

## Past simple

<b>Afirmativa</b>	I / You / He / She / It / We / They got up early.
<b>Negativa</b>	I / You / He / She / It / We / They didn't get up early.
<b>Interrogativa</b>	Did I / you / he / she / it / we / they get up early?

### Verbos regulares

cook → **cooked**

prepare → **prepared**

stop → **stopped**

study → **studied**

### Verbos irregulares

No hay normas para la formación de los verbos irregulares. Consulta la lista de la página 120.

### Uso

El *past simple* de los verbos regulares e irregulares se utiliza para describir o preguntar acerca de una acción que se completó en el pasado.

*We ate spicy food last night. Did you like it?*

Utilizamos el *past simple* si sabemos exactamente cuándo sucedió la acción.

*We saw Zack yesterday. We didn't see him today.*

## Present simple

Afirmativa	Negativa	Interrogativa
I / You sleep.	I / You don't sleep.	Do I / you sleep?
He / She / It sleeps.	He / She / It doesn't sleep.	Does he / she / it sleep?
We / They sleep.	We / They don't sleep.	Do we / they sleep?

## Present continuous

Afirmativa	Negativa	Interrogativa
I'm eating. You're eating.	I'm not eating. You aren't eating.	Am I eating? Are you eating?
He / She / It is eating.	He / She / It isn't eating.	Is he / she / it eating?
We / They are eating.	We / They aren't eating.	Are we / they eating?

## Present simple and present continuous

### Uso

El *present simple* se utiliza para describir rutinas y acciones que se repiten.

*She reads her book every night.*

El *present continuous* hace referencia a acciones que se están desarrollando en este momento.

*They're shopping for clothes at the moment.*

El *present continuous* también se utiliza para expresar planes de futuro inmediato.

*I'm having a coffee with my friend this afternoon.*

**Nota:** algunos verbos no se suelen utilizar en *present continuous*: *believe, belong, hate, imagine, know, like, love, prefer, remember, think, understand, want.*

*I prefer chocolate ice cream.*

## Comparative and superlative adjectives

	Adjetivo	Comparativo	Superlativo
<b>Adjetivos breves</b>	sweet	sweeter	the sweetest
<b>Adjetivos breves acabados en -e</b>	rare	rarer	the rarest
<b>Adjetivos breves acabados en vocal + consonante</b>	hot	hotter	the hottest
<b>Adjetivos breves acabados en -y</b>	healthy	healthier	the healthiest
<b>Adjetivos largos</b>	interesting	more interesting	the most interesting
<b>Adjetivos irregulares</b>	good bad	better worse	best worst

### Uso

El comparativo + *than* sirve para comparar dos o más personas o cosas.

*Melon is sweeter than orange.*

El superlativo se utiliza para expresar que una persona o cosa es (o no es) la mejor.

*Curry is the tastiest food in the world!*

**Past simple**

**1 Complete the table with the correct past simple form of the verbs.**

arrive chat cook dance feel  
help know sing sleep think try

regular verbs				irregular verbs
+ -ed	+ -d	double consonant + -ed	+ -ied	
	arrived			

**2 Complete the sentences with the correct past simple form of four verbs from exercise 1.**

I **chatted** with my friends for a long time last night.

- 1 My dad ..... me with my homework because he doesn't understand Physics.
- 2 ..... Dave ..... tired after the football match?
- 3 Andy ..... breakfast because there wasn't any food left!

**Present simple and present continuous**

**3 Rewrite the sentences in the correct affirmative (✓), negative (X) or question (?) form of the present simple or present continuous.**

We go abroad every summer. (X)  
**We don't go abroad every summer.**

- 1 Lily is booking a holiday on the internet. (?)  
.....
- 2 Does Mabel feel cold outside? (✓)  
.....
- 3 Jack is running in the park. (X)  
.....
- 4 Dad likes travelling by boat. (?)  
.....
- 5 Turkish coffee doesn't taste very strong. (✓)  
.....

**4 Choose the correct option.**

- 1 **Is Jack cooking** / **Does Jack cook** meals for his friends very often?
- 2 Dara **isn't doing** / **doesn't do** her homework – she's watching TV
- 3 Put your T-shirt on; you **get** / **are getting** sunburned!
- 4 I never **send** / **am sending** postcards on holidays.
- 5 **Do you like** / **Are you liking** the colour red?
- 6 Anil and Wayne **eat** / **are eating** chocolate ice creams over there – look!

**Comparative adjectives**

**5 Correct the underlined mistakes in the comparative sentences.**

I wanted a drink that was more cold than this glass of water. **colder than**

- 1 This restaurant is expensiver than the other one! .....
- 2 Jacques says English food is tastyer than French food. ....
- 3 Green apples are more crunchy than red apples. ....
- 4 Your fish looks more nice than mine. ....
- 5 Red Thai curry is spicer than yellow Thai curry. ....

**Superlative adjectives**

**6 Complete the sentences with the correct superlative form of the adjectives in brackets.**

That's the **sweetest** (sweet) cake that I've eaten!

- 1 Yoghurt is the ..... (important) ingredient in this dish.
- 2 Ashley says he's the ..... (good) cook in the class.
- 3 Fruit and vegetables are the ..... (healthy) food to eat.
- 4 Vindaloo curry is the ..... (hot) curry I've eaten!
- 5 That café sells the ..... (bad) hamburgers in town.

**Adjectives: emotions**

- angry (adj) /'æŋɡri/ .....
- excited (adj) /ɪk'saɪtɪd/ .....
- funny (adj) /'fʌni/ .....
- lonely (adj) /'ləʊnli/ .....
- nervous (adj) /'nɜ:vəs/ .....
- relaxed (adj) /rɪ'læksɪd/ .....
- surprised (adj) /sə'praɪzd/ .....
- tired (adj) /'taɪəd/ .....

**Express it!**

Couldn't sleep a wink .....

**Verbs: experiences**

- cook a healthy meal (v)  
/,kʊk ə 'helθi mi:l/ .....
- feel worried (v) /,fi:l 'wʌrɪd/ .....
- go on a school trip (v)  
/,gəʊ ɒn ə ,sku:l 'trɪp/ .....
- have a lie-in (v) /,hæv ə laɪ ɪn/ .....
- have a sleepover with friends (v)  
/,hæv ə 'sli:pəʊvə wɪð ,frendz/ .....
- make new friends (v) /,meɪk ,nju: 'frendz/ .....
- sunbathe (v) /'sʌnbæð/ .....

**Holidays**

- book a hotel / hostel / B and B (v)  
/,bʊk ə həʊ'tel, 'hɒstl, ,bi: ən 'bi:/ .....
- buy souvenirs from a shop (v)  
/,baɪ su:və'nɪəz frəm ə ʃɒp/ .....
- explore a new place (v)  
/ɪk,splɔ:r ə ,nju: 'pleɪs/ .....
- get sunburned (v) /,get 'sʌnbɜ:nd/ .....
- go abroad on holiday (v)  
/,gəʊ ə'brɔ:d ɒn ,hɒlədeɪ/ .....
- have an accident (v)  
/,hæv ən 'æksɪdɪnt/ .....
- hire a car on holiday (v)  
/,haɪə ə 'kɑ:(r) ɒn ,hɒlədeɪ/ .....
- lose your suitcase / passport (v)  
/,lu:z jɔ: 'su:tkeɪs, 'pɑ:spɔ:t/ .....
- meet new people (v)  
/,mi:t ,nju: 'pi:pl/ .....
- miss a flight / the bus / the train (v) /,mɪs ə 'flaɪt,  
ðə bʌs, ðə treɪn/ .....
- send a postcard to your friends (v) /,send ə 'pəʊstkɑ:d  
tu: jɔ: 'frendz/ .....

**Food**

- beans (n) /bi:nz/ .....
- carrots (n) /'kærəts/ .....
- cheese (n) /tʃi:z/ .....
- chicken (n) /'tʃɪkɪn/ .....
- chilli sauce (n) /,tʃɪli 'sɔ:s/ .....
- crunchy (adj) /'krʌntʃi/ .....
- healthy (adj) /'helθi/ .....
- pepper (n) /'pepə(r)/ .....
- salt (n) /sɔ:lt/ .....
- spicy (adj) /'spaɪsi/ .....
- sugar (n) /'fʊgə(r)/ .....
- sweet (adj) /swi:t/ .....
- tasty (adj) /'teɪsti/ .....
- yoghurt (n) /'jɒɡət/ .....

# Vocabulary practice

1 Choose the correct option in the photo descriptions. Then match descriptions 1–5 to photos A–E.



## A HOLIDAY DISASTER!

- 1 but we **lost** (had) an accident on the way – oops! We had to fly home.
- 2 So Dad **hired / booked** a car and we drove to France.
- 3 We got to the airport too late, so we **lost / missed** our flight to France.
- 4 We **sent / booked** a hotel on our computer at home before we left for the airport.
- 5 Then Mum **lost / hired** her suitcase on the way home! Next year, we'll stay at home ...

2 Find the food words in the wordsearch. The words can be vertical, horizontal and diagonal.

beans carrots cheese chicken chilli sauce  
pepper salt sugar yoghurt

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

3 Translate the sentences.

- 1 I normally have a lie-in on Saturdays.  
.....
- 2 Andy cooked a healthy meal last weekend.  
.....
- 3 Laura feels more excited than I do about our holiday.  
.....
- 4 Dave is buying souvenirs from a shop.  
.....
- 5 My pizza is tastier than yours!  
.....
- 6 Lisa is doing her science homework.  
.....
- 7 That's the funniest story I've ever heard!  
.....
- 8 We had a sleepover at Jack's house.  
.....

### have to and must: modals of obligation and prohibition

Afirmativa	Negativa	Interrogativa
I / You have / had to read.	I / You don't / didn't have to read.	Do / Did I / you have to read?
He / She / It has / had to stay.	He / She / It doesn't / didn't have to stay.	Does / Didn't he / she / it have to stay?
We / They have / had to read.	We / They don't / didn't have to read.	Do / Did we / they have to read?

La forma *must* es la misma para todas las personas del verbo. Se utiliza con el infinitivo sin *to*.

Afirmativa	Negativa
I / You / He / She / We / They must wear a uniform.	I / You / He / She / We / They mustn't wear hats.

#### Uso

Se utiliza *have to* para referirse a algo que hay que hacer, bien por obligación o como norma.

**Students have to use the teachers' surname.**

*Had to / didn't have to / did ... have to?* solo se emplean en el pasado. *Must* no varía en este tiempo verbal.

**They had to leave after the film.**

Utilizamos *don't have to* para indicar que algo no es necesario u obligatorio.

**Katie doesn't have to do PE.**

**We didn't have to wear a uniform.**

*Must* indica que algo es importante, obligatorio, que responde a una norma o una ley.

**You must wear trainers at school.**

*Mustn't* se utiliza para expresar prohibición.

**Steve mustn't eat his sandwich in the classroom.**

El significado de *must* y *have to* es casi idéntico.

**I must do my exams. = I have to do my exams.**

*Must* suele describir algo que el hablante considera necesario.

**You must be at home at ten o'clock.**

*Have to* hace referencia a algo necesario debido a las circunstancias.

**I have to go to the sports centre to practise.**

Lo contrario de *must* y *have to* ES *mustn't*. *Don't have to* NO ES lo contrario de *must* y *have to*. *Must* no se suele utilizar en las preguntas.

**You mustn't wear trainers at school.**

### could, can, will be able to: modals of ability and permission

Las formas de *could, can* y *will be able to* son las mismas para todas las personas del verbo.

Afirmativa		
Pasado	Presente	Futuro
I could speak French.	They can speak French.	We will be able to speak French.
Negativa		
Pasado	Presente	Futuro
I couldn't speak French.	You can't speak French.	She won't be able to speak French.
Interrogativa		
Pasado	Presente	Futuro
Could you speak French?	Can he speak French?	Will you be able to speak French?

#### Uso

*Could, can* y *will be able to* se utilizan para expresar la capacidad de alguien o algo para realizar una acción; también describe lo que es posible en una determinada situación.

*Can* y *could* también describen permiso.

Pasado: **I couldn't play the piano when I was young.**

Presente: **I can teach swimming lessons.**

Futuro: **Lucy won't be able to practise the piano.**

Permiso: **Can I get a tattoo? No, you can't. You're too young.**

### should, ought to: modals of advice

Las formas de *should / ought to* son las mismas para todas las personas del verbo.

Afirmativa	Negativa	Interrogativa
Lauren should be more hard-working.	We shouldn't make a lot of noise.	What should Kay do?
Lauren ought to be more hard-working.		

#### Uso

Utilizamos *should* y *ought to* para dar o pedir un consejo o una recomendación.

