

Present simple

Afirmativa			
I / You / We / They	play		tennis.
He / She / It	plays		
Negativa			
I / You / We / They	don't	play	tennis.
He / She / It	doesn't		
Interrogativa			
Do	I / you / we / they	play tennis?	
Does	he / she / it		
Respuestas breves			
Yes, I / you / we / they do.		No, I / you / we / they don't.	
Yes, he / she / it does.		No, he / she / it doesn't.	

El final de algunos verbos es diferente en la forma afirmativa de la tercera persona del singular (*he, she, it*):

- consonante + -y (**study**) → -ies (**studies**)
- -sh / -ch / -s / -th / -x (**watch**) → -es (**watches**)

Uso
El *present simple* se utiliza para referirse a acciones que se repiten, y a cosas permanentes y ciertas.
I **watch** TV every day.
He **lives** in Madrid.

Adverbs of frequency

100%	—————→				0%
always	usually	often	sometimes	never	

Uso
Las frases en *present simple* a menudo incluyen adverbios de frecuencia. Estos se colocan detrás del verbo *be*, pero delante del resto de los verbos.
He's **often** late.
We **usually** eat at 9 p.m.

Question words

Utilizamos partículas interrogativas (*what, when, where, why, which, who, how often, how long, how much*) al comienzo de las preguntas para pedir información.
How often do you watch TV?
When is his birthday?

Present continuous

Afirmativa		Negativa	
I'm / He's / She's / It's / You're / We're / They're studying.		I'm not / He / She / It isn't / You / We / They aren't studying.	
Interrogativa			
Am	I	studying?	
Is	he / she / it		
Are	you / we / they		
Respuestas breves			
Yes, I am.		No, I'm not.	
Yes, he / she / it is.		No, he / she / it isn't.	
Yes, you / we / they are.		No, you / we / they aren't.	

Collective nouns

Después de sustantivos como *class, family, team, band*, se utiliza la forma de singular del verbo. (A menudo, la forma de plural es también correcta.)
My family **goes (go)** on holiday in August.
Cuando utilizamos una expresión en singular (*a group of, a lot of*) delante de un sustantivo en plural, solemos emplear la forma de plural del verbo.
A lot of the classrooms **have got** computers.

Plurals

Con la mayoría de los sustantivos, el plural se construye añadiendo -s: **shirts**
Si el sustantivo acaba en -sh / -ch / -s / -th / -x, se añade -es: **buses, coaches**
En sustantivos acabados en consonante + -y, esta se sustituye por -ies: **balconies, ladies**
Algunos sustantivos tienen formas irregulares de plural: **child → children person → people**

like + noun / verb + -ing

Utilizamos *like* + sustantivo para dar opiniones sobre las cosas, y *like* + verbo + *-ing* para expresar opiniones sobre actividades.
I **like chocolate**. My sister **likes swimming**.
En las respuestas, se utiliza el pronombre *it* para hacer referencia a un sustantivo en singular o un verbo en *-ing*. Utilizamos *them* para referirnos a sustantivos en plural.
'Do you like **tennis / playing tennis**?' 'Yes, I love **it**.'
'Do you like **dogs**?' 'No, I hate **them**.'

Present simple

1 Complete the sentences with the correct affirmative, negative and question forms of the verbs.

play study live watch go eat

Nina **studies** for her exams every night.

- 1 he TV every evening?
- 2 I tennis. It's so boring!
- 3 Tom swimming on Tuesdays. He loves it.
- 4 What you for breakfast?
- 5 Carmen in Bilbao. Her flat's in Madrid!

Adverbs of frequency

2 Rewrite the sentences correctly.

Always I get up before 7 a.m. **X**
I always get up before 7 a.m.

- 1 Ben doesn't never go to school by bus. **X**

- 2 He watches sometimes TV late at night. **X**

- 3 It often is very cold here in winter. **X**

- 4 They not usually go out during the week. **X**

Question words

3 Complete questions 1–7. Then match them to answers A–G.

- | | |
|---|-----------------------|
| 1 What do you like doing? D | A Carolina. |
| 2 is their flat? | B Because I like it. |
| 3 doesn't eat meat? | C The green one. |
| 4 do you study Maths? | D Listening to music. |
| 5 top do you want? | E At 9.30 a.m. |
| 6 often do you play tennis? | F Every Saturday. |
| 7 do your lessons start? | G In Paris. |

Present continuous

4 Write affirmative (✓) and negative (X) sentences and questions (?). Use the present continuous.

where / Ian / sit (?)

Where is Ian sitting?

- 1 Leo / listen / to the teacher (**X**)

- 2 they / study / Chemistry / this year (?)

- 3 I / chat / online / to my friend (✓)

- 4 we / watch / a DVD / right now (**X**)

Present simple, present continuous

5 Complete the text with the correct present simple or continuous forms of the verbs.

Annalise **is (be)** a college student. At the moment, she
 (1) (**study**) Biology because she
 (2) (**want**) to be a vet.

Annalise (3) (**have**) a horse called Polly. She
 (4) (**need**) to feed Polly every morning, so
 she (5) (**always / get**) up at 5.30 a.m.
 Right now, it's 6.30 a.m. and Annalise (6)
 (**ride**) her horse before college. She (7)
 (**think**) it's the perfect way to start the day!

Collective nouns, plurals and like + noun / verb + -ing

6 Choose the best options and write the correct plural forms of the nouns.

I can't stand football, but a lot of my friends (1) **is / are** crazy about (2) **it / them**. A group of my friends meet every weekend to play football or watch (3) (**match**) on TV. When we go to (4) (**party**), they only talk about football and it's really boring. I want to meet some (5) (**person**) with the same interests as me (I love films and (6) **read / reading**). But I like (7) **spend / spending** time with my friends. What can I do?

Free time activities

- do (outdoor) activities
/du: 'aʊtdɔ:(r) æk,tɪvətɪz/
- do sports /du: 'spɔ:ts/
- go cycling /gəʊ 'saɪklɪŋ/
- go surfing /gəʊ 'sɜ:fɪŋ/
- go to the sports centre
/gəʊ tə ðə 'spɔ:ts ,sentə/
- go walking /gəʊ 'wɔ:kɪŋ/
- hang out (at the beach)
/'hæŋ aʊt ət ðə ,bi:tʃ/
- have a barbecue
/ ,hæv ə 'bɑ:bɪkjʊ:/
- play cricket /pleɪ 'krɪkɪt/
- play rugby /pleɪ 'rʌɡbi/
- watch a film / ,wɒtʃ ə 'fɪlm/

Clothes

- boots (n) /bʊts/
- cap (n) /kæp/
- cardigan (n) /'kɑ:dɪɡən/
- dress (n) /dres/
- hat (n) /hæt/
- hoodie (n) /hʊdi/
- jacket (n) /'dʒækɪt/
- jeans (n) /dʒi:nz/
- leggings (n) /'legɪŋz/
- sandals (n) /'sændlz /
- shirt (n) /ʃɜ:t/
- shoes (n) /ʃu:z/
- shorts (n) /ʃɔ:ts/
- skirt (n) /skɜ:t/
- socks (n) /sɒks/
- sweatshirt (n) /'swetʃɜ:t/
- top (n) /tɒp/
- trainers (n) /'treɪnəz/
- trousers (n) /'traʊzəz/
- T-shirt (n) /'ti: ʃɜ:t/

Likes and dislikes

- be crazy about /bi: 'kreɪzi ə,baut/
- can't stand /kɑ:nt 'stænd/
- hate /heit/
- like /laɪk/
- love /lʌv/
- not like /nɒt 'laɪk/
- not mind /nɒt 'maɪnd/
- prefer /prɪ'fɜ:(r)/

Functional language

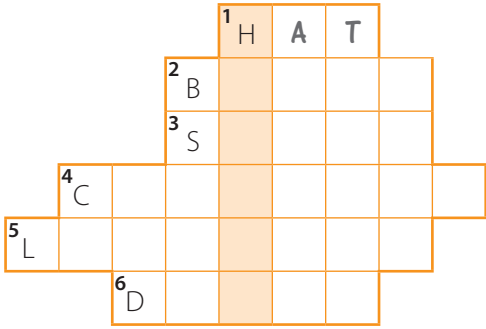
Making suggestions

- Let's (go to the cinema).
- What about (going to the park)?
.....
- Do you want to (play computer games)?
.....
- Shall we (order a pizza)?

Giving opinions

- That's a good idea.
- I like / love / don't really like it / them.
.....
- I'm not sure.
- I prefer ... to
.....
- I don't want to do that – it's boring.
.....
- That sounds interesting.
.....

1 Complete the puzzle with clothes words and find the mystery word.



The mystery word is



2 Translate the sentences.

1 I prefer hanging out with friends to chatting online.

.....

2 He doesn't mind basketball, but he can't stand football.

.....

3 Let's play computer games.

.....

4 Is he wearing a blue hoodie and black boots?

.....

5 When do you get up in the mornings?

.....

6 How often do you go to the cinema?

.....

3 Complete the table with the free time activities.

computer games exercise football ~~running~~
 shopping to the beach to the cinema yoga

do	go	play
	running	

4 Complete the sentences about the activities in exercise 3.

- I'm crazy about
- I hate
- I like
- I don't mind
- I don't like
- I can't stand



Past simple

Afirmativa			
Regular	I / You / He / She / It /	played.	
Irregular	We / They	went.	
Negativa			
Regular	I / You / He / She / It /	didn't	play.
Irregular	We / They		go.
Interrogativa			
Regular	Did	I / you / he / she / it / we / they	play?
Irregular			go?
Respuestas breves			
Yes,	I / you / he / she / it / we / they	did.	
No,		didn't.	

La forma de *past simple* es la misma para todas las personas del verbo.

Para construir la forma afirmativa del *past simple* de los verbos regulares, se añade *-ed*.

watch → **watched** **play** → **played**

El final de algunos verbos cambia al añadir *-ed*:

- *-e* (arrive) → se omite la *-e*, se añade *-ed* (arrived)
- *-y* (study) → se omite la *-y*, se añade *-ied* (studied)
- consonante + vocal + consonante (**rob**, **travel**): se duplica la consonante final, se añade *-ed* (**robbed**, **travelled**)

La forma negativa se construye con *didn't* + el infinitivo sin *to*.

She **didn't travel** by bus.

La interrogativa se construye con *did* + el infinitivo sin *to*. *Did* se coloca delante del sujeto. Cuando hay una partícula interrogativa, esta va delante de *did*.

Did you go out yesterday? **What did you do?**

Los verbos irregulares tienen sus propias formas de *past simple* (ver página 120). En las formas negativa e interrogativa, utilizamos los verbos irregulares del mismo modo que los verbos regulares.

Uso

El *past simple* se utiliza para referirse a acciones y situaciones que se completaron en el pasado.

What did you do last summer?

A menudo utilizamos el *past simple* acompañado de expresiones de pasado para especificar cuándo sucedió algo.

I arrived yesterday morning.

*(there) was / were***was / were**

Afirmativa	
I / He / She / It was tired.	You / We / They were tired.
Negativa	
I / He / She / It wasn't tired.	You / We / They weren't tired.
Interrogativa	
Was I / he / she / it tired?	Were you / we / they tired?
Respuestas breves	
Yes, I / he / she / it was.	Yes, you / we / they were.
No, I / he / she / it wasn't.	No, you / we / they weren't.

Was and *were* are the past simple forms of the verb *be*.

there was / there were

Afirmativa	
There was a band.	There were musicians.
Negativa	
There wasn't a band.	There weren't musicians.
Interrogativa	
Was there a band?	Were there musicians?
Respuestas breves	
Yes, there was.	Yes, there were.
No, there wasn't.	No, there weren't.

There was / were is the past simple form of *there is / are*.

used to

Afirmativa	
I / You / He / She / It / We / They	used to play.
Negativa	
I / You / He / She / It / We / They	didn't use to play.
Interrogativa	
Did	I / you / he / she / it / we / they use to play?
Respuestas breves	
Yes,	did.
No,	didn't.

Uso

Used to + infinitivo se utiliza para hablar de acciones o situaciones que se repitieron en el pasado, pero ya no se dan.

