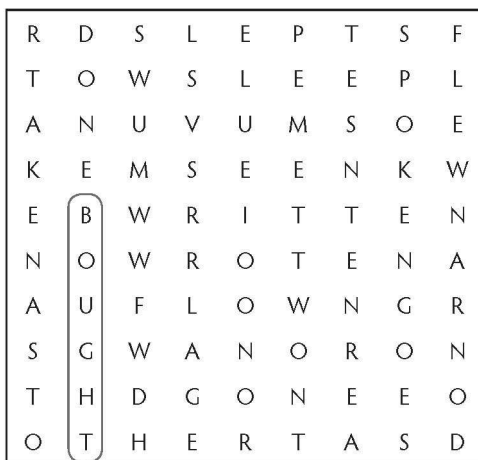


12 TRAVELLERS' TALES

GRAMMAR

Present perfect simple SB p.112

1 ★★★ Find twelve past participles in the word search. Use the irregular verb list on page 128 to help you.



- | | |
|---------------------|----------------|
| 0 buy <u>bought</u> | 6 sleep _____ |
| 1 do _____ | 7 speak _____ |
| 2 fly _____ | 8 swim _____ |
| 3 go _____ | 9 take _____ |
| 4 meet _____ | 10 win _____ |
| 5 see _____ | 11 write _____ |

2 ★★★ Complete the sentences. Use the past participles from Exercise 1.

- I have never flown in a plane.
- My brother has _____ to a lot of football matches this year.
- I don't want to watch that film – I've _____ it five times!
- I'm having a great holiday. I've _____ hundreds of photographs!
- He's really tired because he's _____ fifty emails today.
- They haven't got any money left because they've _____ so many things.
- My dad's really happy because he's _____ a competition.
- The teacher's angry with us because we haven't _____ our homework.

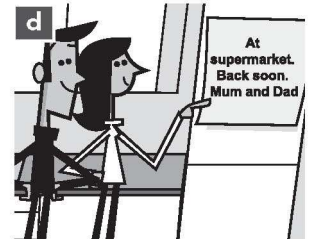
3 ★★★ When Jenny was 12, she wrote a list of things she wanted to do. Jenny is now 75. Write sentences about what she has and hasn't done. Use the present perfect form of the verbs.

- | | |
|--|---|
| 0 write a book | ✓ |
| 1 see the Himalaya mountains | ✓ |
| 2 fly in a hot air balloon | ✗ |
| 3 meet the president | ✗ |
| 4 sleep under the stars | ✓ |
| 5 swim to France | ✗ |
| 6 win a tennis tournament | ✗ |
| 7 go for a walk in the snow – with no shoes! | ✓ |

- 0 She's written a book.
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

been to vs. gone to SB p.112

4 ★★★ Match the pictures and the sentences.



- He's been to China. **b**
- He's gone to China.
- They've been to the supermarket.
- They've gone to the supermarket.

Present perfect with *ever / never*

SB p.113

5 ★★★ Put the words in order to make questions and answers.

- 0 A you / ever / a / won / Have / competition
Have you ever won a competition?
 B never / I've / No, / anything / won
No, I've never won anything.
- 1 A been / Has / New York / to / ever / she

 B never / the USA / she's / to / been / No,

- 2 A you / eaten / ever / Have / food / Japanese

 B restaurant / been / never / No, / Japanese / I've / to / a

- 3 A ever / they / in a helicopter / Have / flown

 B never / flown / they've / in a helicopter or a plane / No,

- 4 A your parents / Have / ever / angry with you / been

 B they've / angry / with me / lots of times / Yes, / been

Present perfect vs. past simple

SB p.115

6 ★★★ Complete the conversations. Use the present perfect or past simple form of the verbs in brackets.

- 1 A Let's go and eat some Indian food.
 B But I ⁰ *'ve never eaten* (never/eat) Indian food.
 A No, you're wrong! You ¹ _____ (eat) Indian food at my house last week.
 B Really? Oh yes – you ² _____ (make) a curry! I remember now.
- 2 A My parents ³ _____ (travel) to lots of places round the world.
 B ⁴ _____ (they/visit) China?
 A Oh, yes, they ⁵ _____ (go) to Beijing two years ago. They ⁶ _____ (love) it there.
 B They're lucky. I ⁷ _____ (always/want) to go to China, but I ⁸ _____ (never/have) the chance.

Pronunciation

Sentence stress

Go to page 121.



7 ★★★ Complete the email. Use the present perfect or past simple form of the verbs in brackets.

- □ × ◀ ▶ 🏠

Hi Mark,

Sorry I ⁰ *haven't written* (write) to you recently – the thing is, I ¹ _____ (be) really busy in June and July!

Anyway, I've got news for you. Two things ² _____ (happen) that are important for me.

So, my first big news is that last week I ³ _____ (go) to a party at my friend's house and I ⁴ _____ (meet) a really nice girl called Joanna. We ⁵ _____ (talk) the whole evening and we ⁶ _____ (get) on together really well.

So that's good, eh? Only there's a problem, because at the end of the evening she ⁷ _____ (ask) me to go ice-skating with her. Of course I ⁸ _____ (say) yes! But I ⁹ _____ (never/try) ice-skating before. Should I go? I don't want to look stupid, you know?

The other big news is – my parents ¹⁰ _____ (buy) a house! So next month we won't live in this flat any more. I'm a bit sad because I ¹¹ _____ (live) here all my life so far, so it's going to be strange to be in another place. But the new house is great – it's got four bedrooms so my brother and I can each have a room. I ¹² _____ (never/have) my own bedroom before! I hope you can come and stay some time.

OK, I have to go now. Write soon OK?

Best, Andy

GET IT RIGHT!

Present perfect with *ever / never*

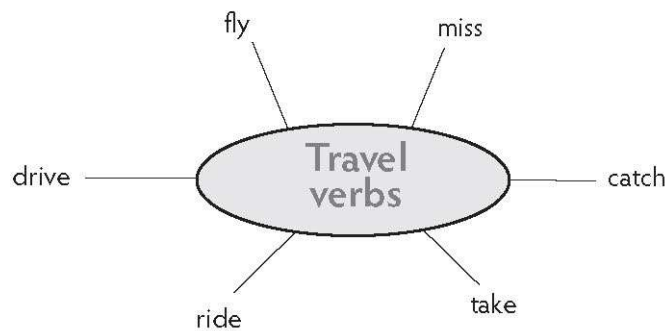
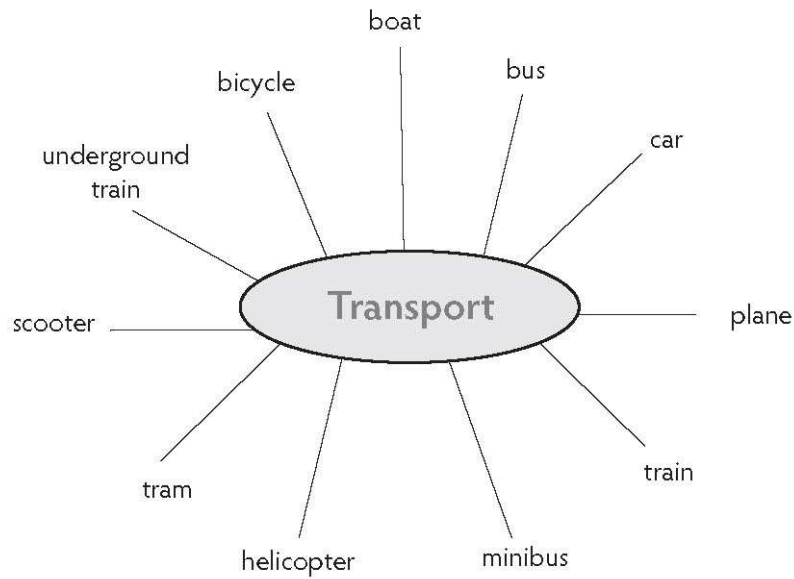
- We use *never* when we want to say 'at no time in (my/your/his, etc.) life' and we use *ever* when we want to say 'at any time in (my/your/his, etc.) life'.
- ✓ I've seen 'War Horse'. It's the best film I've ever seen.
- ✗ I've seen 'War Horse'. It's the best film I've never seen.
- Remember, we don't use *not* and *never* together.