**You shouldn't go to an interview in jeans.**

**They should study at university.**

**What should I do to improve my grades?**

**You ought to study for your exams.**

*Ought to* se emplea en afirmativa y negativa; *should* se utiliza en afirmativa, negativa e interrogativa.

**have to and must****1 Write the words in the correct order to make *have to* or *don't have to* sentences.**

on Fridays / go / We / to / to school / don't / have .

**We don't have to go to school on Fridays.**

1 have / to classes / Korean students / to /  
in the evenings / go .

.....

2 to / Kate / give / in class today / a presentation / had .

.....

3 have / to school yesterday / you / walk / Did / to ?

.....

4 have / eat / lunch at school / don't / Students / to .

.....

**2 Complete the sentences with *must* or *mustn't*.**

1 'You ..... take your sister's books without asking permission!'

2 Dan ..... revise for his exams if he wants to pass.

3 In Britain, you ..... always say *please* when you ask for something.

4 'Students ..... ever use their mobile phones in my class!'

5 In Swedish homes, you ..... take your shoes off – you only wear socks or slippers inside.

**3 Correct the underlined mistakes.**

You mustn't have to do after school activities if you don't want to. **don't have to**

1 Sally must go to bed early last night. ....

2 Students don't have to speak in the library.  
.....

3 Do we must hand in our homework today?  
.....

4 All students must to arrive on time for class.  
.....

5 We mustn't get up early at the weekends.  
It's not necessary. ....

**could / can / will be able to and should / ought to****4 Rewrite the *could*, *can*, or *will be able to* sentences in the correct affirmative (✓), negative (✗) and question (?) form.**

Callum could do his project on his computer. (✗)

**Callum couldn't do his project on his computer.**

1 Rajiva will be able to study at university next year. (?)  
.....

2 Dylis can't study at the weekend. (✓)  
.....

3 I'll be able to buy new clothes before my interview. (✗)  
.....

4 Could your dad speak French when he was younger? (✗)  
.....

**5 Complete the sentences with the correct affirmative, negative and question form of *should* and *ought to*. More than one answer is possible.**

1 Kirsty ..... practise her French more often.

2 Where ..... I go to buy stamps?

3 William ..... go in the sea – he can't swim!

4 Sam ..... tell his parents about his plans this evening.

5 ..... we visit the Tate Modern gallery?

**6 Complete the sentences with the words.**

can couldn't ought shouldn't won't

1 Tom ..... be able to go to the cinema next weekend. He's got a tennis match.

2 You ..... wear jeans to an interview. It doesn't look good.

3 Alex is very mathematical – he ..... to study Maths at university.

4 ..... we practise for the oral exam together? I'd like that.

5 Our teacher ..... come to class yesterday, so we had a substitute teacher.

## 1.1 Adjective: behaviour

acceptable (adj)	/ək'septəbl/	.....
badly-behaved (adj)	/,bædli br'hɛɪvd/	.....
common (adj)	/'kɒmən/	.....
compulsory (adj)	/kəm'pʌlsəri/	.....
direct (adj)	/də'rekt, dɪ-, daɪ-/	.....
dishonest (adj)	/dɪs'ɒnɪst/	.....
easy-going (adj)	/'i:zi'gəʊɪŋ/	.....
fair (adj)	/feə(r)/	.....
familiar (adj)	/fə'mɪliə(r)/	.....
honest (adj)	/'ɒnɪst/	.....
indirect (adj)	/,ɪndə'rekt, -dɪ-, -daɪ-/	.....
rare (adj)	/reə(r)/	.....
strict (adj)	/strikt/	.....
unacceptable (adj)	/,ʌnək'septəbl/	.....
unfair (adj)	/,ʌn'feə(r)/	.....
unfamiliar (adj)	/,ʌnfə'mɪliə(r)/	.....
voluntary (adj)	/'vɒləntəri/	.....
well-behaved (adj)	/,wel br'hɛɪvd/	.....

## 1.1 Express it!

... is dead after ... ..

## 1.1 Extra vocabulary

feel at home (v)	/,fi:l ət 'həʊm/	.....
feel homesick (v)	/,fi:l 'həʊmsɪk/	.....
miss (v)	/mɪs/	.....
settle into (phr v)	/,setl 'ɪntə/	.....

## 1.2 Adjective: personal qualities

active (adj)	/'æktɪv/	.....
adventurous (adj)	/'æd'ventʃərəs/	.....
ambitious (adj)	/æm'bɪʃəs/	.....
artistic (adj)	/ɑ:'tɪstɪk/	.....
confident (adj)	/'kɒnfɪdənt/	.....
creative (adj)	/kri'eɪtɪv/	.....
curious (adj)	/'kjʊəriəs/	.....
hard-working (adj)	/,hɑ:d 'wɜ:kɪŋ/	.....
logical (adj)	/'lɒdʒɪkl/	.....

mathematical (adj)

/,mæθə'mætɪkl/

organized (adj) /'ɔ:ɡənəɪzd/

sociable (adj) /'səʊʃəbl/

## 1.2 Learn it!

career (n) /kə'riə(r)/

degree (n) /di'ɡri:/

## 1.1 Extra vocabulary

ceremony (n) /'serəməni/

hunt (v) /hʌnt/

status (n) /'stetəs/

tattoo (n) /tə'tu:/

tribe (n) /traɪb/

warrior (n) /'wɒriə(r)/

## 1.3 Express it!

... was a good move! .....

## 1.3 Word builder

## Sufijos para crear sustantivos 1

achievement (n) .....

arrival (n) .....

protection (n) .....

survival (n) .....

## 1.4 Functional language

## Explicar y reaccionar ante un cambio

How awful / exciting / surprising!

That's dreadful / fantastic / understandable!

Oh dear! / no! / really?

What a pity / shame!

That sounds nice / terrible!

What is / was it like? .....

I really like / liked it. ....

In the end, it was a good move.

How do / did you feel? .....

I was angry / anxious / excited. ....

That was sad. ....

What happened next? .....

Well, when I was ... ..

1 Match the adjectives to pictures A-F.

badly-behaved creative dishonest organized strict well-behaved



2 Choose the correct option to describe the sentences.

Excuse me, I found your wallet.

- A honest B unacceptable C creative

1 Lucy can, but you can't!

- A sociable B curious C unfair

2 You can do whatever you want today!

- A unfair B easy-going C strict

3 I hate your new boots!

- A direct B common C voluntary

4 Megan is always studying.

- A hard-working B familiar C fair

3 Translate the sentences.

1 We should be more adventurous.

2 Keira always settles into new schools quickly.

3 Will they be able to hunt with the tribe when they become adults?

4 You shouldn't ask any questions during the exam.

5 We mustn't be late for school!

6 Should I buy a ticket at the station or on the train?

7 Students don't have to wear uniforms on Fridays.

8 Did Joe have to do a presentation in French?



**too, too much, too many, (not) enough: quantifiers**

Adjetivos	Sustantivos contables	Sustantivos incontables
The plot is too predictable.	There are too many special effects.	There's too much dialogue in the film.
The film isn't exciting enough!	Are there enough tickets for everybody?	There's enough action.

*too many / too much* = más de lo necesario

*enough* = la cantidad necesaria

*not enough* = no la cantidad necesaria

**Uso**

Utilizamos *too* delante de los adjetivos.

The novel is **too** long.

*Too many* se emplea delante de los sustantivos contables.

There are **too many** short films in the competition.

Se utiliza *too much* delante de los sustantivos incontables.

There was **too much** violence in the film.

Utilizamos *(not) enough* detrás de los adjetivos.

Lily's story **isn't** interesting **enough**.

También se utiliza *(not) enough* delante de los sustantivos en plural y los sustantivos incontables.

The play **didn't** have **enough** romance.

The film received **enough** awards.

**Past simple**

<b>Afirmativa</b>	I / You / He / She / It / We / They watched a film last night.
<b>Negativa</b>	I / You / He / She / It / We / They didn't watch a film last night.
<b>Interrogativa</b>	Did / I / you / he / she / it / we / they watch a film last night?

**Past continuous**

Afirmativa	Negativa	Interrogativa
I was reading.	I wasn't reading.	Was I reading?
You were reading.	You weren't reading.	Were you reading?
He / She was reading. It was raining.	He / She wasn't reading. It wasn't raining.	Was he / she reading? Was it raining?
We / You / They / were reading.	We / You / They weren't reading.	Were we / you / they reading?

**Uso**

El *past continuous* se utiliza para describir el desarrollo de una acción en el pasado.

Jess **was writing** a review.

**Past simple and past continuous****Uso**

El *past simple* se utiliza para referirse a una acción que se completó en el pasado.

Andy **met** his friends at the Zombie Lab yesterday afternoon.

El *past continuous* describe una acción que se estaba desarrollando en el pasado.

What **were you doing** at seven o'clock?

They **weren't showing** the film.

*When* y *while*

El *past continuous* y el *past simple* se combinan cuando una acción interrumpe otra. El *past continuous* describe la acción más larga, mientras que el *past simple* hace referencia al suceso que la interrumpe. *While* suele acompañar al *past continuous*, y *when* va con el *past simple*.

**While** we **were watching** the film at the cinema, my mobile phone **rang**!

I **was watching** a short film on the internet **when** the electricity **went** off.

**too, too much, too many, (not) enough****1 Complete the sentences with *too* or *enough*.**

I was **too** tired to read and I fell asleep quickly.

- The TV programme was informative ..... to help me with my homework.
- There weren't ..... evil characters to make the story interesting.
- The ending was ..... long. I thought the film would never finish!
- Is the new novel ..... boring for you? The last one was very boring.
- Were there ..... dramatic scenes for an action film?

**2 Choose the correct option.**

- Were there **too many** / **too much** special effects in the film?
- There are **too many** / **too much** boring TV series at the moment.
- My mum says there is **too many** / **too much** violence in most action films.
- Have we got **too many** / **too much** homework this weekend to go to the beach?
- There were **too many** / **too much** bad actors in that play.
- The review didn't give us **too many** / **too much** information about the film's plot.

**3 Complete the text with *too, too much, too many* and *enough*.**

In general, my opinion of the film is quite negative. There was (1) ..... talking and not (2) ..... action – I like lots of action! And, the long dialogues weren't interesting (3) ..... There were (4) ..... characters – it was confusing so I didn't understand the plot at all! Also, the ending was (5) ..... predictable. Don't watch this film!

**Past simple****4 Complete the sentences with the correct affirmative (✓), negative (X) or question (?) past simple form of the verbs.**

Cervantes **didn't write** the second part of *Don Quijote* immediately after the first part. (X write)

- When ..... they ..... the first *Hobbit* film? (? make)
- Harry Potter ..... home and went to Hogwarts when he was eleven. (✓ leave)
- The last James Bond film ..... a hit. (X be)
- When ..... people ..... using limericks? (? start)

**Past continuous****5 Write past continuous sentences and questions.**

I / live / in Hollywood.

**I was living in Hollywood.**

- What / you / do / yesterday evening?

.....

- I / not reading / my book.

.....

- Jamie / watch / the news?

.....

- They / not film / the programme / last week.

.....

**Past simple and past continuous****6 Complete the sentences with the correct past simple or past continuous form of the verbs in brackets.**

He **wasn't watching** (not watch) a DVD when I arrived.

- ..... the play ..... (finish) while Dan was sleeping?
- I ..... (find) the book I wanted while I was browsing the internet.
- Ali received the text message while his mum ..... (watch) TV.
- ..... Charles Dickens ..... (work) for a newspaper when he wrote his first novel?

2.1 Adjectives: opinions

- disappointing (adj) /,dɪsə'pɔɪntɪŋ/ .....
- dramatic (adj) /drə'mætɪk/ .....
- dull (adj) /dʌl/ .....
- enjoyable (adj) /ɪn'dʒɔɪəbl/ .....
- entertaining (adj) /,entə'teɪnɪŋ/ .....
- hilarious (adj) /hɪ'leəriəs/ .....
- informative (adj) /ɪn'fɔ:mətɪv/ .....
- original (adj) /ə'rɪdʒənəl/ .....
- predictable (adj) /prɪ'dɪktəbl/ .....
- realistic (adj) /,ri:ə'lɪstɪk,rɪə'lɪstɪk/ .....
- spectacular (adj) /spek'tækjələ(r)/ .....
- terrifying (adj) /'terɪfaɪɪŋ/ .....

2.1 Extra vocabulary

- audience (n) /'ɔ:diəns/ .....
- box office (n) /'bɒks ,ɒfɪs/ .....
- income (n) /'ɪnkʌm, 'ɪnkəm/ .....
- publicity (n) /pʌb'lɪsəti/ .....
- special effects (n) /,speʃl rɪ'fekts/ .....
- talented (adj) /'tæləntɪd/ .....

2.1 Express it!

just in time .....