I used to go swimming every day.

We didn't use to live in a big house.

Did you use to wear glasses?

Past simple

1 Complete the texts with the past simple forms of the verbs.

ask not believe come jump not know

A man in Edinburgh, Scotland, **asked** a taxi to wait for him outside the bank. When he (1) out, the man (2) into the taxi with a bag of money. Later, the taxi driver said, 'I (3) that the man was a bank robber.' Unfortunately, the police (4) him.

go happen see start take

In Illinois, USA, a man (5) into a bar ... and (6) his tiger with him. John Basile is the owner of an animal rescue centre, where he keeps wild animals, including the tiger. People in the bar were scared and (7) shouting when they (8) the tiger. A police officer said, 'It (9) on a busy Saturday night. It was a dangerous thing to do.'

2 Write sentences, questions and short answers in the past simple to make a dialogue.

A where / you / go / last summer / ?

Where did you go last summer?

B (1) I / go / to the beach / with my family

.....

A (2) how long / you / stay / there / ?

.....

B (3) we / stay / for a week

.....

A (4) it / rain?

.....

B (5) no / it

.....

A (6) you / swim / every day / ?

.....

B (7) yes / we

.....

(there) was / were

3 How was Victoria Square different in 1950? Write sentences. Use affirmative and negative forms of *there was / were* and the bold words.



There were lots of trees. (trees)

- 1 (supermarket)
- 2 (fountain)
- 3 (bus stop)
- 4 (cars)
- 5 (tall buildings)

used to

4 Look at the pictures again and use the prompts to write sentences about Victoria Square in 1950 with the correct affirmative or negative form of *used to*.

buses / stop / there

Buses didn't use to stop there.

- 1 there / be / a fountain
.....
- 2 people / drive / cars / there
.....
- 3 there / be / a supermarket
.....
- 4 people / have coffee / in the square
.....

1.1 Opposite verbs

- answer (v) /'ɑ:nsə(r)/
- arrive (v) /ə'raɪv/
- ask (v) /ɑ:sk/
- begin (v) /bɪ'gɪn/
- cry (v) /kraɪ/
- drop (v) /drɒp/
- find (v) /faɪnd/
- finish (v) /'fɪnɪʃ/
- forget (v) /fə'get/
- give (v) /gɪv/
- hear (v) /hɪə(r)/
- laugh (v) /lɑ:f/
- leave (v) /li:v/
- lose (v) /lu:z/
- pick up (v) /pɪk 'ʌp/
- remember (v) /rɪ'membə(r)/
- see (v) /si:/
- shout (v) /ʃaʊt/
- sit (v) /sɪt/
- stand (v) /stænd/
- take (v) /teɪk/
- whisper (v) /'wɪspə(r)/

1.1 Extra vocabulary

- feather (n) /'feðə(r)/
- fountain (n) /'faʊntən/
- pavement (n) /'peɪvmənt/
- pillow (n) /'pɪləʊ/
- soap (n) /səʊp/

1.2 Feeling adjectives

- angry (adj) /'æŋɡri/
- bored (adj) /bɔ:d/
- calm (adj) /kɑ:m/
- energetic (adj) /,enə'dʒetɪk/
- excited (adj) /ɪk'saɪtɪd/
- lonely (adj) /'ləʊnli/
- nervous (adj) /'nɜ:vəs/
- positive (adj) /'pɒzətɪv/
- relaxed (adj) /rɪ'læksɪd/
- scared (adj) /skeəd/
- surprised (adj) /sə'praɪzd/
- tired (adj) /'taɪəd/

1.2 Extra vocabulary

- asleep (adj) /ə'sli:p/
- funny (adj) /'fʌni/
- hungry (adj) /'hʌŋɡri/
- sick (adj) /sɪk/
- thirsty (adj) /'θɜ:sti/

1.3 Extra vocabulary

- benefits (n) /'benɪfɪts/
- fake (adj) /feɪk/
- mood (n) /mu:d/
- sleepy (adj) /'sli:pi/
- solution (n) /sə'lju:ʃn/

1.4 Functional language

Talking about school

- Can you show me where the ... is?
.....
- Who's your teacher?
.....
- What's he / she like?
.....
- What have you got first period?
.....
- ... is my favourite / least favourite subject.
.....
- Are you good at ... ?
.....
- I'm (not very) good at / (not) bad at
.....
- What time is ... ?
.....
- It's from ... to
.....
- I prefer ... to
.....
- I'll see you (at break).
.....

Unit 1

Vocabulario

1 Complete the sentences with five of the verbs. Then write the opposites, using the other five.

answer arrive ask begin cry finish forget
laugh leave remember sit stand

I'm really tired. Can I **sit** on this chair?

≠ **stand**

- 1 Don't your homework or I'll be angry!
≠
- 2 Put up your hand if you can the question.
≠
- 3 Are you all ready? Then let's the class.
≠
- 4 This funny programme always makes me
≠
- 5 What time does the train in Edinburgh?
≠

2 How does the man feel?



nervous



1 s.....



2 a.....



3 r.....



4 t.....



5 s.....

3 Translate the sentences.

- 1 What's your teacher like: relaxed or energetic?
.....
.....
- 2 I didn't hear you because I was asleep.
.....
.....
- 3 I found some fake money on the pavement yesterday.
.....
.....
- 4 I'm not very good at running so I'm always tired after PE classes.
.....
.....
- 5 We had Maths first period this morning.
.....
.....
- 6 There's a fountain in the middle of the square.
.....
.....

Past continuous

Afirmativa		
I / He / She / It	was	eating.
You / We / They	were	
Negativa		
I / He / She / It	wasn't	eating.
You / We / They	weren't	
Interrogativa		
Was	I / he / she / it	eating?
Were	you / we / they	
Respuestas breves		
Yes, I / he / she / it was.		No, I / he / she / it wasn't.
Yes, you / we / they were.		No, you / we / they weren't.
El final de algunos verbos cambia al añadir <i>-ing</i> :		
<ul style="list-style-type: none"> • <i>-e</i> (write, practise) → se omite la <i>-e</i>, se añade <i>-ing</i> (writing, practising) • consonante + vocal + consonante (sit, swim) → se duplica la consonante final, se añade <i>-ing</i> (sitting, swimming) 		
Uso		
El <i>past continuous</i> se utiliza para referirse a acciones que se estaban desarrollando en un momento concreto del pasado. Las frases en <i>past continuous</i> suelen incluir referencias a horas concretas.		
At 9 o'clock last night, I was watching TV.		
He wasn't doing his homework last night.		
' Were you walking to school at 8.15?' 'Yes, we were .'		

Past continuous and past simple

Uso

A menudo se utiliza el *past continuous* con el *past simple* para describir una acción que sucedió en medio de otra más larga. El *past continuous* describe la acción que estaba en progreso, y el *past simple*, la acción más breve.

She **was writing** an email when her phone **rang**.

empezó a escribir un email	su teléfono sonó	ahora
----------------------------	------------------	-------

En las narraciones se suele utilizar el *past simple* para hablar de las acciones o los hechos principales de la historia.

Suddenly, a car **stopped** next to them, and its door **opened**.

A menudo se utiliza el *past continuous* para dar información de fondo, o explicar razones para la situación.

The wind **was blowing** and it **was raining** hard. Katie and her friends **were walking** home from a party. They **were feeling** cold and tired.

when / while

Se suelen incluir *when* y *while* en frases que contienen acciones en *past continuous* y *past simple*.

When se coloca delante de la acción en *past simple*.

She was writing an email **when** her phone **rang**.

While se utiliza delante de la acción en *past continuous*.

While she **was writing** an email, her phone rang.

as for simultaneous actions

A menudo se utiliza *as* con dos verbos en *past continuous* para hablar de dos acciones más prolongadas que se dieron de forma simultánea. *As* puede ir al comienzo de la frase (con una coma antes de la segunda proposición), o en medio de ella.

As we were swimming in the sea, my mum **was reading** a book.

My mum **was reading** a book **as we were swimming** in the sea.

Past continuous

1 Complete the sentences with the correct past continuous forms of the verbs.

enjoy feel listen look shop sleep think wait

We **were looking** for the museum for an hour!

- After a week ill in bed, I very bored.
- you on the sofa?
- Sorry, I to anything you said!
- Sam for his bus for ages.
- they in the supermarket?
- I about you all weekend!
- We the party at all. The music was terrible!

2 Correct the underlined mistakes.

I was writting a letter at 8 o'clock last night.
was writing

- You were watching the Olympics on TV?
.....
- We no were drinking coffee with our friends.
.....
- Leo didn't doing his history homework.
.....
- Where he was playing football?
.....
- They were liveing in this flat for a while.
.....
- 'Was she listening to music?' 'No, she didn't.'
.....
- We wasn't travelling by bus.
.....

Past continuous and past simple

3 Read the sentences and choose the correct option.

- You arrived at the party while I was leaving.
A I started leaving before you arrived.
B I wasn't at the party when you arrived.
- We were waiting for a bus when we saw Ian.
A Ian passed us at the bus stop.
B The bus came. Then Ian arrived.
- As we were cleaning the living room, Tom was sitting on the sofa.
A We cleaned the living room. Then Tom sat on the sofa.
B Tom was on the sofa and we were cleaning at the same time.
- I was getting dressed when there was a loud noise.
A The noise started first.
B I started putting on my clothes before I heard the noise.

4 Choose the best option.



My parents' first meeting (1) **was** / **was being** very funny. My mum (2) **worked** / **was working** as a waitress, and my dad and his friends (3) **came** / **were coming** to her café for a drink. She (4) **carried** / **was carrying** a bowl of hot soup (5) **when** / **while** she (6) **fell** / **was falling**. The soup went all over my dad! She was terribly embarrassed, but he (7) **knew** / **was knowing** that it was an accident. As she (8) **cleaned** / **was cleaning** his shirt, they (9) **talked** / **were talking**. When my dad left the café, he (10) **had** / **was having** my mum's telephone number in his pocket!

2.1 Materials

- cardboard (n) /'kɑ:dbɔ:d/
- ceramic (n) /sə'ræmɪk/
- cotton (n) /'kɒtn/
- glass (n) /glɑ:s/
- gold (n) /gəʊld/
- leather (n) /'leðə(r)/
- metal (n) /'metl/
- paper (n) /'peɪpə(r)/
- plastic (n) /'plæstɪk/
- rubber (n) /'rʌbə(r)/
- silver (n) /'sɪlvə(r)/
- wood (n) /wʊd/
- wool (n) /wʊl/

2.1 Extra vocabulary

- coins (n) /kɔɪnz/
- field (n) /fi:ld/
- smell (n) /smel/
- stomach (n) /'stʌmək/
- tool (n) /tu:l/

2.1 Learn it!

- rare (adj) /reə(r)/
- strange (adj) /streɪndʒ/

2.2 Containers

- bottle (n) /'bɒtl/
- bowl (n) /bəʊl/
- box (n) /bɒks/
- can (n) /kæn/
- carton (n) /'kɑ:tn/
- case (n) /keɪs/
- cup (n) /kʌp/
- envelope (n) /'envələʊp/
- glass (n) /glɑ:s/
- jar (n) /dʒɑ:(r)/
- packet (n) /'pækɪt/
- tin (n) /tɪn/

2.2 Extra vocabulary

- cheerful (adj) /'tʃɪəfl/
- empty (adj) /'empti/
- extraordinary (adj) /ɪk'strɔ:dnri/
- full (adj) /fʊl/
- miserable (adj) /'mɪzrəbl/
- special (adj) /'speʃl/

2.3 Extra vocabulary

- iceberg (n) /'aɪsbɜ:g/
- lifeboat (n) /'laɪfbəʊt/
- luggage (n) /'lʌɡɪdʒ/
- passengers (n) /'pæsɪndʒəz/
- survive (v) /sə'vaɪv/
- wreck (n) /rek/