Circle the correct adverb.

- 1 Lindsay was the best friend I've *never / ever* had.
- 2 I've *never / ever* been to London, but I hope to next year.
- 3 I'm nervous about flying because I've *never / ever* done it before.
- 4 I'm wearing my new shoes. They're the best shoes I've *never / ever* had.
- 5 I have *never / ever* visited Paris.

VOCABULARY

Word list



Irregular past participles

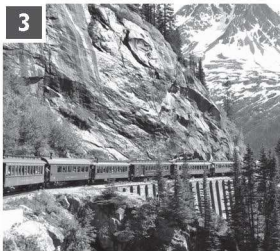
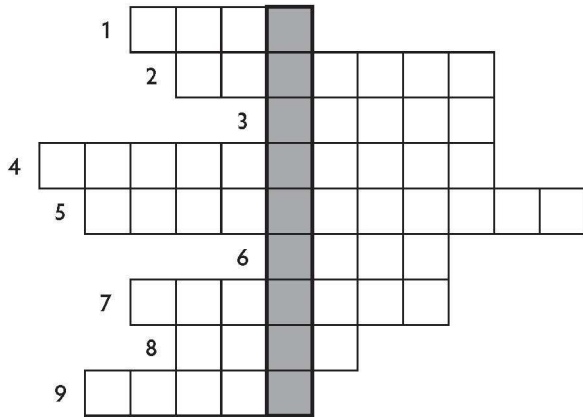
been (<i>go</i>)	eaten (<i>eat</i>)
gone (<i>go</i>)	taken (<i>take</i>)
done (<i>do</i>)	flown (<i>fly</i>)
seen (<i>see</i>)	swum (<i>swim</i>)
written (<i>write</i>)	won (<i>win</i>)
met (<i>meet</i>)	made (<i>make</i>)
spoken (<i>speak</i>)	driven (<i>drive</i>)

Key words in context

continent	The biggest continent is Asia.
journey	The journey from Japan to France is very long.
neighbour	We have a nice flat but our neighbours are terrible – they make a lot of noise!
skeleton	We found some bones on the hill – it was the skeleton of a dog.
take a risk	You can't always be safe – sometimes you have to take a risk .
tiny	It was a very small mistake – a tiny mistake!
tourist	The centre of Paris is always full of tourists .
tracks	There was an accident when the train came off the tracks .
traveller	Nora Dunn is a professional traveller .

Transport and travel SB p.115

1 ★★★ Look at the pictures. Use them to complete the puzzle. What is the 'mystery' word?



2 ★★★ Match the methods of travel and the definitions.

0 a minibus

1 (an) underground (train)

2 a tram

3 a boat

4 a plane

5 a bicycle

6 a train

7 a scooter

8 a helicopter

a an electric 'train' in cities, for carrying people

b a small motorbike

c something that travels on tracks and carries people

d something that flies and can fly up, down or stay still

e a train that goes below the ground

f something for travelling on water

g a small bus with seats for about ten people

h something with two wheels that you sit on and move with your legs and feet

i something that flies, with engine(s) and wings



Travel verbs SB p.115

3 ★★★ Complete the sentences. Use the verbs in the list.

flies | drive | catch | misses | rides | take

0 Aziz is a pilot. He flies A380 planes for Emirate Airlines.

1 I don't go by car. I always _____ the train.

2 He hasn't got a car because he can't _____.

3 She is always at the station ten minutes before her train leaves. She never _____ it.

4 Every weekend he takes his motorbike and _____ it all the way to Scotland.

5 Please don't be late! It's really important that we _____ the 10.30 train.

4 ★★★ Complete the sentences. Use the correct form of the travel verbs.

0 Last year we flew from London to Los Angeles.

1 Sometimes I'm late for school because I _____ the bus.

2 My mum _____ to work every day – in her twenty-year old car!

3 On Sunday afternoons, when I'm bored, I go out and _____ my bike for an hour or two.

4 Hurry up! We have to _____ the 10 o'clock train!

5 When we got back to the airport, we _____ a taxi home.

READING

1 **REMEMBER AND CHECK** Circle the correct words. Check your answers in the blog on page 111 of the Student's Book.

- 0 Nora Dunn is a professional traveller / tourist.
- 1 When she was 30, she made a big *mistake* / *decision*.
- 2 Nora *has* / *hasn't* got rich parents who help her to travel.
- 3 She has been on TV in *three* / *five* countries.
- 4 She helped people in Burma and Thailand when a *cyclone* / *an earthquake* hit their countries.
- 5 Nora writes *in a magazine* / *on a website* to give advice to travellers.

2 Read the story. Answer the questions.

- 1 What question do the two travellers ask the old man?

- 2 What two different answers does he give them?



One evening, an old man was sitting on a bench on the top of a hill. He was looking down at the town where he lived, down in the valley below him.

Just then, a traveller walked up to him – a man carrying a stick with a small bag on it containing his possessions. He stopped beside the old man to talk to him.

‘Excuse me, sir,’ the traveller said. ‘I am going to the town down there, the town in the valley. Do you know it?’

‘Yes,’ said the old man. ‘I know it.’

‘Well,’ said the traveller. ‘Can you tell me – what are the people like in that town?’

The old man thought for a bit. Then he said, ‘Tell me – what were the people like in the last town you were in?’

3 Answer the questions.

- 0 What was the old man looking at when he was on the bench?
He was looking at the town where he lived.
- 1 What did the first traveller say about the people in the last town he was in?

- 2 What did the first traveller decide to do – go to the town or not?

- 3 What were the people like in the last town the second traveller was in?

- 4 Where did the second traveller go when he left the old man?

4 What does the story tell us? Choose one explanation.

- 1 If we travel to different places, we will meet all kinds of different people and we can visit them.
- 2 Whether a place and the people there are nice or not is up to us.
- 3 Before we visit a place, it's a good idea to ask questions about the people who live there.

‘Oh,’ said the traveller. ‘They were awful – horrible people. They didn’t like me, and I didn’t like them.’

And the old man said, ‘I’m sorry to tell you that the people in the town in the valley are horrible too. You won’t like them.’

‘OK,’ said the traveller. And he walked away. He didn’t go to the town in the valley.

About an hour later, another traveller arrived near the old man.

‘Excuse me, sir,’ the second traveller said. ‘I am going to the town down there, the town in the valley. Do you know it?’

‘Yes,’ said the old man. ‘I know it.’

‘Well,’ said the second traveller. ‘Can you tell me – what are the people like in that town?’

The old man thought for a bit. Then he said, ‘Tell me – what were the people like in the last town you were in?’

‘Oh,’ said the second traveller. ‘They were wonderful – really nice people. They liked me, and I loved them.’

And the old man said, ‘I’m happy to tell you that the people in the town in the valley are wonderful too. You are going to like them very much.’

‘Oh, thank you!’ said the second traveller. And he walked happily down to the town in the valley.

DEVELOPING WRITING

A composition

1 Read the advertisement for a competition in a teenage magazine. Answer the questions.

1 What do you have to write about?

2 How many winners are there?

3 What is the prize for the winners?

HAVE YOU EVER IMAGINED YOUR LIFE IN THE FUTURE? WHEN YOUR DREAMS HAVE COME TRUE?

Write a composition and tell us about you in twenty years' time – where you are and what you've done. (Don't write 'I' – use your name and 'he' or 'she'.)

The winners – there will be three of them! – get a trip to our magazine headquarters in London, to spend a day talking to us and meeting some of the people we write about!

Send your entry to us at:

competition@teenzines.com

CLOSING DATE: 21 DECEMBER

2 Read Jackie's entry composition for the competition. Put the paragraphs in order.

3 It's important in a 'biography' like this to show the times when things happened. Read Jackie's composition again. Complete the phrases that she uses.

