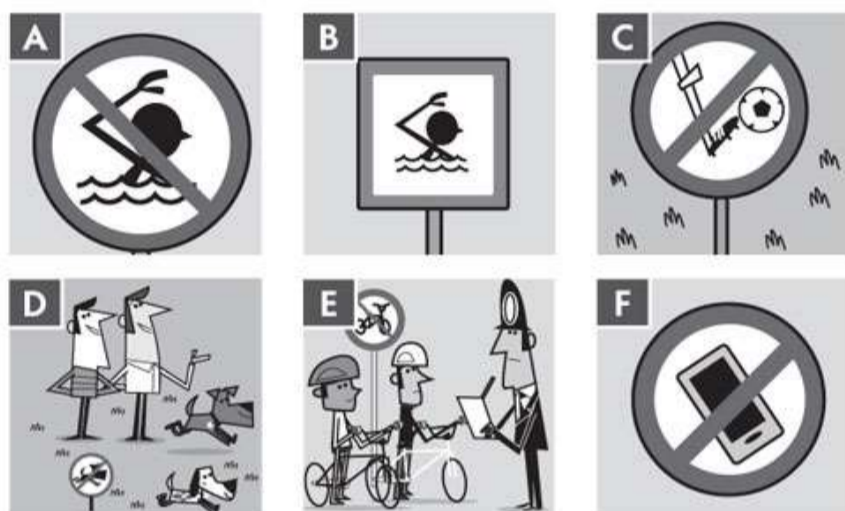


12 PLAYING BY THE RULES

GRAMMAR

be allowed to / let **SB p.112**

1 ★★★ Match the sentences with the pictures.



- 0 They don't let you play ball games here. C
- 1 You're allowed to swim here.
- 2 You aren't allowed to use your phone here.
- 3 They rode their bikes, but they weren't allowed to.
- 4 You aren't allowed to swim here.
- 5 They let their dogs run on the grass, but they aren't allowed to.

2 ★★★ Complete the sentences with *let(s)* or *allowed*.

- 0 Mum lets me help her when she cooks.
- 1 I'm not _____ to go to parties on weekdays.
- 2 Are you _____ to watch TV every day?
- 3 My parents don't _____ me have a pet.
- 4 Does your dad _____ you drive his car?
- 5 I'm _____ to use my parents computer.

3 ★★★ Look at the information about Jason's school. Write the rules using *let* or *allowed*.

OK!

- wearing trainers
- forgetting homework once a month
- sending work by email
- using tablets

NOT OK!

- eating during lessons
- running in corridors
- using phones in class
- borrowing more than three books from the library

- 0 *Students are allowed to wear trainers.* _____
- 1 The teachers let them _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

4 ★★★ Complete the conversation. Use *be allowed to* or *let* and the verbs in the list.

do | make | get | change | listen
chew | call | take | use | take

- OLIVER So how do you like it here, Chloë?
- CHLOE It's OK, but it's different from my old school.
- OLIVER You mean you ⁰ *aren't allowed to do* things that you could do at your old school?
- CHLOE Well, not really, but the rules are different. At my old school, we ¹ _____ mobiles into the classroom, but here it's OK.
- OLIVER Oh, I see. Well, they ² _____ us _____ mobiles to check things online, but we ³ _____ calls.
- CHLOE Oh, I see. ⁴ _____ they _____ us _____ someone at break?
- OLIVER Sure, that's no problem.
- CHLOE And do they ⁵ _____ us _____ to music in class?
- OLIVER Of course not.
- CHLOE The teachers at my old school ⁶ _____ us _____ MP3 players into class.
- OLIVER Wow! That's amazing!
- CHLOE And they ⁷ _____ us _____ gum.
- OLIVER I should ask my parents to ⁸ _____ me _____ to your old school!

5 ★★★ Write sentences about what you are or aren't allowed to do at school.

Pronunciation

Silent consonants

Go to page 121.



Third conditional SB p.115

6 ★★★ Match texts 0–5 with sentences a–f.

- 0 We were the better team, and the score was 2–1 to us. We had another three minutes to play, and I was so nervous. Then I caught the ball with my hands, right in front of our goal!
- 1 My mum told me I should be careful with my money. But I didn't think. I spent it all on sweets, and after a week it was all gone.
- 2 I was three years old. I knew I wasn't allowed to climb the ladder in my granddad's garden. But I did, and I had a bad accident.
- 3 They were late for the train. They ran as fast as they could, but missed it and had to wait for two hours.
- 4 It was awful. I didn't want to hurt Pat, but I was so stressed out. She asked me if I could help her, and I gave her a very unfriendly answer.
- 5 I'm sorry that I woke you up, Lily. I didn't know you were ill.
- a If they'd started earlier, they wouldn't have got home so late.
- b I'd have been friendlier if I'd been more relaxed.
- c He wouldn't have broken his leg if he hadn't done that.
- d If he hadn't touched the ball with his hands, his team would have won.
- e If she'd listened, she wouldn't have bought all those sweets.
- f She wouldn't have rung her so early if somebody had told her about the situation.

7 ★★★ Complete the sentences with the correct form of the verbs.

- 0 If I had started to play the piano a few years ago, I would have played (play) at the concert.
- 1 If I _____ (read) my emails this morning, I'd have answered you straight away.
- 2 If it had been warmer, they _____ (eat) in the garden.
- 3 We _____ (not lose) our way if the satnav had worked.
- 4 If I _____ (not study) so much, I wouldn't have written a good test.
- 5 Would you have lost the match if you _____ (not be) so nervous?
- 6 He _____ (not buy) the bike if the price hadn't been so low.
- 7 If Mia's friends had phoned her, _____ she _____ (join) them?

8 ★★★ Write third conditional sentences.

- 0 On Sunday it was raining, so Terry got up late.
If it hadn't been raining, Terry wouldn't have got up late.
- 1 He didn't hear the phone. Dan didn't talk to him.

- 2 Terry was on his own all afternoon. He was bored.

- 3 He went to bed at 6 pm. He woke up at midnight.

- 4 He didn't go back to sleep. He was tired on Monday.

- 5 He was tired. He found the Maths test difficult.

- 6 Terry got a bad mark. His teacher was disappointed.

9 ★★★ Write true third conditional sentences.

- 0 If I'd caught the bus, I'd have been on time.
- 1 If I hadn't _____
- 2 If I'd _____
- 3 If I hadn't _____

GET IT RIGHT! 

Third conditional

Learners sometimes use the wrong tenses in the third conditional – either in the main clause or in the *if* clause.

- ✓ *What would have happened if I hadn't been here?*
- ✗ *What had happened if I hadn't been here?*
- ✓ *If I had seen him, I would have said hello.*
- ✗ *If I would have seen him, I would have said hello.*

Correct the following sentences.

- 0 If you hadn't helped me, I won't finish my essay.

- 1 If you'd have been there, it would have been fun.

- 2 The trip would have been difficult if it would rain.