2.4 Functional language

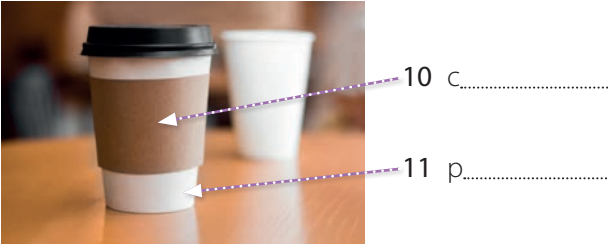
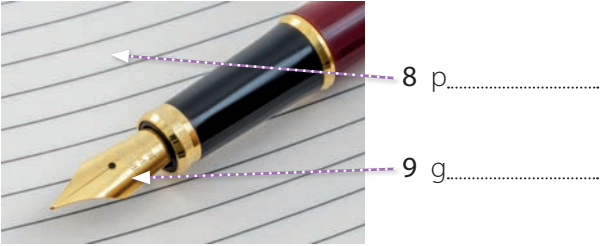
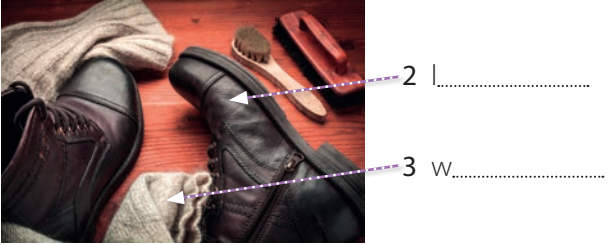
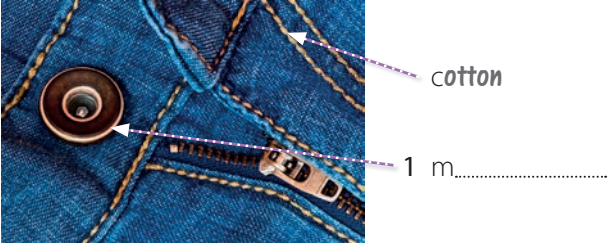
At the lost property office

- I lost my ... (yesterday).
.....
- I left my ... on the ...
.....
- What does it look like?
.....
- It's quite big ...
.....
- What's it made of?
.....
- It's made of (plastic).
.....
- What brand is it?
.....
- It's a (...) one.
.....
- Is it any of these?
.....
- Yes, this is / that's it!
.....

Unit 2

Vocabulario

1 Complete the names of the materials.



2 Look at the shopping baskets and find five more differences. Write sentences.



In A, there's one large jar of jam, but in B, there are two small ones.

- 1
- 2
- 3
- 4
- 5

3 Translate the sentences.

- 1 What does your bag look like?
.....
.....
- 2 I've got a cup of tea, and he's got a glass of juice.
.....
.....
- 3 Gold is a rare material, and it's very expensive.
.....
.....
- 4 What are your shoes made of?
.....
.....
- 5 I felt miserable when I lost my bag.
.....
.....

will / won't

Afirmativa		
I / You / He / She / It / We / They		will go.
Negativa		
I / You / He / She / It / We / They		won't go.
Interrogativa		
Will	I / you / he / she / it / we / they	go?
Respuestas breves		
Yes,		will.
No,	I / you / he / she / it / we / they	won't.

En la forma afirmativa se utiliza *will* + infinitivo sin *to* para todas las personas del verbo.

People **will become** more clever.

Al hablar o al escribir algo informal, se suele utilizar la forma contracta *'ll*.

We'**ll** recycle more rubbish.

La forma negativa se construye con *will not* + el infinitivo del verbo sin *to*.

We **will not do** enough exercise.

Al hablar o al escribir algo informal, se suele utilizar la forma contracta *won't*.

People **won't work** in offices.

En las respuestas breves utilizamos *will* o *won't* (sin el verbo principal). Nunca se emplea la forma contracta *'ll* en este tipo de respuestas.

'Will computers be smaller?'

'Yes, they **will**.' (NO ~~Yes, they'll~~.)

Uso

Will se utiliza para hablar o preguntar acerca de predicciones de futuro.

The weather **will get** hotter.

Will humans **become** taller?

First conditional

Afirmativa / Negativa	
Acción	Resultado
If we don't eat meat,	we'll eat insects.
Resultado	Acción
We'll eat insects	if we don't eat meat.
Interrogativa	
Acción	Resultado
If we don't eat meat,	what will we eat?
Resultado	Acción
What will we eat	if we don't eat meat?

También se pueden formular preguntas de tipo *yes / no* y utilizar respuestas breves.

'If we do less exercise, **will we have** health problems?' = '**Will we have** health problems if we do less exercise?'

'Yes, we **will**.' / 'No, we **won't**.'

Uso

El condicional de primer grado se utiliza para referirse a acciones que probablemente se darán en el futuro, y también a sus resultados.

Las oraciones condicionales de primer grado constan de dos proposiciones: la **condicional**, que describe una acción, y la **principal**, que ilustra su resultado.

En la proposición condicional, se utiliza *if* + el verbo en *present simple*.

If we use public transport, ...

En la proposición principal, se emplea *will / won't* + el infinitivo sin *to*.

... **we'll help** the environment.

Se puede utilizar *unless* (en lugar de *if*) para conectar las dos proposiciones de una oración condicional. *Unless* significa *if ... not*. El significado de *unless* + un verbo en afirmativa es el mismo que el de *if* + un verbo en negativa.

Unless it rains,	we'll have a picnic.
If it doesn't rain,	

Podemos empezar la oración condicional con *unless* + una acción, o con el resultado.

Unless you eat vegetables,	you won't be healthy.
You won't be healthy	unless you eat vegetables.

will / won't

1 Match 1–6 to the predictions and questions A–F.

- 1 Traffic pollution is becoming a problem.
- 2 This new fuel is very expensive.
- 3 Liam isn't very good at languages.
- 4 Global warming is getting worse.
- 5 Elise isn't worried about the environment.
- 6 Studying online is eco-friendly.

- A He won't find the German course easy.
- B Will we all learn this way in the future?
- C People won't want to buy it.
- D She probably won't recycle her rubbish.
- E Perhaps we'll have more extreme weather.
- F Will they ban cars from the city centre?

2 Write sentences, questions and short answers.

Use **will / won't**.

Jaime / play / in the match (He's got a broken leg.)

Jaime won't play in the match.

- 1 tablets / cost / less / in ten years / ?
yes / they
.....
.....
- 2 fossil fuels / run out / in the future
.....
- 3 pollution / improve (People still drive everywhere.)
.....
- 4 Dan / win / the race (He's a fast runner.)
.....
- 5 food prices / go up / ?
.....
- 6 Lucy / pass / her Maths exam / ?
yes / she
.....
.....

First conditional

3 Choose the correct option.

- 1 What **do / will** we do if the water **runs will run** out?
- 2 Unless we **find / don't find** other energy sources, **there's / 'll be** an energy crisis.
- 3 Local people **complain / will complain** if they **build / will build** a wind farm here.
- 4 If future humans **become / will become** taller, their feet **get / will get** bigger too.
- 5 '**Do / Will** we use less petrol if it **gets / will get** more expensive?' 'Perhaps we **do / will**.'
- 6 People **won't / will** buy eco-friendly products unless they **are / aren't** cheap.

4 Complete the text with the correct affirmative, negative and question forms of the verbs.



Many people worry that fossil fuels, like coal and gas, **will run out (run out)**. However, scientists predict that, very soon, the Earth's biggest problem (1) **(be)** water, not fuel. If global warming (2) **(continue)**, it (3) **(have)** serious consequences for millions of people. For example, sea levels (4) **(rise)**, and it (5) **(be)** possible to stay in many towns and villages. Unless people (6) **(move)** to higher ground, their homes will flood. In other places, due to rising temperatures and modern farming, the land is getting drier. Large areas (7) **(become)** desert if we (8) **(look after)** the land better. It isn't too late! Things will improve if we all (9) **(take)** action. What (10) **(you / do)** to improve the situation?

3.1 The body

- ankle (n) /'æŋkl/
- back (n) /bæk/
- brain (n) /breɪn/
- chest (n) /tʃest/
- finger (n) /'fɪŋgə(r)/
- heart (n) /hɑ:t/
- knee (n) /ni:/
- muscle (n) /'mʌsl/
- neck (n) /nek/
- shoulder (n) /'ʃəʊldə(r)/
- skin (n) /skɪn/
- thumb (n) /θʌm/
- toe (n) /təʊ/
- wrist (n) /rɪst/

3.1 Extra vocabulary

- fit (adj) /fɪt/
- healthy (adj) /'helθi/
- ill (adj) /ɪl/
- strong (adj) /strɒŋ/
- unfit (adj) /ʌn'fɪt/
- weak (adj) /wi:k/

3.2 The environment

- decrease (v) /dɪ'kri:s/
- eco-friendly (adj) /,i:kəʊ 'frendli/
- environment (n) /ɪn'vaɪrənmənt/
- fossil fuels (n) /,fɒsl 'fju:əlz/
- global warming (n) /,gləʊbl 'wɔ:miŋ/
- greenhouse gas (n) /,gri:nhaʊs 'gæs/
- grow (v) /grəʊ/
- increase (v) /ɪn'kri:s/
- organic (adj) /ɔ:'gæ:nɪk/
- pollution (n) /pə'lju:ʃn/
- produce (v) /prə'dju:s/
- run out (v) /rʌn aʊt/

3.2 Extra vocabulary

- algae (n) /'ælgi:/
- beef (n) /bi:f/
- cow (n) /kaʊ/
- fuel (n) /'fju:əl/
- protein (n) /'prəʊti:n/

3.3 Extra vocabulary

- award (n) /ə'wɔ:d/
- graduate (v) /'grædʒueɪt/
- heat (v) /hi:t/
- nut (n) /nʌt/
- survey (n) /'sʌ:veɪ/

3.4 Learn it!

- My back hurts /maɪ 'bæk ,hɜ:ts/
- I hurt my back /aɪ ,hɜ:t maɪ 'bæk/

3.4 Functional language

Nurse / Doctor

- What's the matter (with ...)?
- How do you feel?
- Does it hurt (when ...)?
- Let me take your temperature.

Patient

- I don't feel very well.
- I feel ill / sick / terrible.
- I've got a bad cold / a sore throat / a cough.
- I've got a headache / toothache / a stomach ache.
- My back / throat / stomach / head hurts.
- I hurt my (ankle).

Unit 3

Vocabulario

1 Complete the puzzle.

It covers your body.

s k i n
skin

1 Your heart is inside it.

.....

2 There are five of these on each foot.

.....

3 There's one of these on each hand.

.....

4 If you exercise, these will grow stronger.

.....

5 It's on top of your neck.

.....

6 It beats around 80 times a minute.

.....

7 You use it for thinking and controlling the other parts of your body.

.....

2 Write the letters from the words in exercise 1 and make another part of the body.

Example (letter 1)

1 (letter 2)

2 (letter 2)

3 (letter 3)

4 (letter 5)

5 (letter 4)

6 (letter 2)

7 (letter 2)

The mystery word is

3 Complete the words with the letters.



- CREA
- LOBA
- ODUC
- RIEN
- RVEY
- SSIL
- UTIO

Green living!

- If you turn off the TV when you aren't using it, you'll save energy. Your electricity bills will **decrease** too!
- Buy your food from local farmers and (1) pr.....e delicious and (2) eco-f.....dly meals!
- Do a (3) su..... and find out what people in your class are doing to help the environment.
- Ask your local politicians what they're doing about traffic (4) poll.....n in your area.
- Find out how your home or school can burn fewer (5) fo..... fuels, and use wind or solar power instead.
- Learn about the effects of (6) g.....l warming on plants and animals in your country.

4 Translate the sentences.

1 I've got a bad cold and a high temperature.

.....

2 In the future, the cost of fuel will increase.

.....

3 If you grow your own food, you'll enjoy it more.

.....

4 My shoulder hurts when I move my arm.

.....