0 From 2015 to 2021

1 A year _____,

2 _____ she left school

3 at _____ 22

4 After _____ years,

5 _____ 2035,

Writing tip: a composition

This writing task asks you to imagine yourself in the future – and in the future you are doing what you dream of doing. Think about these things.

- 1 How old is the 'future you'?
- 2 What are you doing? Where do you live?
- 3 What happened (e.g. at school) that started you on the road to where you are now?
- 4 Who helped you?
- 5 Are you famous? Are you happy?

4 Write your 'story' in the third person, like Jackie did (about 120–160 words). Remember to use time expressions.



From Bradford to Boston!

- A After a couple of years, her boss asked to see her. 'How about working in the USA?' he said. 'Our owners have a newspaper there. They want you to work for them. In Boston!' Jackie thought for about two seconds and said, 'Yes!'
- B From 2015 to 2021, Jackie was a student at the Bridges High School in Bradford. She did well at school and enjoyed writing. But her great love was always films – she went to the cinema, she read film magazines, she watched older films on the Internet. Her dream was to work in the USA.
- C So now, in 2035, she lives and works in Boston. She's been to film festivals all over the world and she's met almost all the great film stars of the 2020s. Her dream has come true!
- 1 D Jackie Stephenson, from Bradford, England, is the film critic for an American magazine. Here's her story.
- E So, when her school started an online magazine, it was clear that she was going to write about films! A year later, the local newspaper heard about her and when she left school, they invited her to do a weekly film column.
- F Jackie enjoyed working for the local newspaper but soon she wanted to do more. So, she started her own film website at the age of 22. But she went on writing for the newspaper too.

LISTENING

- 1 52 Listen to the conversations, A and B. Match the topics with the conversations.

- | | |
|-------------------------------------|---------------------------------------|
| 0 jobs | <input checked="" type="checkbox"/> B |
| 1 being a waiter | <input type="checkbox"/> |
| 2 the important things in your life | <input type="checkbox"/> |
| 3 a house | <input type="checkbox"/> |
| 4 restaurants | <input type="checkbox"/> |

- 2 52 Listen again. Complete the sentences.

A Gary and Martha

Martha has ⁰ *always lived* _____ in this house. Her parents moved from their flat when she ¹ _____.

Everything important in Martha's life ² _____ in this house.

B Sue and Uncle Paul

Uncle Paul works in a ³ _____. He has also been a ⁴ _____ and a ⁵ _____.

He hated being a ⁶ _____ but he loved being a ⁷ _____.

He has ⁸ _____ a job.

DIALOGUE

- 1 52 Put the conversations in order. Then listen again to check.

Conversation A

- 1 GARY This is a nice house, Martha. Have you always lived here?
- GARY Like what, for example?
- GARY Where have they lived, then?
- GARY Because it's big?
- GARY Oh right. And when you were born, they moved?
- MARTHA Well, a long time ago, they lived in a small flat. Before I was born.
- MARTHA Oh, Gary, I'm not going to tell you!
- MARTHA Yes, we have. Well, I've always lived here, but of course my parents have lived in other places.
- MARTHA Yes, they needed more room. Anyway, I've always loved this house.
- MARTHA No, I don't think it's very big. It's because everything important in my life has happened here.

Conversation B

- 1 SUE Uncle Paul? You work in a bank, right?
- SUE A waiter? Really?
- SUE Oh right. And you've been a taxi driver too?
- SUE Have you ever not had a job?
- SUE What other jobs?
- SUE But have you always worked in a bank?
- PAUL No, not always. I've done other jobs too.
- PAUL Yes, that's right.
- PAUL Well, let me think. I've been a waiter and I've been a taxi driver.
- PAUL Yes, I was a waiter when I was at university. Just weekends and holidays. Hard work but good fun! I loved it.
- PAUL No, I've always had a job. I've been very lucky.
- PAUL Yes, I drove a taxi for almost a year. I hated it!

TRAIN TO THINK

Exploring differences

- 1 Look at the phrases about jobs in the left-hand column. Are they true about only waiters, about only taxi drivers, or about both? Tick (✓) the correct column.

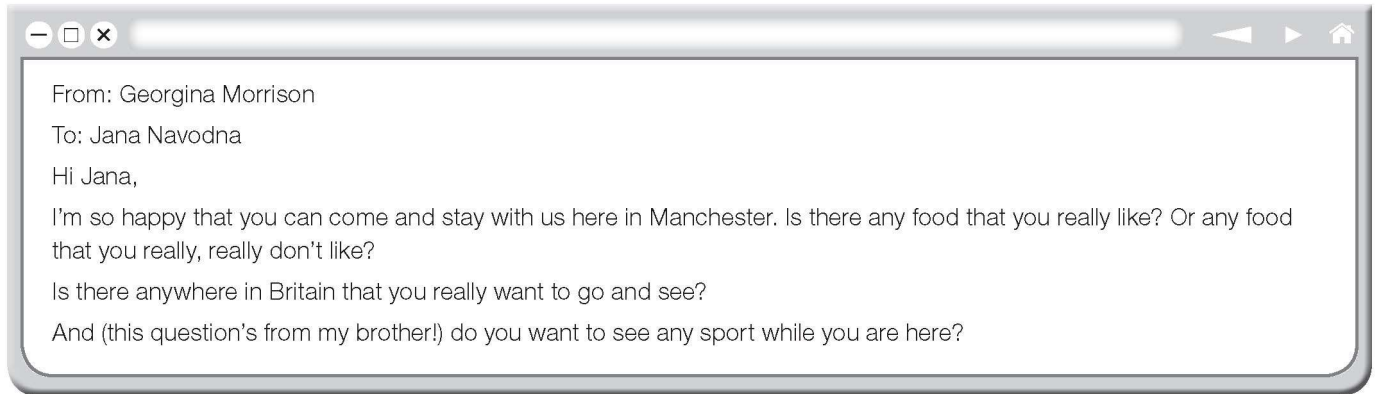
You ...	waiters	taxi drivers	both
meet a lot of people.			✓
spend a long time on your feet.			
have to carry things.			
can work in any weather.			
have to remember things.			
wear special clothes.			

- 2 Think about houses and flats. What things are the same? What things are different? Write three more things in the left-hand column. Tick (✓) the correct column.

It ...	house	flat	both
has got bedrooms.			✓

Reading and Writing part 9

1 Read Georgina's email. Imagine you are Jana. Write an email to Georgina and answer her questions (about 25–35 words).



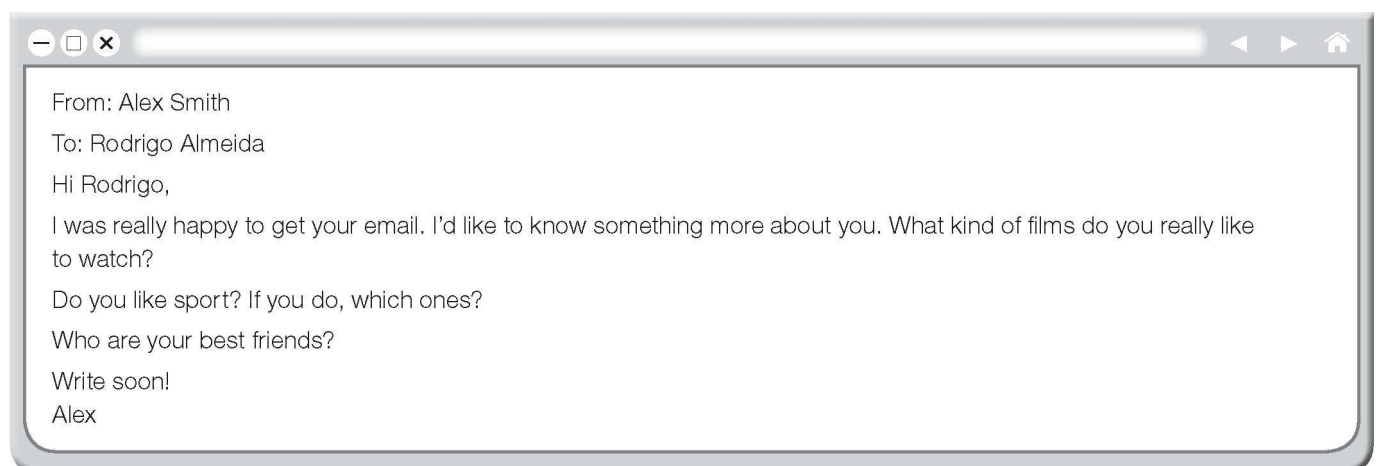
From: Georgina Morrison
To: Jana Navodna
Hi Jana,
I'm so happy that you can come and stay with us here in Manchester. Is there any food that you really like? Or any food that you really, really don't like?
Is there anywhere in Britain that you really want to go and see?
And (this question's from my brother!) do you want to see any sport while you are here?