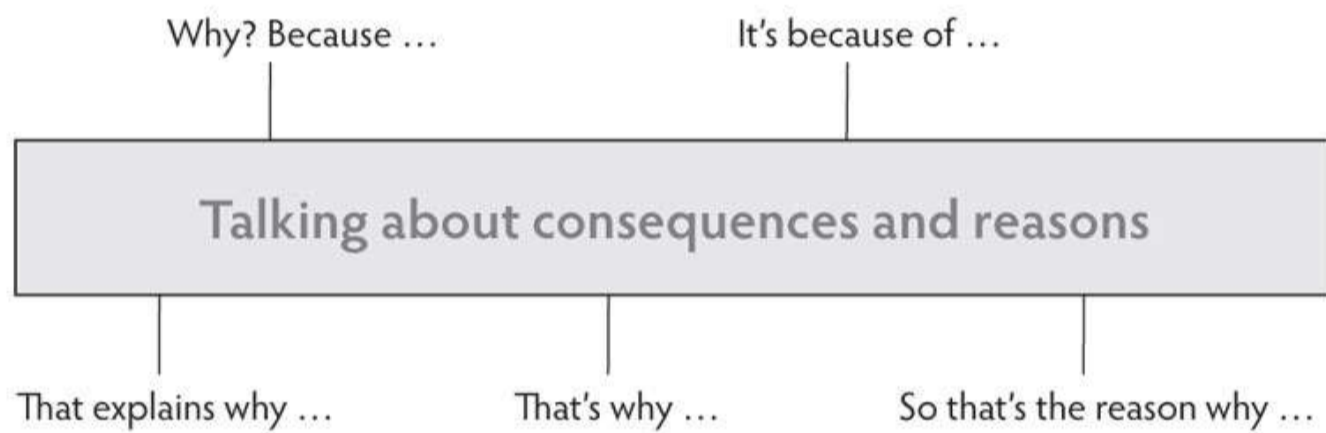
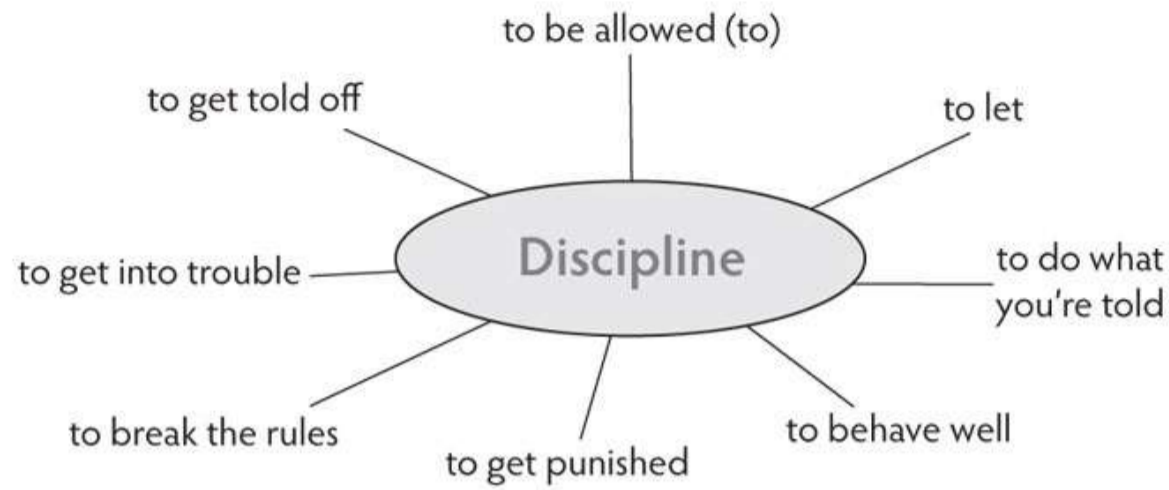
- 3 It was worse if we hadn't got there on time.

- 4 I'm sure you would have enjoyed it if you were there.

- 5 If I hadn't brought my umbrella, I'd get wet.

VOCABULARY

Word list



Key words in context

abandoned	No one lives in that old house any more.
break the law	He went to prison because he broke the law .
ceremony	There was a special ceremony to open the new museum.
crime	Stealing is a crime .
defeat	We lost 4–0. It was our worst defeat for two years.
end up	If you aren't careful, you'll end up having an accident.
except	The museum is open every day except Mondays.
illegal	It's illegal to park on this side of the road.
own	They own that attractive house down by the river.
prison	People who steal end up in prison .
punishment	His punishment was a month in prison.
slave	I saw a documentary about slaves in the US in the 19th century.
upside down	The answers are at the bottom of the page, upside down .
weave	They used sheep's wool to weave this blanket.

Discipline SB p.112

1 ★★★ Complete the sentences with the phrases in the list.

allowed to | gets into trouble | let
breaks the rules | gets told off | do what they are told
gets punished | behave well

- 0 When you're *allowed to* _____ do something, you get permission to do it.
- 1 When your teachers don't _____ you do something, you can't do it without getting into trouble.
- 2 When people _____, they do what's expected of them.
- 3 When young children _____, they act in a way that pleases other people.
- 4 When someone _____, they feel the consequences of what they've done.
- 5 When someone _____, they're doing something wrong.
- 6 When someone _____, they're in a difficult situation.
- 7 When someone _____, another person speaks angrily to them.

2 ★★★ Complete the conversations with the phrases in Exercise 1. Use the correct form of the verbs and make any other necessary changes.

- 0 A Did the thief *get punished* _____?
B Yes, of course. He'll be in prison for three years.
- 1 A Did your brother _____ you borrow his tablet?
B No. I took it without asking him.
- 2 A What was that shouting?
B Jim _____ by Dad because he ran into the living room with dirty shoes on.
- 3 A Are you _____ use your dad's computer without asking?
B No. I always have to ask first.
- 4 A Why can't I see Tommy any more?
B Because you always _____ when you're with him.
- 5 A Your little sister is so nice. Does she always _____?
B Only when she's with other people. Otherwise she can be a pain.
- 6 A Nadia, go and do your homework.
B Mum, can I go out and do it tomorrow?
A No, Nadia. _____!

3 ★★★ Complete the sentences so they are true for you.

- 1 When I behave well, _____
- 2 My parents never let me _____
- 3 I always get told off when I _____
- 4 If you break the school rules, _____
- 5 When I get into trouble, I _____
- 6 I'm only allowed to _____

Talking about consequences and reasons SB p.115

4 ★★★ Match the sentences.

- | | |
|--|--------------------------|
| 0 Last summer was the hottest one ever. | <input type="checkbox"/> |
| 1 You forgot Helen's birthday yesterday. | <input type="checkbox"/> |
| 2 I didn't get any sleep last night. | <input type="checkbox"/> |
| 3 So you're working late tonight? | <input type="checkbox"/> |
| 4 Sandra broke her leg two days ago. | <input type="checkbox"/> |
| 5 Tom got into trouble at school. | <input type="checkbox"/> |
| 6 I just don't have any money. | <input type="checkbox"/> |
- a That explains why you're in such a bad mood today.
b Yes. It was because of his bad behaviour.
c That explains why she hasn't been at school.
d So that's why you don't want to come shopping with me.
e Yes, and that's why I can't join you for dinner.
f So that's the reason why she isn't talking to me.
g It's definitely because of global warming.

5 ★★★ Complete the sentences so that they are true for you.

- 1 I'm learning English because _____
- 2 _____ because of the weather.
- 3 This weekend I've got to _____ and that's why _____
- 4 Where I live, most people _____ and that explains why _____

READING

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

- 0 In Ancient Greece, babies weren't thought to be real people until they'd been alive for *three* / **five** days.
- 1 Parents who didn't want their babies just left them somewhere *outside* / *inside*.
- 2 Girls *were* / *weren't* allowed to go to school.
- 3 Girls stayed at home and were taught how to *weave* / *read* by their mothers.
- 4 At an early age, some boys were sent to a very *strict* / *strange* military school.
- 5 Boys were trained how to become *soldiers* / *slaves*.
- 6 The children of the Aztecs didn't really have *an easy* / *a difficult* life.
- 7 The rules for young people were very strict. If they broke them, they could get some nasty *surprises* / *punishments*.

2 Look at the photo. How do you think these children's experience of school was different from yours?

3 Read the article and check your answers.



Playing by the rules ... at schools

Most teachers these days will work very hard to have a good relationship (A). They encourage their students to say honestly what they like and don't like (B), and often teachers and students discuss together what they can do to make sure both get the most out of their time at school.

This wasn't always the case, and many of today's children would have quite a shock if they suddenly found themselves in a school a few hundred years ago. Unless they (C), of course!

In the old days, people believed that teachers had to be very strict and had the right to hit children. In the 19th century, hitting boys and girls with a bamboo stick - the 'cane' - (D). It was used in both primary and secondary schools. Parents didn't mind if teachers beat their children when they didn't do what they'd been told to do. Often, the stricter a teacher was, the more parents thought he or she was a good teacher.