5 If we don't change our habits, pollution will become a big problem.

.....

be going to for future plans and intentions

Afirmativa				
I'm	going to	pay	for the trip.	
He's / She's / It's				
You're / We're / They're				
Negativa				
I'm not	going to	earn	any money.	
He / She / It isn't				
You / We / They aren't				
Interrogativa				
Am	I	going to	sell	the bike?
Is	he / she / it			
Are	you / we / they			
Respuestas breves				
Yes, I am.	No, I'm not.			
Yes, he / she / it is.	No, he / she / it isn't.			
Yes, you / we / they are.	No, you / we / they aren't.			
La afirmativa se forma con <i>be + going + to + infinitivo</i> .				
You're going to buy the shoes.				
En la forma negativa, añadimos <i>not</i> después de <i>be</i> . Al hablar o al escribir algo informal, se suele utilizar la forma contracta <i>n't</i> .				
You aren't going to buy the shoes.				
Nunca se utiliza la forma contracta <i>n't</i> con <i>I'm</i> .				
I'm not going to sell my camera. (NO Iamn't)				
En las respuestas breves, solo se incluye el verbo <i>be</i> , sin <i>going to</i> .				
'Is he going to work tomorrow?' 'No, he isn't.'				
(NO No, he isn't going to.)				
Nunca se utilizan las formas contractas de <i>be</i> (<i>I'm</i> , <i>you're</i> , <i>he's</i> , etc.) en respuestas breves afirmativas.				
'Are you going to travel by bus?' 'Yes, I am.'				
(NO Yes, I'm.)				
Uso				
Se utiliza <i>be going to</i> para hablar de planes e intenciones para el futuro.				
I'm going to save this money.				
La interrogativa de <i>be going to</i> se utiliza para preguntar acerca de planes e intenciones para el futuro.				
What are you going to buy?				

be going to and will for predictions

Be going to se utiliza para hacer predicciones basadas en evidencias externas, es decir, algo que se puede ver o se sabe. Dichas predicciones suelen hacer referencia al futuro inmediato.

Evidencia	Predicción
He's driving too fast.	He's going to have an accident.

A veces mencionamos la evidencia, o llamamos la atención sobre ella.

I didn't do my homework. My teacher **isn't going to be happy!**

Look! He's **going to fall** off the wall!

Se utiliza *will* para hacer predicciones a partir de algo que creemos cierto acerca de una persona o una situación. Estas predicciones suelen ser más personales, y a menudo incluyen expresiones como *I think, I suppose, I'm sure that, I expect that*, etc. Pueden referirse al futuro inmediato, o ser más generales.

Opinión	Predicción
He's very clever.	I think he'll pass all his exams.

Cuando hacemos predicciones negativas con *will*, solemos utilizar la forma negativa de *think, suppose*, etc. y la afirmativa de *will*.

He hates long films. I **don't think he'll enjoy this one.** (NO Ithink he won't)

Present continuous for future arrangements

La forma de *present continuous* de un verbo se puede utilizar para hablar de planes concretos de futuro que tienen asignada una fecha y una hora. Pueden ir acompañados de expresiones temporales de futuro, p. ej. *tomorrow, soon, later, next (week / month / year)* como referencias concretas a ese momento.

Luna **is starting** a new job on 1 November.

Alicia and Jo **are going** shopping next weekend.

be going to for future plans and intentions

1 Write the words in the correct order to make sentences and questions. There is one extra word that you don't need.

buy / going / those shoes / to / I'm / ~~buying~~ / not
I'm not going to buy those shoes.

- are / is / people / come / how many / going to / ?
.....
- isn't / by bus / doesn't / going to / travel / she
.....
- are / to have / later / going / we're / pizza
.....

2 Cross out the incorrect verb form.

We **aren't** / **don't** going abroad on holiday this year.

- 'Is he going **entering** / **to enter** the competition?'
'Yes, he **is** / **'s going to**.'
- I'm **not going** / **going not** to earn enough money to buy that bike.
- How much money **are you** / **you're** going to save?
- 'Are you going **donate** / **to donate** that money to charity?' 'Yes, I **am** / **I'm**'.

be going to and will for predictions

3 Read the predictions and choose the correct option.

I'm sure lots of people will come to Jake's party.

A A lot of people accepted the invitation.

B Jake has got a lot of friends.

- We aren't going to have enough money to go out.
A We don't usually have a lot of money.
B I only have a few coins in my purse.
- Look! She's going to fall over.
A She isn't looking where she's going.
B She never looks where she's going.

- I don't think she'll get here on time.
A She texted to say she missed her train.
B She's very often late.
- He's going to win the prize money.
A He has many more points than the other competitors.
B I think he's a very good competitor.

4 Complete the text with the correct form of *will* or *be going to*. Be careful! Some are negative.

Alice Jones (1) run her fourth marathon next month. 'It's always hard,' says Alice, 'and I'm sure it (2) be any different this year. There are some excellent runners, so I expect it (3) be an exciting race. But I'm not fast, and I know I (4) be the winner.'

So why does Alice race? 'It's all about the challenge. I (5) train really hard for this, and do my best.' Alice usually runs with her sister, Elaine. But this year, Elaine's pregnant. 'She (6) have her baby soon, so she (7) run this time.'

Present continuous for future arrangements

5 Complete the sentences with the correct form of the present continuous.

- We (meet) at 11.30, so I'll see you there.
- We (not go) to a restaurant on Saturday night because it's too expensive.
- My brother (take) his driving test next week and he wants to buy a car.
- What you (do) this weekend?
- I (watch) the match later. Do you want to come?
- They (not come) to the cinema because they haven't got any money.

4.1 Money

buy (v) /baɪ/	.....
cash (n) /kæʃ/	.....
coins (n) /kɔɪnz/	.....
donate (v) /dəʊ'neɪt/	.....
earn (v) /ɜ:n/	.....
notes (n) /nəʊts/	.....
pay for (v) /peɪ fɔ:(r)/	.....
pocket money (n) /'pɒkɪt ,mʌni/	.....
prize money (n) /'praɪz ,mʌni/	.....
save (v) /seɪv/	.....
sell (v) /sel/	.....
spend (v) /spend/	.....
win (v) /wɪn/	.....

4.1 Extra vocabulary

annoyed (adj) /ə'nɔɪd/	.....
broke (adj) /brəʊk/	.....
messy (adj) /'mesi/	.....
pleased (adj) /pli:zd/	.....
rich (adj) /rɪtʃ/	.....
tidy (adj) /'taɪdi/	.....

4.1 Learn it!

earn (v) /ɜ:n/	.....
win (v) /wɪn/	.....

4.2 Verbs and prepositions of movement

climb (up) (v) /klaɪm 'ʌp/	.....
crawl (under) (v) /kroʊl 'ʌndə(r)/	.....
dive (into) (v) /daɪv 'ɪntu:/	.....
fall (off) (v) /fɔ:l 'ɒf/	.....
hop (onto) (v) /hɒp 'ɒntu/	.....
jump (over) (v) /dʒʌmp 'əʊvə(r)/	.....
run (around) (v) /rʌn ə'raʊnd/	.....
slide (down) (v) /slɑɪd 'daʊn/	.....
stand (on) (v) /stænd ɒn/	.....
swim (through) (v) /swɪm 'θru:/	.....
walk (along) (v) /wɔ:k ə'lɒŋ /	.....

4.2 Extra vocabulary

bridge (n) /brɪdʒ/	.....
net (n) /net/	.....
slide (n) /slɑɪd/	.....
tunnel (n) /'tʌnl/	.....
wall (n) /wɔ:l/	.....

4.2 Learn it!

a third /ə 'θɜ:d /	.....
a quarter /ə 'kwɔ:tə(r)/	.....
half /ha:f/	.....

4.3 Extra vocabulary

bride (n) /braɪd/	.....
get married (v) /get 'mæriəd/	.....
groom (n) /gru:m/	.....
valuable (adj) /'væljuəbl/	.....
wedding (n) /'wedɪŋ/	.....

4.4 Functional language

Paying for something in a shop

Can I pay by card?	.....
.....
I'm sorry, we only take cash.	.....
.....
There's a cash machine ...	.....
.....
That comes to / That's ...	.....
.....
Here's your change / receipt.	.....
.....
I'd like to return this.	.....
.....
Can I have a refund, please?	.....
.....
Have you got your receipt?	.....
.....

Unit 4

Vocabulario

1 Find five money nouns and eight money verbs in the wordsearch.

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

2 Solve the codes to complete the sentences.

A	B	C	D	E	F	G	H	I	J	K	L	M
■	▲	▼	◆	□	●	◐	★	✿	♣	♥	♦	⊕
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
⊗	*	↔	✘	*	▮	*	♣	◇	♠	◇	⊗	⊕

Do you have any change for a £20 please? **note**

- Who's going to our coffees?
.....
- I didn't much last month.
.....
- Do you get the same as your brother and sister?
.....
- I haven't got any but I can with a .
- How much can you in this competition?
.....

3 Match 1–6 to A–F.

- When you're crossing the river, hop **C**
 - If you can't climb
 - It's very muddy, so just sit and slide
 - The gap in the path is small. I can jump
 - If you stand
 - I know a place where you can crawl
- A up the wall, just walk around it.
B on a chair, you can see over the wall.
C onto that stone. Then your feet won't get wet.
D under the fence and get into the garden.
E down the hill.
F over it quite easily.

4 Translate the sentences.

- Keep the receipt for your jeans. Maybe you'll want to return them to the shop.
.....
.....
- She spent all her money and now she's broke.
.....
.....
- At Indian weddings, the bride and groom often wear red and gold.
.....
.....
- Look! He's going to fall off his bike!
.....
.....
- Will she donate her pocket money to charity?
.....
.....

can, can't, could, couldn't

<i>can, can't</i>	
Capacidad en presente	I can drive a car. She can't ride a bike. Can they cook? Yes, they can. / No, they can't.
Permiso en presente	You can get married at the age of 16. We can't go to the party on Saturday. Can I have a sleepover? Yes, you can. / No, you can't.
<i>could, couldn't</i>	
Capacidad en pasado	I could walk when I was a year old. They couldn't swim last summer. Could he speak English five years ago? Yes, he could. / No, he couldn't.
Permiso en pasado	I could come home late at weekends. We couldn't watch TV in our rooms. Could you have parties at home? Yes, we could. / No, we couldn't.
Las formas de <i>can / can't</i> y <i>could / couldn't</i> son las mismas para todas las personas del verbo. I / You / He / She / It / They can ride a bike.	
En las respuestas breves solo se utiliza <i>can</i> , sin el verbo principal. 'Can you run fast?' 'No, I can't .' (NO No, I can't run.)	
Uso Se utiliza <i>can / can't</i> para describir capacidad y permiso en el presente.	
Capacidad	Permiso
I can speak English.	He can't go to the party.
Can you play the piano?	Can I open the window?
Utilizamos <i>could / couldn't</i> para expresar capacidad y permiso en el pasado.	
Capacidad	Permiso
I couldn't cook at all!	We couldn't watch TV.
He could go out alone.	Could they stay up late?

allow somebody to / be allowed to

El verbo *allow* significa "dar (a alguien) permiso (para hacer algo)".

My parents **allow** me to go out on Saturday nights.

Be allowed to (do something) significa "tener permiso para (hacer algo)". Al utilizar esta estructura, no es necesario especificar quién da permiso.

I'm **allowed to** use my dad's computer.

Comparative and superlative adverbs

Adjetivo	Adverbio	Comparativo	Superlativo
Adverbios acabados en -ly			
easy	easily	more easily than	the most easily
fluent	fluently	more fluently than	the most fluently
Adverbios idénticos a sus correspondientes adjetivos			
fast	fast	faster than	the fastest
hard	hard	harder than	the hardest
late	late	later than	the latest
early	early	earlier than	the earliest
Formas irregulares			
good	well	better than	the best
bad	badly	worse than	the worst
Uso			
Utilizamos adverbios para dar más información sobre las acciones (los verbos), p. ej. cómo o cuándo sucedieron. Tamsin eats healthily . I got up late .			
Empleamos adverbios comparativos para contrastar dos acciones. Tamsin eats more healthily than me. I got up later than my brother.			
Utilizamos adverbios superlativos para comparar tres o más acciones entre sí. (Of all my friends) Tamsin eats the most healthily . (Of everyone in my family) I get up the latest .			

less than, the least and (not) as ... as

Comparar cosas que no son iguales			
less +	adjetivo	+ than	I'm less tall than you.
the least +	adjetivo		I'm the least tall.
not as +	adjetivo	+ as	I'm not as tall as you.
Comparar cosas iguales			
as +	adjetivo	+ as	I'm as tall as you.
<i>Less than</i> y <i>the least</i> significan lo contrario de <i>more than</i> y <i>the most</i> . I'm less tall than you. = You're taller than me.			
<i>Not as ... as</i> significa lo mismo que <i>less ... than</i> . I'm not as tall as you. = I'm less tall than you.			
Utilizamos <i>as + adjetivo + as</i> para expresar igualdad. I'm as tall as my sister. = We are the same height.			

can, can't, could, couldn't

1 Write sentences, questions and short answers with can, can't, could or couldn't.

in the UK / you / drive / when you're 15

In the UK, you can't drive when you're 15.