Exam guide: guided writing

This exam exercise tests your ability to write a short email / letter / post. You need to:

- Make sure that you do what the task asks you – in other words, write an email (starting, for example, *Hi Georgina*) and answer all three of the questions (in this example, they are about food, places to visit and sport).
- Write the number of words you are asked to write (not fewer than 25, not more than 35).
- Make your English grammar and vocabulary as good as it can be – but the most important thing is to be clear, and to do the points explained above!


2 Read Alex's email. Imagine you are Rodrigo. Write an email to Alex and answer his questions (about 25–35 words).



From: Alex Smith
To: Rodrigo Almeida
Hi Rodrigo,
I was really happy to get your email. I'd like to know something more about you. What kind of films do you really like to watch?
Do you like sport? If you do, which ones?
Who are your best friends?
Write soon!
Alex

CONSOLIDATION

LISTENING

1  53 Listen to the conversation. Circle A, B or C.

- 1 What happened to Will?
A He fell off his bike and hurt his shoulder.
B He fell off his motorbike and hurt his back.
C He fell off his motorbike and hurt his shoulder.
- 2 What does Will think is dangerous?
A driving in traffic
B riding a bicycle
C riding a motorbike
- 3 How does Will usually get to work now?
A by motorbike
B by car
C by bus

2  53 Listen again. Answer the questions.

- 0 When did Will buy his motorbike?
He bought it two weeks ago.
- 1 Why did he buy a motorbike?

- 2 Why doesn't he want to use the underground?

- 3 When will Will get on his motorbike again?

- 4 What does he like about going to work by bus?

3 Complete the sentences with *been* or *gone*.

- TIM Your dad travels a lot. Where is he this time?
ALICE He's ¹ _____ to Brazil.
TIM Lucky him! Have you ever ² _____ to Brazil?
ALICE No, I haven't. I've never ³ _____ anywhere outside Europe.
TIM Where's your sister by the way?
ALICE She's ⁴ _____ to the dentist's with my mum.
TIM I haven't ⁵ _____ to the dentist's for a long time.

GRAMMAR

4 Complete the conversations. Use the present perfect form of the verbs in brackets.

- 0 A Where's Jack?
B I don't know. I haven't seen (not see) him today.
- 1 A Are Steve and Julie here?
B No, they _____ (go) to the cinema.
- 2 A Is there any food in the kitchen?
B No – my brother _____ (eat) it all!
- 3 A _____ (you/write) to your Aunt Paula?
B Not yet. I'll do it tonight.
- 4 A Are you enjoying Los Angeles?
B It's great. I _____ (meet) lots of nice people.
- 5 A Have you got a lot of homework?
B No, only a little – and I _____ (do) it all!
- 6 A Is this a good book?
B I don't know. I _____ (not read) it.
- 7 A Why are you so happy?
B My parents _____ (give) me a new bike for my birthday!

VOCABULARY

5 Complete the words.

- 0 Can we watch this film? I haven't s e e n it before, but everyone says it's great.
- 1 Some really rich people fly between cities by h _____.
- 2 He can't walk now because he's broken his a _____.
- 3 In some European cities you can still see t _____ s that run on metal tracks.
- 4 He looked really bored, with his e _____ s on the table and his head between his hands.
- 5 Wow! It's my first time on a plane! I've never f _____ before today!
- 6 We were late, so we didn't c _____ the train.
- 7 The dog was really hot – its t _____ was hanging out of its mouth.

6 **Circle** the correct words.

- JAKE Hi, Mum. I've ⁰been / gone into town – and look! I've ¹buy / bought a new shirt.
- MUM It's nice, Jake. But isn't it a bit small? You're tall and you've got big ²shoulders / ankles.
- JAKE No, Mum, it's fine. I think ³I wear / I'll wear it to Andrea's party on Saturday.
- MUM Oh, is she having a party?
- JAKE Yes, it's for her birthday. ⁴She's invited / She invites everyone from school.
- MUM But her birthday ⁵was / has been last month!
- JAKE I know. But her mother was ill, so she couldn't have a party until now.
- MUM Oh, I'm sorry to ⁶know / hear that. Is her mother OK now?
- JAKE Oh, yes, she's ⁷being / doing OK. She had a problem with her ⁸stomach / knee – the doctors think she ⁹ate / has eaten something bad.
- MUM Oh, ¹⁰sorry / poor her. Well, please tell Andrea that I hope the party is great.
- JAKE Thanks, Mum. I'll tell her when I ¹¹see / will see her.

DIALOGUE

7 **Complete the conversation. Use the words in the list. There are two that you don't need.**

been | as soon as | doing | gone | hear | if
knee | poor | shame | went | will | won't

- PAUL Hi, Jacky. Where have you ⁰ been ?
- JACKY At the doctor's. I have a pain in my ¹ _____.
- PAUL Oh, I'm sorry to ² _____ that. Is everything OK now?
- JACKY So-so. I'll have to see him again ³ _____ it doesn't get better.
- PAUL ⁴ _____ you.
- JACKY Oh, it's not so bad. It hurts a bit but I'm ⁵ _____ OK. Listen, I'm looking for Mike. Do you know where he is?
- PAUL Oh, he isn't here. He's ⁶ _____ to see his grandmother. She's ill. He ⁷ _____ be back until about six o'clock.
- JACKY That's a ⁸ _____. I really want to talk to him. Can you ask him to call me, please?
- PAUL Sure. I'll ask him ⁹ _____ he gets back.

READING

8 **Read the text about children and schools in Niger. Answer the questions.**

- 0 In Niger, what percentage of people have running water at home?
20% of people have running water at home.
- 1 Who often goes to get water for a family?

- 2 Why is Sani often two hours late for school?

- 3 Why does Badjeba sometimes fall asleep in lessons?

- 4 Why do families send children to get water when it makes them late for school?

SCHOOL OR WATER?

Niger, in central Africa, is a country that has very little rain. And 80% of people have no running water at home. So water is very important in people's lives, but sometimes it means that kids don't do well at school.

Children are often the ones who have to find water for the family. They go out on donkeys and travel up to ten kilometres to get water. And then they are late for school, or they don't go at all. Sani, 11, gets water for his family in the morning and usually gets to school at 10 o'clock – two hours late. 'Some of the other children are lucky,' he says. 'They don't have to get water. And so they learn more quickly than me.'

It's hard for the children to study. One girl, Badjeba, says, 'I get up at 4.30 to get water, five kilometres away. Then I take it home. Then I walk to school. I'm exhausted. I'm so tired that I fall asleep in the lessons. And after school, I have to go and find water again.'

In one classroom, the teacher asks: 'How many of you were late today because you had to get water?' And about 90% of the kids put their hand up. Their families send them to get water – school is important, but water is life.

WRITING

9 **Imagine you are either Sani or Badjeba (or one of the children in the Culture text on page 116 of the Student's Book). Write a diary entry for a school day (about 100–120 words). Write about these things.**

- Getting to school.
- What you did at school.
- Going home.