This may all sound really strange today, but let's imagine you'd gone to school in the 20th century. If you'd (E), how would your teachers have reacted? Well, they'd have hit you with a wooden ruler, and often also with a shoe, the branches of a

tree, a wooden spoon or a hairbrush! Some children were also punished with cold water. Teachers either forced them to (F) - especially in countries with very cold winters - or lazy children sometimes had their head put into a bucket of cold water. And, of course, teachers told their students off all the time. Schools were often so strict that students were never ever allowed (G) unless the teacher had asked them a question!

Things didn't change until the middle of the 20th century or, in some countries, towards the end. Then beating children at school wasn't allowed any more. Of course, if teachers hit children these days, they'd be breaking the law and would (H) in most countries around the world.

4 Read the article again. Match the phrases with the correct places (A-H).

- | | | |
|-----------------------|--------------------------|---|
| 0 broken the rules | <input type="checkbox"/> | E |
| 1 behaved very well | <input type="checkbox"/> | |
| 2 have a cold shower | <input type="checkbox"/> | |
| 3 with their students | <input type="checkbox"/> | |
| 4 be in trouble | <input type="checkbox"/> | |
| 5 was very common | <input type="checkbox"/> | |
| 6 to say a word | <input type="checkbox"/> | |
| 7 about their lessons | <input type="checkbox"/> | |

5 Mark the sentences T (true) or F (false).

- | | | |
|--|--------------------------|---|
| 0 Most modern schools encourage students to think about how they are educated. | <input type="checkbox"/> | T |
| 1 The cane was used to punish students who didn't behave well. | <input type="checkbox"/> | |
| 2 A hundred years ago, strict teachers weren't popular with parents. | <input type="checkbox"/> | |
| 3 Water was sometimes used as a punishment. | <input type="checkbox"/> | |
| 4 Students were never allowed to speak in the classroom. | <input type="checkbox"/> | |
| 5 In most countries these days, teachers aren't allowed to use the cane. | <input type="checkbox"/> | |

DEVELOPING WRITING

A (light-hearted) set of rules

1 Read the rules. What is the punishment if you break any of them?



My 'dream' rules for the shopping mall

- 1 The main purpose of the Arcade Shopping Mall is for students to have a good time. Nobody is allowed to do anything that young people wouldn't like.
- 2 If a student is tired or hungry, they're allowed to go to a café and they can eat and drink whatever they want without paying. If no seats are free, an adult has to stand up so a young person can sit down.
- 3 Nobody is allowed to tell young people not to run around or use their skateboards in the corridors of the shopping mall. As soon as a young person is seen on a skateboard, all the adults have to go quickly into the shops and stay there until the skateboarder has left.
- 4 Whenever a young person goes into a shop, the shopkeeper has to ask the young person within one minute what music they want to hear. If the shopkeeper hasn't got the music the young person wants to hear, the young person can choose anything for free from the shop.
- 5 If young people don't like the clothes they find in a shop, shopkeepers aren't allowed to keep those clothes in the shop.
- 6 Anyone who doesn't keep to these rules has to learn them by heart!



Writing tip: rules

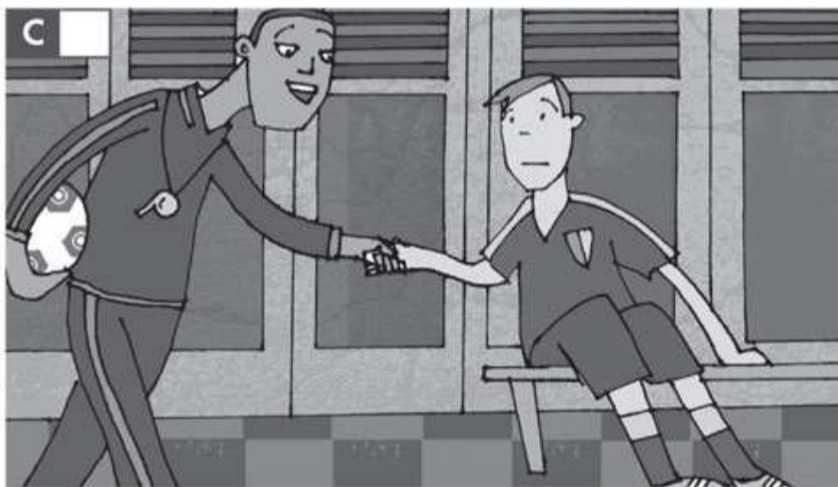
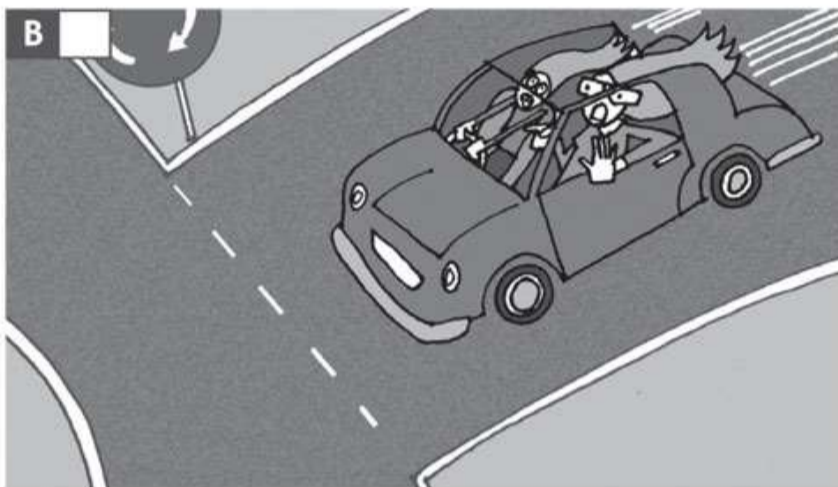
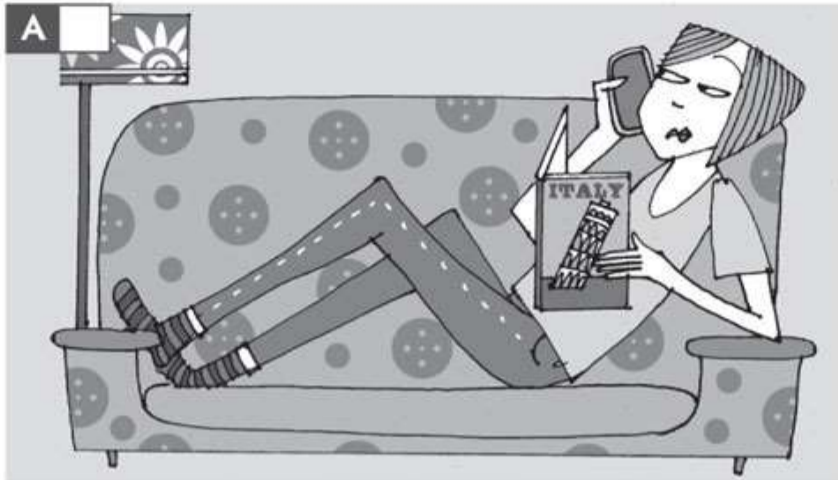
- If you want to write a light-hearted set of rules, it's important that the content is humorous and not serious.
- You can do that by writing the opposite of what the normal rules are. Can you find examples of that in the set of rules above?
- You can also make your set of rules sound more humorous if you exaggerate and make them sound particularly strict. For example: *Nobody is allowed to ...*, *As soon as a young person is seen ...*, *all the adults have to ...*, *Everybody who doesn't keep to these rules has to ...*

2 Choose one of the situations and write six light-hearted rules. Use the ideas and the text in Exercise 1 to help you.

- Rules for the swimming pool (or sports ground, or any other place you frequently go to).
- An email to a student from another country who is going to visit your school, with rules for the school.
- Rules for your family and who has to do what in the house.

LISTENING

1 47 Listen to the conversations and match them with the pictures.



2 47 Listen again. Write the two important rules in each situation.

CONVERSATION 1

0 *Slow down when you see a sign showing a blue circle.*

1 _____

CONVERSATION 2

2 _____

3 _____

CONVERSATION 3

4 _____

5 _____

3 Complete the sentences with the words in the list.

sign | disagree | slow down
ticket | referee | stamped

- When you see the sign for a roundabout, you should _____.
- You need to put your _____ into a machine and get it _____.
- Never argue with the _____ or _____ with the coach.

DIALOGUE

1 Put the conversation in the correct order.

- DEBBIE Ticket validated? How do I do that?
- DEBBIE Sounds easy enough.
- 7 DEBBIE I'm so excited that I'm coming to visit you, but I'm a bit nervous about getting the train from Sistiana to Trieste. Is it very different from getting a train in the UK?
- DEBBIE OK – that's the same then.
- GINO Right. Just don't forget that. Otherwise you'll have to pay a fine.
- GINO Not really. The first thing you need to do is get a ticket. You can do that from the ticket window at the station, or from a machine.
- GINO But – and this is the important thing – you need to get your ticket validated.
- GINO Look for a yellow machine, and put your ticket into the machine. It stamps the ticket and that shows the date and the time of day. Now you're ready to go.

TRAIN TO THINK

Create rules for a new country

1 Imagine a new country has been discovered and you're going to be the ruler of it. Use the ideas to help you.

- Where is it?
- Who is going to live there?
- What rules do you want to have?

2 Write six rules for your new country.

Help with listening: identifying individual words (2)

1 48 Listen and complete the text.



We ⁰ went to London at the weekend. We
¹ _____ the train because it's quicker. We
² _____ all around the middle of the city – I think
we ³ _____ ten kilometres! My parents wanted to
go to a museum, but I don't like ⁴ _____ things, so I
asked if we ⁵ _____ go to the London Eye instead.
They said OK, so that's what we did. We had a
⁶ _____ time – I really ⁷ _____ myself!

Tip: identifying individual words

- Something that's very important about spoken English is that there are often sounds (letters) that you don't hear.
- For example, take the sentence *We bought this old car last month*. It's really very difficult to pronounce the *t* at the end of *bought* because the next sound is *th* (in the word *this*). So what do people do? They usually don't pronounce the *t* in *bought*. And for the same kind of reason, a speaker would probably not say the *d* in *old* (because it's followed by the word *car*) or the *t* in *last* (because it's followed by the word *month*).

2 Here are the missing words from Exercise 1. Listen to Exercise 1 again and see if you can hear the underlined letters.

- | | |
|----------|-----------|
| 0 went | 4 old |
| 1 took | 5 could |
| 2 walked | 6 great |
| 3 walked | 7 enjoyed |

Tip: reading and listening to English

Many people learning English find that it's very useful to read and listen to something at the same time – it can help you see how English is really spoken. So you can:


- listen to songs and read the words at the same time. You can usually find the words (lyrics) of just about any song if you search for 'lyrics' plus the name of the song on the Internet.
- find readers (special books to help people who are learning English) that have a CD as well – then you can read and listen.
- watch films in English on DVD which have captions in English too – although be careful, because sometimes what you hear and what is written isn't 100 per cent the same!

3 49 Listen and complete the text.


I ⁰ went to town at the weekend and I ¹ _____
three things. I ² _____ a new CD, but when I
³ _____ to it, I didn't like it much. I ⁴ _____ some
new trousers too – they ⁵ _____ great! And the
⁶ _____ thing I bought was a book about the
⁷ _____ team in the world – my team!

CONSOLIDATION

LISTENING

1  50 Listen to the conversation. **Circle** the correct option: A, B or C.

- What time does the film start?
A 7.30 B 7.40 C 7.45
- What kind of film are they going to see?
A sci-fi B comedy C action
- Why can't they go in to see the film?
A They aren't old enough.
B The film has already started.
C You can't enter after 8 o'clock.

2  50 Listen again. Answer the questions.

- How did Paul remind Jack about the film?
He sent him a text message.
- Why is Jack a bit late?

- What will happen if Jack gets home after 11 pm?

- What has Jack heard about the film?

- What is the film called?

- Where does Jack suggest they go when they can't see the film?

VOCABULARY

3 Unscramble the letters and complete the sentences.

neltatde | ftonnicd | renugodeac
ebrka | edpushin | gellitnitn

- She's a *talented* singer with a great voice.
- You'll be OK if you don't _____ the rules.
- He's very _____ and learns quickly.
- We were _____ if we did something wrong.
- My friends _____ me to try bungee jumping.
- She never thinks she can't do something – she's very _____.

4 Complete the words.

- They broke a window and got into a lot of *trouble* _____ with the neighbours.
- Jack phoned me and r_____ me to take some music to his party.
- Of course you're sick – I w_____ you not to drink that old milk.
- I don't like him much because he m_____ fun of everyone.
- We trained our dog and now he b_____ very well when we take him out.
- He really didn't want to come with us at first, but in the end I p_____ him.
- The teacher was angry with us – she really told us o_____.
- I was very surprised to hear that he lost the match – I e_____ him to win.

GRAMMAR

5 **Circle** the correct words.

- She's such a good actress that they picked to play / **her to play** Juliet in *Romeo and Juliet*.
- If *I'd known* / *I knew* you needed money yesterday, *I'd have lent* / *I lent* you some.
- My parents always want *that I work* / *me to work* harder at school.
- A John's coming to the party.
B Really? Yesterday he said he *isn't* / *wasn't* coming.
- He said he *didn't see* / *hadn't seen* the film before, so we went to see it last night.
- We *would have arrived* / *have arrived* before midnight if we *would have left* / *had left* earlier.

6 Complete the sentences. Use the correct form of *let* or *allow*.

- Our parents don't let us play in the garden.
- At school we aren't _____ to send text messages in lessons.
- They didn't _____ me go in to see the film because I'm too young.
- She never _____ her friends borrow her things.
- Are you _____ to wear jeans to school?
- If I hadn't got home on time, my parents wouldn't have _____ me to go out again.

DIALOGUE

7 Complete the conversation with the phrases in the list. There are two phrases you don't need.

was-like | have a word | I'm just saying | make sure | Check this out | made fun
 We're talking about | it's not worth it | make it up | playing a joke

LOUISE You don't look very happy. What's wrong?
 SALLY It's James Carter. He makes me so angry! I met him outside school and I said, 'Hi James!', and he⁰ *was like* 'Wow, Sally, tell me you didn't pay to have your hair cut like that!'
 LOUISE What? ¹ _____ James Carter here? He's one of the nicest guys at school.
 SALLY Louise, I didn't ² _____. That's exactly what he said. He ³ _____ of me in front of my friends!
 LOUISE OK, OK. Don't get angry with me too! ⁴ _____ he's not usually rude.

SALLY Sorry, yes. It's just that I'm really, really upset!
 LOUISE Look, why don't you calm down and then go and ⁵ _____ with him? You know, you can ask him why he said it. And you can ⁶ _____ he wasn't just trying to be funny.
 SALLY No, I don't want to do that. I could talk to him, but ⁷ _____. He'll only say another unpleasant thing.
 LOUISE OK, it's up to you. Come on, let's go and have lunch.

READING

8 Read the story. Answer the questions.

- 0 Why did the writer walk on the beach every day?
Because it helped him to relax, to get ready for his working day, and to get ideas
- 1 What was the weather like on that morning?

- 2 What did the writer see the little girl doing when he was far away from her?

- 3 Why was she throwing the starfish into the sea?

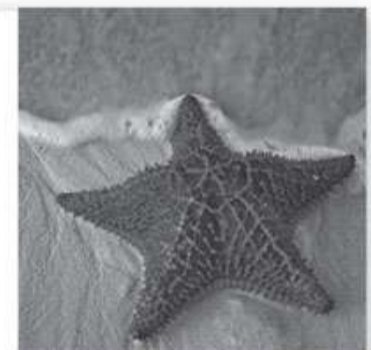
- 4 Why did the writer think that she was wasting her time?

- 5 Why did the girl think that she was making a difference?

WRITING

9 Write a short story (about 150 words), true or made up, that ends with the words *It made a big difference to me.* (Instead of *me*, you could use *him / her / them / us*).

STARFISH



Once upon a time, there was a writer who had a house very close to the sea. Every morning, he went for a walk along the beach – it helped him to relax, to get ready for his working day, and to get ideas.

One beautiful sunny morning, as he was walking near the edge of the water, he looked along the beach and in the distance he saw a little girl near the water. She was bending down and then standing up – he wasn't sure what she was doing. So he decided to go closer to find out.

When he got near to the little girl, he saw that on the beach there were lots of starfish, and the little girl was picking them up, one at a time, and throwing them into the water.

The writer went closer to the girl and asked her what she was doing. The girl stopped and looked up at the writer – she seemed surprised. Then she said that she was throwing the starfish back into the sea. She said, 'The sun is up, and the tide is going out. If I don't throw the starfish back into the water, they'll die.'

Now it was the writer who was surprised. He wanted to persuade her that she was wasting her time. He said, 'But look, there are hundreds of starfish here. You can't possibly pick them all up and throw them back. It's not worth it. You can't possibly make a difference here.'

The girl looked at him, and said nothing. Then she picked up a starfish and threw it into the water. She turned to the writer and said, 'If I hadn't thrown it back, it would have died. So, I think I made a difference to that one.'

PRONUNCIATION

UNIT 1

Sentence stress

- 1 Complete the sentences with the correct words from the list. Circle the stressed word in each sentence.

brilliant-idea | a joke | to be famous one
 changed forever | dangerous places | definitely do
 fantastic time | is for living | had a terrible
 help you | never heard | the new café

- 0 That's a brilliant idea !
 1 Can I _____ ?
 2 Then one day, her life _____ .
 3 I know. Let's go to _____ !
 4 We should _____ it!
 5 We had a _____ .
 6 She travels to some of the most
 _____ to take photos.
 7 They're going _____ day.
 8 Then my aunt _____ car accident.
 9 I've _____ him complain.
 10 'Life _____ ,' she said.

- 2 06 Listen, check and repeat.

UNIT 2

Word stress

- 1 Write the verbs from the list in the correct columns.

concentrate | believe | forget | guess | know
 think | recognise | remember | suppose

1	One syllable	2	Two syllables	3	Three syllables
					<i>concentrate</i>

- 2 07 Listen, check and repeat.

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

believe | concentrate | consider | discuss
 explain | imagine | listen | motivate
 recognise | remember | study | wonder

Oo	oO	Ooo	oOo
	<i>believe</i>		

- 4 08 Listen, check and repeat.

UNIT 3

Words ending with schwa /ə/

- 1 Complete the sentences with comparative forms of the adjectives in the list.

tidy | early | funny | good
 old | slow | tall | quiet

- 0 My sister's a lot tidier than me. Her bedroom is always clean.
 1 There's too much noise here – let's go somewhere _____ .
 2 He's very clever and much _____ at Maths than me.
 3 Mum has to go to work at 8 o'clock; she gets up _____ than the rest of us.
 4 My brother's 1.72 metres. He's _____ than me.
 5 Jake's fourteen and his sister's ten. He's _____ than her.
 6 You're driving too fast. Could you please go a little _____ ?
 7 This comedy show is much _____ than the one we saw last week.

- 2 11 Listen, check and repeat.

3 Write the comparatives from Exercise 1 in the correct columns. Underline the stressed syllable. Remember that the final syllable 'er' is never stressed. It has the schwa /ə/ sound.

Two syllables	Three syllables
<u>better</u>	<u>earlier</u>
_____	_____
_____	_____
_____	_____

4 12 Listen again, check and repeat.

UNIT 4

The short /ʌ/ vowel sound

1 Circle the word in each line that doesn't have the /ʌ/ sound (e.g. the sound in *son*, *one* and *done*).

- | | | | |
|-------------|----------|----------|--------------|
| 0 a son | b one | c done | d <u>dog</u> |
| 1 a fun | b won | c home | d come |
| 2 a shout | b young | c much | d tongue |
| 3 a enough | b cousin | c you | d love |
| 4 a must | b mother | c nose | d doesn't |
| 5 a trouble | b jump | c other | d note |
| 6 a love | b stuff | c funny | d ground |
| 7 a put | b wonder | c under | d nothing |
| 8 a could | b some | c lovely | d brother |
| 9 a Sunday | b Monday | c over | d cover |
| 10 a none | b use | c monkey | d another |
| 11 a good | b blood | c touch | d couple |

2 16 Listen, check and repeat.

UNIT 5

Strong and weak forms of *been* /bi:n/ and /bɪn/

1 Match the statements (1–6) with the responses (a–g).

- | |
|--|
| 0 Have you <u>been</u> to London? <u>e</u> |
| 1 Where have you been? You're covered in dirt!
_____ |
| 2 You look ill. _____ |
| 3 You need to go to the director's office, now. _____ |
| 4 Look at your face. It's so red! Where have you been? _____ |
| 5 How long has it been since you saw John? _____ |
| 6 The girls are tired. _____ |
| a I know. I've been to the doctor's |
| b I've been working in the garden. |
| c It's been a long time – more than three months. |
| d They've been playing football. |
| e Yes, I have. I've been going there every summer since I was ten. |
| f I've been at the beach all day. I forgot my sun cream. |
| g I've already been. |

2 19 Listen, check and repeat.

3 Circle the strong forms of *been* /bi:n/ and underline the weak forms of *been* /bɪn/.

4 19 Listen again, check and repeat.

UNIT 6

/f/, /v/ and /b/ consonant sounds

1 23 Listen and circle the word you hear.

- | | |
|-----------------------|------------------|
| 0 a <u>few</u> b view | 3 a ferry b very |
| 1 a fast b vast | 4 a leaf b leave |
| 2 a fan b van | 5 a off b of |

2 23 Listen, check and repeat.

3 Circle the correct words to complete the sentences.

- | |
|---|
| 0 They went out in Bill's dad's <u>boat</u> / vote. |
| 1 That's a <i>berry</i> / <i>very</i> good idea. |
| 2 She wants to be a <i>vet</i> / <i>bet</i> when she's older. |
| 3 I wore my <i>best</i> / <i>vest</i> clothes to the party. |
| 4 He drives a white <i>van</i> / <i>ban</i> for his job. |

4 24 Listen again, check and repeat.

UNIT 7

Intonation in question tags

- 1 27 Listen and draw ↗ when the voice goes up and ↘ when the voice goes down.

Example 1 Your name's Lisa, isn't it? ↗

Example 2 You like chocolate, don't you? ↘

- 1 Tony hasn't been to Africa, has he?
- 2 Helen's in your sister's class, isn't she?
- 3 I haven't got any money, have I?
- 4 There's no milk left, is there?
- 5 You're Julie's cousin, aren't you?

- 2 27 Listen and check.

- 3 Tick (✓) the correct explanation (a or b) for each tag from Exercise 1.

- 0 a I've met Lisa before. ✓
b I'm not sure what this girl's name is. _____
- 00 a I'm surprised because you don't want any chocolate. _____
b I know you like chocolate. ✓
- 1 a I know Tony hasn't been to Africa. _____
b I'm surprised that Tony's been to Africa. _____
- 2 a I think Helen's in your sister's class. _____
b I don't know if Helen's in your sister's class. _____
- 3 a I don't know if I have money or not. _____
b I know I don't have any money. _____
- 4 a I wonder if there's any milk. _____
b I don't think there's any milk. _____
- 5 a I don't know Julie. _____
b I think you are Julie's cousin. _____

- 4 27 Listen, check and repeat.

UNIT 8

The /ju:/ sound

- 1 Find the words with the /ju:/ sound. There are ten words in total and they all appear in Unit 8.

U	E	U	R	E	K	A	E	C	A
S	N	E	W	T	O	N	W	O	U
E	F	E	E	O	T	M	H	M	S
D	Z	R	W	R	C	U	O	P	U
I	A	O	W	T	R	U	R	U	A
I	F	U	T	U	R	E	R	T	L
Y	O	U	C	H	R	F	U	E	L
R	E	V	I	E	W	T	U	R	Y

- 2 29 Listen and check.

- 3 Circle the word that doesn't have the /ju:/ sound.

- 0 news flew nephew
- 1 music student umbrella
- 2 Tuesday guess statue
- 3 few knew threw
- 4 amusing butter nutrition

- 4 30 Listen, check and repeat.

UNIT 9

/tʃ/ and /dʒ/ consonant sounds

- 1 Complete the sentences with the correct word from the list below.

chair | switch | charities | future
questions | match | chocolate

- 0 When she broke her leg, she had to use a wheel chair.
- 1 Did you see the football final? It was an exciting _____.
- 2 I'd like to travel the world in the _____.
- 3 When she was younger, she worked as a _____ board operator.
- 4 There are many _____ to help children in need.

- 2 Which one sound occurs in all of the words in the list in Exercise 1? Circle the sound in each word.

- 3 34 Check your answer with the key. Then, listen and repeat.

- 4 Complete the sentences with the correct word from the list.

changing | message | jokes | bridge
agent | join | dangerous

- 0 Many jobs are disappearing because the world is changing so fast.
- 1 We're going to the new café. Would you like to _____ us?
- 2 We must cross that _____ to go over the river.
- 3 My best friend makes me laugh. She's always telling _____.
- 4 If you can't come, just send me a text _____.

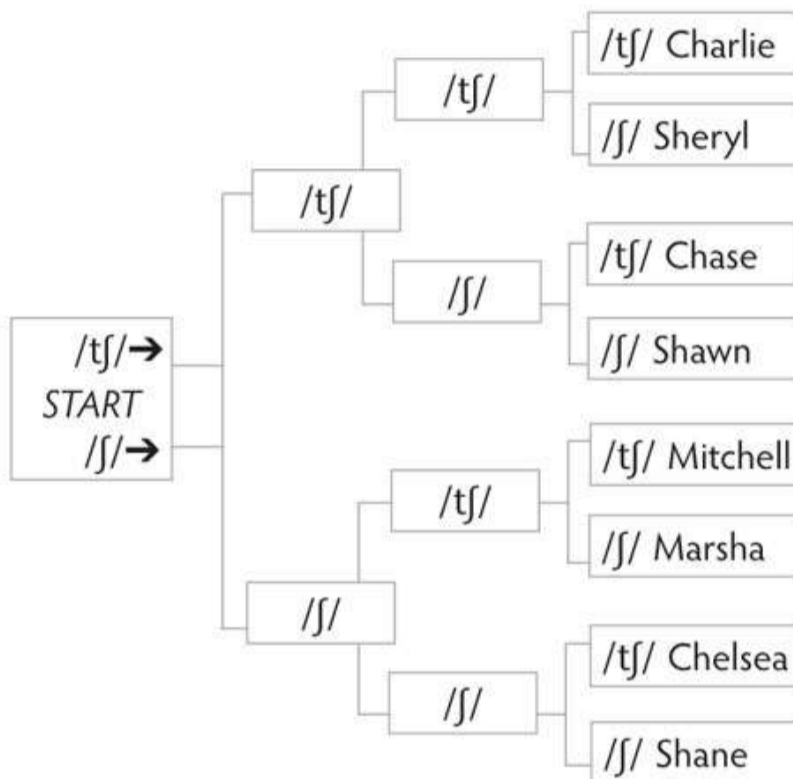
- 5 Which one sound occurs in all of the words in the list in Exercise 4? Circle the sound in each word.

- 6 35 Check your answer with the key. Then, listen and repeat.

UNIT 10

/tʃ/ and /ʃ/ consonant sounds

- 1 **▶▶39** Who do you meet? Put your finger on *Start*. Listen to the words. Go up if you hear the /tʃ/ sound (e.g. chips) and down if you hear the /ʃ/ sound (e.g. ships). Say the word at the end.



0 shoes – chease – wish. Who do you meet?
Marsha

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- 2 **▶▶39** Listen again, check and repeat.
3 **▶▶40** Complete the sentences with the different spellings of the /ʃ/ sound. Listen and check.

- 0 My sister loves fashion magazines.
1 I put my money in the machine but it didn't give me a can of cola!
2 I wish I had a lot of money so I could buy that bike.
3 We're going to the beach now. Are you chure you don't want to come?
4 We can get all the informashion we need at the train station.

- 4 **▶▶40** Check your answers with the key. Then, listen and repeat.
5 **▶▶41** Write the words on the correct line. Then listen and check.

future | competishion | conclushion | decishion
delicious | mixchure | passshion | quesshion | revisshion

/ʃ/ – fashion _____

/tʃ/ – picture future _____

/ʒ/ – television _____

UNIT 11

Polite intonation

- 1 Where would you hear each of these statements or questions? Write A for airport, R for restaurant or C for classroom.
2 **▶▶43** Listen and put a tick (✓) if the speaker sounds polite. Put a cross (X) if the speaker sounds rude.

	Where?	Is it polite?
0 Put that suitcase over there.	A	X
1 When does the plane leave?		
2 I don't understand the question, Mr Jones.		
3 Are you ready to order?		
4 Put up your hand if you know the answer.		
5 You arrive in London at half past eight.		
6 Have you got anything without cheese?		

- 3 **▶▶43** Listen, check and repeat.
4 **▶▶44** Now the sentences are said politely. How is the speaker's voice different? Listen and repeat.

UNIT 12

Silent consonants

- 1 Underline the spelling mistakes. Write the correct spelling.
0 That's the rong answer to this question. wrong
1 Her dauter's six and her name's Cynthia.
2 We played paper, sissors, rock in class yesterday.
3 Woud you like a drink of water?
4 My parents are taking me to an iland for our next holiday.
5 Our English class is an our long on Fridays.
6 I'm going to order the samon and salad. It looks good!
7 I asked her if she was okay, but she didn't anser me.
8 We musn't leave the classroom before the bell rings.

- 2 **▶▶46** Listen and repeat.

GRAMMAR REFERENCE

UNIT 1

Present perfect with *just*, *already* and *yet*

We often use the present perfect with the words *just* / *already* / *yet*.

- 1 We use *just* before the past participle to say that something happened a short time ago.
They've just come back from their holiday.
- 2 We use *already* at the end of a sentence or before the past participle to show surprise, or to emphasise that something has been done, or finished, sooner than expected.
Have you finished already?
No food thanks – I've already eaten.
- 3 We use *yet* at the end of negative sentences and questions, to emphasise that something hasn't happened but probably will in the future.
Have you finished your homework yet?
I haven't played that game yet (but I will).

Present perfect vs. past simple

- 1 We use the past simple to talk about events which are complete and finished, or 'before now', at the time of speaking.
I saw you in town yesterday. Who were you with?
- 2 We use the present perfect to connect the past and 'now' (at the time of speaking).
I haven't seen you this week. Where have you been?

UNIT 2

Present perfect with *for* and *since*

- 1 We can use the present perfect to talk about something that began in the past and continues to be true in the present.
We've lived here for ten years (= and we still live here.)

- 2 We talk about the time between when something started and now with *for* or *since*.
 - We use the word *for* when we mention a period of time from the past until now.
for half an hour / for three months / for ages
 - We use the word *since* when we mention a point in time in the past.
since six o'clock / since 2012 / since last weekend

a, *an*, *the* or no article

- 1 We use *a*, *an* before a singular, countable noun to talk about something for the first time in a conversation.
Look – there's a horse in the garden!
Do you want an apple?
We also use *a* / *an* when we are not talking about a specific thing.
I haven't got a computer.
- 2 We use *the* before a noun when it is clear which thing(s) or person/people we are talking about.
The apples in our garden are delicious.
Have you got the book? (= the book we were talking about before)
The woman next door is really friendly.
We also use *the* when there is only one thing that exists.
Look at the moon!
- 3 We use no article (zero article) before plural countable nouns, and before uncountable nouns, when we are talking about things in general.
Cars are expensive.
Love is the most important thing.

UNIT 3

Comparative and superlative adjectives (review)

- 1 When we want to compare two things, or two groups of things, we use a comparative form + *than*.
My sister is older than me.
My old phone was more expensive than my new one.
The film is better than the book.

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

hot → *hotter* *short* → *shorter* *clever* → *cleverer*
interesting → *more interesting*
exciting → *more exciting*

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

good → *better* *bad* → *worse* *far* → *further*

(not) as ... as

When we want to say that two things are the same (or not the same) we can use *(not) as + adjective + as*.

She's as tall as her mother now.
This question isn't as easy as the last one.

Making a comparison stronger or weaker

We can make a comparison stronger or weaker by using *much / far, a lot* or *a little / a bit*. These words come before the comparison.

His computer is far better than mine.
His bike was much more expensive than mine.
He lives a little further from school than I do.

Adverbs and comparative adverbs

- 1** We use adverbs to describe verbs — they say how an action is or was performed.

She shouted angrily. Run quickly!
They got to the theatre early.

We can also use adverbs before adjectives.

It was really cold on Sunday.
The coffee was incredibly hot, so I couldn't drink it.

- 2** Most adverbs are formed by adjective + *-ly*.

slow → *slowly* *nice* → *nicely*

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

incredible → *incredibly* *possible* → *possibly*

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

angry → *angrily* *lucky* → *luckily*
hungry → *hungrily*

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

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

- 4** To compare adverbs, we use the same rules as we do when we compare adjectives. With short adverbs, we add *-er* or *-r*, and *than* after the adverb.

I worked hard, but Sue worked harder than me!

- 5** With longer adverbs, we use *more* (+ adverb) + *than*.

She does things more easily than me.

- 6** To compare the adverb *well*, we use *better ... than*. To compare the adverb *far*, we use *further ... than*.

He cooks better than me.

London to Mumbai is further than London to New York.

UNIT 4

Indefinite pronouns

- 1** We can use the words *every / some / no / any* together with *one / thing / where* to make compound nouns.

everyone = all the people

everything = all the things

everywhere = all the places

someone = a person, but we don't know who

something = a thing, but we don't know which

somewhere = a place, but we don't know where

no one = none of the people

nothing = none of the things

nowhere = none of the places

anyone = any person / any of the people

anything = any of the things

anywhere = any of the places

- 2** These words are all singular.

Something smells nice. No one's here. Nothing was found. Everywhere was full. Someone has opened my desk.

- 3** We don't use negatives with *nothing* and *no one*. We use *anything* or *anyone* instead.

I don't know anyone here.

(NOT *I don't know no one here.*)

all (some / none / any) of them

With other nouns and pronouns, we use *all of / some of / none of + plural or uncountable noun/pronoun*.

All of them are yours. Some of the teachers are really nice.

None of my friends called me yesterday.

Do any of you know the answer?

should(n't), had better, ought to

- 1** *Should, had ('d) better* and *ought to* are all used to give advice.

- 2** *Should* and *ought to* both mean '*I think it's (not) a good idea for you/me/him (etc.) to do this*'.

You should do more exercise. (= I think it is a good idea for you to do more exercise.)

She shouldn't talk in class. (= I think it is not a good idea for her to talk in class.)

We ought to leave now. (= I think it is a good idea for us to leave now.)

- 3** The meaning of *had better* is often stronger. The speaker wants to say that there are negative consequences if the person ignores the advice.

I'd better run. (or I'll be late)

You'd better not talk in class. (or the teacher will be angry)

- 4** *Should*, *had better* and *ought to* are all followed by the infinitive of another verb.

You should be more careful. I ought to eat more fruit. We'd better hurry or we'll be late.

- 5** *Should* and *had better* form the negative by adding *not* afterwards.

They shouldn't be so rude.

We'd better not stay out late.

We make *ought to* negative by putting *not* after *ought* (but we don't use this form very often).

You ought not to make so much noise.

UNIT 5

Present perfect continuous

- 1** The present perfect continuous is formed with the present tense of *have* + *been* + the *-ing* form of the verb.

I've been reading since breakfast.

Have you been sitting here all day?

- 2** Sentences with the present perfect always connect the present and the past. We often use the present perfect continuous to talk about activities which started in the past and are still continuing now.

She's been running for an hour. (= She started running an hour ago, and she is still running.)

- 3** We also use the present perfect continuous to talk about actions with a result in the present. These actions may or may not be complete.

I'm tired because I've been working.

Jack's feeling ill because he hasn't been eating well.

- 4** We also use the present perfect continuous to talk about actions which began in the past and continue to the present, but perhaps we are not doing the action at the time of speaking.

We've been studying Spanish for six months.

(= We started studying six months ago, and we are still studying, but we're not studying at this exact moment.)

Present perfect simple vs. present perfect continuous

- 1** We use the present perfect simple to show that an action is finished, or to focus on what (and how much) we have completed in a period of time.

I've written an email.

I've written twelve emails this morning.

- 2** We use the present perfect continuous to show that an action is still going on, or to focus on how long something has been in progress.

I've been reading this book for two days.

I've been reading detective stories for years.

Compare the sentences:

She's been writing books for many years.

She's written over twenty books.

UNIT 6

will (not), *may (not)*, *might (not)* for prediction

- 1** We can use the modal verb *will* ('ll) or *will not* (won't) to make predictions about the future.

Don't worry about the exam – it won't be difficult.

- 2** We use *might/might not* or *may/may not* to make less certain predictions about the future.

It might rain this afternoon – if it does, then I may not go to the match.

First conditional / *unless* in first conditional sentences

- 1** We use the first conditional to talk about possible actions / situations in the future, and their (possible) results.

If I finish my homework, I'll go out.

- 2** We often make conditional sentences by using *if* + subject + present simple in the *if* clause, and *will/won't* / *might/might not* in the main clause.

If I have time this afternoon, I'll go for a walk.

We might go out tonight if there's nothing good on TV.

- 3** We can also use the word *unless* in conditional sentences – it means *if not*.

She won't come unless you ask her. (= She won't come if you don't ask her.)

- 4** There are two clauses in these sentences. We can put the main clause first, or the *if/unless* clause first. When the *if/unless* clause comes first, there is a comma (,) after it.

Unless you tell me, I won't know what to do.

I won't know what to do unless you tell me.

UNIT 7

Future forms (review)

- 1 We often use the present simple to talk about fixed future events.

My uncle is coming to visit us. His plane arrives at six o'clock tomorrow.

- 2 We often use *be going to* to talk about future plans and intentions.

I'm going to be a doctor when I grow up.

- 3 We often use *will/won't* to make predictions about the future.

Don't worry about her. I'm sure she'll be OK.

- 4 We often use the present continuous to talk about future arrangements.

They're getting married next June.

Question tags

- 1 Question tags are positive or negative questions at the end of statements. We add 'tags' to the end of statements:

- a) when we are not sure that what we are saying is correct, and we want the other person to say if we are correct or not.
b) when we are sure that what we are saying is correct, and we want the other person to say something about it.

- 2 Tags in (a) above have a rising intonation pattern.

A: You're Spanish, aren't you? ↗

B: No, I'm not. I'm Mexican.

Tags in (b) above have a falling intonation pattern.

A: You're Spanish, aren't you? ↘

B: That's right. I'm from Santander.

- 3 With positive statements, we usually use a negative question tag.

I'm early, aren't I? He's very friendly, isn't he?

With negative statements, we usually use a positive question tag.

It isn't difficult, is it? She doesn't like dogs, does she?

- 4 With *be*, modal verbs (*can, must, should, will, might, etc.*), *have got* and the present perfect, we repeat the auxiliary verb in the tag.

They aren't from here, are they?

You'll come to my party, won't you?

We haven't got any milk, have we?

They've gone away on holiday, haven't they?

- 5 With all other verbs, we use *do / don't / does / doesn't* (present simple) or *did / didn't* (past simple).

You love this song, don't you?

I gave it back to you, didn't I?

nor / neither / so do I

- 1 When someone says something and we want to agree with it, we can use *so / nor* (or *neither*) + auxiliary verb + *I*.

I am really happy.

So am I.

I don't like cold showers.

Nor (Neither) do I.

- 2 We use *so* to agree with a positive statement / idea, and *nor* (or *neither*) to agree with a negative statement or idea.

I was tired yesterday.

So was I.

I didn't enjoy the film.

Nor (Neither) did I.

- 3 Notice that the auxiliary we use after *so / nor / neither* depends on what the other person says.

I can't sing.

Neither can I.

I've been to Paris.

So have I.

UNIT 8

Past simple vs. past continuous (review)

- 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 Steve phoned me, I was reading a book.

Who scored the goal? I wasn't watching.

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

She was swimming when the shark attacked.

While I was revising for the test, I fell asleep.

used to

- 1 We can use *used to* when we want to talk about an action which happened regularly in the past, but which doesn't happen any more.

My mother used to work in a bank. (= My mother worked in a bank in the past, but she doesn't any more.)

- 2 *used to* is followed by the base form of the main verb.

Our team used to be much better than it is now.

- 3 The negative of *used to* is *didn't use to*.

I didn't use to like rap music. (= In the past I didn't like rap music, but now I like it.)

We make questions with *used to* using *Did* + subject + *use to ...?*

Did you use to go to school in Leeds?

Second conditional

- 1 We use the second conditional to talk about unreal or imagined situations in the present or future.

*If I **was** good at tennis, I **would play** for the school team. (= I am not good at tennis, and don't play for the school team.)*

*She **wouldn't be** in the photography class if she **wasn't** interested in it. (= She is here because she is interested in it.)*

- 2 The second conditional has two parts (or 'clauses'). We usually make the second conditional like this:

<i>If clause</i>	<i>Main clause</i>
<i>if + past simple +</i>	<i>comma would/wouldn't + main verb</i>

*If I **lived** in town, I'd go to the cinema more often.
If he **was** nicer, more people **would talk** to him.*

We can change the order of the two clauses if we want to. When we put the *if* clause first, we write a comma (,) after it. If we put the main clause first, there is no comma.

I would go to the cinema more often if I lived in town.

- 3 The word *would* is often spoken as 'd. We can write it like this in informal writing, too. Also *would not* is often spoken as *wouldn't*.

I wish

When we want to talk about how we would like something in the present to be different, we can use *I wish* + past tense.

*I wish you **were** here. (= You are not here and I am not happy about it.)*

*I wish we **could go** out tonight. (= We can not go out tonight and I am not happy about it.)*

*I wish it **wasn't** raining today. (= It is raining today and I am not happy about it.)*

UNIT 9

The passive (present simple, past simple, present continuous, present perfect)

- 1 We use the passive when it isn't important who does the action, or when we don't know who does it. The passive is also used when the action is more important than who does/did it.

*These cars **are made** in Japan. (It isn't important who makes them.)*

*This house **was built** in 1895. (We don't know who built it.)*

- 2 The passive is formed with the verb *be* + the past participle of a verb. The verb *be* can be in any tense.

Present simple passive:

*These watches **are sold** all over the world.*

Present continuous passive:

*I think we **are being watched**.*

Past simple passive:

*The city **was destroyed** in an earthquake.*

Present perfect passive:

*An important decision **has been taken** today.*

UNIT 10

Past perfect simple

- 1 We use the past perfect when we need to make it clear that one action happened *before* another action in the past.

*When we **got to** the theatre, the play **had started**.
(= The play started before we got to the theatre.)*

Compare this with:

*When we **got to** the theatre, the play **started**.*

(= The play started when/after we got to the theatre.)

- 2 We form the past perfect with *had* ('d) / *had not* (*hadn't*) + the past participle of the main verb.

*She **didn't watch** the film because she **had seen** it.*

Past perfect continuous

- 1 We use the past perfect continuous to talk about situations or activities that started in the past and were still continuing at another time in the past.

*She was very tired because she **had been working** for a very long time.*

*When he got there, she **had been waiting** for an hour.*

- 2 We form the past perfect continuous with the past perfect of the verb *to be* (*had* (*not*) *been*) + the *-ing* form of the main verb.

*I **didn't know** the answer to the question because I **hadn't been listening**.*

- 3 The past perfect continuous focuses on how long an activity had been happening. It talks about situations or activities that may have stopped and may have had a result in the past.

*The ground was very wet because it **had been raining** all night.*

*We were tired because we'd **been travelling** since the day before.*

UNIT 11

Reported statements

- 1** When we report what someone said in the past, we use reported speech. In reported speech, we often use the verb *said* or *told (me)*.

'The music's terrible,' my friend said. → My friend said the music was terrible.

- 2** We can use the word *that* between *said* or *told (me)* and the rest of the sentence, or we can leave it out.

I said that I wasn't hungry. OR I said I wasn't hungry.

- 3** We often change the verb tense between direct speech and reported speech, like this:

Direct speech	Reported speech
Present (simple/continuous)	→ Past (simple/continuous)
Past (simple/continuous)	→ Past perfect (simple/continuous)
Present perfect	→ Past perfect
<i>am/is/are going to</i>	→ <i>was/were going to</i>
<i>can/can't</i>	→ <i>could/couldn't</i>
<i>will/won't</i>	→ <i>would/wouldn't</i>

Verb patterns

- 1** A common structure in English is verb + personal noun/pronoun + to infinitive.

I want you to stay. (NOT: I want that you stay.)

He asked Sarah to help him. (NOT: He asked that Sarah helped him.)

- 2** There are many verbs that follow this structure. (See Student's Book Unit 11 page 107)

He told us to be quiet.

My parents encouraged my brother to go to university.

They warned us not to go in.

He reminded the children not to be late.

UNIT 12

be allowed to / let

- 1** We use *be allowed to* to say that you do (or don't) have permission to do something. It is a passive construction: it is not important who gives (or doesn't give) the permission.

At my school, we are allowed to wear trainers.

You aren't allowed to cycle here.

- 2** We use *let* to say that someone gives you, or doesn't give you, permission to do something. It is an active construction.

I let my brother borrow my tablet sometimes.

Our teacher didn't let us use dictionaries in the test.

- 3** With *let*, the structure is *let* + person + infinitive without *to*.

She didn't let me answer the question.

I'm not going to let you borrow my pen.

- 4** With *be allowed to*, the structure is person + the correct form of *be* + *allowed* + *to* infinitive.

You aren't allowed to leave your bikes here.

Third conditional

- 1** We use the third conditional to talk about unreal, imaginary situations in the past and their imagined results.

If you had practised, you wouldn't have lost.

(= You didn't practise, and you lost.)

- 2** The third conditional has two parts (or clauses). We usually make the third conditional like this:

<i>if</i> clause	Main clause
<i>If</i> + past perfect	<i>would have / wouldn't have</i> + main verb

If my sister had asked me I'd have told her

If I'd heard the alarm clock, I wouldn't have been late.

- 3** We can change the order of the two clauses if we want to.

I would have told my sister if she'd asked me.

I wouldn't have been late if I'd heard the alarm clock.

- 4** When we put the *if* clause first, we write a comma (,) after it. When we put the main clause first, there is no comma.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
beat	beat	beaten
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
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent

Base form	Past simple	Past participle
let	let	let
lie	lay	lain
light	lit	lit
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
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
strike	struck	struck
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