2.2 Books and films

- award (n) /ə'wɔ:d/ .....
- beginning (n) /bɪ'gɪnɪŋ/ .....
- bestseller (n) /,best'selə(r)/ .....
- critic (n) /'krɪtɪk/ .....
- ending (n) /'endɪŋ/ .....
- film director (n) /'fɪlm də'rektə(r), dɪ-, dər-/ .....
- hit (n) /hɪt/ .....
- main character (n) /,meɪn 'kærəktə(r)/ .....
- novelist (n) /'nɒvəlɪst/ .....
- plot (n) /plɒt/ .....
- review (n) /rɪ'vju:/ .....
- setting (n) /'setɪŋ/ .....

2.2 Learn it!

character (n) /'kærəktə(r)/ .....

2.3 Extra vocabulary

- ghost (n) /gəʊst/ .....
- gift (n) /gɪft/ .....
- joke (n) /dʒəʊk/ .....
- live (adj) /laɪv/ .....
- performer (n) /pə'fɔ:mə(r)/ .....
- tale (n) /teɪl/ .....

2.3 Word builder

Adverbios de grado

- a bit (adv) .....
- fairly (adv) .....
- incredibly (adv) .....
- pretty (adv) .....
- quite (adv) .....
- very (adv) .....

2.4 Functional language

Expresar preferencias

- I'd prefer ... (to + infinitive) .....
- I'd rather ... (+ infinitive) .....
- I'd love ... (to + infinitive) .....
- I'd rather not. ....
- I'd prefer not to. ....
- I'm not very keen on ... ..
- That sounds much better than ... ..
- I've heard it's ... ..

# Unit 2

## Vocabulary practice

### 1 Use an adjective to describe each scene.

dramatic   dull   hilarious   informative   terrifying



1 .....



2 .....



3 .....



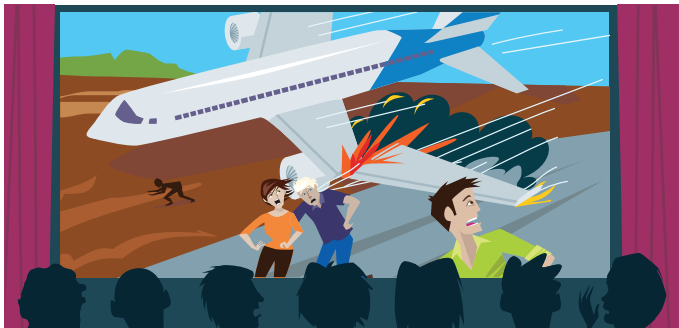
4 .....

### 2 Match 1–8 to A–H.

- |              |          |                  |
|--------------|----------|------------------|
| 1 award      | <u>D</u> | A last part      |
| 2 beginning  | .....    | B writer         |
| 3 ending     | .....    | C popular book   |
| 4 hit        | .....    | D prize          |
| 5 novelist   | .....    | E time and place |
| 6 plot       | .....    | F first part     |
| 7 setting    | .....    | G story          |
| 8 bestseller | .....    | H success        |

### 3 Translate the sentences.

- I was reading a book when I had a great idea.  
.....
- Nicole has a gift for acting.  
.....
- It's an entertaining tale about people in Ireland.  
.....
- I haven't got enough money to buy that book.  
.....
- That film was too long. It was dull.  
.....
- The critics wrote negative reviews about my show.  
.....
- They spent too much money on special effects.  
.....
- The performer was telling hilarious jokes when I arrived.  
.....



5 .....

## Present perfect

Afirmativa	
I / You have started.	I've / You've started.
He / She / It has started.	He's / She's / It's started.
We / They have started.	We've / They've started.
Negativa	
I / You have not started.	I / You haven't started.
He / She / It has not started.	He / She / It hasn't started.
We / They have not started.	We / They haven't started.
Interrogativa	
Have I / you started?	What have I / you started?
Has he / she / it started?	Where has he / she / it started?
Have we / they started?	Why have we / they started?

Al utilizar frases afirmativas en la lengua oral, se incluyen formas contractas ('s / 've) detrás del sujeto. En textos de registro formal, se utilizan las formas completas (*have / has*).

En general, las formas contractas (*haven't / hasn't*) se utilizan en frases negativas de la lengua tanto oral como escrita. Las formas completas (*have not / has not*) se utilizan en textos de registro formal.

No se debe confundir la forma contracta de *has* ('s) con la de *is* (también 's).

**Uso**  
El *present perfect* se utiliza para describir experiencias que hemos vivido (o no) en algún momento del pasado.

**I've borrowed £20.**  
**I haven't taken up athletics this year.**

Nunca se emplea el *present perfect* para describir algo que ocurrió en un momento concreto del pasado. Se debe utilizar si no sabemos cuándo se produjo ese hecho, o bien no nos importa.

En la forma interrogativa a veces se incluye el adverbio *ever* con el significado de "en algún momento de nuestra vida hasta este preciso instante".

**Have you ever tried out wakeboarding?**

Present perfect with *for* and *since***Uso**

En frases con el verbo en *present perfect*, *for* y *since* describen la duración de una acción o un hecho que comenzó en el pasado y sigue en la actualidad.

Utilizamos *for* para indicar cuánto tiempo lleva sucediendo algo (*for five years*). Le sigue un periodo de tiempo (*for three months, for five days*); es decir, se coloca delante de una expresión temporal.

**I've had the same mobile phone for two years.**  
(And I still have it.)

*Since* se utiliza para concretar cuándo comenzó una acción en el pasado (*since last week*). Se coloca delante de la expresión de tiempo.

**My mum has been a shop owner since 2011.**

Utilizamos *how long* + *present perfect* para formular preguntas sobre cuánto tiempo lleva sucediendo algo. La respuesta suele ir encabezada por *for* o *since*.

**'How long has your mum been a shop owner?'**  
**'Since 2011' / 'For four years.'**

Present perfect with *still*, *yet* and *already***Uso**

*Still*, *yet* y *already* se utilizan con el *present perfect*.

*Still* y *yet* refuerzan la idea de que algo no ha cambiado. *Still* se coloca delante de *has / have* en frases negativas. *Yet*, por su parte, aparece al final de la frase.

**Kylie still hasn't bought a dress for the wedding.**  
**Tim hasn't picked up any rock climbing skills yet.**

Colocamos *yet* al final de la interrogativa en *present perfect* para preguntar si alguien ha hecho algo.

**Have you taken up Italian yet?**

Utilizamos *already* en la afirmativa del *present perfect* para subrayar el hecho de que alguien ha hecho algo. Se coloca entre *has / have* y el participio pasado.

**Beth has already caught up with the other riders.**

**Present perfect**

**1 Write sentences with the correct present perfect form of the words.**

Billy / do / judo / twice?

*Has Billy done judo twice?*

- 1 We / not see / Sally / today.  
.....
- 2 Kay and Alexa / visit / Brussels / a few times.  
.....
- 3 I / study / German / before.  
.....
- 4 Harry / not save / enough money / for his holiday.  
.....
- 5 Steve's hair / grow recently?  
.....
- 6 you / do / your homework / today?  
.....

**Present perfect with *for* and *since***

**2 Choose the correct option.**

- 1 We've picked up a lot of new skills since **September / three weeks**.
- 2 The sales have been on for **a week / last weekend**.
- 3 Sandy has known about the news for **months / last year**.
- 4 They've lived here for **2013 / two years**.
- 5 I've started three new sports classes since **Christmas / three months**.
- 6 Alison has worn the dress three times since **ages / last Monday**.
- 7 The antique shop has been in the family for **1950 / two generations**.
- 8 We haven't had a holiday since **2009 / five years**.

**Present perfect questions with *how long***

**3 Write questions with *How long* for the answers.**

They've lived in their house for ten years.

*How long have they lived in their house?*

- 1 Tom has owned that designer jacket since Christmas.  
.....
- 2 Emily has had those wellington boots for ages.  
.....
- 3 I have saved up money for three years!  
.....
- 4 They've been in the shop since ten o'clock.  
.....

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

**4 Correct the underlined mistakes with *still*, *yet* and *already*.**

We've yet joined the athletics team. **already**

- 1 Have you been wakeboarding already? .....
- 2 Annie already hasn't tried out hockey. ....
- 3 I've still decided to do the course. ....
- 4 They yet haven't left the shopping centre. ....
- 5 Has Rob finished his homework still? .....

**5 Rewrite the sentences with *still*, *yet* and *already*.**

Mark has already learned to swim. (still)

**Mark still hasn't learned to swim.**

- 1 Has Katie joined in with the team yet? (already)  
.....
- 2 Sam's team has already caught up with Dylan's team in the football league. (yet?)  
.....
- 3 Has Nas taken up a new language yet? (still)  
.....
- 4 They've already been shopping. (yet -)  
.....
- 5 I still haven't tried out my new sports gear. (already)  
.....

3.1 Money and shopping

- afford (v) /ə'fɔ:d/ .....
- bargain (n) /'bɑ:gən/ .....
- be worth (v) /,bi 'wɜ:θ/ .....
- borrow (v) /'bɒrəʊ/ .....
- brand (n) /brænd/ .....
- cost (v) /kɒst/ .....
- discount (n) /'dɪskɑʊnt/ .....
- lend (v) /lend/ .....
- sale (n) /seɪl/ .....
- save up (phr v) /,seɪv 'ʌp/ .....
- shop online (v) /,ʃɒp ,ɒn'laɪn/ .....
- waste (v) /weɪst/ .....

3.1 Extra vocabulary

- customer (n) /'kʌstəmə(r)/ .....
- department store (n) /dɪ'pɑ:tmənt ,stɔ:(r)/ .....
- fraction (n) /'frækʃn/ .....
- gloves (n) /glɒvz/ .....
- half price (adj) /,hɑ:f 'praɪs/ .....
- shop owner (n) /'ʃɒp ,əʊnə(r)/ .....
- souvenir (n) /,su:və'nɪə(r)/ .....
- sports gear (n) /'spɔ:ts ,gɪə(r)/ .....

3.1 Express it!

- I've got my eye on ... ..
- We're after ... ..

3.2 Phrasal verbs and nouns: free-time activities

- archery (n) /'ɑ:tʃəri/ .....
- athletics (n) /æθ'letɪks/ .....
- catch up (with) (phr v) /,kætʃ 'ʌp ,wɪð/ .....
- join in (phr v) /,dʒɔɪn 'ɪn/ .....
- kayaking (n) /'kaɪækɪŋ/ .....
- miss out (phr v) /,mɪs 'aʊt/ .....
- pick up (phr v) /'pɪk ,ʌp/ .....
- rock climbing (n) /'rɒk ,klaɪmɪŋ/ .....
- take up (phr v) /'teɪk ,ʌp/ .....
- trail biking (n) /'treɪl ,baɪkɪŋ/ .....
- try out (phr v) /'traɪ ,aʊt/ .....
- wakeboarding (n) /'weɪkbɔ:ɪdɪŋ/ .....

3.3 Extra vocabulary

- delicious (adj) /dɪ'lɪʃəs/ .....
- mild (adj) /maɪld/ .....
- nutritious (adj) /nju'trɪʃəs/ .....
- sour (adj) /'saʊə(r)/ .....
- spicy (adj) /'spɪsi/ .....
- sweet (adj) /swi:t/ .....

3.3 Word builder

Phrasal verbs con up

- fill up (phr v) .....
- queue up (phr v) .....
- set up (phr v) .....
- turn up (phr v) .....
- wash up (phr v) .....

3.4 Functional language

Llegar a un acuerdo

- I suggest (I, you, we, etc.) (+ infinitive) .....
- Why don't we (+ infinitive) .....
- Let's / Shall we (+ infinitive) .....
- We could (+ infinitive) .....
- What about ... / How about ... (+ -ing)? .....
- I'm happy to (+ infinitive) .....
- That sounds like a good plan / great idea. .....
- That works for me / doesn't work for me. .....
- That's not a bad idea, but ... . How about ... ? (+ -ing) .....
- That could be a bit difficult. What about ... ? (+ -ing) .....
- How does that sound? .....
- Do we all agree? .....
- Is everyone happy to go with that idea? .....

# Unit 3

## Vocabulary practice

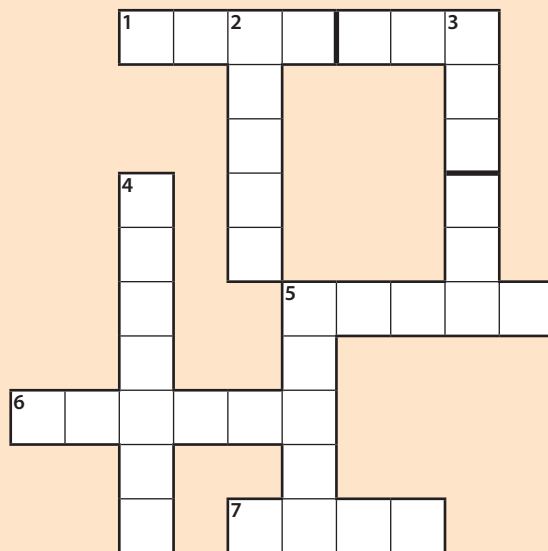
### 1 Complete the crossword.

#### Across

- 1 Don't ... on the sales opportunity! (2 words)
- 5 Gareth's jacket cost £100, but it isn't ... it!
- 6 I love designer ... .
- 7 You should wear the correct sports... when you take up a new sport.

#### Down

- 2 I ... up £100 last term!
- 3 Ally should ... the surfboard before she buys it. (2 words)
- 4 It was a ... – half-price!
- 5 Don't ... your money on things you don't need.



### 2 Match the sports to pictures A–F.

archery   athletics   kayaking  
rock climbing   trail biking   wakeboarding

A



B



C



D



E



F



### 3 Translate the sentences.

- 1 We can't afford to waste money on expensive brands.  
.....
- 2 Amy has worked in the clothes store for six years.  
.....
- 3 Aidan still hasn't tried out all the different activities.  
.....
- 4 How long has Ellie been your customer?  
.....
- 5 Meena has done athletics since she was twelve.  
.....
- 6 Have you picked up a lot of French since you moved to Nice?  
.....
- 7 Have they tried that delicious local dish yet?  
.....
- 8 We've already spent a lot of money at the sales.  
.....



## Present perfect and past simple

Present perfect		
Afirmativa	Negativa	Interrogativa
I've just been to Sydney.	I haven't been to Sydney.	Have I met you before?
He / She / It has already finished.	He / She / It hasn't finished yet.	Has he / she / it finished yet?
We / They have booked the flight.	We / They haven't booked the flight.	Have we / they booked the flight?
Expresiones de tiempo		
Already, yet, still, for, since.		
Past simple		
Afirmativa	Negativa	Interrogativa
I / You / He / She / It / We / They updated the app yesterday.	I / You / He / She / It / We / They didn't update the app yesterday.	Did I / you / he / she / it / we / they update the app yesterday?
Expresiones de tiempo		
Yesterday, last night / week / year / month..., at six o'clock, in the winter, two weeks ago, etc.		
Uso		
El <i>present perfect</i> se utiliza para describir hechos que comenzaron en el pasado y siguen en la actualidad. <b>The Smith family has lived in Canada since 2013.</b>		
El <i>present perfect</i> también se emplea para hablar de acontecimientos del pasado sin incluir referencias temporales concretas. <b>They have tried all the games apps on their phones.</b>		
El <i>past simple</i> sirve para referirse a una acción o un periodo de tiempo que se completó en el pasado. <b>The Smith family moved to Canada two years ago.</b> <b>Ryan started Spanish classes last month.</b> <b>We didn't go abroad in the summer.</b>		
Las frases en <i>present simple</i> suelen incluir expresiones que señalan momentos concretos del pasado: <i>yesterday, last night, last year, at six o'clock.</i>		
Las frases en <i>present perfect</i> contienen expresiones que describen el momento en el que comenzó una acción o un periodo de tiempo: <i>since 2010, for 10 years.</i>		

Present perfect with *ever, never, just*

## Uso

*Ever* se utiliza en la interrogativa del *present perfect* para preguntar si alguien ha hecho algo en algún momento de su vida. Se coloca detrás de *have/has* y el sujeto, y delante del participio pasado.

**Has Pete ever visited his aunt in Canada?**

Utilizamos *never* con el *present perfect* para decir que no hemos hecho algo en nuestra vida. Se utiliza con la forma afirmativa del verbo, y se coloca entre *have/has* y el participio pasado.

**They have never eaten Japanese food.**

*Just* se emplea para hablar de algo que ha sucedido hace muy poco. Se utiliza en frases afirmativas, entre *have/has* y el participio pasado.

**I've just spoken to Rachelle on the phone.**

## Subject and object questions

## Preguntas relativas al sujeto

Who unplugged my laptop? I unplugged it, sorry!  
What made that noise? His phone made a noise.  
Which cable connects the TV? The red one connects the TV.

Para construir una pregunta relativa al sujeto, solo se utiliza el verbo principal.

**Who unplugged the TV? Carl unplugged it.**

## Preguntas relativas al objeto

Who did you email about the issue? We emailed Jack.  
What did you press? I pressed the on/off button.  
When did you charge the battery? I charged it an hour ago!

Para formular una pregunta relativa al objeto, utilizamos un verbo auxiliar además del verbo principal.

**What did you buy? I bought a new mobile phone.**

## Uso

También se utilizan este tipo de preguntas para descubrir dónde, cuándo, etc. alguien / algo hace / hizo algo.

**Who did Martin Cooper call?**

**Where have you been?**

Las preguntas sobre el sujeto sirven para preguntar quién / qué hace / hizo algo. Se construyen con las partículas *who, what* y *which*.

**Who called you? What happened?**

**Which computer works better?**

# Unit 4

## Grammar practice

### Present perfect

1 Write the words in the correct order to make present perfect sentences. Use the correct form of the verbs.

pick up / Harry / have / a lot of Bulgarian words / already .

**Harry has already picked up a lot of Bulgarian words.**

- 1 have / an upsetting / have / Megan / experience .  
.....
- 2 yet / my software / update / you / Have ?  
.....
- 3 in an exam / be / since / Rebecca / 9 a.m. / have .  
.....
- 4 practise / still / our / have (not) / Italian / We .  
.....
- 5 ever / Moira and Ian / been / Have / to Spain ?  
.....
- 6 are / since / 2012 / Luke / in Cardiff / live .  
.....
- 7 just / We / Spanish / have / learning / started .  
.....
- 8 have / sushi / never / eaten / I .  
.....

### Past simple

2 Complete the sentences with the correct past simple form of the verbs.

arrive live move not buy not speak visit

They **arrived** in Sofia, the capital of Bulgaria, last night.

- 1 We ..... to your Uncle Jim last night – he didn't answer his phone.
- 2 ..... Alex's family ..... to Australia four years ago?
- 3 Marta's parents ..... in Thailand for six years.
- 4 William ..... a laptop yesterday.
- 5 ..... your class ..... the science museum, too?

### Present perfect and past simple

3 Complete the sentences with the correct present perfect or past simple form of the verbs in brackets.

I **charged** (charge) my laptop last night.

- 1 Maya ..... (text) me yet.
- 2 They ..... (make) the first *Star Trek* film in 1979.
- 3 Kiran ..... (buy) a smartphone last weekend.
- 4 I ..... already ..... (ask) them for technical support.
- 5 The Nigerians ..... (play) talking drums since 2000 BC.
- 6 We ..... just ..... (buy) new mobile phones.

### Subject and object questions

4 Choose the correct option.

- 1 Which film **did Leah stream** / **streamed Leah** to her computer?
- 2 What **did confuse** / **confused** you about the teacher's question?
- 3 Who **did you tell** / **you told** about your problem?
- 4 Who **did give** / **gave** Joe a new phone for his birthday?
- 5 What **did Adam say** / **Adam said** that was fascinating?
- 6 Which shop **does sell** / **sells** that new tablet device?

5 Complete the object questions with the correct form of **do** and the subject questions with **—** .

Who **—** invited you to the party?

What **did** you bring to the party?

- 1 What message ..... the talking drums communicate?
- 2 Who ..... you speak to about the problem with your mobile phone?
- 3 What ..... *bonnie* mean in Scottish English?
- 4 How many people ..... came to the meeting?
- 5 What ..... caused the accident on holiday?

## 4.1 Adjectives: feelings

amusing (adj)	/ə'mju:zɪŋ/	.....
annoying (adj)	/ə'nɔɪɪŋ/	.....
confusing (adj)	/kən'fju:zɪŋ/	.....
embarrassing (adj)	/ɪm'bærəsɪŋ/	.....
fascinating (adj)	/'fæsɪneɪɪŋ/	.....
frightening (adj)	/'fraɪtɪŋ/	.....
inspiring (adj)	/'ɪn'spaɪərɪŋ/	.....
irritating (adj)	/'ɪrɪteɪɪŋ/	.....
motivating (adj)	/'məʊtɪveɪɪŋ/	.....
relaxing (adj)	/'rɪ'læksɪŋ/	.....
upsetting (adj)	/ʌp'setɪŋ/	.....
worrying (adj)	/'wʌrɪŋ/	.....

## 4.1 Extra vocabulary

burst out laughing (v)	/'bɜ:st 'aʊt 'lɑ:fɪŋ/	.....
gap (n)	/'gæp/	.....
gesture (n)	/'dʒestʃə(r)/	.....
misunderstanding (n)	/'mɪsʌndə'stændɪŋ/	.....
nod your head (v)	/'nɒd jɔ:(r) 'hed/	.....
shake your head (v)	/'ʃeɪk jɔ:(r) 'hed/	.....

## 4.2 Verbs: technology

browse (v)	/'braʊz/	.....
charge (v)	/'tʃɑ:dʒ/	.....
plug in (v) / unplug (v)	/'plʌg 'ɪn, 'ʌn'plʌg/	.....
press (v)	/'pres/	.....
scroll (v)	/'skrɔ:l/	.....
stream (v)	/'stri:m/	.....
swipe (v)	/'swaɪp/	.....
switch off (v) / switch on (v)	/'swɪtʃ 'ɒf, 'swɪtʃ 'ɒn/	.....
tap (v)	/'tæp/	.....
text (v)	/'tekst/	.....
update (v)	/'ʌp'deɪt/	.....

## 4.3 Extra vocabulary

express (v)	/'ɪk'spres/	.....
hit (v)	/'hɪt/	.....
invite (v)	/'ɪn'vaɪt/	.....
spread news (v)	/'spred 'nju:z/	.....
squeeze (v)	/'skwi:z/	.....
warn (v)	/'wɔ:n/	.....

## 4.3 Word builder

Adjetivos acabados en **-ed o -ing**

excited (adj)	.....
exciting (adj)	.....
frightened (adj)	.....
frightening (adj)	.....
irritated (adj)	.....
irritating (adj)	.....

## 4.4 Functional language

## Pedir ayuda por teléfono

I've just bought ... and I've got a problem with it.

.....

.....

Could you explain how to ... (+ infinitive)?

.....

.....

Can you tell me ... ?

.....

.....

Could you help me with ... , please?

.....

.....

I need some help with ...

.....

.....

Good afternoon ... speaking

.....

.....

Could I speak to ... , please?

.....

.....

I'm calling because ...

.....

.....

Can I take your name, please?

.....

.....

Would you mind spelling that for me?

.....

.....

Thank you very much for your help.

.....

.....

# Unit 4

## Vocabulary practice

1 Look at the map and the activities that Danny and James did on their day trip. Complete text messages 1–4 that Danny and James sent home. Then match them to pictures A–D on the map.

annoying    confusing    fascinating    relaxing

**1** We've arrived in Cornwall OK, but some of the road signs here are so .....! We're a bit lost! .....

**2** We've already had a swim at the beach at St Agnes. Now we're sunbathing! It's very .....!

**3** Just finished our ..... trip round the Eden Project. We saw so many tropical plants. ....

**4** ARGH!!! How .....! We've missed the train – sorry, Mum, I'm going to be late! ☹️ .....

2 Choose the correct option.



3 Translate the sentences.

- My grandparents have lived in Mallorca for years.  
.....
- Who helped you install the new software?  
.....
- We've warned people about the broken computer.  
.....
- Have you switched my phone off? It's not working.  
.....
- I burst out laughing when Erica told us that joke!  
.....
- Which music videos have you streamed recently?  
.....

Verbs with *-ing* and *to*

Verbo		+ <i>-ing</i>
I / You / We / They	love / hate	talking to the neighbours.
He / She	misses	working as a detective.
Do I / you / we / they	avoid	doing dangerous jobs?
Does he / she	start	suspecting everybody?
Verbo		+ <i>to</i>
I / You / We / They	decided	to speak to the police.
He / She	appears	to be dangerous.
Do I / you / we / they	promise	to answer the detective's questions?
Does he / she	plan	to trap the suspect?

## Relative pronouns

Pronombre relativo	Uso
who	hablar de las personas
which	referirse a objetos o ideas
where	hacer referencia a lugares
whose	expresar pertenencia

**Uso**

Los pronombres relativos concretan la persona, el objeto, la idea o el lugar de los que estamos hablando. Introducen información sin la cual la frase quedaría incompleta, y aportan datos adicionales. *Whose* indica que algo pertenece a alguien o algo.

The man **who** the police arrested was a mugger.

The new law **which** they introduced wasn't very popular.

The company **where** she works is in London.

That's the girl **whose** dad was an imposter.

## Modals of deduction

<b>Certeza</b> <i>must</i>	She / He must be the thief.
<b>Imposibilidad</b> <i>can't</i>	She / He can't be the thief
<b>Posibilidad</b> <i>could / might</i>	She / He might be the thief. He could be the thief.

**Uso**

Utilizamos *must* para expresar certeza cuando pensamos que algo es, sin duda, cierto.

Levi saw the crime, so he **must** know who did it.

El hablante considera lógicamente cierto que Levi sabe quién es al autor del delito.

*Can't* se utiliza para expresar algo que creemos que es imposible o, sin duda, falso.

This **can't** be Camilla's house. She lives on the next street.

*Could* y *might* se emplean para referirse a algo que puede ser cierto.

My mum **might** be at the supermarket, but I'm not sure.

Your keys **could** be in the cupboard.

Verbs with *-ing* and *to*

1 Write the verbs in the correct columns.

can't stand   don't mind   learn   love  
manage   miss   need   prefer   seem

verb + <i>-ing</i>	verb + <i>to</i>
can't stand	

2 Complete the sentences with the correct *-ing* or *to* form of the verbs in brackets.

I don't like **reading** (read) about violent crimes in the newspaper.

- Eve avoids ..... (watch) horror films because they are frightening.
- They planned ..... (steal) the paintings from the museum.
- The council decided ..... (change) the law.
- Ben recommends ..... (see) that film.
- Harry appeared ..... (disagree) with the judge.

3 Match 1–6 to A–F.

- The burglar agreed to ..... **F.**
- The lawyer hated .....
- The young shoplifter promised .....
- The imposter enjoyed .....
- The judge wanted .....
- The police officer dislikes .....

- A working in the police station at night.
- B to stop stealing from the man's shop.
- C to hear the victim's answer again.
- D representing difficult clients in court.
- E using different identities for different crimes.
- F return the items he took from the woman's house.

Relative pronouns

4 Complete the text with the correct relative pronouns.

## WANTED

### FOR KIDNAPPING

a man (1) ..... has escaped from the police station. He is tall with dark brown hair (2) ..... is very long. If you see this man, please contact Detective Marlowe, (3) ..... telephone number is below. Please give the detective the address of the place (4) ..... you saw the man. The general public should stay away from this man – he's a man (5) ..... is very dangerous.

**Detective P. Marlowe 07609 543 228**

5 Choose the correct option.

- That's the police station **whose** / **where** / **who** the police asked Jonny questions yesterday.
- She's the woman **where** / **whose** / **which** husband is a traffic warden.
- Jack is the thief **who** / **which** / **whose** stole my car.
- Wellington is the town **which** / **who** / **where** my friend lives.
- This is a film about an imposter **whose** / **which** / **who** faked multiple identities.
- The local residents couldn't accept a law **where** / **which** / **who** was unfair.

Modals of deduction

6 Complete the dialogue with the words.

might   can't   must

- Detective** Is that the man who stole from the supermarket?
- Woman** No he (1) ..... be the shoplifter because he has blonde hair, the man who did it had dark hair. It (2) ..... be that man over there, but I'm not sure.
- Detective** Well he (3) ..... be here somewhere – no one can leave because we've locked all the shop doors.

5.1 Criminals and crime fighters

- armed robber (n) /,ɑ:md 'rɒbə(r)/ .....
- burglar (n) /'bɜ:glə(r)/ .....
- detective (n) /dɪ'tektɪv/ .....
- fraudster (n) /'frɔ:dstə(r)/ .....
- judge (n) /dʒʌdʒ/ .....
- lawyer (n) /'lɔ:jə(r)/ .....
- mugger (n) /'mʌgə(r)/ .....
- murderer (n) /'mɜ:dərə(r)/ .....
- police officer (n) /pə'li:s  
'ɒfɪsə(r)/ .....
- private investigator (n)  
/,praɪvət m'vestɪgeɪtə(r)/ .....
- thief (n) /θi:f/ .....
- traffic warden (n) /'træfɪk  
'wɔ:dn/ .....

5.1 Extra vocabulary

- arrest (v) /ə'rest/ .....
- black market (n) /,blæk  
'mɑ:kɪt/ .....
- case (n) /keɪs/ .....
- evidence (n) /'eɪvɪdəns/ .....
- interview (v) /'ɪntəvju:/ .....
- suspicious (adj) /sə'spiʃəs/ .....
- trap (v) /træp/ .....

5.2 Crimes

- arson (n) /'ɑ:sn/ .....
- blackmail (n) /'blækmeɪl/ .....
- burglary (n) /'bɜ:gləri/ .....
- credit card fraud (n) /'kredit  
'kɑ:d ,frɔ:d/ .....
- drug-dealing (n) /'drʌg ,di:lɪŋ/ .....
- forgery (n) /'fɔ:dʒəri/ .....
- identity theft (n) /aɪ'dentətɪ  
'θeft/ .....
- kidnapping (n) /'kɪdnæpɪŋ/ .....
- mugging (n) /'mʌgɪŋ/ .....
- pickpocketing (n) /'pɪkpɒkɪtɪŋ/ .....
- shoplifting (n) /'ʃɒplɪftɪŋ/ .....
- smuggling (n) /'smʌglɪŋ/ .....
- speeding (n) /'spi:dɪŋ/ .....
- vandalism (n) /'vændəlɪzəm/ .....

5.3 Extra vocabulary

- business owner (n) /'bɪznəs  
,əʊnə(r)/ .....
- ecologist (n) /i'kɒlədʒɪst/ .....
- household (n) /'haʊshəʊld/ .....
- lawmaker (n) /'lɔ:meɪkə(r)/ .....
- local council (n) /,ləʊkl 'kaʊnsl/ .....
- resident (n) /'rezɪdənt/ .....

5.3 Express it!

- make someone think twice  
.....
- come clean about ...  
.....

5.3 Word builder

Prefijos negativos

- illegal (adj) .....
- illogical (adj) .....
- impossible (adj) .....
- irresponsible (adj) .....
- unfair (adj) .....

5.4 Functional language

Describir fotos

- at the bottom .....
- at the top .....
- behind .....
- in the background .....
- in the foreground .....
- in the corner .....
- in the middle .....
- on the left .....
- on the right .....
- He / She can't be .....
- He / She could be .....
- He / She might be .....
- He / She must be .....

1 Match 1–8 to A–H.

- 1 arson ..... E
- 2 armed robber .....
- 3 judge .....
- 4 burglary .....
- 5 smuggling .....
- 6 private investigator .....
- 7 police officer .....
- 8 lawyer .....

A We have the secret interview photos – what other evidence can we get?

B Please open your suitcase, sir.

C Give me the money or I'll shoot!

D I'm taking you to the police station with me right now!

E That house is on fire! Who started it?!

F My client isn't guilty – she didn't do the crime!

G My neighbour has just called me – someone is in my house!

H I sentence you to five years in prison.

2 Find three people and three crimes in the wordsearch. The words can be vertical, horizontal and diagonal.

detective mugger pickpocketing  
shoplift traffic warden vandalism

v	w	e	d	s	c	v	t	i	l	o	x	v	u
a	h	j	i	e	t	s	h	u	t	r	e	w	m
n	s	e	a	d	s	h	v	u	i	t	y	m	u
d	p	i	c	k	p	o	c	k	e	t	i	n	g
a	e	t	y	u	n	p	z	e	a	k	s	u	g
l	i	t	s	a	l	p	o	r	e	w	q	e	
i	a	s	e	x	e	i	r	q	d	f	e	a	r
s	p	o	e	c	a	f	u	g	d	a	t	e	y
m	e	r	d	e	t	t	a	s	r	w	x	g	r
a	t	r	a	f	f	i	c	w	a	r	d	e	n
t	u	k	l	e	w	n	v	s	k	y	b	l	u
a	r	m	i	e	w	g	r	e	n	e	i	y	s

3 Translate the sentences.

- 1 I like watching films about crime fighters.  
.....
- 2 Sara is the woman who I met at the interview.  
.....
- 3 The local residents didn't mind helping the police officer with the case.  
.....
- 4 Laura prefers listening to the radio.  
.....
- 5 He is the teacher whose wife is a local business owner.  
.....
- 6 That's the room where they keep the evidence.  
.....
- 7 Here's the credit card which the thief stole.  
.....
- 8 Tom loves reading Sherlock Holmes stories.  
.....



## The present simple passive

Afirmativa	Negativa
I'm woken up by the noisy machine.	I'm not woken up by the noisy machine.
You're woken up by the noisy machine.	You aren't woken up by the noisy machine.
He / She / It is woken up by the noisy machine.	He / She / It isn't woken up by the noisy machine.
We / You / They are woken up by the noisy machine.	We / They aren't woken up by the noisy machine.

La pasiva del *present simple* se construye con el sujeto + el *present simple* de *be* + el participio pasado.

Construimos la forma negativa con el sujeto + el *present simple* de *be* + *not* + el participio pasado.

**Uso**

La pasiva se utiliza para describir lo que le ocurre al sujeto. Las frases en pasiva destacan la acción, que es más importante que la persona que la realiza. El agente de la acción a menudo se omite en la forma pasiva, bien porque es evidente de quién se trata, o bien porque ese dato no es importante.

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I helped by them?	Yes, I am.	No, I'm not.
Are you helped by them?	Yes, you are.	No, you aren't.
Is he / she / it helped by them?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / they helped by them?	Yes, we / they are.	No, we / they aren't.

La forma interrogativa del presente de la voz pasiva se construye con el *present simple* de *be* + el sujeto + el participio pasado.

**Am I invited** to the meeting? Yes, you are.

**Is glass recycled** here? No, it isn't.

## The past simple passive

Afirmativa	Negativa
I was informed by the teacher.	I wasn't informed by the teacher.
You were informed by the teacher.	You weren't informed by the teacher.
He / She was informed by the teacher.	He / She wasn't informed by the teacher.
It was written by the teacher.	It wasn't written by the teacher.
We / They were informed by the teacher.	We / They weren't informed by the teacher.

La pasiva del *past simple* se construye con el sujeto + el *past simple* de *be* + el participio pasado.

Construimos la forma negativa con el sujeto + el *past simple* de *be* + *not* + el participio pasado.

**Hockey was taken** to Canada by European immigrants.

**Modern snowboards weren't used** until 1965.

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Was I informed by the teacher?	Yes, I was.	No, I wasn't.
Were you informed by the teacher?	Yes, you were.	No, you weren't.
Was he / she / it informed by the teacher?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / they informed by the teacher?	Yes, we / they were.	No, we / they weren't.

La forma interrogativa del pasado de la voz pasiva se construye con el *past simple* de *be* + el sujeto + el participio pasado.

**Where were** hamburgers **invented**?

**Was** all the rubbish **buried**?

No, it **wasn't**. Most of it **was recycled**.

## The present simple passive

1 Complete the sentences with the correct form of the verb **be** to make present simple passive sentences.

These shoes **are** made by hand.

- Paper ..... thrown away in our house in the normal bin – it's recycled.
- Up to three litres of water ..... used to produce a one-litre bottle that ..... sold in shops.
- Our computers ..... left switched on at night. We switch them off.
- Recycling suggestions ..... given on the website.

## 2 Complete the present simple passive sentences and questions with the correct form of the verbs.

buy not protect recycle reuse sell wear

**Are** lots of second-hand books **sold** in charity shops?

- The local river ..... against pollution – it's horrible!
- ..... old clothes which people donate ..... by other people?
- Glass ..... every week.
- ..... old bike parts ..... in new bikes?
- The reusable bags in our shop ..... by lots of people.

## 3 Choose the correct option.

- Does the council **save** / **is saved** a lot of money by using solar panels?
- A lot of natural resources **use** / **are used** to make clothes.
- Today, ice hockey **plays** / **is played** in lots of northern European countries.
- Some supermarkets **don't use** / **aren't used** plastic bags.
- In England, some old buildings **preserve** / **are preserved** by the National Trust.
- Are many forests **destroyed** / **destroy** to make furniture?

## The past simple passive

## 4 Complete the sentences with the correct past simple passive form of the verbs.

The first mobile phone with a camera **was sold** (sell) in Japan in 2000.

- When ..... the first email ..... (send)?
- ..... snowboards ..... (invent) before surfboards?
- Our house ..... (build) by our dad and his friends.
- We ..... (not give) any homework last week.
- ..... the Statue of Liberty ..... (build) in France?

5 Correct the underlined mistakes in the past simple passive sentences.

Who was all these cakes made by? **were**

- These boots weren't wear by Leo Messi. ....
- That car was driven of a Formula 1 driver. ....
- This snowboard weren't used last year. ....
- When was the town hall building? .....
- This radio were made a long time ago. ....

## 6 Rewrite the sentences in the correct affirmative (✓), negative (X) and question (?) forms of the past simple passive.

Basketball was invented by James Naismith. (?)

**Was basketball invented by James Naismith?**

- The fish was cooked in the oven. (X)  
.....
- Was that information taken from their website? (✓)  
.....
- The rules were written by the older students. (X)  
.....
- Andy's bike was found in the neighbour's garden. (?)  
.....
- Were these houses built in 1888? (✓)  
.....

6.1 Verbs: environment

- bury (v) /'beri/ .....
- destroy (v) /dɪ'strɔɪ/ .....
- dump (v) /dʌmp/ .....
- poison (v) /'pɔɪzn/ .....
- pollute (v) /pə'lju:t/ .....
- preserve (v) /prɪ'zɜ:v/ .....
- protect (v) /prə'tekt/ .....
- recycle (v) /ri:'saɪkl/ .....
- reduce (v) /rɪ'dju:s/ .....
- reuse (v) /,ri:'ju:z/ .....
- save (v) /seɪv/ .....
- throw away (v) /,θrəʊ ə'weɪ/ .....

6.1 Extra vocabulary

- accessory (n) /ək'sesəri/ .....
- belt (n) /belt/ .....
- earring (n) /'ɪərɪŋ/ .....
- handbag (n) /'hændbæg/ .....
- necklace (n) /'nekləs/ .....
- ring (n) /rɪŋ/ .....

6.2 Adjectives: technology

- automatic (adj) – manual (adj)  
/ɔ:tə'mætɪk, 'mænjuəl/ .....
- convenient (adj) – inconvenient (adj)  
/kən'vi:nɪənt, ,ɪnkən'vi:nɪənt/ .....
- efficient (adj) – inefficient (adj)  
/ɪ'fɪʃnt, ,ɪm'fɪʃnt/ .....
- fixed (adj) – portable (adj)  
/fɪkst, 'pɔ:təbl/ .....
- heavy (adj) – light (adj)  
/'hevi, laɪt/ .....
- high-quality (adj) – low-quality (adj)  
/'haɪ ,kwɒləti, 'ləʊ ,kwɒləti/ .....
- practical (adj) – impractical (adj)  
/'præktɪkl, ,ɪm'præktɪkl/ .....
- reliable (adj) – unreliable (adj)  
/rɪ'laɪəbl, ,ʌnrɪ'laɪəbl/ .....
- time-saving (adj) – time-consuming (adj)  
'taɪm ,seɪvɪŋ,  
/'taɪm kən,sju:mɪŋ .....
- useful (adj) – useless (adj)  
/'ju:sfəl, 'ju:sləs/ .....

6.3 Extra vocabulary

- goal (n) /gəʊl/ .....
- ice rink (n) /'aɪs ,rɪŋk/ .....
- pass (v) /pɑ:s/ .....
- slide (v) /slaɪd/ .....
- spectator (n) /spek'tetə(r)/ .....
- trophy (n) /'trɒfi/ .....

6.3 Express it!

Give it a go! .....

6.3 Word builder

Sustantivos compuestos

- ice hockey (n) .....
- ice rink (n) .....
- ice skates (n) .....
- spectator sports (n) .....
- sports coach (n) .....
- sports trophies (n) .....
- summer sports (n) .....

6.3 Learn it!

- football pitch /'fʊtbɔ:l ,pɪtʃ/ .....
- hockey stick /'hɒki ,stɪk/ .....

6.4 Functional language

Hablar sobre comida

- How is it cooked? .....
- It's cooked on the grill / in the oven / in a pan.  
.....
- What's that made with? .....
- What does it come with? / What is it served with?  
.....
- It comes with ... / It's served with ... ..
- What has it got on / in it? .....
- It's got ... on / in it .....
- That smells / looks / sounds / tastes ...  
.....
- I don't like the smell / look / sound / taste of that!  
.....
- I'm fond of ... / not very fond of ... ..
- I'm keen on / not very keen on ... ..
- ... are favourites / is a favourite of mine.  
.....
- I can't resist ... ..

# Unit 6

## Vocabulary practice

1 Match the adjectives to the speech bubbles in pictures 1–4.

- high-quality   light   portable   time-saving



2 Cross out the verb that *doesn't* go in the sentence.

You should ... energy.

- A save      B ~~bury~~      C reduce

1 Some town councils ... rubbish.

- A bury      B recycle      C preserve

2 The factories in the town ... the river.

- A throw away      B poison      C pollute

3 Ecologist organizations try to ... the rainforest.

- A protect      B preserve      C dump

4 All the neighbours ... glass.

- A poison      B recycle      C reuse

5 Electric cars will ... the environment.

- A protect      B save      C recycle

3 Translate the sentences.

- 1 Were the new, reliable computers installed last week?  
.....
- 2 Belts are recycled and made into dresses in that shop in Camden! But they are heavy dresses!  
.....
- 3 Aluminium necklaces are going to be very popular.  
.....
- 4 What's that handbag made from?  
.....
- 5 The trophy was given to the champion by the judge.  
.....
- 6 The new sports coach used a more efficient training system.  
.....

**will and be going to**

<b>will</b>		
Afirmativa	Negativa	
I / You / He / She / It / We / They will walk.	I / You / He / She / It / We / They won't walk.	
Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Will I / you / he / she / it / we / they walk?	Yes, I / you / he / she / it / we / they will.	No, I / you / he / she / it / we / they won't.
<b>Uso</b>		
Utilizamos <i>will</i> y <i>won't</i> para predecir o dar nuestra opinión sobre el futuro.		
<b>We'll have a good time at the weekend.</b>		
<i>Will</i> describe decisiones espontáneas que tomamos mientras hablamos.		
<b>It's really hot in here. I think I'll open the window.</b>		
<b>be going to</b>		
Afirmativa	Negativa	
I'm going to dance.	I'm not going to dance.	
He's / She's / It's going to dance.	He / She / It isn't going to dance.	
We're / You're / They're going to dance.	We / You / They aren't going to dance.	
Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I going to swim?	Yes, I am.	No, I'm not.
Is he / she / it going to swim?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they going to swim?	Yes, we / you / they are.	No, we / you / they aren't.
<b>Uso</b>		
<i>Be going to</i> sirve para describir intenciones y planes de futuro.		
<b>We're going to go rock climbing at the weekend.</b>		

**Present simple and present continuous for future arrangements**

<b>Uso</b>
El <i>present simple</i> con valor de futuro se utiliza para hablar de horarios.
<b>The train leaves in ten minutes.</b>
Utilizamos el <i>present continuous</i> para hablar de cosas que hemos planeado para el futuro inmediato.
<b>I'm playing football this afternoon.</b>

**some-, any-, no-, every-**

	Frases afirmativas	Frases negativas e interrogativas
<b>a thing</b> <i>something</i>	There is something in the fridge.	<i>anything</i> I haven't eaten anything.
<b>all things</b> <i>everything</i>	We've got everything we need for the trip.	Is there anything in the cupboard?
<b>no things</b> <i>nothing</i>	Nothing was said in the meeting.	
<b>(in) a place</b> <i>somewhere</i>	We want to go somewhere hot.	<i>anywhere</i> David hasn't been anywhere today.
<b>(in) all places</b> <i>everywhere</i>	I looked everywhere for my book.	Do you want to go anywhere?
<b>(in) no places</b> <i>nowhere</i>	There's nowhere to stay.	
<b>people</b> <i>someone, somebody</i>	Ask someone to help you.	<i>anyone, anybody</i> Kate didn't tell anyone.
<b>all the people</b> <i>everyone, everybody</i>	Everyone wants to meet the winner.	Did anybody phone?
<b>no person / people</b> <i>no one, nobody</i>	Nobody has mowed the lawn.	
<b>Uso</b>		
Los pronombres indefinidos se utilizan para referirse a objetos, personas, etc. sin decir exactamente de qué o de quién se trata.		
Los pronombres indefinidos suelen ir seguidos de un verbo en singular. Sin embargo, cuando se hace referencia a esos pronombres, el verbo va en plural.		
<b>Everybody here plays sport. They are all in good teams.</b>		
<i>Nothing</i> y <i>no one / nobody</i> funcionan como sujeto de frases negativas. El verbo que les sigue va en afirmativa.		
<b>Nobody liked the bedroom in the House of the Future.</b>		
<i>Somewhere, anywhere, everywhere</i> y <i>nowhere</i> son adverbios, y no pronombres indefinidos; por eso no se pueden utilizar como sujeto u objeto de una frase.		

**will and be going to****1 Say if the underlined phrases are spontaneous decisions (SD) or predictions (P).**

'I've lost my wallet.' 'Don't worry. I'll lend you some money.' **SD**

- 'United are playing well.' 'Yes, but they won't win the league!' .....
- 'I haven't got time to wash up now.' 'I'll do it!' .....
- 'I think robots will do all housework in the future.' .....
- 'I love their music – I think their concert will be great.' .....
- 'Someone's at the door.' 'I'll answer it!' .....

**2 Complete the sentences with the correct *be going to* form of the verbs.**

join not compete ~~not play~~ visit watch

We **aren't going to play** on Saturday morning because our coach is abroad on holiday.

- ..... Kay ..... the gym to improve her strength?
- Mike and Dan ..... the *House of the Future* exhibition tomorrow.
- Shana ..... in the athletics championships next month – she has hurt her foot.
- Phil ..... the video of the football final again tonight.

**3 Choose the correct option.**

- We **won't / aren't going to** have a Biology class tomorrow – we're going on a school trip.
- 'I can't empty the bin. It's too heavy.' '**I'll / 'm going to** do it.'
- Our flight **arrives / is arriving** at 10.00 a.m.
- Robots **won't / aren't going to** replace humans in the future – that's my opinion anyway!
- The team **will / is going to** take part in a tournament in France in June.
- Ahmed believes people **will / are going to** lose their strength in the future because of computers.
- When **are you playing / do you play** your match?

**some-, any-, no-, every-****4 Complete the mini-dialogues with the words.**

anything everything nothing something

- A Have you bought **anything** for Ella's birthday yet?

B No! I've got (1) ..... to give Ella! I forgot to buy her present!

A Well, you should buy (2) ....., but it's difficult, because she's got (3) .....

anywhere everywhere nowhere somewhere

- A We want to go (4) ..... hot for our holiday but we don't want to go (5) ..... which is full of tourists.

B What about somewhere in Asia? There's (6) ..... more exciting than Thailand! But then, (7) ..... is amazing in Asia – I love all of it!

anybody everybody nobody somebody

- A Is there (8) ..... who can help me? I want to speak to (9) ..... who knows something about computers.

B I'm sorry, there's (10) ..... available at the moment. (11) ..... is busy. Can you call back later, please?

**5 Choose the correct option.**

- Have you got ... that I can wipe the worktops with?  
A something B nothing C anything
- ... has mopped the floor. It's dirty!  
A Anybody B Nobody C Somebody
- Kate has done ... – you've done nothing!  
A nothing B anything C everything
- I rang the bell twice, but there wasn't ... at home.  
A anybody B nobody C everybody
- I can't find my bag ...  
A anywhere B nowhere C somewhere

## 7.1 Health and fitness

accuracy (n) /'ækjərəsi/	.....
balance (n) /'bæləns/	.....
beat (v) /bi:t/	.....
compete (v) /kəm'pi:t/	.....
coordination (n) /kəʊ,ɔ:di'neɪʃn/	.....
draw (v) /drɔ:/	.....
flexibility (n) /,fleksə'bɪləti/	.....
improve (v) /ɪm'pru:v/	.....
speed (n) /spi:d/	.....
stamina (n) /'stæmɪnə/	.....
strength (n) /streŋθ/	.....
take the lead (v) /,teɪk ðə 'li:d/	.....

## 7.1 Extra vocabulary

challenge (n) /'tʃælɪndʒ/	.....
penalty (n) /'penəlti/	.....
referee (n) /,refə'ri:/	.....
score (v) /skɔ:(r)/	.....
tournament (n) /'tʊənmənt/	.....

## 7.1 Express it!

I'll give ... a miss .....

## 7.2 Jobs around the home

change the sheets (v) /,tʃeɪndʒ ðə 'ʃi:ts/	.....
close the blinds (v) /,kləʊz ðə 'blaɪndz/	.....
do the washing (v) /,du: ðə 'wɒʃɪŋ/	.....
empty the bin (v) /,empti ðə 'bɪn/	.....
mop the floor (v) /,mɒp ðə 'flɔ:(r)/	.....
mow the lawn (v) /,məʊ ðə 'lɔ:n/	.....
set the table (v) /,set ðə 'teɪbl/	.....
vacuum the carpet (v) /,vækjuəm ðə 'kɑ:pɪt/	.....
wash the dishes (v) /,wɒʃ ðə 'dɪʃɪz/	.....
wipe the worktop (v) /,waɪp ðə 'wɜ:kɒp/	.....

## 7.2 Learn it!

carpet /'kɑ:pɪt/	.....
folder /fəʊldə(r)/	.....

## 7.3 Extra vocabulary

cutting-edge (adj) /,kʌtɪŋ 'edʒ/	.....
post (v) /pəʊst/	.....
profile picture (n) /'prəʊfaɪl ,pɪktʃə(r)/	.....
share (v) /ʃeə(r)/	.....
status update (n) /'steɪtəs ,ʌpdeɪt/	.....
upload (v) /ʌp'ləʊd/	.....

## 7.3 Word builder

Formas en **-ing** como sujeto

find out (v) – finding out (n)	.....
get up (v) – getting up (n)	.....
set up (v) – setting up (n)	.....
work (v) – working (n)	.....

## 7.4 Functional language

## Organizar un viaje

How do I get to ... from ... ?	.....
How many stops is that?	.....
How much is the fare?	.....
Which platform does the train to ... go from?	.....
How often do the trains go to ... ?	.....
Can I get a ticket on the train?	.....
Would you like a window or an aisle seat?	.....
Has anyone interfered with your bags since you packed them?	.....
Do you have any hand luggage?	.....

# Unit 7

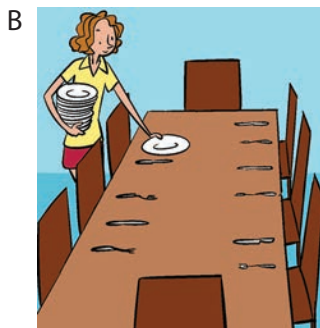
## Vocabulary practice

### 1 Match the verbs to pictures A–H.

change close empty mow  
set vacuum wash wipe



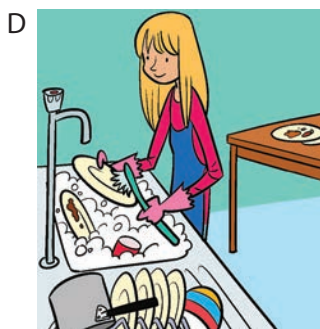
..... the lawn



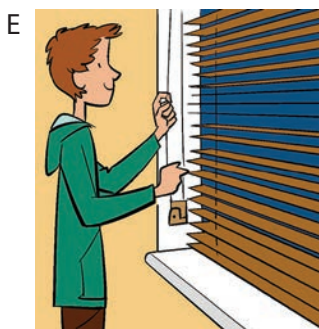
..... the table



..... the carpet



..... the dishes



..... the blinds



..... the sheets



..... the bin



.....  
the worktops

### 2 Choose the correct option.



An exciting game today between Sallow Grange School and Hill School ended 2–2. Sallow Grange took the (1) **draw / lead** after five minutes thanks to a goal from their number 9. But then Hill School managed to (2) **draw / compete**, thanks to a penalty – at first, the Hill player lost his (3) **coordination / balance** and fell over. But the same Hill player then managed to take the penalty and, with incredible (4) **accuracy / lead**, scored the perfect goal! 1–1! Hill School (5) **improved / balance** a lot after that penalty and quickly scored their second goal. However, Sallow Grange’s players had good (6) **stamina / flexibility** and didn’t give up – they managed to score another goal in the last two minutes of the game. Final score: 2–2. Congratulations – both teams (7) **strength / competed** very well today!

### 3 Translate the sentences.

- 1 I think Rovers will beat Rangers.  
.....
- 2 We’re going to record our speed with this cutting-edge technology!  
.....
- 3 Who is going to do the washing?  
.....
- 4 Alison doesn’t think she’ll have time to upload the video today.  
.....
- 5 Will Andy accept Ray’s challenge?  
.....
- 6 Kylie won’t get the train at 10 a.m. – she’s too late!  
.....
- 7 They aren’t going to go anywhere this summer.  
.....



## The first conditional

Afirmativa	Negativa
If I / you go to the party, I'll / you'll see Joshua.	If I / you don't go to the party, I / you won't see Joshua.
If he / she / it helps, things will be easier.	If he / she / it doesn't help, things won't be easier.
If we / you / they study hard, we'll / you'll / they'll go to university.	If we / you / they don't study hard, we / you / they won't go to university.

## Interrogativa

If you go to the party, will you see Joshua?

If he /she / it helps, will things be easier?

If we / they study hard, will they go to university?

El condicional de primer grado se construye con *if* + sujeto + *present simple*, + *will / won't* + infinitivo. En general, se utilizan las formas contractas.

La proposición encabezada por *if* también puede ir en la segunda parte de la oración.

## Uso

Utilizamos el condicional de primer grado para describir el resultado de una posible situación en el futuro.

**If you ask** Liam, he'll help you.

**If we don't rescue** these cubs, they **won't survive**.

You'll **upset** your friends **if you are** too competitive.

*will* for promises

## Uso

*Will* se utiliza para hacer promesas.

(I promise) **I'll arrive on time tomorrow.**

(We promise) **We'll be home by 10.00 p.m tonight.**

Cuando nos disculpamos, a menudo utilizamos *will* para prometer que algo no volverá a suceder, o que la situación va a cambiar muy pronto.

I promise it **won't** happen again.

**We'll** do better next time.

## The second conditional

Afirmativa	Negativa
If I / you got up earlier, I / you would be on time.	If I / you didn't go to bed late, I / you wouldn't be so tired.
If he / she / it acted well, he / she / it would get a good review.	If he / she / it didn't act badly, he / she / it wouldn't get a bad review.
If we / they did more sport, we / they would be fitter.	If we / they didn't do sport, we / they wouldn't be very fit.

## Interrogativa

If you got up earlier, would you walk to school?

If he / she / it acted well, would he /she / it get a good review?

If we / they studied more, would we / you / they do better at school?

El condicional de segundo grado se construye con *if* + sujeto + *past simple*, + *would / wouldn't* + infinitivo. En general, se utilizan las formas contractas.

La proposición encabezada por *if* también puede ir en la segunda parte de la oración, sin que el significado cambie.

**If Mark had** a mobile phone, **I'd call** him.

Carine **would make up** with Nigel **if he apologized**.

La forma interrogativa se construye colocando una partícula interrogativa al comienzo de la proposición encabezada por *would*.

What **would** you **upload** **if you had** a website?

**If you had** a website, what **would** you **upload**?

## Uso

Utilizamos el condicional de segundo grado para describir situaciones imaginarias en el presente o en el futuro, así como sus resultados.

**If Maria was** here, she **would tell** us what she thinks.

En las condicionales de segundo grado, a veces se utiliza *were* en lugar de *was*.

**If I were** richer, I **would buy** a football club.

## The first conditional

## 1 Complete the sentences with the correct affirmative or negative form of the verbs in brackets.

If we **buy** (buy) a dog, you **'ll have to** (have to) help look after it.

- If I ..... (not sleep) now, I ..... (not feel) better.
- You ..... (make) lots of friends if we ..... (move) to a different city – don't worry!
- Tim ..... (not do) better next time if he ..... (not work) harder.
- If we ..... (take) umbrellas, we ..... (not get) wet.

## 2 Complete the first conditional questions with the correct question form of the verbs.

arrive attack happen invite make up see

If we go to Africa, **will** we **see** any wild animals?

- 'What ..... if I don't do the exam?' 'You'll have to repeat it!'
- If I ..... some friends home for a sleepover, what will Mum and Dad say?
- What will happen if we ..... late to class?
- ..... the bear ..... if we make a noise?
- ..... Amy and Mike ..... if they fall out?

## 3 Write first conditional sentences and questions.

If / you / not walk / the dog today / it / become / lazy.

**If you don't walk the dog today, it will become lazy.**

- What / your grandma / do / if / she / not see / you / this afternoon?  
.....
- The cat / get angry / if / you / put / it / in the bath!  
.....
- If / you / give / me / your phone number / I / phone / you tomorrow.  
.....
- If / we / watch / the documentary / we / learn / anything about whales?  
.....

## The second conditional

## 4 Choose the correct option.

- If I **had** / **would have** a lot of money, I would travel around the world.
- What **did** / **would** you do if you had more time?
- If you **met** / **would meet** Sue, you would get on really well with her.
- Nadia **wasn't** / **wouldn't** be happy if she stopped working in the zoo – she loves animals!

## 5 Match 1–6 to A–F.

- I wouldn't put up with ..... **D** A would he call me Jake's bad behaviour ..... selfish?
- Who would Pippa ..... **B** I wouldn't speak to turn to ..... him very often.
- If I didn't lend him ..... **C** if she had a problem? the money, .....
- If Steve didn't call me, ..... **D** if he were *my* friend.

## 6 Complete the sentences with the correct form of these verbs and the verbs in brackets.

buy know not be not finish say

What **would** your parents **say** if we **met up** (meet up)?

- The teacher ..... (tell) us off if we ..... the homework.
- I ..... (talk) my sister Rachel more often if she ..... so annoying!
- We ..... (apologize) to Steve if we ..... where he was.
- If you ..... (have) a lot of money, ..... you only ..... expensive brands?

## will for promises

## 7 Choose the correct option.

- I **won't** / **will** forget your birthday this year!
- I promise I'll / **won't** be better at match practice tomorrow.
- Sorry we are late - we 'll / **won't** be late tomorrow.

8.1 Adjectives: personalities

- charming (adj) /'tʃɑ:miŋ/ .....
- competitive (adj) /kəm'petətɪv/ .....
- generous (adj) /'dʒenərəs/ .....
- jealous (adj) /'dʒeləs/ .....
- lazy (adj) /'leɪzi/ .....
- loyal (adj) /'lɔ:əl/ .....
- proud (adj) /praʊd/ .....
- selfish (adj) /'selfɪʃ/ .....
- sensible (adj) /'sensəbl/ .....
- sensitive (adj) /'sensətɪv/ .....
- strong (adj) /strɒŋ/ .....
- stubborn (adj) /'stʌbən/ .....
- talkative (adj) /'tɔ:kətɪv/ .....
- thoughtful (adj) /'θɔ:tfʊl/ .....
- unpredictable (adj) /,ʌnpri'dɪktəbl/ .....
- vain (adj) /veɪn/ .....

8.1 Extra vocabulary

- abandoned (adj) /ə'bændənd/ .....
- cub (n) /kʌb/ .....
- endangered (adj) /ɪn'deɪndʒəd/ .....
- furry (adj) /'fɜ:ri/ .....
- handler (n) /'hændlə(r)/ .....
- rescue (v) /'reskjʊ:/ .....

8.1 Express it!

They won't hang around .....

.....

8.2 Phrasal verbs: relationships

- fall out (v) /,fɔ:l 'aʊt/ .....
- get on with (v) /,get 'ɒn ,wɪð/ .....
- look up to (v) /,lʊk 'ʌp ,tu:, tə/ .....
- make up (v) /,meɪk 'ʌp/ .....
- pick on (v) /'pɪk ,ɒn/ .....
- put up with (v) /,pʊt 'ʌp ,wɪð/ .....
- tell off (v) /,tel 'ɒf/ .....
- turn to (v) /'tɜ:n ,tu:, tə/ .....

8.3 Extra vocabulary

- battle (n) /'bætəl/ .....
- independence (n) /,ɪndɪ'pendəns/ .....
- intimidate (v) /ɪn'tɪmɪdeɪt/ .....
- peace (n) /pi:s/ .....
- rule (v) /ru:l/ .....
- violence (n) /'vaɪələns/ .....

8.3 Word builder

Sufijos para crear sustantivos 2

- difference (n) .....
- diversity (n) .....
- happiness (n) .....
- independence (n) .....
- sadness (n) .....
- tolerance (n) .....
- violence (n) .....

8.3 Learn it!

- assist /ə'sɪst/ .....
- attend /ə'tend/ .....

8.3 Functional language

Disculparse

- I apologize for ... ..
- I'm so sorry. ....
- I am really sorry about ... ..
- .....
- Sorry, it was all my fault. ....
- .....
- I'll do better next time. ....
- .....
- It won't happen again. ....
- .....
- Next time I'll remember to ... (+ infinitive) .....
- .....
- That's all right. ....
- Never mind. ....
- Don't worry about it. ....

1 Look at this picture of four neighbours. Match two adjectives to profiles A–D.

competitive generous jealous proud sensible sensitive stubborn talkative

**A** Amy likes playing tennis and loves winning – she hates losing! Danny beat her in a recent competition and she was really annoyed – she wanted to be the winner! She always wants what other people have! They aren't talking now because Danny thinks she's selfish.

.....  
.....

**B** Danny doesn't ever accept or listen to other people's opinions. He thinks he is always right and doesn't ever admit he's wrong! Jay thinks Danny is very insensitive, and they always fall out and argue.

.....  
.....

**C** Nick is very well-behaved and always does the right thing. He does his homework at the right time and he always helps Jay when she can't do her schoolwork – he's happy to lend her his books and notes all the time. Jay thinks Nick is very inspiring – everything is easy for him!

.....  
.....

**D** Jay is very sociable and loves chatting to friends all the time. People who meet Jay always say she's very friendly. Amy loves talking to her when she has any problems – Jay is a good listener and always cares about other people's feelings.

.....  
.....



2 Answer the questions with the names of the people in exercise 1 – Amy, Nick, Jay or Danny.

- Who doesn't Jay get on with? .....
- Who does Amy turn to when she needs help? .....
- Who does Jay look up to? .....
- Who did Danny fall out with? .....

3 Translate the sentences.

- If Danny was more thoughtful, he wouldn't fall out with Jay.  
.....
- What will happen if they don't make up soon?  
.....
- Endangered species won't survive if we don't protect them.  
.....
- If the police dogs didn't have special handlers, they would be quite unpredictable and dangerous!  
.....
- Nick won't help you if you don't ask him.  
.....
- If you told Ryan off, would he listen to you?  
.....

## Revision 1

Present simple		Past simple	
Añadimos <i>-s/-es</i> a la tercera persona del singular ( <i>he, she, it</i> ).	Our school <b>needs</b> money. He <b>doesn't</b> often <b>help</b> . <b>Does</b> he <b>need</b> help?	El <i>past simple</i> de los verbos regulares se construye añadiendo <i>-ed</i> . Tendrás que aprenderte los verbos irregulares de memoria.	George <b>signed</b> our petition. They <b>didn't</b> buy a CD. <b>Did</b> the newspaper <b>write</b> about the event?
Present continuous		Past continuous	
El <i>present continuous</i> se construye con <i>am, is / are</i> y la forma en <i>-ing</i> del verbo.	I <b>am</b> organizing a concert. Harry <b>isn't</b> making snacks. <b>Are</b> they making a donation?	El <i>past continuous</i> se forma con <i>was / were</i> y el verbo en <i>-ing</i> .	We <b>were</b> making posters. Jackie <b>wasn't</b> contributing. <b>Was</b> it raining?
Present perfect		Futuro con <i>be going to</i>	
El <i>present perfect</i> se construye con <i>have/ has</i> + participio pasado.	We <b>have</b> raised a lot of money. The play <b>hasn't</b> started yet. <b>Have</b> you already <b>uploaded</b> the video?	El futuro con <i>be going to</i> se forma con <i>am, is / are</i> + infinitivo.	They're <b>going to</b> send the money to schools. Vicky <b>isn't</b> going to sing. <b>Are</b> you going to record it?
		Futuro con <i>will</i>	
		<i>Will</i> va seguido del infinitivo sin <i>to</i> .	The event <b>will</b> be a success. Andy <b>won't</b> help. <b>Will</b> we prepare food?

**Uso**

*Present simple*: hablar de cosas que son siempre ciertas y hechos que suceden con frecuencia.

*Present continuous*: describir algo que está sucediendo en este momento.

*Present perfect*: referirse a una conexión entre el pasado y el presente.

*Past simple*: hablar de acciones completadas en el pasado. El momento de la acción se cita o se sobreentiende.

*Past continuous*: describir acciones que se estaban dando en un momento concreto del pasado.

Futuro con *be going to*: describir planes de futuro sobre los que ya hemos decidido.

Futuro con *will*: formular predicciones y decisiones espontáneas.

## Revision 2

Voz pasiva: presente y pasado		Condicional de primer y segundo grado	
El <i>present simple</i> de la voz pasiva se forma con sujeto + <i>present simple</i> de <i>be</i> ( <i>am, is / are</i> ) + participio pasado.	These boots <b>are made</b> in Germany. Who <b>was</b> the anorak <b>invented</b> by?	El condicional de primer grado se forma con <i>if</i> + sujeto + <i>present simple</i> , + <i>will / won't</i> + infinitivo.	If we buy a guide, we <b>will</b> learn more about the exhibition. We <b>would</b> go if we had more time.
Pronombres relativos		Uso	
<i>Which</i> para objetos <i>Where</i> para lugares <i>Who</i> para personas <i>Whose</i> para relaciones de pertenencia	This is the coat <b>which</b> I bought. We went to the place <b>where</b> Dalia lives. Aaron talked to the man <b>who</b> organized the event. That's the man <b>whose</b> designs are popular.	La voz pasiva se utiliza cuando la acción es más importante o más interesante que la persona que la realiza. También se emplea si no sabemos quién realizó la acción. Los pronombres relativos dan información sobre un objeto, un lugar, una persona o una relación de posesión o pertenencia. El condicional de primer grado describe el resultado de una posible acción futura. El condicional de segundo grado hace referencia a situaciones imaginarias en el presente o en el futuro, así como sus resultados.	

**Revision 1: tenses**

**1 Rewrite the bold sentence in the different tenses.**

**Hannah plays a red guitar.**  
 present continuous (negative)  
**Hannah isn't playing a red guitar.**

- 1 present perfect (question)  
.....
- 2 past simple (affirmative)  
.....
- 3 past continuous (negative)  
.....
- 4 will future (affirmative)  
.....
- 5 be going to future (question)  
.....

**2 Complete the sentences with the words.**

didn't going haven't is were won't

**Is** Pat wearing flip-flops?

- 1 The students ..... organized anything to raise money for the campaign yet.
- 2 A lot of people ..... watching the charity football match yesterday when I arrived.
- 3 Are they ..... to start the campaign next month?
- 4 We ..... get many sponsors last week.
- 5 Tim's lazy and he ..... volunteer to help next week.

**3 Complete the dialogue with the correct form of the verbs in brackets.**

**Simon** **Are** you **going to see** (see) the school music show next Friday?  
**Sali** No. We're going to a birthday party. But I (1) ..... (go) last year – it was good!  
**Simon** I (2) ..... never ..... (be). (3) ..... the band normally ..... (play) well?  
**Sali** Yes, and they (4) ..... (practise) a lot at the moment, so I think it (5) ..... (be) great.

**Revision 2: present and past passive**

**4 Complete the sentences with the correct present simple passive or past simple passive form of the verbs in brackets.**

**Were** loose tops and tight-fitting jeans **worn** (wear) in the seventies?

- 1 Today, the Mini car ..... (not manufacture) by a British company any more.
- 2 You can buy these wellington boots in the shops, but ..... they ..... (sell) online, too?
- 3 The campaign's video ..... (watch) by thousands of people last year.
- 4 At first, the song ..... (not play) on many radio stations.
- 5 Today, anoraks ..... (make) all over the world.

**Revision 2: relative pronouns**

**5 Complete the sentences with the correct relative pronoun.**

That's the song **which** I told you about.

- 1 He's the singer ..... we saw at the concert.
- 2 That's the teacher ..... daughter organized the fundraising event last night.
- 3 That's the museum ..... they had the fascinating shoe exhibition.

**Revision 2: the first and second conditional**

**6 Choose the correct option.**

- 1 **Would / Will** Luke lend me his jacket if I asked him?
- 2 If we **raised / raise** a lot of money, we will be able to help a lot of people.
- 3 I **wouldn't / won't** call Mum now if I were you.
- 4 You won't feel comfortable in tight-fitting clothes if it **were / 's** hot.
- 5 Alison **wouldn't / won't** wear a Hawaiian shirt if you bought her one.

## 9.1 Charity actions

campaign (n) /kæm'peɪn/	.....
contribute (v) /kən'trɪbjʊ:t/	.....
donate (v) /dəʊ'neɪt/	.....
donation (n) /dəʊ'neɪʃn/	.....
fundraising (n) /'fʌndreɪzɪŋ/	.....
persuade (v) /pə'sweɪd/	.....
petition (n) /pə'tɪʃn/	.....
protest (n) /'prəʊtest/	.....
publicize (v) /'pʌblɪsaɪz/	.....
raise money (v) /,reɪz 'mʌni/	.....
sponsor (v) /'spɒnsə(r)/	.....
volunteer (v) /,vɒləntɪə(r)/	.....

## 9.1 Extra vocabulary

accompany (v) /ə'kʌmpəni/	.....
boundary (n) /'baʊndri/	.....
busker (n) /'bʌskə(r)/	.....
edit (v) /'edɪt/	.....
tuition (n) /tju:'tɪʃn/	.....
viral (adj) /'vaɪrəl/	.....

## 9.2 Adjectives: fashion

casual (adj) /'kæʒuəl/	.....
delicate (adj) /'delɪkət/	.....
fashionable (adj) /'fæʃnəbl/	.....
full-length (adj) /,fʊl 'leŋθ/	.....
hard-wearing (adj) /,hɑ:d 'weəriŋ/	.....
loose (adj) /lu:s/	.....
old-fashioned (adj) /,əʊld 'fæʃnd/	.....
patterned (adj) /'pætənd/	.....
soft (adj) /sɒft/	.....
stylish (adj) /'stɑɪlɪʃ/	.....
tight-fitting (adj) /,taɪt 'fɪtɪŋ/	.....
waterproof (adj) /'wɔ:təpru:f/	.....

## 9.2 Learn it!

last /lɑ:st/	.....
latest /'leɪtɪst/	.....

## 9.3 Extra vocabulary

flee (v) /fli:/	.....
immigrant (n) /'ɪmɪgrənt/	.....
import (n) /'ɪmpɔ:t/	.....
originate (v) /ə'ɪdʒɪneɪt/	.....
persecution (n) /,pə:si'kju:ʃn/	.....
refugee (n) /,refju'dʒi:/	.....

## 9.3 Word builder

Prefijos *over-* y *under-*

overcharge (adj)	.....
overcook (adj)	.....
overdevelop (adj)	.....
overpay (adj)	.....
overpriced (adj)	.....
undercharge (adj)	.....
undercook (adj)	.....
underdevelop (adj)	.....
underpay (adj)	.....
underpriced (adj)	.....

## 9.4 Functional language

## Explicar ventajas, desventajas y razones

... is a great way to ... (raise money / get publicity / etc.)	.....
One advantage / disadvantage of that idea is ...	.....
The main benefit of this suggestion is ...	.....
The main problem with that idea is ...	.....
Can you explain why?	.....
The reason I think that is because ...	.....
What are your reasons for suggesting that?	.....
Why do you think that?	.....

# Unit 9

## Vocabulary practice

### 1 Match the adjectives to pictures A–F.

- full-length    hard-wearing    loose  
 patterned    tight-fitting    waterproof



### 2 Match verbs 1–8 to actions A–H.



- |             |       |                             |
|-------------|-------|-----------------------------|
| 1 donate    | E     | A someone to run a marathon |
| 2 publicize | ..... | B name on a petition        |
| 3 volunteer | ..... | C protest                   |
| 4 raise     | ..... | D a campaign                |
| 5 sponsor   | ..... | E clothes to a charity      |
| 6 sign your | ..... | F to help                   |
| 7 organize  | ..... | G money for charity         |
| 8 start a   | ..... | H an event in the newspaper |

### 3 Translate the sentences.

- Penny always wears old-fashioned clothes.  
.....
- A concert is a great way to raise money for charity.  
.....
- Where were your stylish jeans made?  
.....
- If it rains, we'll have to wear waterproof jackets.  
.....
- Anoraks have been fashionable for many years.  
.....
- Jayne prefers clothes which are really casual.  
.....
- The video is going to publicize our campaign.  
.....
- They would protest if this happened in their town!  
.....



# Verbos irregulares

Infinitive		Past simple		Past participle	
be	/bi/	was / were	/wɒz / wɜ:(r)/	been	/bi:n/
become	/br'kʌm/	became	/br'keɪm/	become	/br'kʌm/
begin	/br'gɪn/	began	/br'gæn/	begun	/br'gʌn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
burst	/bɜ:rst/	burst	/bɜ:rst/	burst	/bɜ:rst/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
do	/də/	did	/dɪd/	done	/dʌn/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/drɪvən/
eat	/i:t/	ate	/eɪt/	eaten	/'i:tən/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
flee	/fli:/	fled	/fled/	fled	/fled/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvən/
go	/gəʊ/	went	/went/	gone / been	/gɒn / bi:n/
hang	/hæŋ/	hung	/huŋ/	hung	/huŋ/
have	/hæv/	had	/hæd/	had	/hæd/
hide	/haɪd/	hid	/hɪd/	hidden	/'hɪdn/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
learn	/lɜ:n/	learnt / learned	/lɜ:nt / lɜ:nd/	learnt / learned	/lɜ:nt / lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
mow	/məʊ/	mowed	/məʊd/	mown	/məʊn/
put	/pʊt/	put	pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
shake	/feɪk/	shook	/fʊk/	shaken	/feɪkən/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
slide	/slɑɪd/	slid	/slɪd/	slid	/slɪd/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spend	/spend/	spent	/spent/	spent	/spent/
spread	/spred/	spread	/spred/	spread	/spred/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪkən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/
wear	/weə(r)/	wore	/wɜ:(r)/	worn	/wɔ:n/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtən/