year we **studied** the lives of the ancient Greeks in History. Then in the summer we **visited** Athens and **saw** the Acropolis. It **was** very interesting.

Neil Armstrong **was** the first man to land on the moon. On July 20, 1969, he **walked** on the surface of the moon for two and a half hours.

1 Read the sentences and underline all the examples of the past simple.

- a I usually go to school by bus but today I walked.
- b I liked the film, it was so exciting!
- c He went shopping yesterday.
- d They stayed at home at the weekend because they were ill.
- e I don't like the theatre but I saw the play anyway.
- f He studied hard and passed the exam.
- g I did the washing up today and yesterday. You never do it.
- h I thought the lesson was fun and our teacher is very nice.
- i He had a bike accident at the weekend.
- j He bought two bars of chocolate and gave one to his friend.

2 Write the past simple of these regular verbs.

- | | | | |
|----------------------|---------------|--------------|---------------|
| a talk <u>talked</u> | e open | i pick | m use |
| b wait | f close | j like | n rest |
| c stop | g walk | k shop | o print |
| d want | h drop | l chat | p play |

3 Write the past simple form of these irregular verbs.

- | | | | |
|--------------------|-------------|---------------|---------------|
| a make <u>made</u> | e is | i buy | m leave |
| b take | f eat | j go | n feel |
| c come | g see | k think | o give |
| d have | h put | l bring | p do |

4 Use the prompts to write sentences.

- a He / go / swimming yesterday He went swimming yesterday.
- b They / see / a film last night
- c I / do / my homework
- d You / wait / for an hour
- e Michael / have / a cold
- f The teacher / be / late
- g Sue and Juan / walk / to school today
- h I / take / my dog for a walk
- i She / talk / to her friends
- j We / give / him the answers
- k Marcella / come / to the party
- l The dog / eat / my breakfast!

11

past simple (2)

FORM

To form negatives, questions and short answers in the past simple, we use the auxiliary *did* + bare infinitive.

negative

I / You / He / She / It / We / They **did not** (didn't) work yesterday.

questions

Did I / you / we / they work?
he / she / it

short answers

Yes, I / you / he / she / it / we / they did.
No, didn't.

NOTE / **didn't work.** ~~I didn't worked.~~
Did he arrive on time? ~~Did he arrived~~ on time?

was and were

The verb *to be* follows a different pattern. We do not use *did* to form questions and negatives.

negative

I / She / He / It **was not** (wasn't) there.
You / We / They **were not** (weren't)

questions

Was I / she / he / it there?
Were you / we / they

She **wasn't** at school yesterday.
They **weren't** very nice to me.
Was I late?
Were you at the party?

USE

We use the past simple to talk about finished states, events and actions in the past.

A: Madame Curie **lived** in Paris and **discovered** radiation. We **studied** this last year.

B: She **didn't discover** radiation in fact. That **was** Bacquerel.

A: So why **did** she **win** the Nobel Prize?

B: She **won** it twice. In 1903 she and her husband **shared** the Nobel for physics with Bacquerel for discovering radium and polonium. Then she **got** the Nobel for chemistry in 1911.

Includes material from Units 10 and 11.

1 Write the negative past simple form of these verbs.

- | | | |
|-----------------------|--------|---------|
| a do <i>didn't do</i> | e eat | i study |
| b see | f walk | j drink |
| c be | g buy | k go |
| d have | h read | l use |

2 Use the prompts and a verb from the box to write past simple questions.

read walk pay give eat buy win go study play

- | | | |
|--------------------------------|--------------------------------------|---|
| a you / swimming yesterday? | <i>Did you go swimming yesterday</i> | ? |
| b she / pizza last night? | | ? |
| c they / tennis? | | ? |
| d your teacher / you a test? | | ? |
| e you / for the exam? | | ? |
| f we / the bill? | | ? |
| g your sister / you a present? | | ? |
| h you / that book? | | ? |
| i they / the game? | | ? |
| j he / to the library? | | ? |

3 Look at the diary of Joanna, a student who went on a school trip to London. Complete the gaps with the past form of the verbs in the box. You will need to use some verbs more than once.

meet go have see visit leave arrive stop do

Tuesday

- a *Met* at school.
 b for London in bus.
 c to have packed lunch on journey.
 d the Science Museum.
 e at youth hostel.
 After dinner, f to cinema. g new James Bond film.

Wednesday

- h breakfast.
 i to Madame Tussaud's and the Planetarium.
 j on Thames River Cruise. Lunch on boat.
 k St Paul's Cathedral.
 After dinner l to a theatre – m the Lion King.

Thursday

- After breakfast, n HMS Belfast.
 o some shopping.
 After lunch, p London.
 q home in evening.

4 Correct these statements about Joanna's trip.

On Tuesday

- a They went to London by train. No, they didn't go by train. They went by bus.
 b Joanna visited a zoo.
 c They went to the theatre.

On Wednesday

- d They had lunch at the Planetarium.
 e Joanna saw the new James Bond film.
 f They visited HMS Belfast.

On Thursday

- g They did an exam.
 h They arrived in London.

5 Complete the text with the past simple form of the verbs in the boxes. They are all regular verbs.

Sir Isaac Newton: *scientist and mathematician*

~~die~~ change provide

Isaac Newton was born on December 25, 1642 in Woolsthorpe, near Grantham in Lincolnshire, England. He was born in the same year that Galileo **a** died. Newton is probably the most important scientist in history. His work on mathematics and physics

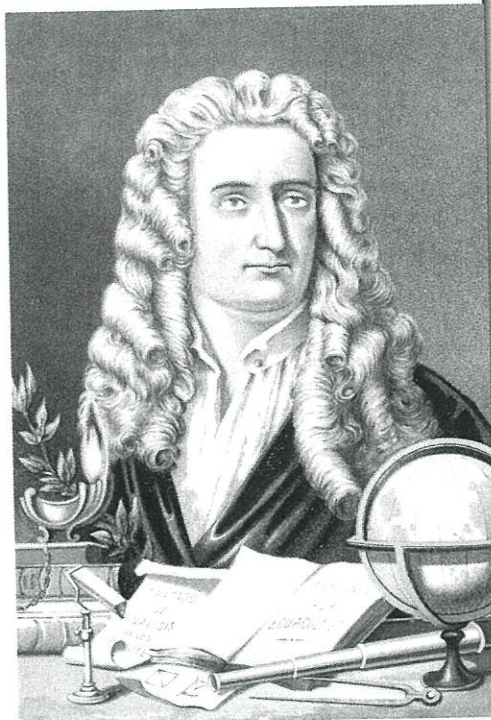
- b** a basis for modern science, and his ideas
c the world.

design use publish

Newton **d** his work in two books, *Opticks* and *Principia*. These contain his laws of motion and gravity. He **e** these laws to predict the movements of the stars, and the planets around the Sun. He also **f** and built the world's first reflecting telescope.

produce live study move

Newton **g** at Trinity College, Cambridge, from 1661 to 1696. In this period, he **h** most of his important work. Then, in 1696, he **i** to London, where he **j** until his death on March 20, 1727.



6 Complete the text with the past simple form of the verbs in the box.

get spend play ~~conclude~~ stimulate compare look find

Video games

Ten years ago, studies **a** concluded that players of video games were very intelligent and motivated people. They **b** good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today?

Many children start to play video games at seven. For most of them this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 **c** that almost a third played video games daily. Seven per cent **d** at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school.

In another study, scientists at Japan's Tohoku University **e** at the brain activity of hundreds of students as they **f** a Nintendo game. They **g** this with the brain activity of other students doing maths. The results were surprising. The computer game only **h** those parts of the brain related to vision and movement, but not parts of the brain which are important for behaviour, memory, and learning.



7 Complete the dialogue using the affirmative, negative and question past simple forms of the verbs in the box.

buy download pass have (not) play ~~spend~~ have finish get fail do

A: I'm doing a survey about video games. Do you play them? Can I ask some questions?

B: Yeah, I play them. Go on then.

A: **a** Did you spend any time playing video games last week?

B: Yeah, I did. I **b** a new game last Saturday. It's called *Need for Speed Underground*.

A: Oh yes, I know it. Is it good?

B: Yes, it's great.

A: **c** you it?

B: No, I **d** it from the Internet.

A: **e** you with it yesterday?

B: No, not yesterday. I had football training.

A: Okay, so **f** you time for your homework?

B: Yeah, we **g** much. I **h** it on the bus on the way home.

A: Do you think playing games affects your school work?

B: No, I don't think so.

A: How **i** you in the last exams?

B: Okay.

A: So you **j** all of them.

B: No, not all of them. I **k** Maths.

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a** I saw the film last night but I didn't like it.
- b** Last summer we went to Spain on holiday.
- c** Newton was born in the same year that Galileo died.
- d** Did you have lunch at school yesterday?
- e** I didn't answer all the questions in the exam.

past continuous (1)

FORM

affirmative

I / He / She / It **was** **working.**
 You / We / They **were**

We do not usually use these verbs in the past continuous form: *believe, like, hate, prefer, want, depend, love, know, remember, forget, mean, need* and *understand*.

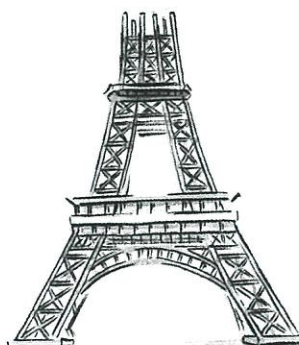
USE

We use the past continuous

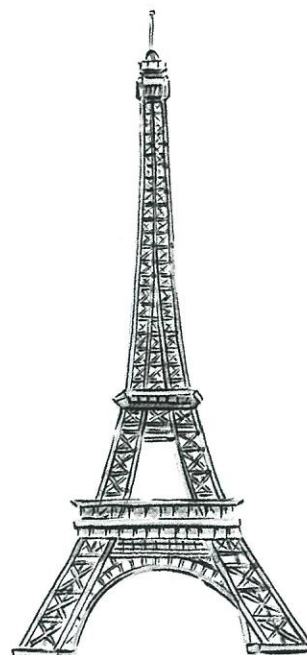
- to talk about an activity in progress at a particular time in the past.



They started construction of the Eiffel tower in January 1887.



*In 1888 they **were building** the tower.*



In May 1889 they finished the tower.

*It **was raining** on Monday so we didn't play football.
 Don't turn the radio off! I **was listening** to it!*

- to talk about an activity that is interrupted by an event.

*My mobile rang while I **was doing** my homework.
 He **was driving** to work when the accident happened.*

- to describe the background scene or situation for events in the past.

*The 100 Years War started because England **was supplying** wool to Flanders for their cloth trade and France **was trying** to take control of this source of foreign exchange. When the French king died...
 We **were driving** home after school. Dad turned on the radio and that's when I first heard that...*

1 Use the prompts to write a full sentence.

- a She / eat / pizza *She was eating pizza.*
- b They / go / to the cinema
- c We / walk / the dog
- d I / shop
- e You / do / your homework
- f Steven and Amanda / drink / tea
- g The teachers / talk / in the staffroom
- h My sister / clean / the kitchen
- i We / listen / to music
- j It / snow / all day yesterday
- k I / play / a computer game

2 Correct these sentences.

- a I ~~was understanding~~ the question. *I understood the question.*
- b She ~~were~~ cooking dinner for her family.
- c He ~~was remembering~~ his homework yesterday.
- d They ~~was~~ listened to the radio.
- e I ~~did~~ my homework when the phone rang.
- f You ~~were~~ speak too loudly.
- g We ~~did~~ watching TV last night.

3 Underline the correct form.

- a Dave arrived / was arriving at Sue's house at 19.30, but she wasn't there. She *did* / was doing some shopping at the supermarket.
- b At this time last week, we *lay* / were lying on a beach in the sun.
- c A: I *phoned* / was phoning you yesterday after school. Where were you?
B: Oh. My mobile was off because I *rehearsed* / was rehearsing for the concert on Saturday.
- d When I *walked* / was walking into the class, the teacher *talk* / was talking about the new course.
- e A: What *did you do* / were you doing when the alarm went off?
B: I *did* / was doing an experiment in the science laboratory.
- f I *watched* / was watching the episode on TV when the electricity went off. Can you tell me what *happened* / was happening?
- g Derek *told me* / was telling me about the match, but I *did* / was doing something on the computer at the time so I can't tell you what he *said* / was saying.
- h What a coincidence! When you *called* / were calling I *thought* / was thinking about you.
- i The Titanic *crossed* / was crossing the Atlantic when it *hit* / was hitting an iceberg.
- j My uncle *lived* / was living in Berlin for ten years. In fact he *lived* / was living there in 1999 when the Berlin wall came down.

13

past continuous (2)

FORM

negative

I / He / She / It **wasn't** (was not) **working.**
 You / We / They **weren't** (were not)

questions

Was he / she / it **working?**
Were you / we / they

short answers

Yes, he / she / it was.
 you / we / they were.
 No, he / she / it wasn't.
 you / we / they weren't.

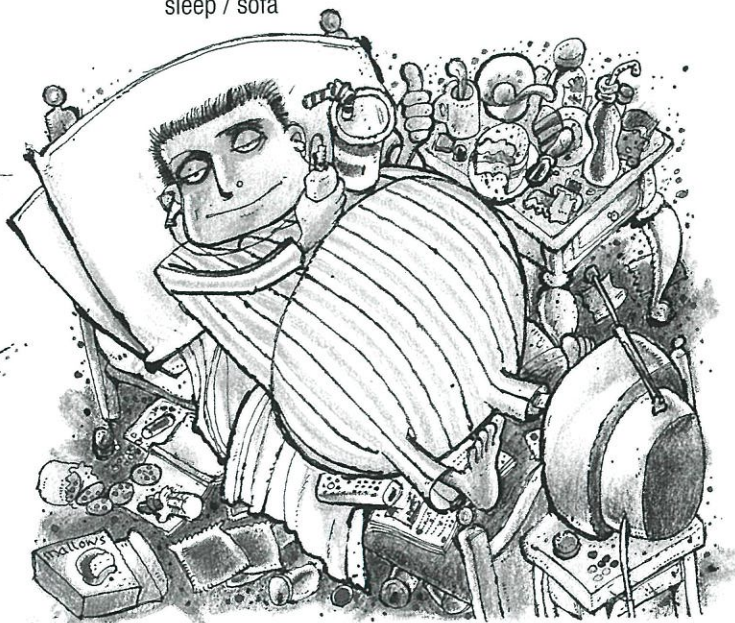
USE

We use past continuous questions to ask about

- an activity in progress at a particular time in the past.
*What **were** you **doing** yesterday morning? **Were** you **sleeping** at midnight?*
- an activity that is interrupted by an event.
*What **were** they **doing** when the teacher came into the room? They **were cheating** on the test.
Were you **sleeping** when the alarm clock went off? No, I wasn't.*
- the background scene or situation for events in the past.
***Was** it **raining** when you left school?
Was Sir Alexander Fleming already **looking** for antibodies when he discovered penicillin? Yes, he was.*

Includes material from Units 12 and 13.

	Fit Sid	Fat Jack
08.00	do / exercises	lie / bed
08.30	have / breakfast	have / breakfast
09.00	walk / school	go / school / car
11.00	play / football	eat / crisps
13.00	prepare / salad / lunch	buy / hamburger / lunch
17.00	do / 10 km run	have / rest
19.00	play / computer game	play / computer game
22.00	go / bed	sleep / sofa



1 Use the information to complete the sentences about Fit Sid and Fat Jack in the past continuous.

Yesterday, at ...

- a 08.00, Sid was *doing exercises and Jack was lying in bed.*
- b 08.30, both Sid and Jack
- c 09.00
- d 11.00
- e 13.00
- f 17.00
- g 19.00
- h 22.00

2 Use the prompts to make a question. Then write a short answer.

- a Sid / lie / bed / 08.00 *Was Sid lying in bed at 08.00 ? No, he wasn't.*
- b they / have / breakfast / 08.30
- c Jack / go / school / 09.00
- d Jack / play / football / 11.00
- e you / prepare / salad / 13.00
- f Sid / run / 17.00
- g they / watch / TV / 19.00
- h you / watch / TV / 20.00

3 Use the prompts and a verb from the box to write negative sentences.

rain clean buy drive ~~study~~ work play drink go listen

- a They / for the test *They weren't studying for the test.*
- b She / home for the weekend
- c I / tea. It was coffee.
- d It / yesterday. It was sunny.
- e You / to me!
- f Michelle / more shoes
- g We / computer games
- h His brothers / their bedroom
- i Pierre / the car
- j The computer / because it was broken

4 Complete the dialogue with the present simple, past simple or past continuous form of the verbs in brackets.

A: Excuse me, we're doing a survey about time use. Have you got time to answer some questions?

B: Yes, but not too long.

A: No, don't worry, just a couple of minutes. I want to ask you about your activities yesterday. For example, at eight in the morning were you a (sleep) *sleeping* or were you awake?

B: I was up. At eight o'clock I **b** (have) my breakfast.

A: Do you **c** (have) breakfast at the same time every day?

B: Yes, I usually get up at half past seven.

A: Okay, mid morning, at eleven, **d** (work) ?

B: No, I **e** (study) . I'm still at school. I **f** (do) an experiment in the science lab.

A: At one o'clock, **g** (have) lunch?

B: Yes. We have an hour and a half for lunch and then classes again in the afternoon.

A: Were you at school at five o'clock?

B: No, I **h** (walk) home.

A: And at eight o'clock?

B: I **i** (do) my homework. After that I watched TV for a bit and then I **j** (go) to bed.

A: So at midnight ...

B: ... I was asleep.

A: Thanks very much.

B: You're welcome.

5 Put the verb in brackets into the past simple or past continuous.

William Tell

This is the legend of William Tell, the national hero of Switzerland. There was a very cruel ruler, Hermann Gessler. One day his soldiers arrested William Tell and his son. Gessler a (know) knew that Tell was an expert with a crossbow. He took Tell's son and put an apple on his head. He b (order) Tell to shoot the apple.

Tell took two arrows and c (put) one in his crossbow. He aimed carefully and hit the apple without touching the boy. While the people d (cheer) Gessler asked Tell about the second arrow. Tell said, "It's for you."

Gessler was very angry and decided to take Tell to his castle on the other side of Lake Lucerne. While they e (cross) the lake a storm started and Tell was able to escape. Later, when Gessler and his soldiers arrived at the castle, Tell f (wait) for them there. As they g (walk) along the path to the castle, Tell h (jump) out. With his crossbow and the second arrow, Tell i (kill) Gessler. Tell's example encouraged his people to fight for their freedom.



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a At 17.00 yesterday I was sitting on the beach with some friends.
- b We saw Dave at the cinema when we were buying the tickets.
- c He was travelling around the world when he disappeared.
- d While we were doing the exams the weather was awful.
- e Were you watching TV when I called you?

present perfect simple

FORM

affirmative

I / You **have** ('ve) **finished.**
 We / They
 He / She **has** ('s)
 It

negative

I / You **have not** (haven't) **finished.**
 We / They
 He / She **has not** (hasn't)
 It

questions

Have I / you **finished?**
 we / they
Has he / she / it
 Has Jane done* the homework?

short answers

Yes I have. / No, I haven't.
 Yes, we / they have. / No, we / they haven't.
 Yes, he / she / it has. / No, he / she / it hasn't.

* The past participle of regular verbs is the same as the past simple, but with many common irregular verbs it is different. See page 207 for a list of irregular verbs.

infinitive	past simple	past participle
go	went	gone
come	came	come

USE

We use the present perfect

- to talk about life experiences. *John **has travelled** all over the world.*
*I've never **stayed** overnight in a hospital. **Have** you ever **seen** an eclipse?*
- to talk about change over a period of time, contrasting the past with the present.
*They **have made** the exams more difficult. The climate **has got** warmer.*
- to talk about achievements.
*Man **has walked** on the moon. Scientists **have identified** all the genes in human DNA.*
- to talk about multiple actions repeated at different times.
*We've **won** six matches this season. I've **seen** this film three times.*

present perfect or past simple?

All the examples above refer to things that happened at some unspecified time in the past. The exact time the action happened is not important – the important thing is that it is before now. To 'fix' things in the past (eg stages in our life, events in history, events in a narrative) we use an expression of time in the past, and the past simple tense.

Newton **studied** at Cambridge from 1661 to 1665.

Britain and France **declared** war when Germany invaded Poland.

Sometimes the time expression you choose determines which tense you must use. We use the past simple with 'finished' time expressions.

I **went** to the doctor **yesterday**. We **didn't have** a maths class **last week**.

He **spoke** to me **ten minutes ago**.

With 'unfinished' time expressions we use the present perfect.

I've **had** four exams **this week**. There **haven't been** any problems **until now**.

She's **lived** in five different countries **in her life**.

1 Write the past participle of these verbs. Use a dictionary if necessary.

- | | | | |
|-------------------|--------------|---------------|---------------|
| a see <u>Seen</u> | e find | i write | m fall |
| b buy | f come | j break | n rise |
| c sell | g put | k set | o meet |
| d do | h take | l read | p think |

2 Use the prompts to write a sentence.

- a The teacher / arrive The teacher has arrived.
- b The students / leave
- c The exams / finish
- d Danny / break / leg
- e I / sent / you / e-mail
- f She / see / this film / before
- g Dave and Joe / win / a scholarship
- h There / be / accident

3 Write the negative form of the sentences in Exercise 2.

- a The teacher hasn't arrived.
- b
- c
- d
- e
- f
- g
- h

4 Put the words in order to make a question. Then write a short answer.

- a you have school finished ?
Have you finished school? Yes, I have. / No, I haven't.
- b rained has today it ?
.....
- c done this you exercise have before ?
.....
- d got better has for life people ?
.....
- e have world's risen temperatures the ?
.....
- f gone petrol the price up has of ?
.....
- g at you have seen a the play theatre ?
.....
- h season football has the begun ?
.....

5 Match the questions a to g with the answers 1 to 7.

- a Where is my pen?
- b Why are you looking so pleased with yourself?
- c How is the maths going?
- d Why are you buying a new mobile?
- e Is it sunny outside?
- f Why are you looking so fed up?
- g Where's Jeremy?

- 1 No. It's started to rain.
- 2 I've passed all my exams.
- 3 Because someone has stolen my old one.
- 4 I've had a really bad day.
- 5 Not very well. It's got much more difficult this term.
- 6 Haven't you heard? He's had an accident. He's in hospital.
- 7 I don't know. I haven't seen it.



Why are you buying a new mobile?

6 Complete the sentence with a verb from the box in the present perfect and any other necessary information.

do stop rise get lose arrive change leave

- a Half an hour ago it was raining and now it isn't.
It has stopped raining.
- b John is at school. His homework is at home.
..... at home.
- c Ten minutes ago you ordered a pizza by phone. The doorbell is now ringing.
Great. My pizza
- d Last year the school had 540 pupils. This year there are 600.
The number of pupils by 60.
- e You can't find your revision notes.
..... notes.
- f You're doing an experiment. You did the same experiment last week and the week before.
This is the third time
- g Philip Jones goes to your school. Last year he went to a different school.
..... schools.
- h Last year your school work was easy. Now it's not.
The school work more difficult this year.

- 7 A journalist is interviewing a politician on a radio programme. Underline the correct form.

INTERVIEWER: Mrs Blake, you want people to vote for you again. Our listeners want to know why.

POLITICIAN: I think our achievements are very clear.

I: Well, not always. For example, under your government unemployment a has risen / rose by ten per cent.

P: Yes, but you have to look at the international context. The price of oil b has increased / increased to over forty euros last year and there c has been / was a world recession this year.

I: But now the price of oil d has fallen / fell again.

P: Yes, the future looks very good. Since we came to power we e have cut / cut taxes three times. The last government f has increased / increased them.

I: The opposition says that services g have suffered / suffered. What about the health system? Several hospitals h have closed / closed recently.

P: Yes, but people can see now that we i have introduced / introduced big improvements. Those hospitals j have been / were old. We k have invested / invested in new and better hospitals.

I: But people are waiting longer for their operations.

P: No, that's not correct. Patients waited longer before we came to power. The latest statistics show that we l have reduced / reduced the number of people waiting for operations.

I: What about your record on education?

P: Standards were terrible under the last government. When we m have introduced / introduced the new education law, the results improved very quickly.

I: Thank you Mrs Blake. Now, the news



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a His sister has won a swimming competition.
- b I've seen this film three times.
- c They've built a new road.
- d Have you finished your homework?
- e Has he decided what he wants to do?

present perfect with *for* and *since*

FORM

past simple: *I started studying here five years ago.*

present simple: *I study here now.*

present perfect: *I've studied here for five years.*

NOT *I am studying here for five years.*

past simple: *I met John for the first time in 2003.*

present simple: *I still know him.*

present perfect: *I've known John since 2003.*

NOT *I know John since 2003.*

I've worked here for five years. NOT *I am working here for five years.*

I've had a car since 2003. NOT *I have a car since 2003.*

USE

We use the present perfect to talk about situations which began in the past and continue into the present, and we want to say how long they have lasted. We often use *how long*, *for* and *since* with the present perfect to express this idea.

for and *since*

To say how long a current situation has lasted

- we use *since* with a point in time in the past (8 o'clock, 1975, August, last week, I was born, he arrived).

I've lived here since 2004.

Things have been better since I changed schools.

- we use *for* with a period of time that continues until now (82 years, a month, a few minutes, half an hour, ages, hundreds of years).

I've lived here for four years. (NOT *since four years ago.*)

My dad has had the same car for fifteen years!

You can also use *for* with the past simple. Compare these sentences.

present perfect: *I've lived in Hamburg for three years / since 1998.* (I still live in Hamburg.)

past simple: *I lived in Hamburg for three years / from 1995 to 1998.* (Now I live somewhere else.)

We also use the negative form of the present perfect with *for* and *since* to say the last time something happened.

The last time it snowed was at Christmas. = It hasn't snowed since Christmas.

The last time I spoke to David was two days ago. = I haven't spoken to David for two days.

1 Complete the sentences with *for* or *since*.

- a Kathy has been off school since last Thursday.
- b Graham has had his own PC a few months now.
- c We haven't had a holiday Easter.
- d The school has had that old microscope years.
- e They have been friends they were at primary school.
- f I haven't seen you a while. How are things going?

2 Complete the second sentence so it means the same as the first.

- a The last time I cooked a meal was on Saturday.
I haven't cooked a meal since Saturday.
- b The last time I washed up was a week ago.
..... for a week.
- c The last time my dad did any gardening was six months ago.
..... for six months.
- d The last time we helped with the shopping was at Christmas.
..... since Christmas.
- e The last time I did some DIY was when I painted the sitting room.
..... I painted the sitting room.
- f The last time John did any housework was a month ago.
John month.

3 Rewrite these sentences in the present perfect. Use the verb in brackets.

- a I met him at school. (know) I've known him since school.
- b Jane arrived here an hour ago. (be)
- c You bought that mobile last year. (have)
- d I got this book in January. (have)
- e They got married two years ago. (be)
- f Sarah liked History when she was six. (like)

4 Underline the correct form.

The world famous author of the Harry Potter books, JK Rowling, was born in 1965 in England. She **a** *studies / studied / has studied* French at Exeter University and then **b** *works / worked / has worked* as a bilingual secretary. When she was 26 she **c** *moves / moved / has moved* to Portugal where she **d** *teaches / taught / has taught* English and **e** *works / has worked / worked* on a story about a wizard. She **f** *returns / returned / has returned* to the UK and **g** *lives / lived / has lived* in Scotland since then. For a while she **h** *teaches / taught / has taught* French but since the first Harry Potter book was published she **i** *makes / made / has made* her living from writing. In fact, she is at the top of the best-sellers lists and **j** *is / was / has been* for several years. JK Rowling says she **k** *enjoys / enjoyed / has enjoyed* writing stories since she was a child and it is only now, after many years of hard work, that she **l** *achieves / achieved / has achieved* success.

present perfect continuous

FORM

affirmative

I / You / We / They **have ('ve)** **been** **watching** TV.
He / She / It **has ('s)**

negative

I / You / We / They **have not (haven't)** **been** **studying**.
He / She / It **has not (hasn't)**

questions

Have I / you / we / they **been** **working**?
Has he / she / it

short answers

Yes, I / we / they have. No, I / we / they haven't.
Yes, he / she / it has. No, he / she / it hasn't.

USE

We use present perfect continuous to talk about actions in progress from the past up to the present (often with *for* or *since*).

*We've **been studying** Russian for three years.*

*I've **been doing** homework since five o'clock.*

The action may be recently finished or continuing.

*They've **been waiting** for an hour. You're late. (The waiting is finished.)*

*They've **been waiting** for an hour and he still isn't here. (The waiting continues.)*

We sometimes use the present perfect continuous to emphasise an action repeated many times, or the length of time of an action.

*I've **been phoning** you all day. Where were you?*

*He's **been feeling** ill for over a week and he isn't getting better.*

present perfect simple or continuous?

When we refer to the duration of an action or situation, there is often very little difference in meaning between the present perfect simple and present perfect continuous.

*How long **have** you **worked** / **been working** here?*

*I've **worked** / **been working** here for five years.*

The tense we use often depends on where we want to focus – on the activity itself or the result of the action.

*'Why are your hands dirty?' 'I've **been fixing** my bike'. (focus on the activity)*

*'You look pleased.' 'Yes, I've **fixed** my bike.' (focus on the finished result).*

If the result of an action is a quantity (how much or how many) we do not use the continuous form.

*I've **done** three exercises so far. NOT I've ~~been doing~~ three exercises so far.*

*They've **been saving** for a year and they've **saved** over a thousand pounds.*

We do not usually use the continuous form with verbs which refer to states (eg *to be*, *to want*, *to have*, etc).

*I've **had** a cold for the last week. NOT I've ~~been having~~ a cold for the last week.*

*You've **been depressed** since Christmas. NOT You've ~~been being depressed~~...*

1 Use the prompts to write present perfect continuous sentences.

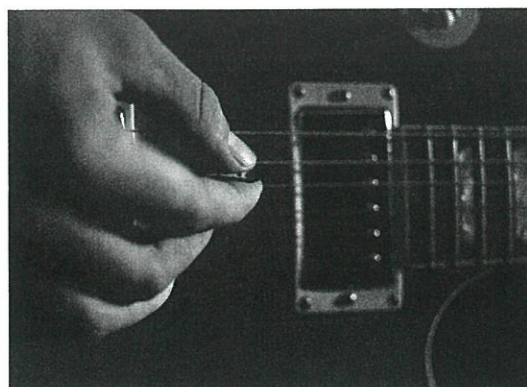
- a James / write e-mails / since this morning *James has been writing e-mails since this morning.*
b She / teach / for ten years
c We / not tell / lies to you!
d My parents / shop / for furniture
e Juan / not do / his homework
f It / not rain / for long
g Mariella / buy new clothes
h I / read this book / for weeks!
i They / talk / for hours
j You / not clean / your room!

2 Use the prompts to write present perfect continuous questions. Then write short answers.

- a you / study for the exam? Yes
Have you been studying for the exam? Yes, I have.
b How long / they / live in Hong Kong? Three years
.....
c she / wait / long? No
.....
d they / practise / the piano? Yes
.....
e How long / he / playing that game? Two hours
.....
f you / sit / there all day? No
.....
g How long / it / snow? Half an hour
.....
h he / eat / chocolate? Yes
.....

3 Underline the correct form.

I **a** *learned* / *'ve learned* / *'ve been learning* to play the guitar since Christmas because my parents **b** *bought* / *have bought* / *have been buying* me one as a present. I **c** *always wanted* / *'ve always wanted* / *'ve always been wanting* to be in a band but I can't sing. My teacher **d** *was* / *has been* / *has been being* very patient. I **e** *started* / *'ve started* / *'ve been starting* with a few simple chords and now I can play one song. My fingers **f** *hurt* / *'ve hurt* / *'ve been hurting* when I practise too long. Today I **g** *practise* / *'ve practised* / *'ve been practising* since lunch and I think I'll have to stop soon. My parents **h** *listened* / *have listened* / *have been listening* to me and I think they want me to stop as well!



asking questions - past

yes / no questions

was / were + subject + etc

Was	he	at the party?	Yes, he was. / No, he wasn't.
Were	they	on time?	Yes, they were. / No, they weren't.

was / were + subject + verb + etc

Was	she	waiting for you?	Yes, she was. / No, she wasn't.
Were	they	working?	Yes, they were. / No, they weren't.

did + subject + verb + etc

Did	it	rain on your holiday?	Yes, it did. / No, it didn't.
Did	you	see the film?	Yes, I did. / No, I didn't.

have / has + subject + verb + etc

Have	you	been here before?	Yes, I have. / No, I haven't.
Has	Jane	phoned?	Yes, she has. / No, she hasn't.

questions with what, why, when, where, how, who

question word + was / were + subject + etc

When	was	she	at school?	She was at school ten years ago.
Where	were	the boys	yesterday?	They were at home.

question word + was / were + subject + etc

What	was	she	doing there?	She was watching a tennis match.
Where	were	the boys	going at 18.00?	They were going to the park.

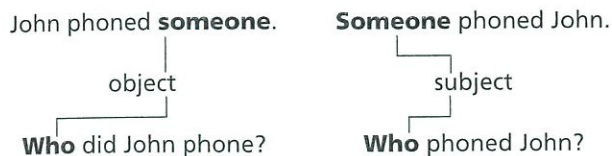
question word + did + subject + verb + etc

What time	did	John	leave the class?	He left at 10.00.
Why	did	he	say that?	He said it because he was angry.
What	did	you	tell them?	I told them it was unacceptable.

question word + has / have + subject + verb + etc

Which train	has	she	taken?	She's taken the 08.00 train.
Who	have	you	seen?	I haven't seen anyone.
What	has	he	done this time?	He's had an accident.

Sometimes we need to ask questions where the question word is the subject.



In this type of question you cannot use *did*.

Who helped you? NOT ~~Who did help you?~~

How many people came? NOT ~~How many people did come?~~

Which computer went wrong? NOT ~~Which computer did go wrong?~~

1 Put the words in order to make a question.

- a last where for your go did you holiday ?
Where did you go for your last holiday ?
- b long you were holiday for how on ?
 ?
- c travel how did there you ?
 ?
- d for who paid holiday the ?
 ?
- e it to how long did get there take ?
 ?
- f you did have meals your where ?
 ?
- g at who did the you meet airport ?
 ?
- h the what did hotel think you of ?
 ?
- i you do the what did evenings in ?
 ?



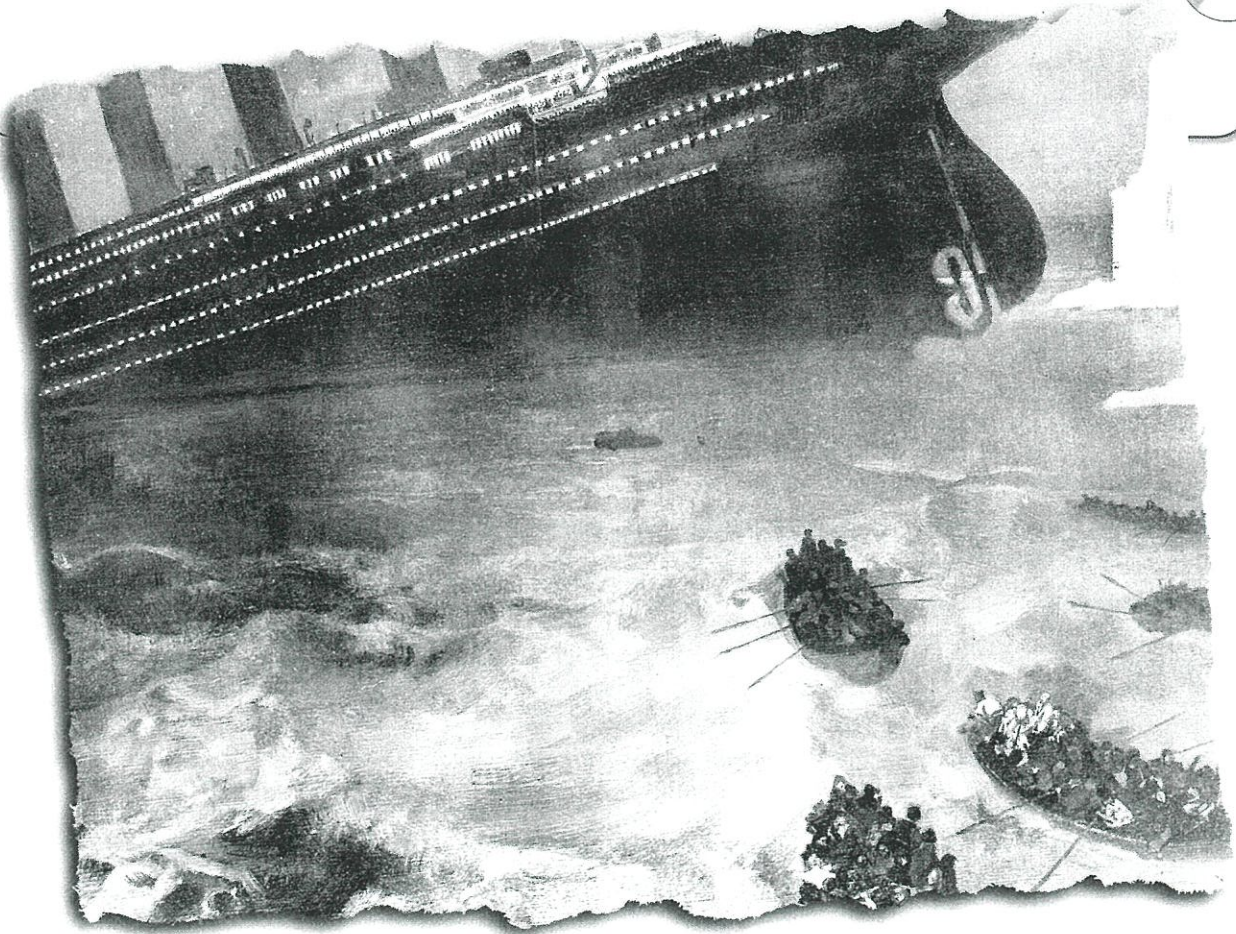
2 Complete the gaps with *did*, *was* or *were*.

- a *Were* you at school yesterday?
- b you go to school yesterday?
- c When the last time you went on holiday?
- d Where Pete and Sue last night?
- e Mr Green angry about the broken window?
- f there any calls for me?
- g it raining when you left home this morning?
- h you see the film on TV last night?
- i Who you meet at the party?
- j there anyone you knew at the party?

6 Use the prompts to write questions for the answers.

- a How many people was the Titanic carrying when it left Southampton ?
The Titanic was carrying over 2,200 people when it left Southampton.
- b How fast ?
The Titanic was going at 22.5 knots when it hit the iceberg.
- c Where ?
The Carpathia was travelling from New York to Europe when the disaster happened.
- d Who ?
A reporter and his wife were travelling on the Carpathia.
- e What ?
As they were travelling back to New York they interviewed the survivors.
- f When ?
As the Carpathia was entering the harbour the reporter threw his notes to a colleague.
- g What ?
The dock reporters sent the story to the newspaper.

GLOSSARY



EXTENSION ACTIVITY

Write five yes / no questions and five question word questions about a famous event that happened last year.

the future: making predictions

FORM

will

affirmative

I / You / We / They **will** work.
He / She / It

negative

I / You / We / They **will not** (won't) work.
He / She / It

questions

Will I / you / we / they be okay?
he / she / it have a good time?

short answers

Yes, I / you / we / they will.
he / she / it
No, I / you / we / they will not (won't).
he / she / it

USE

We can use **will** + bare infinitive to express predictions or beliefs about the future.

*World temperatures **will** rise.*

*I'm sorry, but things **won't** get any better.*

We often introduce predictions with *I think*

***I think** the DVD **will disappear** in ten years.*

***I think** the exam **will be** difficult.*

We avoid saying *I think ... won't ...*

We say *I don't think ... will ...*

***I don't think** money **will become** obsolete.*

NOT *~~**I think** money **won't become** obsolete.~~*

***I don't think** it **will rain** this morning.*

NOT *~~**I think** it **won't rain** this morning~~*

We can use **will probably** / **possibly** / **definitely** or **probably** / **possibly** / **definitely won't** (notice the difference in word order) to show how certain we are that things will happen.

*The teacher thinks **we'll definitely** /*

***we definitely won't** pass the exam.*

*Scientists **will probably** / **probably won't** find a solution to global warming.*

FORM

going to

affirmative

I **am**
You / We / They **are going to** work.
He / She / It **is**

negative

I **am not**
You / We / They **aren't going to** work.
He / She / It **isn't**

questions

Am I
Are you / we / they **going to** start?
Is he / she / it

short answers

Yes, I am. No, I'm not.
Yes, he / she / it is. No, he / she / it isn't / 's not.
Yes, you / we / they are. No, you / we / they aren't / 're not.

USE

We can also use **to be** + **going to** + bare infinitive to make predictions.

*World temperatures **are going to** rise.*

*I'm sorry, but things **aren't going to get** any better.*

*No, there **isn't going to be** a war.*

In situations where we are sure about the future because of something we see in the present, we use **going to** to make predictions, not **will**.

*She's pregnant – **she's going to have** a baby.*

NOT *~~She **will have** a baby.~~*

*Look at those big black clouds! **There's going to be** a storm.* NOT *~~There **will be** a storm.~~*

*And Beckham passes to Owen. **He's going to score.***

*Goal! NOT ~~He **will score.**~~*

1 Use the prompts to write a sentence with *will*. Use short forms where possible.

- a you / have / time / finish / homework *You'll have time to finish your homework.*
- b they / select / you / for the football team
- c they / increase / taxes / next year
- d prices / not come down
- e I / not be / very long
- f it / not snow / this weekend
- g the football team / win / next match
- h he / not be / school / tomorrow

2 Use the prompts to write questions with *will*. Then write short answers.

- a it / rain / today
Will it rain today? No, *it won't.*
- b the polar ice-caps / melt
? Yes,
- c Jack / be rich
? Yes,
- d they / win / match
? No,
- e Isabel / finish / race
? No,
- f the police / catch / criminals
? Yes,
- g the machine / work
? No,
- h there / be / any help for us
? Yes,

3 Use the prompts to write sentences with *going to*. Use short forms where possible.

- a It's 08.30. Claire is still in bed. (miss / bus)
She's going to miss the bus.
- b John has the ball. There are no defenders near. The goalkeeper is in a bad position. (score / goal)
- c Dave is exhausted. There are still 10 km to run. (not / finish / race)
- d We are the home team. The score is 3-0. There are three minutes left. (win / match)
- e They haven't studied. They're bad at maths. The exam is tomorrow. (not / pass)
- f It's 10.00. The train leaves at 10.03. I'm 5 km from the station. (not / catch)
- g There's a bright blue sky with no clouds. (be / nice day)
- h It's very hot and humid. You can see big black clouds and lightning. (there / be / thunderstorm)

4 Use the prompts to write questions with *going to*. Then write a short answer.

- a it / rain
Is it going to rain? No, it isn't.
- b the bus / arrive on time
? Yes, _____
- c there / be / enough time
? No, _____
- d they / have / a good time
? Yes, _____
- e his plan / work
? Yes, _____
- f Sue / pass / exam
? No, _____
- g Kevin / earn / a lot of money
? No, _____
- h the students / learn / English
? Yes, _____

5 Complete the sentence with *will* or *won't* and one of the verbs in the box.

analyse be pay go watch need cure use help include lose check recognize

According to technology experts the products below will be the ten most successful by the year 2020.

- 1 **Genetics.** New medicines a *will cure* diseases like Parkinson's and Alzheimer's.
- 2 **Computers.** A PC b _____ your voice and follow your commands. They c _____ any cables.
- 3 **Cars.** Cars d _____ petrol or diesel, but other fuels like electricity, and natural gas. A computer e _____ travel conditions to select the best fuel to use.
- 4 **Home entertainment.** We f _____ TV on large, flat screens. Computers g _____ necessary because your TV will do everything.
- 5 **Money.** We h _____ for everything with an electronic card.
- 6 **Health.** We i _____ to the doctor so often. Robots at home j _____ our health and warn us of problems.
- 7 **Satellite navigation.** GPS devices k _____ fight crime by tracking the exact location of cars and other valuables.
- 8 **Beauty.** New beauty products l _____ weight-control drugs, anti-wrinkle creams and cures for baldness so men m _____ their hair.



6 What is your opinion? Use the prompts to write sentences with *will* or *won't*, and possibly, *probably* or *definitely*.

- a new medicines / cure Alzheimer's *Genetics will probably cure Alzheimer's.*
- b a computer / recognize the human voice
- c cars / use water / fuel
- d computers / still be necessary
- e we / use coins and notes
- f people / want robots to check their health
- g GPS / help fight crime
- h anti-wrinkle creams / work
- i men / stop going bald

7 Write the negative of each sentence.

- a I think that life is going to get better.
I don't think that life is going to get better.
- b We will run out of oil soon.
- c We are going to have economic problems.
- d I think they will invent intelligent robots.
- e I think I am going to pass all my exams.
- f An asteroid will probably hit Earth in the next hundred years.
- g The population of the world is going to decrease.
- h I think we're going to have a good time tonight.
- i In 20 years' time, people will use CDs.
- j My football team is going to win.

EXTENSION ACTIVITY

- a Write five predictions about yourself with *will*.
- b Write five predictions about yourself with *going to*.

the future: plans and decisions

FORM

I / You / We / They **will / won't** work.
He / She / It

I **am**
You / We / They **are** (not) **going to** work.
He / She / It **is**

USE

We can use *will*, *going to* and the present continuous to express decisions about future actions. We use present simple for future events if they are part of a timetable.

We use *going to* when we have decided to do something, that is, when we are talking about our intentions or plans.

I'm going to buy a laptop so I can work on the train.
He's going to work in the USA this summer.

We use present continuous to talk about future arrangements and plans, especially when they involve other people and have a time and date.

I'm going to see my tutor about my test results. (My intention – perhaps the tutor doesn't know.)
I'm seeing my tutor about my exam results on Monday at nine. (An arrangement with the tutor.)

When future events are part of a schedule or timetable we use present simple.

The winter term starts on 7 January.
The train leaves at 11.15 and arrives at 12.35.

will and shall

We use *will* and *shall* to show our intentions and attitudes towards other people.

We use *will* to express our desire or willingness to do things when

- reacting to present situations (making decisions at the moment of speaking).
'I can't do this.' 'Don't worry. I'll help you.'
[phone rings] *'It's for me. I'll get it.'*
- making threats or promises.
The next time you do that I'll send you out of the room.
Goodbye then. I'll phone you tomorrow to tell you what happened.
- making requests.
Will you carry this for me, please?
Will you all be quiet?

We use *shall* with *I* and *we* in question forms to

- make a request for advice.
What shall I tell him?
Shall I take a coat?
- make a suggestion or an offer.
Shall we go to the cinema tonight?
Shall I phone you about the homework?

1 Two students are discussing their IT projects. Underline the correct form.

- A Hi Dan. How is your IT project going?
B Okay I suppose, a *I'll hand it in* / *I'm going to hand it in* next week.
A I've heard you're doing a database application for the library.
B That's right. It's all on schedule. b *We're testing it* / *We test it* over the next few days.
A And you've got to write a user guide.
B I know, it's a lot of work. I think c *I'm asking* / *I'll ask* someone for some help.
A Yes, I had the same idea. d *I'll ask* / *I'm going to ask* Anne if she can help me.
B I'm worried about the hardware installation. e *I'm doing* / *I'll do* it on Friday.
A I suppose Mr Wright is supervising it.
B Yes, I wanted to ask you a favour. Could you look at the program for me on Monday?
A I'm sorry Dan, but f *I'm seeing* / *I'll see* Mr Wright about my own project on Monday.
g *I'm going to have* / *I'll have* a look at yours on Tuesday if you like.
B Okay, thanks. h *I'll remind* / *I'm reminding* you later this week.

2 Put the verb in brackets in the most suitable form using *will*, *going to* or the present continuous.

- a A What are your plans for this evening?
B We (see) *are going to see* a film. We bought the tickets on the Internet.
b A Do you want to go out for a meal next week?
B Yes, that would be nice. What about Wednesday? (do) you
..... anything?
c A Did you see that new TV programme last night?
B Yes, I expect it (be) popular for a couple of months and then
people (lose) interest.
d A Well my darling, Happy New Year! Have you made any resolutions?
B Yes, I (leave) you!
e A Have you decided what to do when you leave school?
B More or less. I (have) a holiday for a couple of months and then I
(start) my university course.
f A Are you ready to order, sir?
B I'm not sure. Oh, I know. I (have) the roast chicken.
g A I (take) you to the football match if you like.
B No, thanks dad! I've spoken to John and his dad (take) us.
h A Why are you turning on the TV?
B I (watch) the news.
i A I (do) some shopping.
B Are you? I haven't got any toothpaste.
A Oh, alright. I (get) some if you like.

asking questions – future

FORM

yes / no questions

will / shall + subject + verb + etc

Will	she	wait for you?	Yes, she will. / No, she won't.
Will	they	come on time?	Yes, they will. / No, they won't.
Will	we	arrive on time?	Yes, we will. / No, we won't.
Will	I	see you later?	Yes, you will. / No, you won't.
Shall	I	help you?	Yes, please. / No, thanks.
Shall	we	go to the park?	Alright. / No, let's say here.

is / are + subject + going to + verb + etc

Is	he	going to	help you?	Yes, he is. / No, he isn't.
Is	the weather	going to	get better?	Yes, it is. / No, it isn't.
Are	you	going to	speak to Sue?	Yes, I am. / No, I'm not.
Are	they	going to	win the match?	Yes, they are. / No, they aren't.

questions with *what, why, when, where, how, who*

question word + will + subject + verb + etc

What time	will	John	leave the class?	He'll leave at 10.00.
Why	will	they	do that?	They'll be very angry.
What	will	you	tell them?	I'll tell them to ask again later.
How long	will	it	take?	About twenty minutes.

question word + is / are + subject + going to + verb + etc

Which train	is	she	going to	take?	She's going to take the 08.00.
Who	are	you	going to	see there?	I'm not going to see anyone.
What	is	he	going to	say now?	He's going to apologize.

USE

We use questions with *will* and *going to* to ask about events and states in the future. The form we use depends on our intentions and feelings.

We use *will* for predictions and beliefs.

Will I pass the exam? Will he get a good job?

We use *shall* for offers and requests.

Shall I do that for you? Shall we watch TV?

We use *going to* for plans, and situations we have special knowledge about.

Are you going to see the concert tomorrow?

Is he going to be all right, Doctor?

1 Rewrite the statement as a yes / no question.

- a He'll be here tomorrow. *Will he be here tomorrow* ?
- b The exam will be difficult. ?
- c Your parents will let you go. ?
- d She'll invite you to the party. ?
- e The ending of the film will be sad. ?
- f They'll phone me later. ?

2 Rewrite the statement as a yes / no question.

- a It's going to rain this afternoon. *Is it going to rain this afternoon* ?
- b The price of oil is going to rise. ?
- c His parents are going to be angry. ?
- d The program is going to work. ?
- e She's going to have a baby. ?
- f They're going to send me an e-mail. ?

3 Complete the question with *will*, *going to*, *is* or *are*.

- a When is she *going to* get better?
- b What happen next?
- c How you going to contact them?
- d What time we get there?
- e When this film going to end?
- f How much are the prices rise?

4 Put the words in order to form questions.

- a you have are going today to lunch where ?
Where are you going to have lunch today ?
- b other each will again we when see ?
- c with exercise who to is help me going this ?
- d to how many you times are say going that? ?
- e who will meet airport me at the ?
- f you going to have are lunch for what? ?
- g are going to the they do about what problem? ?
- h there get how will in they time? ?

5 A group from your school is going on a study trip to Peru. Look at the information, then use the prompts to write questions for the answers with *going to*.

Day 1: CUSCO

Arrival at Cusco airport. Bus to the hotel.

Afternoon - Cusco City Tour from 2 pm to 6.30 pm.

This tour includes the Qoricancha (Temple of the Sun) and the Cathedral.

Day 2: CUSCO / MACHU PICCHU

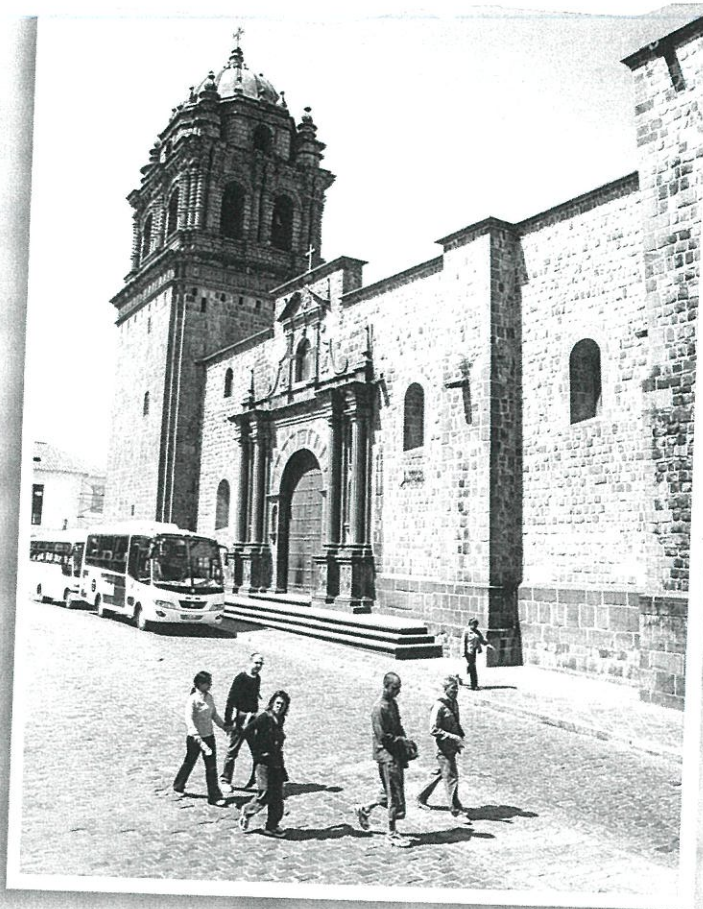
5:30 am leave the hotel and go to the station to take the 6:00 am train.

9:40 am arrive at Aguas Calientes Station, from where you take a 25 minute bus ride to the ruins of Machu Picchu. Guided tour, with an English speaking guide. Lunch at the Machu Picchu Sanctuary Lodge included.

Afternoon - Return to Cusco by train and transfer to the hotel (breakfast included).

Day 3: TRANSFER OUT

Transfer from hotel to the airport by bus.



- a where / fly to ? *Where are they going to fly to* ?
Cusco airport.
- b how / get / airport / hotel ? ?
By bus.
- c what / do / afternoon / Day 1 ? ?
A tour of Cusco.
- d how long / tour / Cusco City / take ? ?
Four and a half hours.
- e what / see / tour / Cusco city ? ?
The Temple of the Sun and the Cathedral.
- f what time / leave / hotel / Day 2 ? ?
At 5.30 am.
- g what / do / Aguas Calientes / station ? ?
Take a bus to Machu Picchu.
- h what language / guide / speak ?
English.
- i where / have lunch / Day 2 ? ?
At the Machu Picchu Sanctuary Lodge.
- j how long / trip / last ? ?
Three days.

6 Read the text, then write questions for the answers using *will*.

Scientists Predict the Major Developments of the Next 50 Years

The magazine *New Scientist* asked important scientists to make forecasts for the next fifty years. Here are some of their predictions.

- It will be easy to replace our hearts, kidneys and lungs with new ones when they stop working. We will grow these new organs in special animals. Accident victims will receive special genetic treatments and a damaged arm or leg will grow again. Surgeons will cure a broken back with new techniques.
- More expeditions will go to Mars. Rocks and soil from the planet will show how life started to evolve on Mars as well as on Earth. Explorations on the moon will discover water in the form of ice beneath the surface.
- Scientists will create a machine to detect and interpret the thoughts and emotions of animals. We will understand how animals think and feel. As a result, people will stop eating meat and fish and we will all become vegetarians.

- a What will it be easy to replace ?
Hearts, kidneys and lungs which don't work.
- b Where ?
In special animals.
- c Who ?
Accident victims.
- d How ?
With new techniques.
- e Which ?
To Mars.
- f Where ?
On the moon.
- g What ?
A machine to detect and interpret the thoughts and emotions of animals.
- h What ?
Vegetarians.

GLOSSARY

7 Use the prompts and *going to* or *shall* to write a response to each statement.

- a Can you wait here for half an hour? (What / do?)
What are you going to do ?
- b I crashed my mum's car yesterday. She doesn't know yet. (When / tell her?)
..... ?
- c Can I borrow your calculator? (When / buy your own?)
..... ?
- d I'm feeling really bored. What do you feel like doing? (watch / DVD?)
..... ?
- e There's a match on Saturday afternoon. (you / play?)
..... ?
- f We've got a trip to the Science Museum next week. (How / get there?)
..... ?
- g I need to buy some new clothes. (parents / give / money?)
..... ?

EXTENSION ACTIVITY

Write ten future questions for your favourite famous person.

have (got)

We can use *have* in several different ways.

auxiliary verb

We use *have / has* as an auxiliary verb to form the present perfect tense (see Units 14, 15 and 16).

Have you **seen** my pen? He **hasn't had** a holiday for ten years.

possession

We use *have* as a verb to talk about possessions, relationships, illnesses and the characteristics of people and things. We form questions and negatives with the auxiliary verbs *do*, *does* and *did*.

I **have** a Toshiba laptop.

The car **doesn't have** any air conditioning.

Does she **have** any children?

I **didn't have** time to do my homework.

You **have** a terrible cold.

Did you **have** any problems with the exercise?

In Britain, people often say *have got* instead of *have*. The structure is the same as the present perfect: *have / has + got* (past participle of *get*), but we use it to talk about the present.

I've **got** a Toshiba laptop.

Has she **got** any children?

You've **got** a terrible cold.

The car **hasn't got** any air conditioning.

Have got is informal. It is common in conversation but not usual in written English.

We don't use *got* in the past.

When I was at university, I **had** a motorbike. (NOT ~~**had got**~~ a motorbike.)

actions

We use *have* + object* to talk about different actions. In these expressions *have* can mean:

to eat / drink *have* breakfast / lunch / dinner / a meal / a drink / coffee

to take *have* a bath / a shower / a rest / a holiday / a day off

to enjoy *have* a good time / a nice evening

to give birth to *have* a baby

Some verbs can be used as nouns after *have**.

swim → *have a swim* walk → *have a walk*

ride → *have a ride* chat → *have a chat*

wash → *have a wash* look → *have a look*

* *Have / has got* cannot be used when *have* refers to actions.

obligation

We use *have / have got + to-infinitive* to talk about obligations and rules (see Unit 23).

I've **got to go** / I **have to go** to the doctor this afternoon.

We've **got to do** / We **have to do** this assignment for next week.

1 Use the prompts to write sentences with *have got*. Use short forms where possible.

- a They / a fast computer *They've got a fast computer.*
- b She / a digital camera
- c They / good teacher
- d Sarah / long hair
- e He / a motorbike
- f She / friends in London
- g Dan / a cold
- h They / exam next week

2 Rewrite the sentences in Exercise 1 so they are true for you.

- a *I've got a fast computer. / I haven't got a fast computer.*
- b
- c
- d
- e
- f
- g
- h

3 Rewrite the sentences in Exercise 1 as questions.

- a *Have they got a fast computer* ?
- b ..?
- c ..?
- d ..?
- e ..?
- f ..?
- g ..?
- h ..?

4 Complete the sentence with *have*, *has*, *do*, or *got*. Use one word only.

- a Sue *has* three brothers.
- b Dave doesn't an Internet connection.
- c Pete's a dog which likes cats.
- d you got an appointment at the doctor today?
- e Does Bianca any brothers or sisters?
- f Have you the time?
- g they have cable TV at home?
- h The team doesn't a chance of winning today.

5 Complete the text with the words in the box.

~~to have~~ have having have got haven't got has have got

Bath or shower?

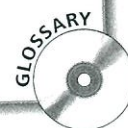
According to the results of a survey by a soap manufacturer, the shower is much more popular than the bath. This is mainly because people find it quicker and more economical

a to have a shower than a bath. However, even in Spain, one of the 'cleanest' countries in the survey, only 43 % of the population b a shower every day. The average Spaniard c five showers a week, with 20 % d a shower just once a week. The survey also showed that practically 100 % of houses e at least one shower, and that around 50 % f two. There are still some houses (ten per cent) which g a full-sized bathtub, although this figure is decreasing.



6 Put the words in order to make a question.

- a to a people prefer have why do shower Why do people prefer to have a shower ?
- b have a shower average how often does the Spaniard ?
- c have many in shower Spain houses how got a ?
- d prefer to shower a do you have a bath or ?
- e often do bath you how have a ?
- f many house got has how showers your ?
- g a bath you in house got have your ?



7 Complete the gaps with the expressions below. Make any changes necessary.

~~have a rest~~ have a look have a baby have a nice meal
have a chat have a fantastic time have a walk

- a I'm feeling tired, I'm going to have a rest.
- b What was the restaurant like? I hope you
- c In this country, you can take maternity leave when you
- d The director wants to with me about my exam results.
- e They say it's a good idea to every day to keep fit.
- f It was a wonderful holiday, we
- g Will you let me at your revision notes?

8 Read the encyclopaedia entry on Brazil. Then complete the dialogue with the words in the box.

has has has has hasn't have have ~~got~~ got

- A What about Brazil? Brazil's a got a huge population.
 B Yes, it's also a huge country, so it b quite a low population density – only 20 people per square kilometre.
 A So people are very spread out.
 B Yes. It c five regions. The north d got a very high population.
 A Because of the Amazon.
 B Yes, it's all tropical rainforest.
 A What about Rio?
 B Rio and São Paulo are in the south east and they e the highest population densities, of course. There are a lot of people and they don't f much space – that's why the poorer people build houses on the sides of the hills.
 A Don't they call them 'favela'? I saw something about them in a magazine.
 B Yes, a lot of famous football players come from them. A lot of people live in the south too. It g good agriculture, and the industries in the area are growing fast.
 A That leaves one more region.
 B Yes, the centre west of the country. This region h the capital, Brasilia, but it's still i a very low population. That was partly the reason for putting the capital there – to attract people to the area.



Brazil

Overall pop. density: 20 people/km². Varies from region to region:

North – Amazon river and tropical rainforest; very low population density.

North East – one in three Brazilians live here; problems with water supply; decreasing population.

South West – Rio de Janeiro and São Paulo; economic centre of country; highest population density.

South – high population density because of good agriculture and growing industry.

Centre West – low population density, but growing because Brasilia, the capital, attracts people to the area.

EXTENSION ACTIVITY

Translate these sentences into your own language.

- a Have you got any brothers or sisters?
- b We don't have classes on Friday afternoon.
- c The town hasn't got a very high population.
- d I haven't got time to help you.
- e Does Joe have a mobile phone?

GLOSSARY

can and could

FORM

Can and could are modal verbs. The form is the same for *I, you, he, we, they*, etc.

affirmative

I			
You	can		swim.
He / She / It	could		go.
We			
They			

negative

I			
You	can't (cannot)		swim.
He / She / It	couldn't (could not)		go.
We			
They			

questions

	I		
Can	you		run?
Could	he / she / it		swim?
	we		
	they		

short answers

Yes, I **can**. / No, I **can't**.
 Yes, you **can**. / No, you **can't**.
 Yes, he / she / it **can**. / No, he / she / it **can't**.
 Yes, we **can**. / No, we **can't**.
 Yes, they **can**. / No, they **can't**.

USE

We use *can* to express the idea of ability (to be able to) or permission (to be allowed to). In this context, the past of *can* is *could*.

ability

Present: *Our cat is amazing – it **can** sing!* (It is able to sing.)
*I'm afraid of the water because I **can't** swim.* (I'm not able to swim.)
Can he play a musical instrument? (Is he able ?)
 Past: *Our cat was amazing – it **could** sing.* (It was able to sing.)
*I was afraid of the water because I **couldn't** swim.* (I wasn't able to swim.)
Could he play a musical instrument when he was a child? (Was he able to ?)

permission

Present: *We **can** use the computers in the library.* (We are allowed to use them.)
*You **can't** talk during the exam.* (You are not allowed to talk.)
Can we look words up in a dictionary? (Are we allowed to ?)
 Past: *We **could** use the computers in the library.* (We were allowed to use them.)
*You **couldn't** talk during the exam.* (You were not allowed to talk.)
Could you look words up in a dictionary? (Were you allowed to ?)

polite requests

We also use *could* to sound more polite when we are asking for permission.
Could I open the window, please?
Could we leave early today, sir?

1 Put the words in order to form sentences.

- a speak languages she can four
She can speak four languages.
- b can't scooter you park your the outside school
- c how you swim far can ?
- d you hear what are I can't saying
- e understand can him anybody ?
- f can metres seconds he run a in hundred eleven
- g can't this sleep with I all noise
- h use telephone can your I ?

2 Match the questions to the answers.

- | | |
|--|--|
| a Can you play the guitar? | 1 Yes, I can, but I only know one song. |
| b Could you help me with this exercise? | 2 No, she doesn't know anything about computers. |
| c Could you wear trainers to school, dad? | 3 Alright. How much do you need? |
| d Can you tell me the time? | 4 I'm sorry but I can't. I'm too busy. |
| e Could you speak English when you were younger? | 5 No, we couldn't. It was against the rules. |
| f Can Jane write the program? | 6 No, they couldn't because there was too much snow. |
| g Could you lend me some money? | 7 No, I can't. I haven't got a watch. |
| h Could they go to school yesterday? | 8 No, I couldn't. We didn't study it at school. |

3 Complete the gap with *can*, *can't*, *could* or *couldn't*.

- a Sue *can* play the piano really well.
- b I remember his name. Do you know it?
- c You take your driving test until you are 18.
- d We go now. It's stopped raining.
- e We go to the party because we went to a wedding.
- f Last week he come to school because he was ill.
- g Not many people run a marathon in less than three hours.
- h I swim even when I was a baby.
- i You install this program without a password.

must, have to, should

FORM

have to

I	have to /	
You	don't have to	work hard.
We		
They		
He	has to /	work hard.
She	doesn't have to	
It		
Do	I / you / we / they	have to work hard?
Does	he / she / it	

must

I	
You	must / mustn't do it.
They etc	

should

I	
You	should / shouldn't do it.
They etc	

USE

	... to do something	... not to do something
It's very important or necessary ...	You must be back home by 12 o'clock. He has to do military service next year.	We mustn't be late. You mustn't make so much noise.
It's NOT necessary or important ...	I don't have to wear a tie to school. You don't have to wash up. I'll do it.	
It's a good idea or right ...	You should do more sport. He should drive more carefully.	You look tired. You shouldn't work so hard. He shouldn't speak to her like that.

Both **must** and **have to** express the idea that something is necessary or very important. With **must**, the speaker is expressing a personal opinion or authority.

I **must** write to Aunt Julia. I haven't written for months. (I think it's important.)
You **must** do your homework more carefully. (The speaker thinks it's important.)

Must is used in written instructions and orders.

Visitors **must** report to reception on arrival.

We use **have to** when commenting on something which is obligatory or important because of a law or rule, or because someone else says it is.

Children **have to** start school when they are five. (It's the law.)
We **have to** do page 8 for homework. (The teacher said so.)

Don't have to and **mustn't** have completely different meanings from each other.

- **Mustn't** expresses prohibition – it is important or necessary not to do something.
You **mustn't** drink alcohol if you're going to drive.
I **mustn't** forget to post this letter tomorrow.
- **Don't have to** is used when there is no obligation to do something or when something is not necessary.
You **don't have to** come tomorrow. I'm not working tomorrow, so I **don't have to** get up early.
- **Should / shouldn't** expresses what the speaker thinks is the right or best thing to do / not to do.
You're always buying useless things. You **should** spend your money more carefully.
If you have problems sleeping, you **shouldn't** drink coffee after dinner.

1 Use the prompts and the correct form of *have to* to write sentences.

- a we / do / all the exercises *We have to do all the exercises.*
- b we / not do / exercise five
- c they / arrive / before 09.00
- d Joe / not wear / a uniform
- e Jane / go / to the doctor today
- f my friends / get / home by 12.00
- g they / not study / music this year
- h I / go / home now
- i you / not get up / early
- j she / work / tomorrow?

2 Use the prompts and the correct form of *must* to write sentences.

- a you / do / all the exercises *You must do all the exercises.*
- b we / not / shout in class
- c I / arrive / on time today
- d you / not tell / the others
- e you / answer / all the questions
- f we / plan / next weekend's trip
- g I / not forget / my mobile
- h they / leave / soon
- i Pierre / stop / smoking
- j I / start / exercising

3 Use the prompts and the correct form of *should* to write sentences.

- a we / go / out for a meal sometime *We should go out for a meal sometime.*
- b Martin / do / more sport
- c you / see / a dentist
- d you / not be / rude to Chris
- e we / study / for the exam
- f I / not use / the computer so much
- g she / send / me an e-mail
- h they / buy / him a present
- i he / wear / smart clothes
- j the bus / be / on time

Rewrite these sentences using *must*, *mustn't*, *should*, *shouldn't*, *have to* or *don't have to*.

- a Parking in this street is prohibited.
You mustn't park in this street.
- b It's not a good idea to swim immediately after a meal.
- c (Doctor to patient) It's really important to take this medicine three times a day.
- d Is it necessary for me to do this exercise?
- e It's Saturday tomorrow, so it's not necessary for me to get up early.
- f It's a good idea to listen to the weather forecast before you go hill walking.
- g I can recommend this book to you – I think you would like it a lot.
- h It's a good idea to have a medical check-up every two years.
- i It's very important not to drink the water there. It will make you ill.
- j Is it really necessary for us to finish the work today?
- k Did the teacher tell you to see him tomorrow?

5 Explain what these signs mean using *must*, *mustn't*, *have to* and *can*.



a *You mustn't go faster than 80 km/h.*



d



b



e



c



f

6 Read the information about food labelling.

Food labelling

It is obligatory for labels on food to include:

- the true name. The description must be accurate.
Strawberry yoghurt can only be called 'strawberry' or show a picture of strawberries if the flavour comes from the real fruit.
- a complete list of ingredients, including water.
- a date mark. Foods like cheese, meat and fish must have a 'use by' date.
- instructions about how to prepare the food.
- the name and address of the food company.
- storage instructions, eg 'keep in fridge after opening'.
- information about food additives like colouring, preservatives and sweeteners.
- the amount of any particular ingredient (butter, fruit) that the label highlights, eg 'Made with butter' or 'with added fruit'.

Food products called 'low calorie' must have less than 40 calories (kcal) per 100g or 100ml. Drinks called 'low calorie' mustn't contain more than 10 calories /42 joules per 100ml.

Nutrition Facts		
Serving Size 2 biscuits (46g)		
Servings Per Container 9		
Amount Per Serving	2 Biscuits	1 Biscuit
Calories	160	80
Calories from Fat	5	0
	% Daily Value**	
Total Fat 0.5g*	1%	0%
Saturated Fat 0g	0%	0%
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
Cholesterol 0mg	0%	0%
Sodium 0mg	0%	0%
Potassium 200mg		
Total Carbohydrate 38g		
Dietary Fiber 5g		
Insoluble Fiber 5g		
Sugars 0g		
Other Carbohydrate 33g		

Decide if the sentences which follow are true or false. If they are false, write true sentences.

- a A 'strawberry-flavoured' yoghurt doesn't have to contain real strawberries.

True

- b The list of ingredients doesn't have to include water.

False. The list of ingredients has to include water.

- c The label on soft cheese must include a 'use by' date.

- d You should buy fish and meat after the 'use by' date.

- e The label doesn't have to say how to cook the food.

- f The label must include the name and address of the manufacturer.

- g The label must say how to eat the food.

- h 'Low calorie' soft drinks mustn't have calories.

GLOSSARY

EXTENSION ACTIVITY

Write one sentence with each of these modals about rules you have to follow:

must, mustn't, don't have to, have to, should, shouldn't.

must, may, might, could, can

We use *must*, *can*, *may*, *might* and *could* to say if we think things are certain or possible. They are modal verbs. There is no -s in the third person singular. After modal verbs, we use the bare infinitive.

must and can't

We use *must* and *can't* to express a logical deduction based on present evidence. We are certain something is true.

*You've been working all day. You **must** be tired.*
*That **can't** be Jim because he's in Canada.*
*You **can't** be hungry after eating so much.*

may, might and could

We use *may*, *might* and *could* to say something is possible in the present or the future. Perhaps it is true, will be true or will happen.

*She **might** / **may** / **could** be Dave's sister. She looks like him. (Perhaps she is Dave's sister.)*
*Dave didn't come to class today. He **may** / **might** / **could** be ill. (Perhaps he is ill.)*
*If you take a taxi you **may** / **might** / **could** get there on time. (Perhaps you will get there on time.)*
*Take a coat. It **may** / **might** / **could** rain later. (Perhaps it will rain.)*

may not, might not

To express a negative possibility, we use *may not* or *might not*. *Couldn't* has a different meaning. Compare:

*Don't worry. It **may** / **might not** ever happen. (Perhaps it won't happen.)*
*Don't worry. It **couldn't** ever happen. (It's impossible for it to happen.)*

can

We use *can* to say if we think something is possible because

- of someone's ability.
*When they are three, most children **can** speak.*
***Can** you use a computer?*
*I **can't** understand this exercise.*
- it is permitted.
*You **can** go home now if you want.*
*I'm sorry, madam, you **can't** park here. (It isn't permitted.)*
***Can** I open the window? – Yes, of course you **can**.*

We also use *can* to say that something is possible in a general sense.

*Learning a new language **can** be difficult.*
*You **can** take a train there. There's one every hour.*

NOTE *Can* is different from *may* / *might* / *could*.

Compare:

*It **can** snow a lot here in winter. (It's possible for it to snow in general.)*
*It **may** snow this weekend. (Perhaps it will snow this weekend) NOT ~~It can snow this weekend.~~*

If we are talking about the possibility that something specific will happen, we use *may* / *might* / *could*.

1 Put the words in order.

- a might I it later rain think *I think it might rain later.*
- b think do you us they can see ?
- c may the experts the climate say warmer get
- d the think answer I correct don't can this be
- e the lights they are on at home must be because
- f could right you be but not sure I'm
- g it's can't park there prohibited because you
- h they the too results can't be right are because high

2 Underline the correct form.

- a That may / must be John's calculator but I'm not sure.
- b She can / could be Italian because of her accent.
- c There's still no answer so they must / can't be out for the evening.
- d You never know, it can / could be sunny tomorrow.
- e That information can / might be correct but I'm going to check on the Internet.
- f The Loch Ness monster may / can't exist. It's impossible.
- g I can't / might go to the football match but I don't know yet.
- h This must / could be the right answer – I'm certain.
- i It can / might be difficult to get a job without a good education.
- j He's been working on the book 14 hours a day for a month. He could / must be exhausted.
- k He can't / may be from Austria. He doesn't speak German.

3 Complete the sentence with an appropriate modal verb.

- a She speaks with a London accent, so she must be from England.
- b She be a model, but I don't think so. She's not really tall enough.
- c That be John. He always calls when we're having lunch!
- d She be a teacher. I know she has long holidays.
- e Young children be quite difficult to control.
- f We go to Ibiza this summer, but it's not certain.
- g He run a hundred metres in 11 seconds.
- h It be difficult to find somewhere to park sometimes.
- i I understand a word he said.
- j He be fourteen. He's got a beard!
- k You leave early if you finish all the exercises.

4 Correct the sentences.

- a It can't be Yuko's birthday today. There are cards and presents on her desk.
It must be Yuko's birthday today.
- b Can you swim when you were younger?
.....
- c That must be her car over there. It's the same colour.
.....

d They said on the TV it can rain tomorrow.

e You must smoke here. There's a 'No smoking' sign.

f Might you speak Arabic?

g I can use this mp3 player, the instructions are too difficult to understand.

- 5 Look at the road accident statistics in the table and complete the sentences with *might*, *may*, *can*, *can't*, *must* or *could*. More than one answer may be possible.

	Greece	Spain	France	Italy	Austria	Portugal	Sweden	UK
Fatal road accidents	1,484	3,643	4,766	5,082	818	1,024	430	3,106
Road deaths	1,670	4,741	5,530	5,625	878	1,294	480	3,368
By million of pop.	153	113	93	97	108	125	54	56
By user:								
Driver (%)	60.9	60.3	70.4	66.5	69.0	59.7	65.0	59.4
Passenger (%)	21.6	25.2	19.1	20.7	15.9	22.4	21.0	20.0
Pedestrian (%)	17.5	14.4	10.5	12.6	15.0	17.9	14.0	20.6
By gender:								
Female (%)	21.8	23.7	24.4	20.1	24.5	20.4	24.2	24.6
Male (%)	78.0	74.9	75.6	79.9	75.5	79.4	75.8	75.4
By Vehicle								
Car (%)	46.4	56.8	60.9	50.2	54.7	41.5	60.0	52.2
Motorbike / moped (%)	26.0	16.0	21.8	25.9	16.2	23.3	15.4	18.0
Other Vehicles (%)	10.0	12.7	6.8	8.8	14.1	17.2	10.6	9.2

Based on statistics published on the website of CARE - Community Road Accident Database
European Transport Commission

- a For the population, there are far fewer road deaths in the UK and in Sweden than in other countries. It must be because they are safer drivers.
- b The UK have better roads but it's difficult to say. In Sweden the roads be good because they have a lot of snow and ice.
- c There are far more road accident deaths in Greece, Spain and Portugal. There be a reason for this. Perhaps the roads are not as good.
- d The percentage of drivers (compared to passengers) who die is very high in France and in Austria. There be more cars per family than in other countries. That would explain it because there would be fewer passengers.
- e Far more men are killed in accidents. This be because women are safer drivers or it be because there are more male drivers.
- f Differences in the quality of roads explain all the variations in accident figures.
- g A high percentage of pedestrians are killed in the UK. What be the reason for that?
- h The percentage of people killed in accidents with motorbikes and mopeds in Greece, Italy and Portugal be because of the warm weather. On the other hand, Spain is hot as well and the percentage is much lower so that be the reason.

6 Read the text about Darwin's theory of evolution.

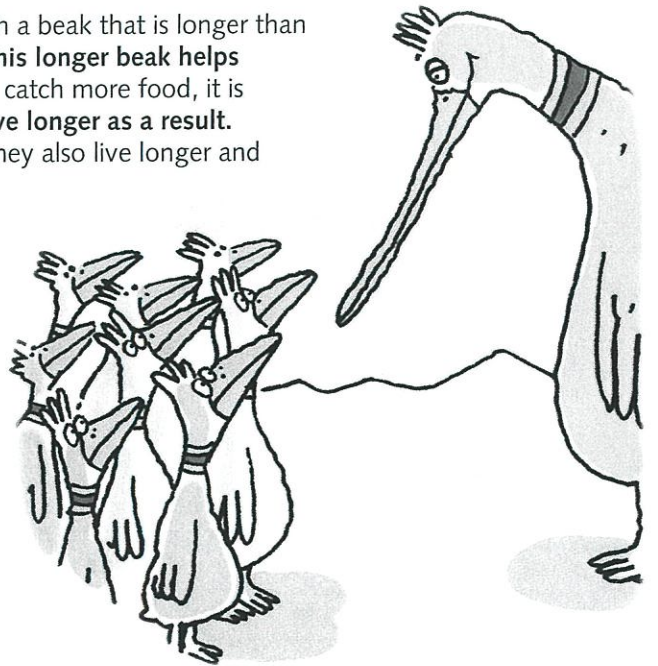
The Theory of Evolution

Charles Darwin based his theory of evolution on his observations as a naturalist. He noticed that animals produce more young than they need to replace themselves. He also noticed that animals of the same species can be different, and that the young inherit these differences from their parents.

Imagine a bird species. One day a bird is born with a beak that is longer than the beak of other birds in the species. **a Perhaps this longer beak helps the bird to catch more food.** Because the bird can catch more food, it is healthier than the other birds. **b It will possibly live longer as a result.** The chicks inherit the gene for the longer beak. They also live longer and therefore have more chicks. The gene continues from generation to generation. **c Eventually, it is possible that all the birds in the species will have the longer beak.**

d We are certain that this process takes thousands of years. The better adapted animals are more successful. **e When a species cannot evolve fast enough, it is possible for it to die out.** **f Perhaps this explains the disappearance of the dinosaurs.**

Darwin's Theory of Evolution is based on what we can see now. **g It is not possible for us to be sure that it is correct.** That is why it is a theory and not a law.



Rewrite the sentences in **bold** using the words given.

- | | |
|---------|---|
| a might | <i>This longer beak might help the bird to catch more food.</i> |
| b may | |
| c could | |
| d must | |
| e can | |
| f might | |
| g can't | |

GLOSSARY

EXTENSION ACTIVITY

- 1 Translate these sentences into your own language.
 - a It can be difficult to learn a foreign language.
 - b There may be a storm this afternoon.
 - c Your computer could have a virus.
 - d Your answer to the maths problem can't be right.
 - e She must be tired after the walk.
- 2 Write five sentences speculating about the accident statistics.

passives

FORM

All passive sentences are formed in the same way. The tense of the verb *to be* changes to give the different tenses in the passive.

subject + *to be* + past participle

It	is	made	in Spain.
	is being	sent	to the cleaners.
	was	broken	by my brother.
	was being		
	has been		
	will be		
	is going to be		

USE

In the following sentences the person or thing responsible for the action is

- unknown. *Someone **stole** my bicycle yesterday.*
- obvious. *They **arrested** the terrorist early this morning.*
- not important. *Someone **services** the car every year.*

Sometimes who or what causes an action is not important and we are more interested in what happens to a thing or a person. In the above situations the important information concerns the bicycle, the man and the car, and what happens or has happened to them. We can emphasize this using the passive.

The passive is formed with the verb *to be* + past participle. We put the bicycle, the man and car at the beginning of the sentence as the subject.

*My bicycle **was stolen** yesterday.*
*The terrorist **was arrested** early this morning.*
*The car **is serviced** every year.*

If necessary, you can use *by* to say who or what is responsible for the action.

*Don Quixote was written **by** Cervantes.*
*The equipment is damaged **by** exposure to water.*

The passive is more common in written than spoken English. It sounds formal and impersonal, and for this reason is often used in

- reports of crimes or legal procedures. *He **was sentenced** to two years in prison.*
- newspaper reports. *63 people **were killed** and 45 **were injured** in the accident.*
- scientific writing. *Three millilitres of water **are added** to the mixture.*
- announcements. *Flight IB 302 to London **is delayed** by two hours.*
- notices. *Customers **are requested** not to smoke.*

1 Read the sentences and underline all examples of the passive.

- a Great Expectations was written by Charles Dickens. He also wrote *David Copperfield*, *Oliver Twist* and many other popular books.
- b Shampoo is tested on animals before it is sold in shops. This is because it might be dangerous for humans.
- c The rainforests are disappearing, so most newspapers are printed on recycled paper.
- d A new sports stadium is being built in London.
- e Toyota cars are made in Japan. They are more environmentally friendly than other cars.
- f The city of Atlantis has never been found, but many people are still looking for it.
- g *Star Wars* was directed by George Lucas. It is one of the most popular films ever made.
- h Football was invented in England and is now played all over the world.
- i The Taj Mahal was built in the 17th century but nobody is sure who designed it.
- j Chinese New Year is celebrated in January or February, depending on the moon.

2 Rewrite the sentences using the present passive without *by*.

- a People speak English in Australia. English is spoken in Australia.
- b They sell mineral water in plastic bottles.
- c People don't use this room very often.
- d The postman delivers the letters at 08.00.
- e They are cleaning the classrooms now.
- f People use the Internet all over the world.
- g They are repairing the road at the moment.
- h The teacher is marking the tests.
- i They aren't using the computer.
- j He is doing the washing up.

3 Rewrite the sentences using the past passive without *by*.

- a They postponed the match. The match was postponed.
- b They built this house a hundred years ago.
- c Did anyone answer your e-mail?
- d Someone found this wallet in the street.
- e A teacher wrote this workbook last year.
- f They included VAT in the bill.
- g They were building the metro when we were there.
- h Someone was locking the doors when we arrived.
- i He gave me a test.
- j Someone woke us up early.

Answer the questions using the passive form of the verbs below and *by*. If you need help, some of the answers are given below.

~~invent~~ replace form write own heat write manufacture

- Who was the inventor of the light bulb?
The light bulb was invented by Thomas Edison.
- Which currency replaced the peseta, the franc, and the lira in 2002?
- How many countries form the United Kingdom?
- Who is the author of this book?
- Who is the owner of this book?
- What type of heating have you got in your school – oil, gas, or electric?
- Who was the author of *Hamlet*?
- Which company was the manufacturer of the first PC?

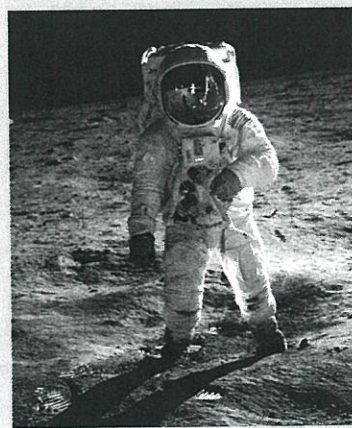
Three (England, Scotland and Wales; Northern Ireland is a province); Shakespeare; IBM ; the euro

5 Match the dates to the historical events. Say when they happened using the prompts.

1939 1919 1963 1961 1912 1981 1953 1941 1990



Nelson Mandela



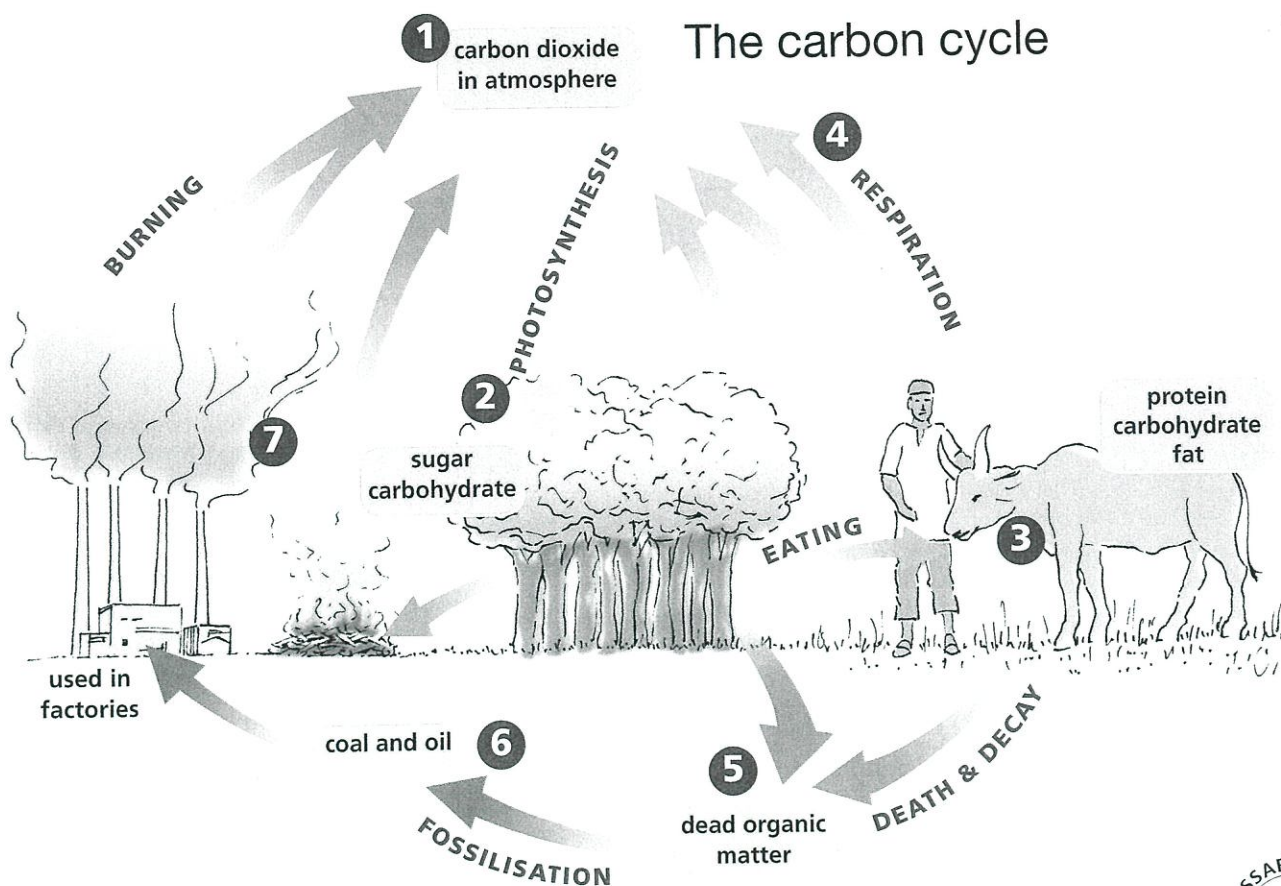
- Nelson Mandela / free *Nelson Mandela was freed in 1990.*
- Kennedy / assassinate
- Everest / first / climb
- The Titanic / sink / iceberg
- Second World War / declare
- Atlantic / first / cross / plane
- Pearl Harbour / attack
- A man / launch / into space for the first time
- The first IBM 'PC' / sell

GLOSSARY

6 Use the verbs below in the passive form to complete the text. The diagram will help you.

breathe burn ~~absorb~~ store convert release compress

- Carbon exists in the atmosphere, mostly in the form of carbon dioxide gas.
- Carbon dioxide gas a *is absorbed* by plants through their leaves. The carbon dioxide b into carbohydrate that is stored in the plant.
- People and animals eat plants. The carbon in the plants goes into the people. Some of the carbon is used to make up muscles and some c as fat.
- When animals breathe to produce energy, the carbon stored in fat reacts with oxygen to form carbon dioxide. This d out and goes back into the atmosphere.
- Plants and animals die. When this happens, the carbon goes into the ground.
- Some of the dead plants and animals e over millions of years to form coal and oil.
- Plants such as trees and coal and oil f as a fuel. When a fuel is burnt, it reacts with oxygen to produce carbon dioxide. This carbon dioxide g back into the atmosphere.



EXTENSION ACTIVITY

Write five sentences in the passive which are true about your life or country.