PRONUNCIATION

UNIT 1

Plurals and third person verb endings: /s/, /z/ or /ɪz/

1 Add -s or -es to the present simple verbs. Write them in the correct column.

cook | dance | enjoy | finish
give | need | play | relax | sleep | swim
take | want | wash | watch | write

/s/ – works	/z/ – lives	/ɪz/ – closes
cooks		

2 04 Listen, check and repeat.

3 Complete the sentences with the plural nouns.

blogs | bikes | buses | cats | players
puzzles | stamps | quizzes

0 Jane enjoys writing cooking and sport blogs. /z/

1 Julie's favourite games are crosswords and _____ . /z/

2 Luke's got lots of pets – a dog, some fish and four black and white _____ . /s/

3 The girls in that team are all good _____ . /z/

4 Julie watches _____ on TV. /ɪz/

5 Many students like riding their _____ in the park. /s/

6 Jenny catches the red _____ in London. /ɪz/

7 Lewis collects _____ and bottle tops. /s/

4 05 Listen, check and repeat.

UNIT 2

Contractions

1 Match the rhyming words.

0 I'm _____ a here
1 she's _____ b time
2 they're _____ c chair
3 it's _____ d please
4 we're _____ e sits

2 07 Listen, check and repeat.

3 Now match these rhyming words.

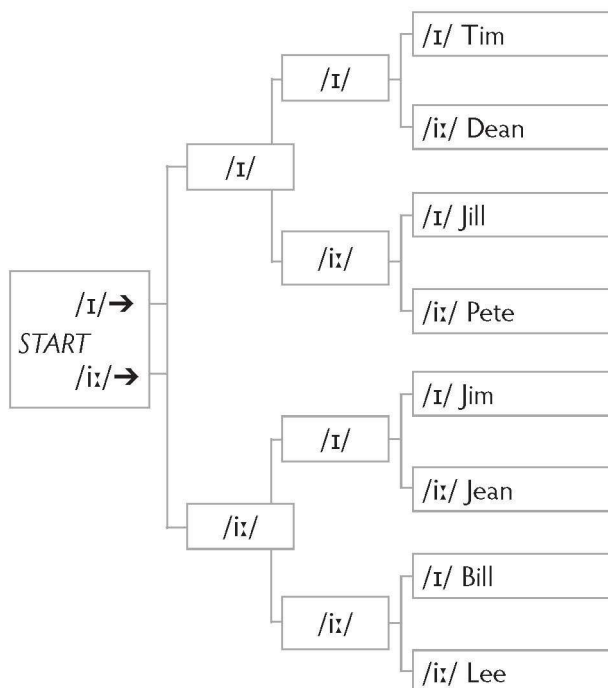
0 who's _____ f door
5 we've _____ g years
6 let's _____ h choose
7 you're _____ i gets
8 here's _____ j leave

4 08 Listen, check and repeat.

UNIT 3

Vowel sounds: /ɪ/ and /iː/

1 14 Put your finger on Start. Listen to the words. Go left if you hear the /ɪ/ sound and right if you hear the /iː/ sound. Say the name. You'll hear the words twice.



0 milk – cheese – peas. Who do you meet? Pete

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2 15 Listen, check and repeat.

UNIT 4

er /ə/ at the end of words

1 Complete the sentences with the words in the list.

later | after | answer | daughter
father | other | paper | writer

- Ten minutes later an ambulance was there.
- My friend Sara wants to be a _____.
- I don't know the _____ to that question.
- Our teacher always asks us to speak to each _____ in English.
- Please write your answers on a separate piece of _____.
- That little girl over there is Mr Power's _____.
- My _____'s a farmer. He works very hard.
- Can you come to my house _____ school?

2 16 Listen, check and repeat.

UNIT 5

Regular past tense endings

1 How many syllables are there? Write them in the columns.

asked | closed | rested | missed | needed
played | shouted | started | tried | wanted

one syllable /d/ or /t/	two syllables /ɪd/
<i>asked</i>	<i>rested</i>

2 21 Listen, check and repeat.

3 **Circle** the correct words to complete the rule.

The -ed endings of regular verbs in the past simple are ¹pronounced as a separate syllable / not pronounced as a separate syllable, /ɪd/ when the infinitive form of the verb ends in /t/ or /d/ only.

In all other cases, the -ed endings are ²pronounced as a separate syllable / not pronounced as a separate syllable, but as /t/ or /d/.

4 Write the words ending in the /t/ and /d/ sounds in the correct column.

carried | cooked | enjoyed | finished | helped
loved | stayed | tried | worked | washed

/t/ - asked	/d/ - closed
<i>cooked</i>	<i>carried</i>

5 22 Listen, check and repeat.

UNIT 6

Stressed syllables in words

1 Write the words in the correct columns.

adventurous | confident | friendly | interesting
good | helpful | intelligent | nice

1	One syllable	2	Two syllables
3	Three syllables	4	Four syllables
		<i>adventurous</i>	

2 24 Listen, check and repeat.

3 Which syllable is stressed? Write the words in the correct columns.

confident | adventurous | interesting | important
relaxing | disappointed | intelligent | easy-going

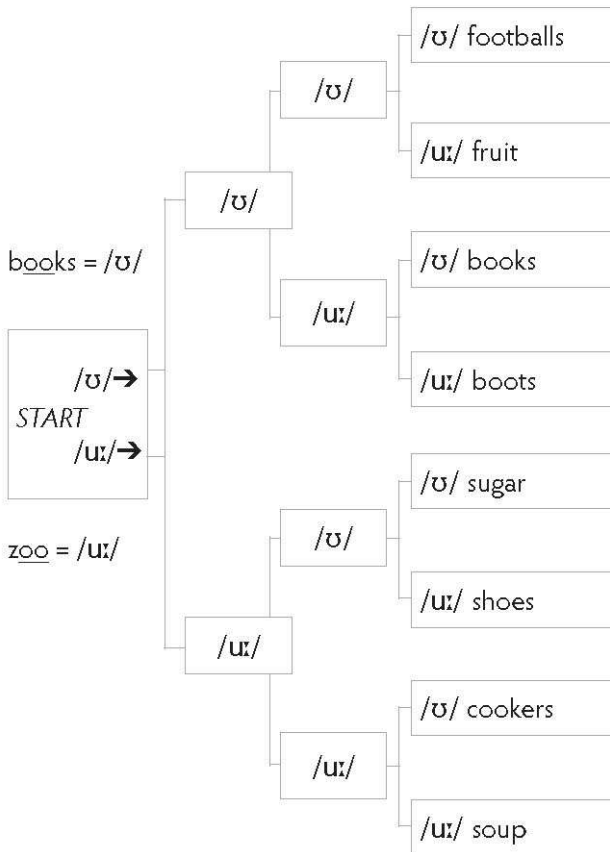
1	Ooo	2	oOo	3	oOoo	4	ooOo
<i>confident</i>							

4 25 Listen, check and repeat.

UNIT 7

Vowel sounds: /ʊ/ and /uː/

- 1 32 What are you buying? Put your finger on Start. Listen to the words. Go left if you hear the /ʊ/ sound and right if you hear the /uː/ sound. Say the word at the end. You'll hear the words twice.



0 book – cool – rule. What do you buy? boots
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- 2 33 Listen, check and repeat.
 3 All of these words are written with the letters 'oo' but they are not pronounced in the same way. Write each word in the /ʊ/ or /uː/ column.

look | choose | cook | cool
 food | good | school | stood

/ʊ/ – foot	/uː/ – room
look	

- 4 a Which words rhyme with *should*? _____ and _____.
 b Which word rhymes with *shoes*? _____.
 5 34 Listen, check and repeat.

UNIT 8

Strong and weak forms of was and were

- 1 Write *was*, *wasn't*, *were* or *weren't* to complete the sentences.
- A *Was* she happy to get her new bike?
B Yes, she _____. She loves it.
 - A _____ they playing volleyball in the park?
B No, they _____. They _____ at the beach.
 - A Look – that girl _____ at the pool yesterday.
B No, she _____!
A Yes, she _____! She's a good swimmer.
B She _____. The girl we saw had long brown hair.
 - A They _____ very happy with the restaurant last night.
B Really? Why not?
A Because they _____ waiting for their food for a long time.
 - A _____ you at the football match last night?
B No, I _____. I _____ studying for an exam.
A _____ you? So was I!

- 2 35 Listen, check and repeat.
 3 Circle the stressed forms of these verbs.
 4 35 Listen again and check.

UNIT 9

Vowel sounds: /ɪ/ and /aɪ/

- 1 Write the words in the columns.

give | find | fine | gym | list | nice | night
 sing | smile | spring | style | thin | wild | wish

/ɪ/ – think	/aɪ/ – drive
give	

- 2 40 Listen, check and repeat.
 3 Match to make sentences.
- 0 (I'm) going to keep fit
 - 1 Kim doesn't like
 - 2 Lions and tigers
 - 3 Mike exercises and
 - 4 It's a nice day so let's
- a driving at night.
 - b has a healthy lifestyle.
 - c ride our bikes.
 - d classes at the gym.
 - e are happier in the wild.
- 4 41 Listen and check.
 5 Circle all of the words in the sentences with the /aɪ/ sound.
 6 42 Listen, check and repeat.

UNIT 10

Voiced /ð/ and unvoiced /θ/ consonants

1 Complete the sentences.

things | clothes | Earth | Maths | months
then | think | third | Thursday | youth

- 0 There are so many things to do in Sydney.
- 1 Let's go shopping. I want to buy some new _____.
- 2 These three students came first, second and _____ in the race.
- 3 My father's birthday's on _____.
- 4 We had dinner and _____ we went to the theatre.
- 5 I _____ we should go out to a restaurant tonight.
- 6 We must look after the _____; it's a beautiful planet.
- 7 There are twelve _____ in a year.
- 8 We've got a _____ class after the break.
- 9 A _____ is a young person.

2 45 Listen, check and repeat.

- 3 **Circle** all the words in the sentences with a *voiced th* sound. **Underline** all the words with an *unvoiced th* sound.

UNIT 11

The /h/ consonant sound

1 Complete the sentences with the words in the list.

homework | hair | happy | healthy | hear
help | here | hospital | humans | hurt

- 0 I'll come to your house when I've finished my History homework.
- 1 It's not _____ to eat too many hamburgers.
- 2 Harry had to go to the _____ in an ambulance.
- 3 That suitcase looks heavy. Can I _____ you carry it?
- 4 Helen's got beautiful long black _____.
- 5 I couldn't _____ the music because the headphones weren't working.
- 6 I hope you'll be _____ in your new home.
- 7 In the future _____ won't have as much hair as they do now.
- 8 Hilary _____ her knee while she was running yesterday.
- 9 Can you come _____ and help me please?

2 47 Listen, check and repeat.

UNIT 12

Sentence stress

1 Complete the sentences.

scarf | eggs | English | laptop
farmer | island | cooker | taxi

- 0 I'm wearing a shirt, a skirt, a hat and a scarf.
- 1 An artist, a doctor, a teacher and a _____.
- 2 We've got Maths, then Art, then History and then _____.
- 3 We need a desk, a lamp, a sofa and a _____.
- 4 We caught a plane and then a train and then a bus and then a _____.
- 5 We put in flour and sugar and then butter and _____.
- 6 For sale: a digital camera, a pen drive, a microphone and a _____.
- 7 We saw a lake, a river a jungle and an _____.

2 51 Listen, check and repeat.

3 Underline the stressed words in the lists.

4 51 Listen again, check and repeat.

5 Look at the stressed words in the sentences 0-7. Then read and **circle** the correct word to complete the rule.

We generally stress words like ¹nouns / articles that give us information. We don't generally stress words like ²nouns / articles.

GRAMMAR REFERENCE

UNIT 1

Present simple

- 1 We use the present simple for actions that happen repeatedly or habitually.

*Paul often goes to the cinema.
We have dinner at 8.00 every evening.*

We also use the present simple for things that are always or normally true.

*The sun comes up in the east.
We go to a big school in London.*

- 2 With most subjects, the present simple is the same as the base form of the verb. However, with a third person singular subject (*he, she, it*), the verb has an -s ending.

*I play tennis on Saturdays.
She plays tennis on Saturdays.*

If a verb ends with -sh, -ch, -ss or -x, we add -es.

he watches, she catches, he misses, she fixes

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

she studies, he worries

If a verb ends with vowel + -y, then it is regular.

play – plays, say – says, buy – buys

- 3 The negative of the present simple is formed with *don't (do not)* or *doesn't (does not)* + base form of the verb.

I don't like carrots. She doesn't like carrots.

- 4 Present simple questions and short answers are formed with *do* or *does*.

*Do you like cats? Yes, I do. / No, I don't.
Does Jo live here? Yes, she does. / No, she doesn't.*

like + -ing

- 1 After verbs which express likes and dislikes we often use verb + -ing.

*We love watching films at home.
My sister enjoys reading travel books.*

- 2 If a verb ends in -e, we drop the -e before adding -ing.

live → living ride → riding

If a short verb ends in consonant + vowel + consonant, we double the final consonant before adding -ing.

get → getting, shop → shopping, travel → travelling

UNIT 2

Present continuous

- 1 We use the present continuous for actions that are happening now or around the time of speaking.

*My friends and I are playing an online game at the moment.
It's raining now.*

- 2 The present continuous is formed with the present simple of *be* + verb + -ing.

*I'm listening to music. I'm not listening to music.
You're walking very fast! You aren't walking very fast.
Alison is talking to Jo. Alison isn't talking to Jo.*

- 3 The question is formed with the present simple of *be* + subject + verb + -ing. Short answers are formed using *Yes/No* + pronoun + the correct form of *be* (positive or negative).

*Is Susanna eating? Yes, she is. / No, she isn't.
Are the boys having fun? Yes, they are. / No, they aren't.
What are you doing? Why is she crying?*

Verbs of perception

Verbs of perception (*taste / smell / look / sound*) are not used in the present continuous when they are used to give an opinion. They are used in the present simple only.

This hamburger doesn't taste very nice.

Mmm! The food smells fantastic!

These trousers don't look very good on me.

I don't know who the singer is, but she sounds wonderful.

Present simple vs. present continuous

- 1 We use different time expressions with the present simple and the present continuous.

Present simple: *every day, on Mondays, at the weekend, usually, sometimes, often, never*

Present continuous: *today, right now, at the moment*

James usually walks to school but today he's taking the bus.

- 2 Some verbs aren't normally used in the continuous form. They are called *state verbs* or *stative verbs* because they talk about a state, not an action. Here are some common examples:

believe, know, understand, remember, want, need, mean, like, hate

I believe you. He knows a lot about music.

Morgan wants to have dinner now.

UNIT 3

Countable and uncountable nouns

1 Nouns in English are **countable** or **uncountable**.

Countable nouns have both singular and plural forms, for example:

bicycle → *bicycles*, *school* → *schools*, *egg* → *eggs*,
question → *questions*, *man* → *men*, *woman* → *women*,
child → *children*, *person* → *people*

But uncountable nouns do not have a plural form.

They are always singular, for example:

food, *music*, *money*, *rice*, *bread*, *information*

2 Countable nouns can take singular or plural verbs.

That car is Japanese. Those cars are Japanese.
That woman works with me. Those women work with my mum.

Uncountable nouns always take singular verbs.

This food is horrible. The music is too loud!

a / an; some / any

1 With singular countable nouns, we can use *a / an* to talk about a specific thing or person.

They've got a car. She's eating an orange.

2 With plural countable nouns, we use *some* (positive) or *any* (negative).

I want to buy some apples. We haven't got any eggs.

3 With uncountable nouns, we don't use *a / an* – we use *some / any*, like plural countable nouns.

Let's listen to some music.
I don't want any food.

4 We use *some* to talk about an unspecified number or amount. We normally use *some* in positive sentences.

He bought some fruit in town.