1 my grandparents / send emails / when they were young

.....

2 your mum / use / Twitter / ?
 No / she

.....

3 in 1950 / people / leave school / at the age of 14

.....

4 you / see / this film (You're too young).

.....

5 he / wear / trainers / at his last school / ?
 Yes / he

.....

allow somebody to / be allowed to

2 Rewrite the sentences and questions using allow and be allowed to. Make sure you use the correct tense.

My parents said I couldn't have a pet.

My parents didn't allow me to have a pet.

I wasn't allowed to have a pet.

1 Our Maths teacher says we can use calculators.

.....

2 Does the train company say that people can travel with bikes?

.....

3 My mum said my sister could go to the party.

.....

Comparative and superlative adverbs

3 Complete the dialogue with the correct comparative or superlative forms of the bold adverbs.

Paul Who do you think will win the school triathlon this year?

Ben Well, it'll be Mike, Ayham or Pete. Of the three of them, Mike runs **the fastest (fast)**.

Paul Yes, but I think Ayham swims (1) **(good)** than Mike. He trains (2) **(hard)** than him too.

Ben Maybe, but Mike started training (3) **(early)** than Ayham. I saw him in the pool in February!

Paul Pete swims (4) **(slow)** than Mike, but of all of them, he'll win the cycling race (5) **(easy)**. Pete started cycling competitively when he was ten, Mike (6) **(late)** when he was fourteen. Due to his ankle problem, Ayham cycles (7) **(bad)** of all of them.

less than, the least and (not) as ... as

4 Complete the second sentence so that it means the same as the first. Use the bold word and write one word in each space.

I'm sadder than I was yesterday. **(less)**

I'm **less happy than** I was yesterday.

1 He's shorter than his brother. **(isn't)**

He his brother.

2 No other subjects are as boring as Science. **(least)**

Science is subject.

3 These two cakes are equally good. **(as)**

This cake is that one.

4 A phone isn't as expensive as a computer. **(than)**

A phone is a computer.

5 Running is safer than rock climbing. **(dangerous)**

Running is rock climbing.

5.1 Life stages

baby (n) /'beɪbi/	.....
buy a house (v) /,baɪ ə 'haʊs/	.....
child (n) /tʃaɪld/	.....
elderly (adj) /'eldəli/	.....
get a job (v) /,get ə 'dʒɒb/	.....
get married (v) /get 'mæriəd/	.....
go to university (v) /gəʊ tə ,ju:nɪ'vɜ:səti	.....
have a boyfriend / girlfriend (v) /,hæv ə 'bɔɪfrend/ 'gɜ:lfrend/	.....
have children (v) /,hæv 'tʃɪldrən/	.....
learn to drive (v) /,lɜ:n tə 'draɪv/	.....
leave home (v) /,li:v 'həʊm/	.....
middle-aged (adj) /'mɪdl 'eɪdʒd/	.....
move house (v) /,mu:v 'haʊs/	.....
retire (v) /rɪ'taɪə(r)/	.....
teenager (n) /'ti:neɪdʒə(r)/	.....
toddler (n) /'tɒdlə(r)/	.....
young adult (n) /jʌŋ 'ædʌlt/	.....

5.1 Extra vocabulary

easily (adv) /'i:zəli/	.....
eventually (adv) ɪ'ventʃuəli/	.....
fluently (adv) /'flu:əntli/	.....
fortunately (adv) /'fɔ:tʃənətli/	.....
properly (adv) /'prɒpəli/	.....

5.2 Verbs

cook a healthy meal (v) /,kʊk ə 'helθi mi:l/	.....
do well at (v) /,du: 'wel ət/	.....
feel worried (v) /fi:l 'wɒrɪd/	.....
go on a school trip (v) / gəʊ ɒn ə ,sku:l 'trɪp/	.....
have a lie-in (v) /,hæv ə 'lai(j) ɪn/	.....
have a sleepover with friends (v) /,hæv ə 'sli:pəʊvə wɪð frendz/	.....
help someone (v) /'help ,ʌmwan/	.....
invite your friends over (v) /ɪn,vaɪt jə frendz 'əʊvə(r)/	.....
make new friends (v) /meɪk ,nju: 'frendz/	.....
share a room (with) (v) / ,ʃeə(r) ə 'ru:m wɪð/	.....

spend money on (v) /,spend 'mʌni ɒn/	.....
spend time (with) (v) /,spend 'taɪm wɪð/	.....
study hard (v) /'stʌdi hɑ:d/	.....
sunbathe (v) /'sʌnbæθ/	.....
take up a new sport (v) /teɪk ʌp ə ,nju: 'spɔ:t/	.....
text your friends (v) /,tekst jə 'frendz/	.....

5.2 Extra vocabulary

unenjoyable (adj) /ʌnɪn'dʒɔɪəbl/	.....
unhappy (adj) /ʌn'hæpi/	.....
unhealthy (adj) /ʌn'helθi/	.....
unimportant (adj) /ʌnɪm'pɔ:tnt/	.....
uninteresting (adj) /ʌn'ɪntrestɪŋ/	.....
untidy (adj) /ʌn'taɪdi/	.....

5.3 Extra vocabulary

audition (n) /ɔ:'dɪʃn/	.....
comedian (n) /kə'mi:diən/	.....
finalist (n) /'faɪnəlɪst/	.....
judge (n) /dʒʌdʒ/	.....
variety show (n) /və'raɪəti ʃəʊ/	.....

5.4 Functional language

Expressing opinions

What do / did you think of ... ?

.....

How do / did you feel about ... ? / Do(n't) you like ... ?

.....

Personally, I (don't think) ...

.....

To be honest, I didn't think much of ...

.....

In my opinion, ...

.....

It's / They're (much) less ... than ...

.....

She's the least ...

.....

You're absolutely right.

.....

That's a good point.

.....

(I'm afraid) I don't agree (with you).

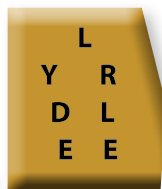
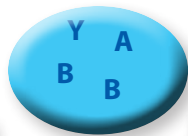
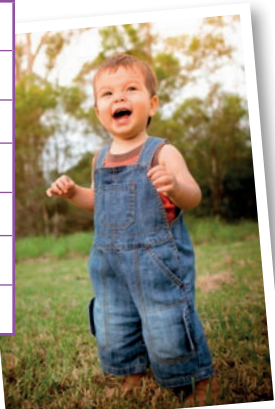
.....

Unit 5

Vocabulario

1 Solve the anagrams to find seven life stages. Then write them in order in the table.

.....	(0-1)
.....	(1-3)
child	(0-18)
.....	(13-19)
.....	(18-25)
.....	person (40-55)
.....	person (75+)



2 Which experience is each person talking about? Match 1-8 to A-J. There are two extra experiences that you don't need.

- A have a sleepover
- B retire
- C get married
- D learn to drive
- E move house
- F have a lie-in
- G make new friends
- H take up a new sport
- I study hard
- J text your friends

1 **G** It's hard to do this when you get older. I mean, if you don't go to work, how can you meet people?

2 This is something I have to do if I want to do well at school. My mum says I'll never get a good job if I don't do this.

3 I was tired of work and ready to do it. There was an office party to say goodbye. Now I can spend my time doing things I enjoy!

4 I do this all day. The teacher gets really angry and tells me to put my mobile away!

5 I grew up in the same house until I was 20. Now I'm sharing a flat with two friends.

6 I was really nervous at first and I couldn't do it properly for ages. But I love having a car. I can go anywhere I want!

7 I can't do this on weekdays, but I always do it at weekends. I stay in bed until about midday.

8 All our families and friends celebrated with us. It was the happiest day of my life.

3 Translate the sentences.

- 1 Tom works harder than me.
.....
.....
- 2 His French is OK, and he can speak Italian fluently.
.....
.....
- 3 Moving home isn't as expensive as getting married.
.....
.....

- 4 I didn't think much of that film. How about you?
.....
.....
- 5 Fortunately, they agreed with my ideas.
.....
.....
- 6 When did you last have a lie-in?
.....
.....

Present perfect

Afirmativa		
I've / You've / We've / They've		eaten.
He's / She's / It's		
Negativa		
I / You / We / They	haven't	eaten.
He / She / It	hasn't	
Interrogativa		
Have	I / you / we / they	eaten?
Has	he / she / it	
Respuestas breves		
Yes, I / you / we / they have.	No, I / you / we / they haven't.	
Yes, he / she / it has.	No, he / she / it hasn't.	

El *present perfect* se construye con *have* + participio pasado.

I **have** been ill. The rain **has** stopped.

Al hablar o al escribir algo informal, se suelen utilizar las formas contractas de *have* ('ve / 's / haven't / hasn't).

I've seen this film. He **hasn't** arrived.

En la forma interrogativa, *have* / *has* se colocan delante del sujeto.

Have you done your homework?
(NO ~~You have done your homework?~~)

No utilizamos la forma contracta de *have* en las respuestas breves afirmativas.

Yes, I **have**. (NO ~~Yes, I've.~~)

El participio pasado de los verbos regulares acaba en *-ed*.
played visited shouted

Sin embargo, hay muchos verbos que tienen formas irregulares de participio pasado. Consulta la lista de la página 120.

do → **done** see → **seen** hear → **heard**

Uso

El *present perfect* se utiliza para hablar de experiencias, acciones o hechos del pasado, sin decir exactamente cuándo sucedieron.

I've **been** to England.

También utilizamos el *present perfect* para describir hechos que empezaron en el pasado y siguen en la actualidad. Suelen hacer referencia a un pasado cercano.

He's **made** a lot of money.

been and gone

El verbo *go* tiene dos formas de participio pasado: *been* y *gone*. Su significado es distinto.

Ella **has gone** on holiday. She's isn't here.

(= Se fue, y aún sigue allí.)

Ella **has been** on holiday but she's back now.

(= Se fue, pero ya ha vuelto.)

Nota: *been* también es el participio pasado de *be*.

Present perfect with *ever* and *never*

Utilizamos *ever* y *never* con el *present perfect* para describir experiencias. Solemos emplear *ever* en interrogativa.

Have you **ever** ridden a camel?

Ever también se puede utilizar en afirmativa, detrás de un superlativo.

This is **the best** concert I've **ever** been to.

Para hablar de experiencias que no hemos vivido, utilizamos *never* + el *present perfect* en afirmativa.

I've **never** seen a giraffe.

there has / have been

Afirmativa	
Singular	There's been a lot of rain.
Plural	There have been some good films on TV.
Negativa	
Singular	There hasn't been a lot of rain.
Plural	There haven't been any good films on TV.
Interrogativa	
Singular	Has there been a lot of rain?
Plural	Have there been any good films on TV?
Respuestas breves	
Singular	Yes, there has. / No, there hasn't.
Plural	Yes, there have. / No, there haven't.

There has (*There's*) *been* y *there have been* son las **formas de present perfect** de *there is* y *there are*.

There has been se emplea con sustantivos en singular y sustantivos incontables; y *there have been*, con sustantivos en plural.

Ever y *never* se pueden utilizar con estas estructuras.

Has there **ever** been a spider in your hotel room?
There have **never** been so many storms in May.

Present perfect

1 Complete the sentences with the affirmative present perfect forms of the verbs.

book cook finish lose visit work

Are you hungry? My mother **has cooked** dinner for us.

- 1 We are rich because we hard.
- 2 I my passport. I can't find it in my bag.
- 3 They lots of countries. They love travelling.
- 4 He his homework and now he's watching TV.
- 5 We an amazing hotel for our holiday next month.

2 Write present perfect questions. Then write affirmative or negative short answers.

Tony / meet / his penfriend / ? (X)
Has Tony met his penfriend?
No, he hasn't.

- 1 Bethan / go / to the airport now / ? (✓)

- 2 you and Paul / go / to Paris / ? (X)

- 3 you / see / *Gone with the Wind* / ? (X)

- 4 it / stop / snowing / ? (✓)

Present perfect with *ever* and *never*

3 Complete the dialogue with the present perfect forms of the verbs and *ever* or *never*.

- Ann** Do you travel a lot?
Bill No, I don't. In fact, I've **never been** (not go) abroad.
Ann Really? (1) (you / go) to London?
Bill No, I haven't. The longest distance that I (2) (travel) is to Manchester, 50 kilometres from my home.
Ann (3) (you / have) a passport?
Bill No, I haven't – I (4) (need) one.
Ann (5) (you / want) to travel?
Bill No, not really. I just like being at home!

there has / have been

4 Look at European Airlines' incident report. Complete the questions and answers.

Incidents on European Airlines flights this month			
Lost passports:	1	Lost suitcases:	3
Accidents	0	Ill passengers:	0

- Have** there **been** any ill passengers? **No**, there **haven't**.
- 1 there an accident?
, there
 - 2 there any lost suitcases?
, there three.
 - 3 there any lost passports?
 Yes, there one.

6.1 Jobs

astronomer (n)	/ə'strɒnəmə(r)/	.....
events organizer (n)	/ɪ'vents ɔ:ɡənəɪzə(r)/	.....
fashion buyer (n)	/'fæʃn ,baɪə(r)/	.....
film producer (n)	/'fɪlm prə,dju:sə(r)/	.....
firefighter (n)	/'faɪəfɑ:tə(r)/	.....
florist (n)	/'flɒrɪst/	.....
journalist (n)	/'dʒɜ:nəlɪst/	.....
pilot (n)	/'paɪlət/	.....
radio DJ (n)	/,reɪdɪəʊ 'di: dʒeɪ/	.....
sales assistant (n)	/'seɪlz ə,sɪstənt/	.....
veterinary nurse (n)	/'vetnəri nɜ:s/	.....
yoga instructor (n)	/'jəʊgə ɪn,striktə(r)/	.....

6.1 Extra vocabulary

apply (v)	/ə'plai/	.....
career (n)	/kə'riə(r)/	.....
charity (n)	/'tʃærəti/	.....
office (n)	/'ɒfɪs/	.....
work experience (n)	/'wɜ:k ɪk'spɪəriəns/	.....

6.2 Holidays

be ill (v)	/bi 'ɪl/	.....
book a hostel / hotel / B and B (v)	/,bʊk ə 'hɒstl / həʊ'tel / ,bi: ən 'bi:/	.....
buy souvenirs (v)	/'baɪ ,su:və'nɪəz/	.....
explore a new place (v)	/'ɪk'splɔ:(r) ə nju: ,pleɪs/	.....
forget your passport (v)	/'fə,ɡet jə 'pɑ:spɔ:t/	.....
get sunburned (v)	/get 'sʌnbɜ:nd/	.....
go abroad (v)	/,gəʊ ə'brɔ:d/	.....
have an accident (v)	/,hæv ən 'æksɪdɪnt/	.....
hire a car (v)	/'haɪə(r) ə ,kɑ:(r)/	.....
lose your suitcase (v)	/'lu:z jə 'su:tkeɪs/	.....
meet new people (v)	/,mi:t nju: 'pi:pl/	.....
miss a flight (v)	/,mɪs ə 'flaɪt/	.....
send a postcard (v)	/,send ə 'pəʊstkɑ:d/	.....

6.2 Extra vocabulary

cabin crew (n)	/'kæbɪn kru:/	.....
check in (v)	/'tʃek ɪn/	.....
delayed (adj)	/drɪ'leɪd/	.....
long haul (adj)	/'lɒŋ haʊl/	.....
on my way	/ɒn maɪ 'weɪ/	.....

6.2 Learn it!

been (v)	/bi:n/, bɪn/	.....
gone (v)	/ɡɒn/	.....

6.3 Extra vocabulary

cure (n)	/kjʊə(r)/	.....
hunter (n)	/'hʌntə(r)/	.....
poison (n)	/'pɔɪzən/	.....
tracks (n)	/'træks/	.....
tribe (n)	/'traɪb/	.....

6.4 Functional language

Talking in an interview

Why do you want to apply for this job?

.....

Have you ever worked as a ... ?

.....

Have you got any experience of ... ?

.....

Do you know how to ... ?

.....

Are you able to ... ?

.....

Are you interested in ... ?

.....

I'm able to ...

.....

I'm good at ...

.....

I've done a bit of / a lot of ...

.....

I'm a calm / energetic / positive / relaxed person.

.....

Unit 6

Vocabulario

1 Complete the puzzle. Then reorder the green letters and find the mystery job. (Use the picture to help you!)

If you want to buy flowers for someone, this person will help you.

f l o r i s t

1 If you're interested in stars and planets, this person will tell you about them.

□ □ □ □ □ □ □ □ □ □

2 If you love the idea of flying planes, this job will make you happy.

□ □ □ □ □ □

3 If you like playing music all day, you'll enjoy this job.

□ □ □ □ □ DJ

4 If you want to learn to relax and get fit, this person will teach you.

yoga □ □ □ □ □ □ □ □ □ □

5 If you love animals and aren't scared of blood, you'll be good at this job.

□ □ □ □ □ □ □ □ □ □ nurse

6 If you enjoy writing and reporting events, you'll do well in this job.

□ □ □ □ □ □ □ □ □ □

The mystery job is

□ □ □ □ □ □ □ □ □ □ □ □ □ □



2 Complete the sentences with suitable words.

I can't believe they've lost my **suitcase**! Now I'm in a hot country and I haven't got anything to wear!

1 I got really at the beach. I spent the next two days in my hotel room, as red as a tomato.

2 I love buying I came back from Turkey with a small carpet, a pair of sandals, a leather bag, some T-shirts and a small statue!

3 There wasn't much public transport on the island, so we had to a car. It was the only way to see the countryside.

4 I rushed to the airport but I was too late to check in. It's the only time I've ever missed a

5 The hotels were very expensive, and there weren't any B and Bs, so we decided to a hostel.

3 Translate the sentences.

- Have you ever worked as a sales assistant?
.....
.....
- Have you got any experience of working in an office?
.....
.....
- You haven't missed the flight because it's delayed.
.....
.....
- I've checked in my suitcase.
.....
.....
- I want to apply for a job as a pilot.
.....
.....
- Have you ever been ill on holiday?
.....
.....

Modals: *should* and *must*

Afirmativa		
I / You / He / She / It / We / They	should	stand still.
	must	run.
Negativa		
I / You / He / She / It / We / They	shouldn't	stand still.
	mustn't	run.
Interrogativa		
Should	I / you / he / she / it / we / they	help?
Respuestas breves		
Yes,	I / you / he / she / it / we / they	should.
No,	they	shouldn't.

Las formas de los verbos modales *should*, *shouldn't*, *must* y *mustn't* son las mismas para todas las personas.

Siempre se utilizan con el infinitivo sin *to*.

He should help. (NO ~~He should to help.~~)

I mustn't go to bed late.

(NO ~~I mustn't to go to bed late.~~)

Uso

Se utiliza *should* para dar un consejo o una opinión, es decir, para decir que algo es conveniente, una buena idea. *Should* suele ir acompañado de *I think* / *I don't think*.

'I'm tired.' **You should go to bed early tonight.**

I don't think children should have TVs in their bedrooms.

Utilizamos la forma negativa, *shouldn't*, para indicar que no es conveniente hacer algo.

You shouldn't drink too much cola.

Se utilizan las preguntas con *should* para pedir consejo.

What should I do?

Must indica una obligación firme, expresa que algo es esencial. *Must* es más contundente que *should*.

You must be quiet.

La forma negativa, *mustn't*, se utiliza para expresar que algo está prohibido, o que es esencial *no* hacerlo.

People mustn't leave food around.

Modals: *have (got) to* + infinitive

Afirmativa			
I / You / We / They	have (got) to		go.
He / She / It	has (got) to		
Negativa			
I / You / We / They	don't have to		go.
	haven't got to		
He / She / It	doesn't have to		go.
	hasn't got to		
Interrogativa			
Do	I / you / we / they	have to	go?
Have		got to	
Does	he / she / it	have to	
Has		got to	

Respuestas breves (have to)

Yes, I / you / we / they do. No, I / you / we / they don't.

Yes, he / she / it does. No, he / she / it doesn't.

Respuestas breves (have got to)

Yes, I / you / we / they have. No, I / you / we / they haven't.

Yes, he / she / it has. No, he / she / it hasn't.

En la interrogativa con *have to*, se utiliza el auxiliar *do* / *does* para las preguntas y las respuestas breves.

'**Do you have to buy lunch at school?**' 'Yes, we **do**.'

'**Why does Dad have to work today?**'

En la interrogativa con *have got to*, empleamos el auxiliar *have* / *has* para las preguntas y las respuestas breves.

'**Have you got to buy lunch at school?**' 'Yes, we **have**.'

'**Why has Dad got to work today?**'

Uso

Have / *Has to* + infinitivo se utiliza para describir obligaciones. Al hablar o al escribir en estilo informal, solemos emplear *have* / *has got to* + infinitivo. Su significado es el mismo.

We've got to wear a uniform to school.

Utilizamos la forma negativa, *don't* / *doesn't have to* (o *haven't* / *hasn't got to*) para hablar de cosas que no son necesarias u obligatorias.

You don't have to get up early tomorrow – it's Saturday.

Jack hasn't got to tidy his room every day.

Modals: *should* and *must*

1 Look at the signs and complete the sentences with *should*, *shouldn't*, *must* or *mustn't*.

Today the chef recommends: Valencian paella!



1 NO PARKING



2 Remember: if you drive fast, you won't see the animals!



3 Stand on the left of the escalator.



4 NO BALL GAMES



5 Please give up your seat to elderly passengers.



You **should** try the paella.

- 1 You park here.
- 2 You drive fast.
- 3 You stand on the left.
- 4 You play ball games here.
- 5 You give up your seat to elderly passengers.

2 Rewrite the sentences, questions and short answers with *should*, *shouldn't*, *must* or *mustn't*.

It's necessary for you to wait here.

You must wait here.

- 1 'Is it a good idea for me to call Mark?'
'No, it isn't.'
.....
.....
- 2 It's essential that we don't arrive late.
.....
- 3 I recommend that you watch this TV show.
.....
- 4 It isn't good for people to eat a lot of sugar.
.....
- 5 It's essential that you buy a ticket.
.....

Modals: *have (got) to* + infinitive

3 Luke is going on a safari holiday and he's emailing the tour leader to ask for information. Write his questions with *have to*. Then rewrite them with *have got to*.

I / bring / a camera / ?

Do I have to bring a camera?

Have I got to bring a camera?

- 1 we / wear / walking boots / ?
.....
.....
- 2 each person / prepare / their own food / ?
.....
.....
- 3 all the people in the group / sleep / in tents / ?
.....
.....
- 4 we / take / anti-malaria medicine / ?
.....
.....
- 5 I / buy / a local SIM card for my phone / ?
.....
.....

4 Read the tour leader's email to Luke. Complete the forms of *have (got) to* with suitable words. Write one word in each space.

Hi Luke

First, some good news: you **don't** have to take anti-malaria medicine, because this is a malaria-free area.

And don't worry about food. We have a fantastic chef in the camp. He's (1) to prepare all the meals! You (2) have to cook unless you want to!

You have (3) sleep in a tent, but they're amazing luxury tents! Every day, we walk for four hours, so walking boots are essential. And they (4) to be waterproof – we often walk through thick mud. A camera is a good idea, of course, but it isn't essential – you (5) got to bring one.