We often use *some* in requests and offers.

Can I have some orange juice, please?
Do you want some cheese?

5 We use *any* to talk about an unspecified number or amount. We normally use *any* in negative sentences, and in questions.

He didn't buy any fruit.
Is there any fruit in the kitchen?

(How) much and (how) many; a lot of / lots of

1 We use *many* with plural countable nouns and *much* with uncountable nouns.

Countable	Uncountable
<i>She doesn't eat many vegetables.</i>	<i>He doesn't eat much fruit.</i>
<i>How many children have they got?</i>	<i>How much time have we got?</i>

2 We usually use *many* and *much* in negative sentences and questions.

I don't go to many concerts.
How many eggs do you want?

In positive sentences, we normally use *a lot of* or *lots of*. *A lot of / Lots of* can be used with plural countable nouns and with uncountable nouns.

Chris has got lots of / a lot of DVDs.
You can get lots of / a lot of information on the Internet.

too much / too many / not enough + noun

1 If we want to say that the number or amount of something is more than we like or want, we can use *too many* or *too much*. We use *too many* with plural countable nouns, and *too much* with uncountable nouns.

There are too many chairs in the room.
There's too much salt in my food.

2 We use *not enough* with plural countable nouns and with uncountable nouns to say that we think more is / are needed.

There aren't enough chairs in the room.
There isn't enough salt in my food.

too + adjective / (not) + adjective + enough

1 We use *too + adjective* to say that it's more than we like or want.

This soup is too hot. The clothes are too expensive.

2 We use *(not) + adjective + enough* to say that something is less than we like or want.

This bag isn't big enough to put everything in.

UNIT 4

Possessive adjectives

1 Here is the list of possessive adjectives:

Subject pronoun: *I, you, he, she, it, we, they*
Possessive adjectives: *my, your, his, her, its, our, their*

2 We use possessive adjectives to say who something belongs to.

My name's Jack. Is he your brother? Look at his hair! Her bike is really expensive.
The DVD isn't in its box. They love their cat.

Possessive pronouns

1 Here is the list of possessive pronouns:

Possessive adjective: *my, your, his, her, our, their*
Possessive pronoun: *mine, yours, his, hers, ours, theirs*

2 Possessive pronouns can take the place of possessive adjective + noun.

Is this your book / yours? No, it isn't my book / mine.
I like her hair, but I don't like his.

Whose

When we want to ask a question about who is the owner of something, we use the word *whose*. There are two possible constructions after *whose*.

Whose book is this? or *Whose is this book?*

Possessive 's

To talk about possession we can add 's to the end of a name / noun.

Annie's bike is really fantastic.

That's my brother's bedroom.

If the name / noun ends in an -s, (for example, plural nouns), we add the apostrophe (') after the final -s.

That's our neighbours' dog.

I don't like James' shirt.

Past simple of be (was / were)

1 We use the past simple to talk about actions and events in the past.

2 The past simple of *be* is *was / wasn't* or *were / weren't*.

I was at school yesterday. You were late yesterday.

My sister wasn't there.

The DVDs weren't very good.

3 Questions with *was / were* are formed by putting the verb before the subject.

Were you at school yesterday? Was Maria with you?

UNIT 5

Past simple: regular verbs (positive and negative)

1 In the past simple, regular verbs have an -ed ending. The form is the same for all subjects.

I walked to the park. You played well yesterday.

Carla opened the window.

If a verb ends in -e, we add only -d.

like → liked hate → hated use → used

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

study → studied try → tried marry → married

If a short verb ends in consonant + vowel + consonant, we double the final consonant before adding -ed.

stop → stopped plan → planned travel → travelled

If a short verb ends in consonant + vowel + -y, it is regular.

play → played stay → stayed

2 The past simple negative is formed with *didn't (did not)* + base form of the verb. The form is the same for all subjects:

I / We / She didn't enjoy the film last night.

3 Past time expressions are often used with the past simple.

Yesterday, yesterday morning, last night, last week, a month ago, two years ago, on Sunday

Modifiers: very, really, quite

We use the words *very, really, quite* to say more about an adjective. The words *very* and *really* make an adjective stronger.

The food was good – The food was very good.

The film was exciting – The film was really exciting.

We often use *quite* to say 'a little bit'.

The room was quite small. (= not very small, but a bit small)

The film was quite long. (= not very long, but a bit long)

UNIT 6

Past simple: irregular verbs

A lot of common verbs are irregular. This means that the past simple form is different – they don't have the usual -ed ending.

go → went, see → saw, eat → ate, think → thought

The form of the past simple for these verbs is the same for all persons (I / you / he / she / it / we / they).

See page 128 for a list of irregular verbs.

The negative of irregular verbs is formed in the same way as regular verbs: *didn't (did not)* + base form of the verb.

We didn't enjoy the concert.

I didn't know the answer to the question.

Past simple: (regular and irregular verbs) questions and short answers

1 Past simple questions and short answers are formed with *did*. The form is the same for regular and irregular verbs.

Did you talk to Barbara this morning?

Did you see that great match last night?

2 Short answers are formed with *Yes / No* + pronoun + *did / didn't*.

Did you like the film? Yes, I did.

Did she phone you last night? No, she didn't.

Double genitive

We use the double genitive to talk about one of many things that we have. We form it with noun + *of* + possessive pronoun (see Unit 4 above). We can also use noun + *of* + noun with possessive 's.

He's a friend of mine. (I have many friends)

They are neighbours of ours. (we have many neighbours).

UNIT 7

should / shouldn't

- 1 When we want to say that something is a good idea (or is a bad idea), we can use *should* or *shouldn't*.

I should study this weekend. (I think it's a good idea.)

They shouldn't buy that car. (I think it's a bad idea.)

Should we go out tonight? (Do you think this is a good idea?)

- 2 *Should* is a modal verb. We use *should / shouldn't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.

I should try to study more.

I shouldn't watch TV tonight.

You should listen to different music.

You shouldn't listen to the same things all the time.

- 3 Questions are formed with *should* + subject + base form of the verb. Again, we don't use any form of *do* in questions or short answers.

Should we tell her?

Yes, we *should*. / No, we *shouldn't*.

Should I ask the teacher?

Yes, you *should*. / No, you *shouldn't*.

have to / don't have to

- 1 We use *have to* to say that it is necessary or very important to do something.

I'm late, I have to go now. We have to be at school at 8.30.

With a third person singular subject (*he, she, it*), we use *has to*.

Maggie is very ill – she has to stay in bed.

My dad has to go to York tomorrow for a meeting.

- 2 We use the negative form *don't / doesn't have to* to say that it isn't necessary or important to do something.

It's Sunday, so I don't have to get up early.

She isn't late – she doesn't have to hurry.

- 3 We form questions with *do* or *does*.

Do I have to go to the dentist?

Does he have to go home now?

- 4 All forms of *have to* are followed by the base form of the verb.

mustn't vs. don't have to

- 1 We use *mustn't* to say that it is necessary or very important not to do something.

You mustn't be late. I mustn't forget to phone Jenny.

- 2 *Mustn't* has a different meaning from *don't / doesn't have to*.

You don't have to tell your friends. (= It isn't necessary for you to tell them, but you can if you want to.)

You mustn't tell your friends. (= Don't tell your friends – it's a secret!)

UNIT 8

Past continuous

- 1 We use the past continuous to talk about actions in progress at a certain time in the past.

In 2012, we were living in the USA.

At 4 o'clock yesterday afternoon, I was sitting in a Maths lesson.

Last night, the TV was on, but I wasn't watching it.

- 2 The past continuous is formed with the past simple of *be* + verb + *-ing*.

I was reading a book. I wasn't enjoying it.

You were running very fast! But you weren't winning!

Jo was playing computer games. She wasn't studying.

- 3 The question is formed with the past simple of *be* + subject + verb + *-ing*. Short answers are formed with *Yes / No* + pronoun + *was / were* or *wasn't / weren't*.

Was James running? Yes, he *was*. / No, he *wasn't*.

Were your parents having lunch?

Yes, they *were*. / No, they *weren't*.

What were you studying? Why *was she crying?*

Past continuous vs. past simple

- 1 When we talk about the past, we use the past simple for actions that happened at one particular time. We use the past continuous for background actions.

When Alex arrived, I was having dinner.

He was running very fast and he didn't see the tree.

Sorry, what did you say? I wasn't listening.

- 2 We often use *when* with the past simple, and *while* with the past continuous.

I was reading when the phone rang.

When my parents arrived, we were having a party.

I went into the classroom while the teacher was talking.

While my father was running, he fell into a river.

UNIT 9

Comparative adjectives

- 1 When we want to compare two things, or two groups of things, we use a comparative form + *than*.

I'm older than my brother.

France is bigger than Britain.

Your computer is better than mine.

- 2 With short adjectives, we normally add *-er*.

old → *older* *cheap* → *cheaper* *clever* → *cleverer*

If the adjective ends in *-e*, we only add *-r*.

nice → *nicer* *safe* → *safer*

If the adjective ends with consonant + *-y*, we change the *-y* to *-i* and add *-er*.

easy → *easier* *early* → *earlier* *happy* → *happier*

If the adjective ends in a consonant + vowel + consonant, we double the final consonant and add -er.

big → bigger sad → sadder thin → thinner

- 3 With longer adjectives (more than two syllables), we don't change the adjective – we put **more** in front of it.

*expensive → more expensive
difficult → more difficult
interesting → more interesting*

- 4 Some adjectives are irregular – they have a different comparative form.

good → better bad → worse far → further

Superlative adjectives

- 1 When we compare something with two or more other things, we use a superlative form with **the**.

*Steve is the tallest boy in our class.
Brazil is the biggest country in South America.*

- 2 With short adjectives, we normally add -est.

*tall → the tallest short → the shortest
old → the oldest clean → the cleanest*

Spelling rules for the -est ending are the same as for the -er ending in the comparative form.

*nice → nicest happy → the happiest
safe → the safest big → the biggest
easy → the easiest thin → the thinnest*

- 3 With longer adjectives (more than two syllables), we don't change the adjective – we put **the most** in front of it.

*delicious → the most delicious
important → the most important
intelligent → the most intelligent
This is the most important day of my life.
It's the most expensive shop in town.*

- 4 Some adjectives are irregular.

*good → the best bad → the worst far → the furthest
Saturday is the best day of the week.
My team is the worst team in the world!*

can / can't (ability)

- 1 We use **can / can't** + the base form of the verb to talk about someone's ability to do something. The form of **can / can't** is the same for every person.

*My father can lift 100 kg. I can't lift heavy things.
I can swim 5 kilometres. My brother can't swim.
He can write in Chinese. She can't spell.*

- 2 To make questions, we use **Can** + subject + base form of the verb. Short answers are formed with **Yes / No** + pronoun + **can** or **can't**.

*Can your sister swim? Yes, she can.
Can you lift 50 kilos? No, I can't.*

UNIT 10

be going to for plans and intentions

- 1 We use **be going to** to talk about things we intend to do in the future.

*I'm going to visit my grandfather tomorrow.
My sister's going to study German at university.*

- 2 The form is the present simple of **be** + **going to** + base form of the verb.

I'm going to stay at home on Sunday. I'm not going to go out.

She's going to look around the shops. She isn't going to buy anything.

Are you going to watch the film?

Is he going to give us homework tonight?

Short answers are formed using **Yes / No** + pronoun + the correct form of **be** (positive or negative).

Present continuous for future arrangements

We can use the present continuous to talk about arrangements for the future.

*We're having a party next weekend. (It's organised.)
I'm meeting my friends in the park tomorrow. (I talked to my friends and we agreed to meet.)*

Our parents are going on holiday in Spain next month. (They have their airline tickets and hotel reservation.)

Adverbs

- 1 Adverbs usually go with verbs – they describe an action:

*We walked home slowly. The train arrived late.
Drive carefully!*

- 2 A lot of adverbs are formed by adjective + **-ly**.

quiet → quietly bad → badly polite → politely

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

terrible → terribly comfortable → comfortably

If the adjective ends in consonant + **-y**, we change the **-y** to **-i** and add **-ly**.

easy → easily happy → happily lucky → luckily

- 3 Some adverbs are irregular – they don't have an **-ly** ending.

*good → well fast → fast hard → hard
early → early late → late*

*I played well last week. He worked hard all day.
She ran very fast.*

- 4 Adverbs usually come immediately after the verb, or, if the verb has an object, after the object.

She sings well. She plays the piano well.

UNIT 11

will / won't for future predictions

- We use *will* ('ll) and *won't* to make predictions about the future.
When I'm older, I'll travel round the world. I won't stay here!
I'm sure you'll pass the test tomorrow. The questions won't be very difficult.
In the future, people will take holidays on Mars. But people won't live there.
- We use *will / won't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.
You'll pass the test. You won't pass the test.
He'll pass the test. He won't pass the test.
- Questions are formed with *will* + subject + base form of the verb. Again, we don't use any form of *do* in questions or short answers.
Will Andrea go to university?
Yes, she will. / No, she won't.
Will your friends come to the party?
Yes, they will. / No, they won't.

First conditional

- In conditional sentences there are two clauses, an *if* clause and a result clause. We use the first conditional when it is possible or likely that the situation in the *if* clause will happen in the future.
If I pass the test, my parents will be happy. (= It's possible that I will pass, but I'm not sure.)
If it doesn't rain, we'll go for a walk. (= Perhaps it will rain, but I'm not sure.)
- The *if* clause is formed with *if* + subject + present simple. The result clause is formed with subject + *will* + base form of the verb. There is a comma after the *if* clause.
If we have time, we'll do some shopping.
If you don't start your homework soon, you won't finish it tonight.
- We can change the order of the two clauses. In this case, there is no comma between the clauses.
We'll do some shopping if we have time.
You won't finish your homework if you don't start it tonight.

Time clauses with when / as soon as

In sentences about the future, we use the present tense after *when* or *as soon as*, and the *will* future in the main clause. (The structure of these sentences is very like the structure of 1st conditional sentences.)

When I'm 18, I'll go to university.
I'll call you as soon as I get there.

UNIT 12

Present perfect simple with ever / never

- We often use the present perfect to talk about things from the beginning of our life until now.
Sandro has travelled to a lot of different countries. (= from when he was born until now)
I haven't met your parents. (= at any time in my life, from when I was born until now)
- When we use the present perfect with this meaning, we often use *ever* (= *at any time in someone's life*) in questions, and *never* (= *not ever*) in sentences. *Ever* comes between the noun or pronoun and the past participle. *Never* comes immediately after *have / has*.
Have you ever eaten Thai food?
I've never been interested in cooking.
Has he ever won a prize in a competition?
She's never tried to learn another language.
- The present perfect is formed with the present tense of *have* + past participle of the main verb. For regular verbs, the past participle has the same *-ed* ending as the past simple. Irregular verbs have different past participles.

Regular verbs	Irregular verbs
<i>We've stayed in Athens three times.</i>	<i>We've been there three times.</i>
<i>Have they ever climbed a mountain?</i>	<i>Have they ever flown in a plane?</i>

See page 128 for the past participles of irregular verbs.
- There is a difference between *been* and *gone*.
I've been to the supermarket = I went to the supermarket and now I am back again.
They've gone to the supermarket = they went to the supermarket and they are still there.

Present perfect vs. past simple

Both the present perfect and the past simple refer to the past. But we use the past simple to talk about situations or actions at a particular time in the past, and we use the present perfect to talk about situations or actions in the past, at an unspecified time between the past and now.

Past simple

I ate sushi two weeks ago.
I read a Shakespeare play last month.
He was late for school yesterday.
We didn't buy anything in town on Saturday.

Present perfect

I've eaten sushi a lot of times.
I've read six Shakespeare plays.
He's been late to school four times.
We haven't bought anything in town for a long time.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	-
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written