Finally, your phone (6) to have a Zambian SIM card – you (7) to buy one at the airport.

See you soon!

Jack Field,
Tour leader

7.1 Verbs

attack (v) /ə'tæk/	.....
bite (v) /baɪt/	.....
chase (v) /tʃeɪs/	.....
defend (v) /dɪ'fend/	.....
fight back (v) /faɪt 'bæk/	.....
hit (v) /hɪt/	.....
kick (v) /kɪk/	.....
push (v) /pʊʃ/	.....
run away (v) /rʌn ə'weɪ/	.....
stand still (v) /stænd 'stɪl/	.....
sting (v) /stɪŋ/	.....
throw (v) /θrəʊ/	.....

7.1 Extra vocabulary

habitat (n) /'hæbɪtæt/	.....
pain (n) /peɪn/	.....
predator (n) /'predətə(r)/	.....
prey (n) /preɪ/	.....
wildlife (n) /'waɪldlaɪf/	.....

7.2 Adjectives

afraid (adj) /ə'freɪd/	.....
brave (adj) /breɪv/	.....
clever (adj) /'klevə(r)/	.....
embarrassed (adj) /ɪm'bærəst/	.....
friendly (adj) /'frendli/	.....
helpful (adj) /'helpfl/	.....
impatient (adj) /ɪm'peɪfnt/	.....
mean (adj) /mi:n/	.....
patient (adj) /'peɪfnt/	.....
polite (adj) /pə'laɪt/	.....
rude (adj) /ru:d/	.....
serious (adj) /'sɪəriəs/	.....
shy (adj) /ʃaɪ/	.....
worried (adj) /'wʌrɪd/	.....

7.2 Extra vocabulary

flood (n) /flʌd/	.....
footpath (n) /'fʊtpɑ:θ	.....
mainland (n) /'meɪnlænd/	.....
route (n) /ru:t/	.....
tide (n) /taɪd/	.....

7.3 Extra vocabulary

branches (n) /'brɑ:ntʃɪz/	.....
earth (n) /ɜ:θ/	.....
leaves (n) /li:vz/	.....
native (adj) /'neɪtɪv/	.....
roots (n) /ru:ts/	.....

7.3 Extra vocabulary

argue (v) /'ɑ:gju:z/	.....
argument (n) /'ɑ:gjʊmənt/	.....
discuss (v) /dɪ'skʌs/	.....

7.4 Functional language

Giving advice and instruction about a sport

Have you tried ... before?

.....

First of all, ... / Secondly, ... / Finally, ...

.....

It is / isn't a good idea to...

.....

You must(n't) / should(n't)/ (don't) have to...

.....

Do you want to have a go?

.....

What should I do next?

.....

Try (moving)...

.....

Don't worry. / Stay calm.

.....

7.5 Learn it!

advice (n) /əd'vɑ:dʒ/	.....
advise (v) /əd'vaɪz/	.....

Unit 7

Vocabulario

1 Label the pictures with the words.

bite chase hit push sting throw



hit



1



2



3



4



5

2 Match 1-5 with A-F.

F

1 I can't find my purse. All my money is in it - and my house keys. Where is it?

2 I'm doing a parachute jump today. I'm afraid of heights and I hate flying, but I'm still going to do it.

3 When I got to school yesterday, I realized my T-shirt was back to front! My friends laughed at me.

4 I don't know anyone here and I'm too afraid to talk to anyone.

5 The teacher said the exam was very difficult but I got 100%!

Where's my burger? I ordered it ten minutes ago. I want it now!

- A brave
- B clever
- C embarrassed
- D impatient
- E shy
- F worried

3 Translate the sentences.

- 1 Crocodiles are dangerous predators.
.....
- 2 Do you want to have a go at kicking the ball?
.....
- 3 You should take some photos of the wildlife on your walk.
.....
- 4 When it's high tide, the children have to swim to the mainland.
.....
- 5 A teacher has got to be friendly and patient.
.....

Indefinite pronouns

	Afirmativa	Negativa e interrogativa
Persona	somebody / someone	anybody / anyone
Cosa	something	anything
Lugar	somewhere	anywhere

Uso

Utilizamos pronombres indefinidos para hacer referencia a cosas, personas y lugares sin especificar exactamente qué o quiénes son. Sustituyen a los sustantivos.

There's **somebody** (a person) in the kitchen.

I haven't seen **anything** (a thing).

Do you want to go **anywhere** (to a place)?

En la forma afirmativa, los pronombres indefinidos se utilizan con *some*-.

There's **someone** I'd like you to meet.

I want to go **somewhere** hot.

En negativa e interrogativa, los pronombres indefinidos se utilizan con *any*-.

I haven't had **anything** to eat.

Is **anybody** here?

Cuando el pronombre indefinido es el sujeto de la frase, el verbo va en singular.

Someone is at the door.

Does **anyone** want to go to the cinema?

Quantifiers: *some, any, a lot of, much, many, (not) enough*

	Con sustantivos contables	Con sustantivos incontables
Afirmativa	There are some / a lot of good programmes on TV.	There is some / a lot of water in the bottle.
Negativa	There aren't any / many / a lot of / enough sitcoms.	There isn't any / much / a lot of / enough information.
Interrogativa	How many t-shirts have you got?	How much money have you got?
	Have you got any / a lot of / enough t-shirts?	Have you got any / a lot of / enough time?

Uso

Utilizamos *some* en frases afirmativas con sustantivos contables o incontables cuando no queremos especificar la cantidad exacta. En la interrogativa, utilizamos *any*.

I need to buy **some** apples.

We had **some** time.

Are there **any** apples?

Have you got **any** time?

Se utiliza *any* en frases negativas con sustantivos contables o incontables para hablar sobre la cantidad cero.

I didn't buy **any** apples. There isn't **any** time.

Utilizamos *a lot of* (o, de modo más informal, *lots of*) en afirmativa e interrogativa para hablar o preguntar sobre cantidades grandes. Acompaña a sustantivos tanto contables como incontables.

I eat **a lot of** apples.

There's **a lot of** time.

Do you eat **a lot of** apples?

Do we have **a lot of** time?

Empleamos *a lot of* en frases negativas con sustantivos contables e incontables para referirnos a cantidades pequeñas.

I **don't** eat **a lot of** apples.

There **isn't** **a lot of** time.

En la forma negativa, se pueden utilizar *many* y *much* en lugar de *a lot of*. El significado es el mismo. *Many* acompaña a sustantivos contables; y *much*, a los incontables.

I **don't** eat **many** apples.

There **isn't** **much** time.

Do we eat **enough** apples?

Have I got **enough** time?

Utilizamos preguntas con *How many* y *How much* para preguntar acerca de cantidades.

How many apples are there?

How much time is there?

En afirmativa e interrogativa, utilizamos *enough* para describir o preguntar acerca de una cantidad suficiente. Acompaña a sustantivos contables e incontables.

I eat **enough** apples. There's **enough** time.

Enough se utiliza en frases negativas con sustantivos contables e incontables para describir una cantidad *insuficiente*.

I **don't** eat **enough** apples.

There **isn't** **enough** time.

Indefinite pronouns

1 Match 1–6 to A–F and complete the pronouns with **some** or **any**.

- 1 I've lost my watch. Has **B**
 2 I'm bored. I haven't got
 3 Ibiza is
 4 I'm thirsty. Is there
 5 In Hollywood, I met
 6 A fridge is

A thing which keeps food cold.

B **any**body seen it?

C thing to do.

D where lots of tourists visit in summer.

E thing to drink?

F one famous.

2 Complete the dialogues with indefinite pronouns.

A Are you going **anywhere** this summer?

B I hope so! I want to go **somewhere** warm.

1 A Do you want to eat?

B No, thanks. I had to eat earlier.

2 A The post office is going to deliver a parcel today. Will be at home in the morning?

B Yes, there'll be at home between 10 and 11 a.m.

3 A I haven't got to wear to the party! We have to wear gold.

B I know which sells gold hats! It's a new party shop in the High Street.

4 A Has seen my hole punch?

B What's that?

A It's which makes holes in paper.

Quantifiers: **some, any, a lot of, much, many, (not) enough**

3 Choose the correct option.

A Hello, I'm phoning about the room. I'd like to ask **some** / **any** questions. Firstly, (1) **is** / **are** there (2) **any** / **many** air conditioning?

B Yes, there (3) **is** / **are**. There are (4) **some** / **any** big electric fans too.

A OK. And how noisy is the area? (5) **Is** / **Are** there (6) **many** / **a lot of** traffic?

B No, there isn't. It's very quiet. Have you got (7) **any** / **much** other questions? Why don't you come and see the room?

A Good idea. I haven't got (8) **enough** / **many** time today, but I've got (9) **some** / **much** time tomorrow afternoon.

B Great. See you then.

4 Jessica is organizing a barbecue for her class. Look at the picture and complete the questions and answers with suitable quantifiers.

1 '**How many** paper cups are there?'

'Only ten. There are 15 students in the class so there aren't paper cups.'

2 '..... lemonade is there?'

'There isn't lemonade.'

3 'Are there sausages?'

'Yes, there are. There are packets of sausages.'

4 '..... students don't eat meat – I think about five of them. What are they going to eat? There aren't vegetarian sausages.'

'There's salad. They can eat that.'

5 'Is there cola or do we need to buy more?'

'There's cola so that isn't a problem!'



8.1 Everyday items

air conditioning (n)	.....
/'eə kən,dɪfəniŋ/	.....
central heating (n)	.....
/,sentrəl 'hi:tɪŋ/	.....
deodorant (n) /di'əʊdərənt/	.....
duvet (n) /'du:vet/	.....
fridge (n) /frɪdʒ/	.....
hair dryer (n) /'heədraɪə(r)/	.....
microwave (n) /'maɪkrəweɪv/	.....
mirror (n) /'mɪrə(r)/	.....
moisturizer (n)	.....
/'mɔɪstʃəraɪzə(r)/	.....
phone charger (n)	.....
/'fəʊn,tʃɑ:dʒə(r)/	.....
shampoo and conditioner (n)	.....
/'ʃæm'pu: ənd kən,dɪfənə(r)/	.....
shower gel (n) /'ʃaʊə ,dʒel/	.....
tissues (n) /'tɪʃu:z/	.....
washing machine (n)	.....
/'wɒʃɪŋ mə,ʃi:n/	.....

8.1 Extra vocabulary

ban (v) /bæn/	.....
disconnect (v) /,dɪskə'nekt/	.....
give up (v) /gɪv ʌp/	.....
home comforts (n)	.....
/'həʊm 'kʌmfəts/	.....
offline (adj / adv) /,ɒf'laɪn/	.....
online (adj / adv) /,ɒn'laɪn/	.....

8.2 TV programmes

chat show (n) /'tʃæt ʃəʊ/	.....
cooking programme (n)	.....
/'kʊkəri ,prəʊgræm/	.....
crime series (n)	.....
/'kraɪm ,sɪəri:z/	.....
makeover show (n)	.....
/'meɪkəʊvə ,ʃəʊ/	.....
news programme (n)	.....
/'nju:z ,prəʊgræm/	.....
quiz show (n) /'kwɪz ʃəʊ/	.....
reality TV show (n)	.....
/'ri:ələti ,ti: 'vi: ʃəʊ/	.....
sitcom (n) /'sɪtkɒm/	.....

soap opera (n) /'səʊp ,ɒpərə/	.....
sports programme (n)	.....
/'spɔ:ts ,prəʊgræm/	.....
travel show (n) /'trævl ʃəʊ/	.....
weather forecast (n)	.....
/'weðə ,fɔ:kəst/	.....
wildlife show (n)	.....
/'waɪldlaɪf ʃəʊ/	.....

8.2 Extra vocabulary

channel (n) /'tʃænl/	.....
episode (n) /'epɪsəʊd/	.....
host (n) /həʊst/	.....
record (v) /rɪ'kɔ:d/	.....
round (n) /raʊnd/	.....

8.3 Extra vocabulary

community (n) /kə'mju:nəti/	.....
neighbourhood (n)	.....
/'neɪbəhʊd /	.....
relatives (n) /'relətɪvz/	.....
rural (adj) /'rʊərəl/	.....
urban (adj) /'ɜ:bən/	.....

8.3 Learn it!

parents (n) /'peərənts/	.....
relatives (n) /'relətɪvz/	.....

8.4 Functional language

Making compromises and polite requests

Could I / you ... ?	.....
Not right now.	.....
I won't be long.	.....
I'll do it later / now.	.....
You always say that.	.....
I promise.	.....
What's so important?	.....
That's not fair!	.....
It's a deal.	.....

Unit 8

Vocabulario

1 Complete the puzzle and find the mystery word.



1



2



3



4

		1	F	R	I	D	G	E		
2										
3										
			4							
		5								
	6									
		7								
		8								
9										



5



9



8



6



7

The mystery word is

2 Write every second letter to complete the types of TV programme. Match the words to the shows.

- comedy design food guest habitat souvenir

UCLOCOSKREBRSYT

cooking programme food

1 OWRLTLODILAI DFSEP

..... show

2 JTORPAAVIEYLN

..... show

3 RSPILTICOOSMU

.....

4 AMEATKYEMOXVTEIRK

..... show

5 RCIHGALTS

..... show

3 Translate the sentences.

- Could I record the news on channel 4?
.....
.....
- You disconnected my phone charger. That's not fair!
.....
.....
- Which home comforts are important to you?
.....
.....
- A microwave is something that cooks food very fast.
.....
.....
- I'd like to live somewhere rural one day.
.....
.....

Reflexive pronouns

Singular	
I	myself
you	yourself
he	himself
she	herself
it	itself
Plural	
you	yourselves
we	ourselves
they	themselves

Uso

Solemos utilizar un pronombre reflexivo como objeto del verbo cuando el sujeto y el objeto son la misma persona.

I **taught myself** Italian.

Did you **hurt yourself**?

Estos son algunos de los verbos que empleamos con los pronombres reflexivos: *behave, cut, dry, enjoy, find, help, hurt, introduce, prepare, teach*.

Sin embargo, en inglés, los pronombres reflexivos se utilizan mucho menos que en las lenguas romances (español, catalán, francés, italiano). En muchos casos, no es necesario utilizar el reflexivo en inglés, aunque la acción describa algo que uno se hace a sí mismo.

clean your teeth (NO ~~clean yourself your teeth~~)

get dressed (NO ~~get yourself dressed~~)

A veces utilizamos los reflexivos para añadir énfasis. Indican que el sujeto ha realizado la acción de forma independiente, sin la ayuda de otras personas. En este caso, no constituyen el objeto del verbo, pero van detrás de él.

He wrote the poem **himself**.

We made the cake **ourselves**.

Question tags

Frase principal			Pregunta retórica	
Sujeto	Auxiliar		Auxiliar	Sujeto
You	don't	like milk,	do	you?
They	have	gone now,	haven't	they?
He	is	running,	isn't	he?

Las *question tags* son preguntas breves que van al final de la frase.

Para construirlas, utilizamos el auxiliar del verbo en la sección principal de la frase + el pronombre sujeto. Si el auxiliar está en afirmativa en la frase, aparecerá en negativa en la pregunta retórica, y viceversa.

Los verbos modales y el verbo *be* se emplean de la misma manera que los verbos auxiliares.

We **can** sit here, **can't** we?

This **is** your phone, **isn't** it?

Si la frase contiene un verbo en el *present simple* o el *past simple* de la forma afirmativa, utilizamos la forma negativa correspondiente de *do* en la pregunta retórica.

You **speak** French, **don't** you?

He always **arrives** very late, **doesn't** he?

Cuando el verbo está en negativa, empleamos la forma afirmativa de *do* en la pregunta retórica.

He **doesn't** eat meat, **does** he?

They **don't** like it, **do** they?

Uso

Utilizamos preguntas retóricas para comprobar que algo es cierto, o bien para confirmar que nuestro interlocutor está de acuerdo.

'Your name's Sophie, **isn't** it?' 'Yes, that's right.'

Estas preguntas se utilizan en la lengua oral, y a veces también en el registro informal de la lengua escrita.

Pronunciamos las preguntas retóricas con una entonación ascendente para formular preguntas reales.

It's nearly time to go, **isn't** it? 

Empleamos la entonación descendente para pedir confirmación.

It's clever, **isn't** it? 

Reflexive pronouns

1 Cross out the reflexive pronoun where it isn't needed. Tick (✓) the correct sentences.

I get ~~myself~~ up at half past seven.

- 1 She didn't have skiing lessons. She taught herself.
- 2 Did your parents enjoy themselves in New York?
- 3 Let me introduce myself. I'm Penny.
- 4 Wash yourself your hands before eating.
- 5 Be careful! Don't hurt yourselves.

2 Complete the sentences with the reflexive pronouns.

himself itself myself ~~ourselves~~ themselves yourself

We found **ourselves** in a dark forest and we didn't have a torch.

- 1 Is your finger OK? Did you cut
- 2 My dad made this bench
- 3 I'll put the drinks on the table so that people can help
- 4 The light turns off after three minutes.
- 5 No one had cleaned the bathroom so I did it

3 Complete the email with the correct reflexive pronouns.

Hi Ellie

I'm in Amsterdam with my family and we're really enjoying **ourselves!**

We aren't staying in a hotel – we've hired a canal boat. It's small, but there haven't been any arguments and my brother is behaving (1) But there was one incident: yesterday my sister fell into the canal! Fortunately, she didn't hurt (2) and we all laughed about it after she'd dried (3) and had a cup of tea!

The boat has got a small kitchen so we can buy food and cook it (4) I taught (5) some Dutch before the trip and it's fun to use it at the market.

People are very friendly here. They introduce (6) and talk to you on the tram! I can't imagine that in London!

See you soon,
Lara

Question tags

4 Choose the correct option.

It's cold in Canada, ...

A is it? **B** isn't it? C doesn't we?

1 Your brother plays the saxophone, ...

A don't you? B don't he? C doesn't he?

2 We mustn't wear jeans to school, ...

A do we? B must we? C mustn't we?

3 Maite and Elena never call you, ...

A don't they? B do they? C are they?

4 She's got a new coat, ...

A isn't she? B hasn't she? C haven't she?

5 You aren't laughing at me, ...

A is you? B aren't you? C are you?

5 Complete the dialogue with the correct question tags.

Eva: That text is from Harry, **isn't it?**

Dan: Yes, it is.

Eva: He isn't coming to the concert,
(1)

Dan: No. He says he's got a headache.

Eva: I'm so angry! Harry always changes his plans,
(2)

Dan: But maybe it's true. We can't be angry with him for having a headache, (3)

Eva: Well, I don't believe him. He's probably playing *Civilization 6* with Ben,
(4)? He should just be honest,
(5)

9.1 Street objects

bench (n) /bentʃ/	.....
bike rack (n) /'baɪk ræk/	.....
bin (n) /bɪn/	.....
bus stop (n) /'bʌs stɒp/	.....
fence (n) /fens/	.....
lamp post (n) /'læmp pəʊst/	.....
motorway (n) /'məʊtəweɪ/	.....
pedestrian crossing (n) /pə,destriən 'krɒsɪŋ/	.....
phone box (n) /'fəʊn bɒks/	.....
post box (n) /'pəʊst bɒks/	.....
steps (n) /steps/	.....

9.1 Extra vocabulary

bright (adj) /braɪt/	.....
humorous (adj) /'hju:mərəs/	.....
massive (adj) /'mæsɪv/	.....
unexpected (adj) /,ʌnɪk'spektɪd/	.....
unwanted (adj) /,ʌn'wɒntɪd/	.....

9.2 Kitchen gadgets

egg cup (n) /'eg kʌp/	.....
fork (n) /fɔ:k/	.....
jug (n) /dʒʌg/	.....
kettle (n) /'ketl/	.....
knife (pl. = knives) (n) /naɪf/ (/naɪvz/)	.....
mug (n) /mʌg/	.....
plate (n) /pleɪt/	.....
spoon (n) /spu:n/	.....
timer (n) /'taɪmə(r)/	.....
tin opener (n) /'tɪn ,əʊpənə(r)/	.....
toaster (n) /'təʊstə(r)/	.....

9.2 Extra vocabulary

pack (v) /pæk/	.....
put on (v) /pʊt 'ɒn/	.....
serve (v) /sɜ:v/	.....
set (v) /set/	.....
turn over (v) /tɜ:n 'əʊvə(r)/	.....

9.3 Extra vocabulary

giant (adj) /'dʒaɪənt/	.....
light up (v) /laɪt 'ʌp/	.....
transform (v) /træns'fɔ:m/	.....
vivid (adj) /'vɪvɪd/	.....

9.4 Functional language

Organizing a party**Asking for help**

Who's going to / 's in charge of / wants to / can ... ?

.....

Do you mind if... ?

.....

Can anyone ... ?

.....

Offering to help

Can I do anything?

.....

I'll help you (with) ...

.....

Other

Have we forgotten anything?

.....

I'm in charge of ...

.....

That's a big help. / That's really kind of you.

.....

It's all under control.

.....

There's a lot to do.

.....

Unit 9

Vocabulario

1 Label the picture.



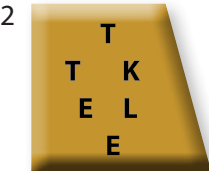
2 Solve the anagrams to make six words for things in the home.



egg cup



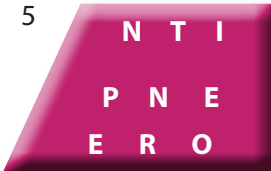
.....



.....



.....



.....

3 Translate the sentences.

- 1 Have we forgotten the knives and forks?
.....
.....
- 2 I'm in charge of the food for the party.
.....
.....
- 3 I'll put on the kettle and make some tea.
.....
.....
- 4 Jack's had some unexpected news.
.....
.....
- 5 What do you do with unwanted clothes?
.....
.....

Verbos irregulares

Infinitive		Past simple		Past participle	
be	/bi/	was / were	/wɒz / wɜː(r)/	been	/biːn/
become	/brɪ'kʌm/	became	/brɪ'keɪm/	become	/brɪ'kʌm/
begin	/brɪ'gɪn/	began	/brɪ'gæn/	begun	/brɪ'gʌn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
buy	/baɪ/	bought	/bɔːt/	bought	/bɔːt/
can	/kæn/	could	/kʊd/		
catch	/kætʃ/	caught	/kɔːt/	caught	/kɔːt/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
do	/də/	did	/dɪd/	done	/dʌn/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
eat	/iːt/	ate	/eɪt/	eaten	/'iːtɪn/
fall	/fɔːl/	fell	/fel/	fallen	/'fɔːlən/
feel	/fiːl/	felt	/felt/	felt	/felt/
fight	/faɪt/	fought	/fɔːt/	fought	/fɔːt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/fluː/	flown	/fləʊn/
get	/get/	got	/gɒt/	got	/gɒt/
get up	/get ʌp/	got up	/gɒt ʌp/	got up	/gɒt ʌp/
give	/gɪv/	gave	/geɪv/	given	/'gɪvɪn/
go	/gəʊ/	went	/went/	gone / been	/gɒn / biːn/
have	/hæv/	had	/hæd/	had	/hæd/
hide	/haɪd/	hid	/hɪd/	hidden	/'hɪdn/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
know	/nəʊ/	knew	/njuː/	known	/nəʊn/
learn	/lɜːn/	learnt / learned	/lɜːnt / lɜːnd/	learnt / learned	/lɜːnt / lɜːnd/
leave	/liːv/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
lose	/luːz/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/miːt/	met	/met/	met	/met/
put	/pʊt/	put	pʊt/	put	/pʊt/
read	/riːd/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/siːn/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sliːp/	slept	/slept/	slept	/slept/
speak	/spiːk/	spoke	/spəʊk/	spoken	/'spəʊkən/
spend	/spend/	spent	/spent/	spent	/spent/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪkən/
teach	/tiːtʃ/	taught	/tɔːt/	taught	/tɔːt/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔːt/	thought	/θɔːt/
wear	/weə(r)/	wore	/wɔː(r)/	worn	/wɔːn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtɪn/