

Grammar Reference

Unit 1

1.1 Present Simple

Affirmative	
I/we/you/they play he/she/it plays	
Negative	
I/we/you/they don't play he/she/it doesn't play	
Questions	
Do I/we/you/they play? Does he/she/it play?	
Short Answers	
Yes, I/we/you/they do . Yes, he/she/it does .	No, I/we/you/they don't . No, he/she/it doesn't .

We use the Present Simple for

- facts or general truths.
*My grandmother **speaks** five languages.*
- routines or habits (often with adverbs of frequency).
*My sister always **plays** volleyball at the weekend.*
- permanent states.
*We **live** in Sevenoaks.*
- timetabled events in the future.
*The film **starts** at 8 o'clock in the evening.*

Note: Some common time expressions that are often used with the Present Simple are *every day/week/month/summer, every other day, once a week, twice a month, at the weekend, in January, in the morning/afternoon/evening, at night, on Tuesdays, on Friday mornings, etc.* Jane visits her mother **twice a week**.

1.2 Adverbs of frequency

We use adverbs of frequency to say how often something happens. They come before the main verb, but after the verb *be*.

Jeremy **is often** tired in the morning.
Susan **rarely argues** with her brother.
Mum **always makes** our birthday cakes.
Some common adverbs of frequency are:

always	(most often)
usually	
often	
sometimes	
rarely/hardly ever/seldom	
never	(least often)

1.3 Present Continuous

Affirmative
I am ('m) playing he/she/it is ('s) playing we/you/they are ('re) playing

Negative	
I am ('m) not playing he/she/it is not (isn't) playing we/you/they are not (aren't) playing	
Questions	
Am I playing? Is he/she/it playing? Are we/you/they playing?	
Short Answers	
Yes, I am. Yes, he/she/it is. Yes, we/you/they are.	No, I'm not. No, he/she/it isn't. No, we/you/they aren't.

Spelling: make → making, swim → swimming, study → studying

We use the Present Continuous for

- actions that are in progress at or around the time of speaking.
*We're **watching** a DVD about elephants.*
- actions that are temporary.
*My cousin **is staying** with us this weekend.*
- situations that are changing or developing in the present.
*Family members **are living** further and further away from each other.*
- an annoying habit (often with *always, continually, constantly* and *forever*).
*My brother **is forever complaining** about his homework.*
- plans and arrangements for the future.
*We're **visiting** my aunt this Saturday.*

Note: Some common time expressions that are often used with the Present Continuous are *at the moment, now, for the time being, this morning/afternoon/evening/week/month/year, today, etc.* Jenny **is getting married in December**.

1.4 Stative Verbs

Some verbs are not usually used in continuous tenses. They are called *stative* because they describe states and not actions. To talk about the present, we use these verbs in the Present Simple tense. The most common of these are:

- verbs of emotion: *hate, like, love, need, prefer, want*.
*Jane **loves** her new house.*
- verbs of senses: *feel, hear, see, smell, sound, taste*.
*This soup **tastes** delicious.*
- verbs which express a state of mind: *believe, doubt, forget, imagine, know, remember, seem, suppose, think, understand*.
*I **think** that's a great idea!*
- verbs of possession: *belong to, have, own, possess*.
*This flat **belongs to** my aunt.*
- other verbs: *be, consist, contain, cost, include, mean*.
*Those curtains **cost** a fortune.*

Some verbs can be both stative verbs and action verbs, but with a different meaning. The most common of these verbs are:

- *be*
*John **is** very honest.* (usual behaviour)
*Ken **is being** very rude.* (at the moment; not his normal behaviour)

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- **expect**
*I **expect** you enjoyed your holiday.* (expect = think or believe)
*I'm **expecting** a letter from my grandma.* (expect = wait for)
- **have**
*Lucy **has** a lovely house.* (have = own/possess)
*Susan's **having** a great time at her cousin's house!* (have = experience)
*Gerty's **having** lunch with her parents today.* (have = eating)
- **look**
*She **looks like** her mother.* (look like = resemble)
***Are you looking** for your keys?* (look = search)
- **taste**
*This soup **tastes** horrible!* (taste = have a particular flavour)
***Why are you tasting** the sauce?* (taste = test the flavour)
- **think**
*I **think** you're mad!* (think = have an opinion)
*Jenny's **thinking** of going to France.* (think = consider)
- **see**
'My uncle Paul is my mum's brother.' 'Oh, I **see**.' (see = understand)
*'I'm **seeing** Wendy tomorrow evening.'* (see = meet)
- **smell**
*These flowers **smell** wonderful.* (smell = have a particular smell)
***Why are you smelling** the milk?* (smell = action of smelling)
- **weigh**
*Jill **weighs** 48 kg.* (weigh = have a particular weight)
*I'm **weighing** my suitcase to see how heavy it is.* (weigh = measure the weight)

1.5 Countable Nouns

Most nouns are countable and have singular and plural forms.

<i>sister</i> → <i>sisters</i>	<i>leaf</i> → <i>leaves</i>
<i>family</i> → <i>families</i>	<i>child</i> → <i>children</i>
<i>toy</i> → <i>toys</i>	<i>woman</i> → <i>women</i>
<i>tomato</i> → <i>tomatoes</i>	<i>foot</i> → <i>feet</i>

We usually use *a* or *an* with singular countable nouns.

a wedding
an opinion

We can use *some*, *any* or a number (eg *three*) with plural countable nouns.

*There are **some** birds in the park.*
*Are there **any** biscuits?*
*We're moving house **in three** weeks.*

We use singular or plural verb forms with countable nouns depending on whether we are talking about one or more items.

*A family **get-together is** just what we need.*
*My sisters **live** in Hull.*

Note: Some countable nouns don't end in *-s*. Remember to use a plural verb form with them.

*Children **are** sometimes unkind.*
*His feet **are** very big!*

1.6 Uncountable Nouns

Some nouns are uncountable. They do not have plural forms.

<i>advice</i>	<i>history</i>	<i>progress</i>
<i>cheese</i>	<i>homework</i>	<i>research</i>
<i>chocolate</i>	<i>information</i>	<i>rubbish</i>
<i>equipment</i>	<i>knowledge</i>	<i>salt</i>
<i>food</i>	<i>luggage</i>	<i>time</i>
<i>fruit</i>	<i>milk</i>	<i>traffic</i>
<i>fun</i>	<i>money</i>	<i>water</i>
<i>furniture</i>	<i>music</i>	<i>weather</i>

We don't use *a* or *an* with uncountable nouns. We can use *some* and *any*.

*I'd like **some** cheese in my sandwich.*
*Have you got **any** homework tonight?*

We always use singular verb forms with uncountable nouns.

*This fruit **is** so delicious.*
*Milk **is** good for you.*

Note: Some uncountable nouns end in *-s*. Remember to use a singular verb form with them

*The **news isn't** good.*

***Maths is** my favourite subject.*

We can use phrases describing quantity with uncountable nouns to say how much we have. The most common of these phrases are:

- *a bag of*
- *a bottle of*
- *a bowl of*
- *a can of*
- *a carton of*
- *a cup of*
- *a glass of*
- *a jar of*
- *a kilo of*
- *a loaf of*
- *a number of*
- *a packet of*
- *a piece of*
- *a tin of*

A bowl of soup
A glass of water

1.7 Quantifiers

We use *some* with both uncountable and plural countable nouns in affirmative sentences and in requests or offers.

*Here are **some** books for your research.*
*Can you give me **some** advice?*
*Would you like **some** chocolate?*

We use *any* with both uncountable and plural countable nouns in negative sentences and in questions.

*Did Julia buy **any** fruit at the market?*
*Sarah hasn't got **any** brothers.*

We use *a lot/lots of* with both uncountable and plural countable nouns.

*There's **a lot/lots of** traffic today.*
*There are **a lot/lots of** people in town.*

We use *a little* with uncountable nouns and *a few* with plural countable nouns in affirmative sentences.

*I like **a little** milk in my tea.*
*James always eats **a few** biscuits for breakfast.*

We use *much* with uncountable nouns and *many* with plural countable nouns in negative sentences and in questions.

*There wasn't **much** snow last night.*
*Have **many of your** friends seen that film?*

Unit 2

2.1 Past Simple

Affirmative	
I/he/she/it/we/you/they cooked	
Negative	
I/he/she/it/we/you/they didn't cook	
Questions	
Did I/he/she/it/we/you/they cook?	
Short Answers	
Yes , I/he/she/it did . Yes , we/you/they did .	No , I/he/she/it didn't . No , we/you/they didn't .

Spelling: dance → danced, travel → travelled, tidy → tidied, play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on pages 174 & 175.

We use the Past Simple for

- something that started and finished in the past.
*John **made** some coffee a few minutes ago.*
- past routines and habits (often with adverbs of frequency).
*Sue never **ate** fast food at school.*
- actions that happened one after the other in the past, for example when telling a story.
*We **went** to the park and **had** a picnic.*

Note: Some common time expressions that are often used with the Past Simple are *yesterday, last night/week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in March, in the morning/afternoon/evening, at night, on Thursdays, on Monday mornings*, etc.
*The farmer harvested the olives **last week**.*

2.2 Past Continuous

Affirmative	
I/he/she/it was cooking we/you/they were cooking	
Negative	
I/he/she/it was not (wasn't) cooking we/you/they were not (weren't) cooking	
Questions	
Was I/he/she/it cooking? Were we/you/they cooking?	
Short Answers	
Yes , I/he/she/it was . Yes , we/you/they were .	No , I/he/she/it wasn't . No , we/you/they weren't .

Spelling: write → writing, travel → travelling, tidy → tidying

We use the Past Continuous for

- actions that were in progress at a specific time in the past.

*Mum **was making** hamburgers for us at 7 o'clock last night.*

- two or more actions that were in progress at the same time in the past.
*I **was cooking** while my brother **was watching** TV.*
- giving background information in a story.
*The sun **was shining** and the children **were playing** outside when suddenly **there was** a loud bang.*
- an action that was in progress in the past that was interrupted by another.
*We **were getting** ready to have dinner when the doorbell **rang**.*

Note: Some common time expressions that are often used with the Past Continuous are *while, as, all day/week/month/year, at ten o'clock last night, last Sunday/week/year, this morning*, etc.
*Mario was working all night **yesterday**.*

2.3 Used To & Would

We use *used to* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.
*Our family **used to produce** olive oil when I was young.*
- states that existed in the past, but that don't exist now.
*I **used to love** eating out but now I prefer cooking at home.*

We use *would* + bare infinitive for actions that we did regularly in the past, but that we don't do now. We don't use it for past states.
*Their mother **would cook** something special at the weekends.*

2.4 Be Used To & Get Used To

We use *be used to* + gerund/noun to talk about something that is usual or familiar.
*Her daughter **is used to eating** late at night.*

We use *get used to* + gerund/noun to talk about the process of something becoming familiar.
*I **am getting used to salty** food. I don't mind it.*

Note: *Be* and *get* change depending on the tense that is needed in the context.
*He's **used to waking** up early.*
*Julie **has never got used to eating** a lot of olive oil.*

Unit 3

3.1 Present Perfect Simple

Affirmative	
I/we/you/they have ('ve) seen he/she/it has ('s) seen	
Negative	
I/we/you/they have not (haven't) seen he/she/it has not (hasn't) seen	
Questions	
Have I/we/you/they seen? Has he/she/it seen?	
Short Answers	
Yes , I/we/you/they have . Yes , he/she/it has .	No , I/we/you/they haven't . No , he/she/it hasn't .

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Spelling: walk → walked, dance → danced, travel → travelled, tidy → tidied, play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on pages 174 & 175.

We use the Present Perfect Simple for

- something that started in the past and has continued until now.
*That scientist **has studied** global warming since 2001.*
- something that happened in the past, but we don't know or we don't say exactly when.
*Biologists **have found** new marine species.*
- something that happened in the past and has a result that affects the present.
*Pollution **has endangered** the survival of many animals.*
- actions that have just finished.
*The museum **has just closed** for the day.*
- experiences and achievements.
*Lynda **has travelled** to many countries.*

Note: Some common time expressions that are often used with the Present Perfect Simple are *already, ever, for, for a long time/ages, just, never, once, recently, since 2007/June, so far, twice, three times, until now, yet, etc.* *Mary has lived in this house **since 2003.***

3.2 Have Been & Have Gone

Notice the difference between *have been* and *have gone*. *have been* = someone has gone somewhere and has now returned

*I **have been** to that natural history museum. It's great.*
have gone = someone has gone somewhere and is still there

*Mum is not here. She's **gone** to work.*

3.3 Ago, For & Since

We often use *ago* with the Past Simple, and *for* and *since* with the Present Perfect Simple.

We use *ago* at the end of a sentence with the Past Simple.
*He went to a conference a month **ago.***

We use *for* with an expression that shows a period of time at the end of a sentence with the Present Perfect Simple.
*The Tasmanian Wolf has been extinct **for** about 50 years.*

We use *since* with a point of time in the past at the end of a sentence with the Present Perfect Simple.
*The Dodo bird has been extinct **since** 1681.*

3.4 Present Perfect Simple & Past Simple

We use the Present Perfect Simple when we talk about something that happened in the past and has a result that affects the present. We also use the Present Perfect Simple when we don't know or we don't say when something happened in the past. We use the Past Simple when we say when something happened.

*The use of fossil fuels **has caused** air pollution.*

*He **has explored** many places in the Amazon.*

*We **met** the famous scientist at a conference last year.*

3.5 Present Perfect Continuous

Affirmative

I/we/you/they **have ('ve) been seeing**
he/she/it **has ('s) been seeing**

Negative

I/we/you/they **have not (haven't) been seeing**
he/she/it **has not (hasn't) been seeing**

Questions

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

Short Answers

Yes, I/we/you/they have.
Yes, he/she/it has.

No, I/we/you/they haven't.
No, he/she/it hasn't.

Spelling: make → making, swim → swimming, study → studying

We use the Present Perfect Continuous

- for actions that started in the past and are still in progress now or have happened repeatedly until now.
*The team of biologists **has been searching** for new species in the Amazon.*
- for actions that happened repeatedly in the past and have finished recently, but that have results that affect the present.
*My eyes hurt because I **have been working** on the computer for hours.*
- to emphasise how long actions have been in progress for.
*Her brother **has been researching** global warming for a decade.*

Note: Some common time expressions that are often used with the Present Perfect Continuous are *all day/night/week, for years/a long time/ages, lately, recently, since.* We can use *How long ...?* with the Present Perfect Continuous in questions and *for (very) long* in questions and negative sentences.
*We have been going on holiday to a tropical island **for ages.***
***How long** has Bob been working in this lab?*
*I haven't been researching coral reefs **for very long.** It's only been two months.*

3.6 Present Perfect Simple & Present Perfect Continuous

We use the Present Perfect Simple to talk about something we have done or achieved, or an action that is complete. It is also used to say how many times something happened.

*We **have watched** that documentary five times in the last month.*

We use the Present Perfect Continuous to talk about how long something has been happening. It is not important whether or not it has finished.

*The tropical storm **has been going on** for days.*

3.7 The Indefinite Article: A/An

We use *a* before a consonant sound.

a fisherman

a uniform

We use *an* before a vowel sound.

an octopus

an hour

We use *a/an*

- with singular countable nouns.
He always has a laptop with him.
- to mean *per/each* in expressions of frequency.
Our teachers meet once a week.
- to mention something for the first time. (When we continue talking about it we use *the*.)
An elephant was born at the zoo.
The baby elephant is very popular with visitors.
- to show job, status, etc.
He is an archaeologist.

3.8 The Definite Article: The

We use *the* with singular and plural countable nouns and uncountable nouns, to talk about something specific when the noun is mentioned for a second time.

Look! There's a fisherman on a boat. The boat looks very old.

We also use *the* before

- unique nouns.
The sun is yellow and the sky is blue.
 - names of cinemas, theatres, ships, hotels, etc.
When did the Titanic sink?
We're staying at the Intercontinental in Athens.
 - names of rivers, deserts, mountain ranges, and names or nouns with *of*.
Where is the Sahara Desert?
The Andes are covered in snow.
 - countries or groups of countries whose names are plural.
Have you visited the United States?
She comes from the Philippines.
 - musical instruments.
Brian plays the violin and the piano.
 - nationalities.
The British are well-known for drinking tea.
The Chinese invented the modern abacus.
 - adjectives used as nouns.
The poor should get help from the government.
 - superlatives.
He is the best student in the class.
 - the following words *beach, countryside, station, jungle*, etc.
We love going to the beach in summer.
 - *morning, afternoon, evening*.
Most people watch TV in the evening.
- We do not use *the* before
- proper nouns.
Is Anna at work today?
 - names of sports, games, colours, days, months, drinks, holidays, meals and languages (not followed by the word *language*).
Blue is my favourite colour.
 - subjects of study.
We have to study physics at school.
 - names of countries, cities, streets (BUT: *the High Street*), squares, bridges (BUT: *the Golden Gate Bridge*), parks, stations, individual mountains, islands, lakes, continents.

London is a very popular tourist destination.

- *bed, church, school, hospital, prison, university, college, court* when we talk about something related to the main purpose of the place. (*Work never takes the.*)
Fran is in hospital. (She's had an accident and is a patient there.)
Angela has gone to the hospital to visit Fran. (She's not a patient; she's gone to visit someone.)
- means of transportation in expressions like *by car*, etc. (*in the car*).
A huge number of people go to work by train.

Unit 4

4.1 Relative Clauses: defining & non-defining

Relative clauses give more information about the subject or the object of a sentence. They are introduced by the following words (relative pronouns):

- *who* for people.
The book is about a boy who is homeless.
- *which* for things.
The programme which was about guide dogs was very interesting.
- *whose* to show possession.
The woman whose dog got lost was very upset.
- *when* for time.
A birthday is a time when you feel a bit emotional.
- *where* for places.
This is the house where we grew up.

4.2 Defining Relative Clauses

This type of relative clause gives us information that we need to be able to understand who or what the speaker is talking about. We do not use commas to separate it from the rest of the sentence. We can use *that* instead of *who* and *which* in defining relative clauses.

These are the rescue workers who/that rescued hundreds of people in the flood.

4.3 Non-defining Relative Clauses

This type of relative clause gives us extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate it from the rest of the sentence.

His father, who is a trainer, has a great love for dogs.

4.4 Temporals

When we use temporals such as *when, before, after, until, once, by the time*, etc to talk about the future, we follow them with a present or a present perfect tense. We do not use them with a future tense.

After I finish my homework, I'll help you with yours.

By the time Janet arrives, the film will have finished.

We use a present perfect tense to emphasise that the first action is finished before the other one starts. We cannot use a present tense if one action has finished.

You can watch TV when you've cleared the table. (You'll clear the table first and then you'll watch TV.)

Once everyone has eaten, we'll begin. (Everyone will eat first and then we'll start.)

Unit 5

5.1 Will

Affirmative	
I/he/she/it/we/you/they will build	
Negative	
I/he/she/it/we/you/they will not (won't) build	
Questions	
Will I/he/she/it/we/you/they build?	
Short Answers	
Yes , I/he/she/it will . Yes , we/you/they will .	No , I/he/she/it won't . No , we/you/they won't .

We use *will*

- for decisions made at the time of speaking.
I'll ring my friend to borrow her car.
- for predictions without having evidence.
My son will be famous one day.
- for promises.
He won't be late again. He promised.
- for threats.
Don't tell anyone my secret or I'll never speak to you again!
- to talk about future facts.
John will be seventeen years old tomorrow.
- after verbs like *think, believe, be sure, expect*, etc and words like *probably, maybe*, etc.
I think I will move house next year.
- to offer to do something for someone.
Dad will help you clean the house.
- to ask someone to do something.
Will you please cook dinner tonight?

5.2 Be Going To

Affirmative	
I am ('m) going to build he/she/it is ('s) going to build we/you/they are ('re) going to build	
Negative	
I am ('m) not going to build he/she/it is not (isn't) going to build we/you/they are not (aren't) going to build	
Questions	
Am I going to build? Is he/she/it going to build? Are we/you/they going to build?	
Short Answers	
Yes , I am. Yes , we/you/they are. Yes , he/she/it is.	No , I'm not. No , we/you/they aren't. No , he/she/it isn't.

We use *be going to* for

- future plans.
They're going to paint the living room green at the weekend.
- predictions for the near future based on present situations or evidence.
Oh no! The window is open and the rain is going to come in.

Note: Some common time expressions that are often used with *will* and *be going to* are *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in January, in a few minutes/hours/days, on Thursday, on Wednesday morning*, etc.
He is going to leave the house in a few minutes.

5.3 Future plans & events

Affirmative	
I/he/she/it/we/you/they will be building	
Negative	
I/he/she/it/we/you/they will not (won't) be building	
Questions	
Will I/he/she/it/we/you/they be building?	
Short Answers	
Yes , I/he/she/it will . Yes , we/you/they will .	No , I/he/she/it won't . No , we/you/they won't .

Spelling: make → making, swim → swimming, study → studying

We use the Future Continuous for

- actions that will be in progress at a specific time in the future.
She will be decorating the baby's room all afternoon.
- plans and arrangements for the future.
They will be moving into their new flat tomorrow.

Note: Some common time expressions that are often used with the Future Continuous are *this time next week/month/summer, this time tomorrow morning/afternoon/night*, etc.

This time next week we will be living in New York.

5.4 Future predictions

Affirmative	
I/he/she/it/we/you/they will have built	
Negative	
I/he/she/it/we/you/they will not (won't) have built	
Questions	
Will I/he/she/it/we/you/they have built?	
Short Answers	
Yes , I/he/she/it will . Yes , we/you/they will .	No , I/he/she/it won't . No , we/you/they won't .

Spelling: walk → walked, dance → danced, travel → travelled, tidy → tidied, play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on pages 174–175.

We use the Future Perfect Simple to talk about

- something that will be finished by or before a specific time in the future.
The architect will have finished the design for the skyscraper by next month.

- the length of time that an action will have lasted for at a point of time in the future.
Next year we **will have worked** on this project for two years.

Note: Some common time expressions that are often used with the Future Perfect Simple are *by the end of this week/month/year, by this time tomorrow, by tomorrow morning/10 o'clock/2012, etc.*
The electrician **will have fixed** the problem by tomorrow.

Note: Other tenses that describe the future are the Present Simple for timetabled events, and the Present Continuous for plans and arrangements. See Grammar Reference 1.1 and 1.3.

Unit 6

6.1 Zero Conditional: zero & first, second conditional, if

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about the results of an action or situation that are always true. We can use *when* instead of *if*.

If a football player is shown a red card, he leaves the pitch.

When a football player is shown a red card, he leaves the pitch.

6.2 First Conditional

If clause	Main clause
present tense	will + bare infinitive

We use the first conditional to talk about the results of an action or situation that will probably happen now or in the future.

*If my team **wins** the match, I'll **be** thrilled!*
*If it's still **raining** later, we'll **play** indoors.*

We can use *can, could, may or might* in the main clause instead of *will*. We can also use an imperative.

*If John scores a goal, we **might** win the game.*
*If you aren't doing anything tonight, **watch** the match at my house.*

6.3 Second Conditional

If clause	Main clause
past tense	would + bare infinitive

We use the second conditional to talk about the results of an action or situation

- that probably won't happen now or in the future.
You **would be** healthier if you **took** some exercise.
- that we know will not happen now or in the future.
If I **won** an Olympic gold medal, I'd **be** famous!

We can also use the second conditional to give advice.
If I **were** you, I'd **take up** a sport.

We can use *could* or *might* in the main clause instead of *would*.

Jack **could** win the tournament if he trained harder.
If you left now, you **might** be on time for the match.

Note: We usually use *were* for all persons in second conditional sentences.

*If Luke **were** better at football, he'd be on the team.*

6.4 Unless

We can use *unless* in first and second conditional sentences. It means the same as *if not*.

*Lucy won't be happy **unless** she gets chosen for the netball team.*

*Mr Martins couldn't go to the match **unless** he had a ticket.*

Unit 7

7.1 Past Perfect Simple

Affirmative	
I/he/she/it/we/you/they had ('d) climbed	
Negative	
I/he/she/it/we/you/they had not (hadn't) climbed	
Questions	
Had I/he/she/it/we/you/they climbed?	
Short Answers	
Yes , I/he/she/it had . Yes , we/you/they had .	No , I/he/she/it hadn't . No , we/you/they hadn't .

Spelling: walk → walked, dance → danced, travel → travelled, tidy → tidied, play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on pages 174–175.

We use the Past Perfect Simple for an action or situation that finished before another action, situation or time in the past.

*The lost climber **had been** on the mountain for days before he was rescued.*

Note: Some common time expressions that are often used with the Past Perfect Simple are *already, for, for a long time/ages, just, never, once, since 2007/June, so far, yet, etc.*

*A light rain **had already** begun when we set out for a run.*

7.2 Past Simple & Past Perfect Simple

In some sentences, it is clear which action happens first. In this case, we can use the Past Simple for both actions.

However, when the order of events is not clear, or when we want to emphasise which action happened first, we can use the Past Perfect Simple for the first action.

*We **went** to a talk and **met** a famous explorer.*

*He **realised** later that he **had done** a very dangerous thing.*

Remember that we must use the Past Simple for both actions when one past action happens quickly after another or one is the immediate result of the other.

*When the little boy **heard** the thunder, he **hid** under the bed.*

7.3 Past Perfect Continuous

Affirmative	
I/he/she/it/we/you/they had ('d) been climbing	
Negative	
I/he/she/it/we/you/they had not (hadn't) been climbing	
Questions	
Had I/he/she/it/we/you/they been climbing?	
Short Answers	
Yes , I/he/she/it had .	No , I/he/she/it hadn't .
Yes , we/you/they had .	No , we/you/they hadn't .

Spelling: make → making, swim → swimming, study → studying

We use the Past Perfect Continuous

- for actions that started in the past and were still in progress when another action started or when something happened.
*He **had been free falling** for several seconds before he opened his parachute.*
- for actions that were in progress in the past and had an effect on a later action.
*The hiker **had been walking** for days and collapsed just before reaching his destination.*

Note: Some common time expressions that are often used with the Past Perfect Continuous are *all day/night/week, for years/a long time/ages, since*. We can use *How long ...?* with the Past Perfect Continuous in questions and *for (very) long* in questions and negative sentences.
*Ben had been climbing mountains **for years**.*
***How long** had you been competing in races?*

7.4 Question Tags

Question tags are short questions at the end of a positive or negative sentence. They are formed with a modal or an auxiliary verb + a personal pronoun.

We usually use an affirmative question tag after a negative sentence, and a negative question tag after an affirmative sentence.

*You haven't competed in a marathon, **have you?***

*The athletes are training hard, **aren't they?***

When an affirmative sentence contains a verb in the Present Simple or the Past Simple we use *do/does, don't/doesn't* and *did/didn't* in the question tag.

*You go swimming every day, **don't you?***

*You went swimming yesterday, **didn't you?***

We use question tags when we want

- someone to agree with what we are saying.
*It's a beautiful day, **isn't it?***
- to make sure that what we are saying is right.
*The tennis match starts at 3 o'clock, **doesn't it?***

Note: Some question tags are irregular. Notice the way these tags are formed.

*I **am** lucky to be alive, **aren't I?***

*Everyone is looking forward to the trip, **aren't they?***

*Let's hike in the mountains, **shall we?***

Don't forget** to let me know you've arrived safely, **will you?

*Be careful, **won't you?***

*This/That is so dangerous, **isn't it?***

*These/Those are brave men, **aren't they?***

7.5 Subject & Object Questions

When *who, what, or which* asks about the subject of a question, the word order stays the same as in an affirmative sentence.

***Who survived** yesterday's climbing accident?
(Everyone survived.)*

When *who, what, or which* are the object of a question, the word order changes in the question form.

***Who did** the rescue team save?
(They saved **the captain**.)*

7.6 Negative Questions

We use negative questions

- to express surprise.
*'**Didn't** Jamie **finish** the race?' 'No, he collapsed before the finish line.'*
- in exclamations.
***Isn't** bungee jumping one of the most thrilling extreme sports?*
- when we expect the listener to agree with us.
***Wasn't** that such an interesting documentary?*

To answer negative questions we just use a *Yes* or *No* answer depending on what we think. A *Yes* answer confirms a positive opinion, whereas a *No* answer confirms a negative opinion.

***Isn't** it a lovely day today?*

***Yes**. / **Yes**, it **is**. (=agreement)*

***No**. / **No**, it **isn't**. (=disagreement)*

Unit 8

Modals & Semi-modals

8.1 Can & Could

We use *can* + bare infinitive

- to talk about general ability in the present and the future.
*He **can** make beautiful things out of stone.*
- for requests.
***Can** we go to the concert tonight?*
- for permission.
*People **can** enter this cave and explore if they like.*

We use *can't* + bare infinitive to show that we are sure that something isn't true.

*That **can't** be Jane! **Isn't** she away on a trip?*

We use *could* + bare infinitive

- to talk about general ability in the past. (past form of *can*)
*I **could** ski when I was only seven years old.*
- to talk about possibility.
*We **could** go sailing if the wind went down by tomorrow.*
- for polite requests.
***Could** you please give me that magazine?*
- to make suggestions.
*We **could** go to the cinema.*

8.2 May & Might

We use *may* + bare infinitive

- to talk about possibility in the future.
*I **may** take up painting as a hobby next month.*
- for polite requests. (with *I* and *we*)
***May** we borrow your camera?*
- for polite permission.
*You **may** ask me any question you like.*

We use *might* + bare infinitive

- to talk about possibility in the future.
*Sue **might** decide to join a gym soon.*
- as the past tense of *may*.

8.3 Must

We use *must* + bare infinitive to

- say that something is necessary.
*I **must** be home at 7 o'clock at the latest.*
- talk about obligations.
*You **must** wear a helmet when riding a motorbike in this country.*
- show that we are sure that something is true.
*My sister **must** be nervous about the dance competition.*
- recommend something.
*You really **must** go and see that play! It was great!*

We use *mustn't* + bare infinitive to talk about something that is not allowed.

*People **mustn't** speak on their mobiles while driving.*

8.4 Should

We use *should* + bare infinitive to

- give advice.
*People of all ages **should** take some exercise every week.*
- ask for advice.
*What **should** I do about losing weight?*

Note: *Ought to* can also be used to give advice, but it is not usually used in the question form.

8.5 Would

We use *would* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.
*I **would** always go for a run in the morning before I started work.*
- polite requests.
***Would** you please buy some batteries for my camera?*

8.6 Needn't

We use *needn't* + bare infinitive to say that something is not necessary. We don't use it in affirmative sentences.
*You **needn't** take photos at the party because my brother is videotaping it.*

Note: We can also use *need* as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a full infinitive.

*Mary **needs to** find a new hobby.*
*The twins **didn't need to** walk to the cinema because their mum took them in the car.*
***Did** he **need to** pay to join the chess club?*

8.7 Be Able To

We use *be able to* to talk about

- ability.
*I **will be able to** play the guitar tonight.*
- a specific ability in the past. (*Could* cannot be used here.)
*She **wasn't able to** practise the new dance at the weekend.*

8.8 Have To

We use *have to* to

- say that something is necessary.
*You **have to** rehearse your part in the play every day.*
- talk about obligation.
*We **have to** have some training before we can go parachuting.*

8.9 Mustn't & Don't Have To

There is an important difference between *mustn't* and *don't have to*. We use *mustn't* to say that something is not allowed, whereas we use *don't have to* to show that there is no obligation or necessity.

*In basketball, players **mustn't** kick the ball.*

*You **don't have to** play basketball with us this afternoon if you don't want to.*

Unit 9

9.1 The Passive Voice: Tenses

We use the passive voice when

- the action is more important than who or what is responsible for it (the agent).
*Two people **were injured** during the robbery.*
- we don't know the agent, or it is not important.
*You can use the computer now. It **was repaired** yesterday.*

The passive is formed with the verb *be* and a past participle. Notice how the active verb forms change to passive verb forms.

Tense	Active	Passive
Present Simple	take/takes	am/are/is taken
Present Continuous	am/are/is taking	am/are/is being taken
Past Simple	took	was/were taken
Past Continuous	was/were taking	was/were being taken
Present Perfect Simple	have/has taken	have/has been taken
Past Perfect Simple	had taken	had been taken
Future Simple	will take	will be taken

Note: There is no passive form for Future Continuous, Present Perfect Continuous and Past Perfect Continuous.

We change an active sentence into a passive sentence in the following way:

The object of the verb in the active sentence becomes the subject of the verb in the passive sentence. The verb *be* is used in the same tense of the main verb in the active sentence, together with the past participle of the main verb in the active sentence.

Grammar Reference

They are watching us! We are being watched!

In this example, we do not know who is watching us and it is not very important, so we do not include the word *they* in the passive sentence.

Note: When we want to change a sentence with two objects into the passive voice, one becomes the subject of the passive sentence and the other one remains an object. Which object we choose depends on what we want to emphasise. If the personal object remains an object in the passive sentence, then we have to use a suitable preposition (*to, for, etc.*).

He gave me a video camera.

I was given a video camera.

A video camera was given to me.

9.2 By & With

Sometimes it is important to mention the agent (who or what is responsible for the action) in a passive sentence.

We use the word *by* before the agent to do this.

Alexander Graham Bell invented the telephone.

The telephone was invented by Alexander Graham Bell.

Sometimes we want to mention a tool or material in the passive sentence. We use the word *with* to do this.

The window was broken with a rock.

The room was painted with a new kind of paint.

9.3 The Passive Voice: Gerunds, Infinitives & Modals

Tense	Active	Passive
Modal	can take	can be taken
Gerund	taking	being taken
Bare Infinitive	take	be taken
Full Infinitive	to take	to be taken

Surveillance cameras should be installed here to prevent crimes.

He avoided being recognised by wearing dark glasses.

The project had better be finished by tomorrow.

The battery needs to be recharged.

Unit 10

10.1 Reported Speech: Statements

When we report direct speech, the tenses used by the speaker usually change as follows:

Present Simple	Past Simple
'He likes hip-hop,' she said.	She said (that) he liked hip hop.
Present Continuous	Past Continuous
'He is listening to his new CD,' she said.	She said (that) he was listening to his new CD.
Present Perfect Simple	Past Perfect Simple
'They have bought a new CD,' she said.	She said (that) they had bought a new CD.

Present Perfect Continuous	Past Perfect Continuous
'They have been recording all day,' she said.	She said (that) they had been recording all day.
Past Simple	Past Perfect Simple
'He watched a film on TV,' she said.	She said (that) he had watched a film on TV.
Past Continuous	Past Perfect Continuous
'He was reading about Imiz,' she said.	She said (that) he had been reading about Imiz.

Other changes in verb forms are as follows:

can	could
'Jane can play the piano,' she said.	She said (that) Jane could play the piano.
may	might
'He may come to the concert,' she said.	She said (that) he might come to the concert.
must	had to
'He must collect the tickets later,' she said.	She said (that) he had to collect the tickets later.
will	would
'They will never like opera,' she said.	She said (that) they would never like opera.

Note:

- Remember to change pronouns and possessive adjectives where necessary.
'We are going to form a band,' he said. → He said (that) they were going to form a band.
'Those are my music magazines,' she said. → She said (that) those were her music magazines.
- We can leave out *that*.
'They said that they had seen the film before. → They said they had seen the film before.
- The following tenses and words don't change in Reported Speech: Past Perfect Simple, Past Perfect Continuous, *would, could, might, should, ought to, used to, had better, mustn't* and *must* when they refer to deduction.

10.2 Say & Tell

We often use the verbs *say* and *tell* in reported speech.

We follow *tell* with an object.

Julia said they would love her new single.

Julia told her friends they would love her new single.

10.3 Reported Speech: Change in time & place

When we report direct speech, there are often changes in words that show time and place too.

now	then
'I'm playing the guitar now,' she said.	She said she was playing the guitar then.
today	that day
'We're going to the theatre today,' he said.	He said they were going to the theatre that day.

tonight	that night
'They can go to the cinema tonight ,' she said.	She said they could go to the cinema that night .
yesterday	the previous day/the day before
'I saw them in concert yesterday ,' she said.	She said she had seen them in concert the previous day/the day before .
last week/month	the previous week/month / the week/month before
'He released the CD last month ,' she said.	She said he had released the CD the previous month/the month before .
tomorrow	the next day/the following day
'I'll buy the tickets tomorrow ,' she said.	She said she would buy the tickets the next day/the following day .
next week/month	the following week/month
'We're going to the show next week ,' she said.	She said they were going to the show the following week .
this/these	that/those
' This is my music magazine,' she said.	She said that was her music magazine.
ago	before
'I bought that CD two weeks ago ,' she said.	She said she had bought that CD two weeks before .
at the moment	at that moment
'He's singing in a band at the moment ,' she said.	She said he was singing in a band at that moment .
here	there
'Your CDs are here on the table,' she said.	She said my CDs were there on the table.

10.4 Reported Speech: Questions

When we report questions, changes in tenses, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in ordinary statements and we do not use question marks.

When a direct question has a question word, we use this word in the reported question.

'**When** did you start making records?' he asked.
He asked **when** I had started making records.

When a direct question does not have a question word, we use *if* or *whether* in the reported question.

'Do you like classical music?' he asked.
He asked **if/whether** I liked classical music.

10.5 Reported Speech: Commands

When we report commands, we usually use *tell* + object + full infinitive.

'Turn the volume down!' he shouted at me.
He **told me to turn** the volume down.
'Don't take my MP3 player!' he said to his sister.
He **told his sister not to take** his MP3 player.

10.6 Reported Speech: Requests

When we report a request, we usually use *ask* + object + full infinitive.

'Can you lend me your headphones, please?' she asked.
She **asked me to lend** her my headphones.
(Also: She asked if I could lend her my headphones.)
'Please don't tell anyone,' he said.
He **asked us not to tell** anyone.

Unit 11

11.1 Causative

We use the causative

- to say that someone has arranged for somebody to do something for them.
*John is **having his new computer delivered** in the morning.*
- to say that something unpleasant happened to someone.
*Mrs Temp **has had her car broken into**.*

We form the causative with *have* + object + past participle. It can be used in a variety of tenses.

*I **was having my kitchen painted** last weekend.*
*Aunt Maureen **has been having her clothes made** for her for years.*
*The school **has its rubbish collected** every day.*

Note: We can also use *get* + object + past participle. This structure is less formal.

*Joseph **got his mobile phone taken away** in English yesterday!*

11.2 Gerunds

We form gerunds with verbs and the -ing ending. We can use gerunds

- as nouns.
***Swimming** is my favourite hobby.*
*Ben likes **cycling**.*
- after prepositions.
*Jenny's **only five** but she's very good **at reading**.*
- after the verb *go* when we talk about activities.
*My class **are going canoeing** at the weekend.*

We also use gerunds after certain verbs and phrases.

admit	finish	love
avoid	forgive	miss
be used to	hate	practise
can't help	have difficulty	prefer
can't stand	imagine	prevent
deny	involve	regret
dislike	it's no good	risk
(don't) mind	it's no use	spend time
enjoy	it's (not) worth	suggest
fancy	keep	
feel like	like	

*Some students **are having difficulty doing** their maths exercises.*

***It's no good only studying** for tests. You won't get good grades.*

Grammar Reference

11.3 Infinitives

	Active	Passive
Present	(to) send	(to) be sent
Perfect	(to) have sent	(to) have been sent

The teacher threatened **to expel** the badly behaved student.

Photos can **be edited** on a computer.

You should **have tried** harder to pass your exams.

He should **have been awarded** a prize.

11.4 Full Infinitives

We form full infinitives with *to* and the verb. We use full infinitives

- to explain purpose.
*They went to the library **to look up** information for their project.*
- after adjectives such as *afraid, scared, happy, glad, sad*, etc.
*Jenny was so **happy to pass** her exams.*
- after the words *too* and *enough*.
*It was **too late to change** his mind about his studies.*
*His grades weren't good **enough** for him **to go** to university.*

We also use full infinitives after certain verbs and phrases.

afford	fail	prepare
agree	forget	pretend
allow	hope	promise
appear	invite	refuse
arrange	learn	seem
ask	manage	start
begin	need	want
choose	offer	would like
decide	persuade	
expect	plan	

The teacher **offered to give** the weak student some extra help with maths.

11.5 Bare Infinitives

We use bare infinitives after

- modal verbs.
*You **should ask** your teacher for advice on your studies.*
- *had better* to give advice.
*You'd **better be** careful when you go mountain climbing.*
- *would rather* to talk about preference. We often use the word *than*.
*I'd **rather stay** at home than go out tonight.*

11.6 Gerund or Infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. Some common verbs are *begin, bother, continue, hate, like, love* and *start*.

The students started **writing/to write** the test at 9 o'clock.

John failed the test because he didn't bother **revising/to revise**.

Mr Cairn continued **teaching/to teach** until he was 70 years old.

Young children love **learning/to learn** new things.

Don't start **running/to run** until you hear the whistle.

There are other verbs that can be followed by a gerund or a full infinitive, but the meaning changes. Some common ones are *regret, forget, go on, remember, stop* and *try*.

*I **regret studying** French at university.* (I studied French, but now I wish I hadn't.)

*I **regret to tell** you that I've lost my maths book.* (I'm sorry that I have to give you this news.)

*Paul **forgot meeting** Belinda and walked straight passed her this morning!* (He didn't remember that he had met Belinda, and he didn't recognise her when he saw her this morning.)

*Paul **forgot to revise** for his test, and he failed.* (Paul didn't remember he had a test and so he didn't revise for it.)

*Mr Jones **went on talking** about photography for hours!* (He continued to talk about the same thing.)

*Mr Jones **went on to talk** about photography.* (He had been talking about a different subject, and then started talking about a new subject – photography.)

*My dad **remembers learning** Latin at school.* (He learnt Latin at school and now he remembers learning it.)

*My dad **remembered to pick me up** from school.* (He remembered first and then came to pick me up from school.)

*I **stopped going** to karate classes.* (I don't go to karate classes any more.)

*I **stopped to do** my homework.* (I stopped doing something else so I could start my homework.)

*If you can't remember things very easily, **try making** notes while you read.* (You can make notes, but it might not help you.)

*If you're doing a test, **try to answer** all the questions.* (You might not be able to answer them all.)

Unit 12

12.1 Ordering Adjectives

Sometimes more than one adjective is used in front of a noun:

*She was a **nice, old** woman.*

*He has a **large, black, leather** sofa.*

Opinion adjectives

Some adjectives give a general opinion, which describe almost any noun:

*He's a **nice** boy.*

*She's a **good** student.*

*They're **wonderful** parents.*

However, some adjectives give a specific opinion to describe particular kinds of nouns:

tasty meal, **comfortable** bed, **intelligent** child

Usually a general opinion adjective is placed **before** a specific noun:

*a **nice, tasty** meal*

*a **beautiful, comfortable** bed*

*a **lovely, intelligent** child*

When we use two or more adjectives to describe something or someone, we usually put them in a certain order. Notice the correct order.

N O U N	general opinion	nice	beautiful	strong
	size	small	large	big
	age	old	new	ancient
	shape	round	oval	long
	colour	pink	beige	white
	nationality	French	Italian	Japanese
	material	cotton	wooden	silk

She has **beautiful long brown** hair.
 He usually wears an **awful green woollen** jumper at the weekend.
 They live in a **huge old English** cottage.

12.2 Adjectives ending in -ed & -ing

Adjectives that end in *-ed* describe how someone feels whereas adjectives that end in *-ing* describe a person, place or thing.
 He's **interested** in the human body and he wants to be a doctor.
 This book on the human body is very **interesting**.

12.3 Types of Adverbs

There are adverbs of frequency, manner, time, place and degree.

- Adverbs of frequency answer the question *How often?*
 They see each other **regularly**.
- Adverbs of manner answer the question *How?*
 She sings so **beautifully**.
- Adverbs of time answer the question *When?*
 Tom broke his leg **yesterday**.
- Adverbs of place answer the question *Where?*
 There is a great supermarket **near** my house.
- Adverbs of degree answer the question *To what extent?*
 It's **rather** difficult to think when there is a lot of noise around you.

12.4 Order of Adverbs (manner, place & time)

When we use two or more adverbs in a sentence, the usual order is **manner + place + time**.
 He put the envelope **carefully into his pocket after the meeting**.
 After verbs like *come, leave, go*, etc, the usual order is **place + manner + time**.
 She went to **the dentist quickly after work**.
 Time adverbs can also come at the beginning of a sentence.
After the meeting he put the envelope carefully into his pocket.
After work she went to the dentist quickly.

12.5 Order of Adverbs (degree & frequency)

Adverbs of degree such as *quite, rather, too* and *very* usually come before an adjective.
 He is **quite** good at maths.
 The film was **rather** scary.
 She is **too** young to see that film.
 His mother is a **very** talented musician.

Enough is also an adverb of degree, but it comes after an adjective or a verb.

The film wasn't good **enough** to win an oscar.
 She earns **enough** to afford a new car every two years.
 Adverbs of frequency such as *always, never, seldom*, etc usually come after the verb *be* but before the main verb. (See also 1.2 on page 161.)
 She **always** brushes her teeth in the morning and at night.
 He **seldom** eats sweets.

12.6 So & Such

We use *so* and *such* for emphasis. They are stronger than *very*.

- We use *so* + adjective/adverb.
 This course is **so interesting!** I am really enjoying it!
- We use *such* + (adjective) + noun.
 Her brother is **such a clever boy!**

We can also use *so* and *such* to emphasise characteristics that lead to a certain result or action.
 It was **such an interesting book that** I read it twice.
 The film was **so bad that** I left the cinema half way through.

12.7 Comparison of Adjectives & Adverbs

We use the comparative to compare two people or things. We usually form the comparative by adding *-er* to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more*. We often use the word *than* after the comparative.
 Judy has got **longer** hair than me.
 This black dress is **more expensive** than the white one.

We use the superlative to compare one person or thing with other people or things of the same type. We usually form the superlative by adding *-est* to the adjective or adverb. If the adjective or adverb has two or more syllables, we usually use the word *most*. We use the word *the* before the superlative.
 You are **the best** friend I've ever had.
 He is **the most intelligent** person I have ever met.

Spelling: big → bigger/biggest, nice → nicer/nicest, brave → braver/bravest, tidy → tidier/tidiest
 Some adjectives and adverbs are irregular and form their comparative and superlative in different ways.

Adjective/Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
many	more	the most
much	more	the most
little	less	the least
far	farther/further	the farthest/ furthest

12.8 Other comparative structures

We use *as* + adjective/adverb + *as* to show that two people or things are similar in some way.
 My computer is **as fast as** your laptop.

We use *not as/so ... as* to show that one person or thing has less of a quality than another.
 I am **not as successful as** my brother is.

Irregular verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let

Infinitive	Past Simple	Past Participle
lie	lay	lain
light	lit	lit
lose	lost	lost
mean	meant	meant
make	made	made
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
read	read [red]	read [red]
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Writing Reference

Email

When writing an email,

- make it clear why you are writing.
- be friendly and use informal language.
- don't use texting language (for example, *ur* for *you're* and *lol* for *laugh out loud*).

Plan

Greeting

Hi...! / Hello...! / Dear ...,

Paragraph 1

Begin with polite phrases. Thank the reader for his/her email or ask about him/her and say why you are writing.

How are you? / I hope you're well.

Thank you for your email. / It was great to get your email.

That's why I'm writing. / As you know, ... / I'm writing to ...

Paragraph 2

Give more details about why you are writing.

We're planning ... / I'm thinking of ... / We've decided to ...

Paragraph 3

Give more information.

In addition, ... / Also, ... / As for ...

Signing off

See you soon! / Keep in touch. / That's all for now. / Write back soon! / Talk to you later!

Keep in touch! Love, ...

Email checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Did you use informal language, such as short forms of verbs?
- Is your writing style suitable for the situation and the reader?
- Did you use linking words?

Informal letter and email

When writing an informal letter or email,

- use informal language.
- make it clear why you are writing.
- make sure you focus on the subject you're writing about.

Plan

Greeting

Dear ... / Hi ...,

Paragraph 1

Ask about the person you're writing to and explain why you're writing.

How are you? / Guess what? / Thanks for ...

Paragraphs 2 & 3

Give more details regarding what you are writing about and what you want to find out or do.

There is/are ... / If you're interested, ... / Let me know ... / When are you available? / Let's go together!

Paragraph 4

Ask the person you're writing to further questions and suggest what needs to be done next.

Could you do me a favour? / Maybe / Perhaps you could ... for me? / Do we need to ... ? / I was wondering if ...

Signing off

See you soon! / Keep in touch. / That's all for now. / Write back soon! / Talk to you later! / Keep in touch! / Love, ...

Informal letter checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you used informal language?
- Have you used linking words correctly?

Writing Reference

Postcard

When writing a postcard:

- open and close your postcard in a friendly way.
- use informal language
- use linking words and phrases to join your ideas.
- explain the good points about your holiday.

Plan

Opening

Use an informal greeting

Dear Eric, Hi, Eric

Paragraph 1

Write about the holiday and explain what you have done so far:

We're having a lovely/terrible time. The food is delicious/horrible/spicy. We've had special pizza and fresh fish.

Paragraph 2

Write what your future plans are:

We're going to visit a Roman villa tomorrow.

Paragraph 3

Ask a question:

When are you going on holiday? How is your holiday going?

Closing:

Use an informal phrase for closing the postcard:

Bye. See you soon.

Jenny

Postcard checklist:

- Have you followed the plan?
- Have you used informal language that is grammatically correct?
- Have you checked for spelling and punctuation mistakes?
- Have you asked a question?
- Have you included all the information you were given?

Story

When writing a story,

- spend a few minutes thinking about how you want your story to develop and make notes.
- set the scene in the first paragraph and create a strong atmosphere.
- use narrative tenses (past tenses) to describe events better.
- use linking words to make your sentences flow.
- make sure you give your story an interesting ending.
- remember to talk about how the people felt in the end.

Plan

Paragraph 1

Set the scene and introduce the main characters. Make the introduction sound interesting or dramatic. Use the sentence you are given in the task if necessary.

It was a cold, dark evening. / John was very scared.

Paragraph 2

Give background information about the characters and what is going on.

Maddy and Sally met at their dance class a year ago.

Paragraph 3

Describe the main events in order.

At first, ... / Then, ... / The moment that ... / Meanwhile, ...

Paragraph 4

Introduce a twist in the story (if appropriate).

That was when ... / Soon after that ... / Suddenly, ... / Just then, ... / As soon as ...

Paragraph 5

Bring the story to an end.

Eventually, ... / We never went to the castle again. / Sally knew it would never happen again.

Story checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you made your story interesting to the reader?
- Is the storyline clear and coherent?
- Have you used a range of tenses, direct speech and dramatic sentences?
- Have you used appropriate adjectives, adverbs and expressions to give life to your story?
- Have you used linking words and time expressions?

Writing Reference

Review

When writing a review,

- think of a suitable title for your review.
- try to catch the reader's attention in the first paragraph.
- remember to give your negative or positive opinion.

Plan

Paragraph 1

Introduce what you are reviewing.

Try ... / Why not try ...? / If you like ... / ... is worth a try ...

Paragraph 2

Describe what you are reviewing. Give the reader an idea of what you are writing about.

... set in ... / ... combines ... with ... / ... is ideal for ...

For example, ... / For instance, ...

Give further details about what you are reviewing.

By the way, ... / That doesn't mean that, ... / On the other hand, ...

One example of this, ... / In this case, ...

Recommendation

End the review give your opinion.

I highly recommend ... / I wouldn't recommend ... / ... should not be missed

Review checklist

- Have you followed the plan?
- Have you checked for grammar, punctuation and spelling mistakes?
- Have you clearly stated what your opinion is?
- Have you used appropriate adjectives for your descriptions?
- Does the review summarise the important points?

Report

When writing a report,

- think of a suitable title for your report.
- use formal language and long forms.
- remember to use headings to organise your report and make your ideas clearer.
- allow yourself time to plan what you will be including in your report.
- consider the advantages and disadvantages of each option.
- each part of your report should be separated from the next with clear paragraphs.

Plan

Paragraph 1

Say why you are writing the report.

The aim/purpose of this report is to present/recommend/review/examine ... / This is a report on ... / This report will present the findings of ... / It will also make suggestions/recommendations for ... / It will also suggest/recommend/discuss/analyse ...

Paragraph 2

Discuss the first point or option and evaluate it and/or make suggestions.

The first option is/would be ... / This may be a good choice ... because ... / On the other hand, there may be some disadvantages.

Paragraph 3

Discuss the second point or option and evaluate it and/or make suggestions.

An alternative possibility would be to ... / Alternatively, ... / However, ... / In general, ... / This option has several disadvantages ... / However, there may be some reservations about/problems with ...

Paragraph 4

Bring the report to an end by summing up the suggestions made. Recommend one of the options or refer to future action.

In conclusion, ... / To sum up, the main recommendations/suggestions are ... / As can be seen from this report, ... / For these reasons, I feel that the best option is ...

Report checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you used formal language and the full forms of verbs?
- Have you used linking words correctly?
- Have you made suggestions and/or recommendations?

Speaking References

Describing photos

... lying on the floor.
I can see a ... in the foreground / background.
There's a white ...
There are four ...
She's got long ...
He's behind / in front of / next to / on the right
He's wearing ...
She's ... tall, slim good-looking
He / She's got... long, dark hair
They look ... relaxed / happy / easy-going

Inviting

You're invited to ...
Can you come?
I want to invite you to ...
Asking for a reply
Let me know if you can come.
Tell me if you can come or not.

Writing about special events

celebration
guests
invitation
special occasion
surprise party
celebrate
invite
organise
plan
have a party

Using adjectives

It looks / seems to be + adjective
I think they / he / she are + adjective
That is / isn't good for you because it's + adjective
I often eat / don't usually eat that because it's + adjective
I like / don't like that because it's + adjective

Recommending

I highly recommend ...
I wouldn't / don't recommend ...
It's the perfect place / cafe / restaurant for ...
It's the worst ...

Adjectives for food

bitter
undercooked
overcooked
colourful
delicious
healthy
unhealthy
bland
processed
tasty
tasteless

Adjectives for restaurants

scruffy
dirty
trendy
bright
old-fashioned
expensive
slow
unfriendly
rude

Opening discussions

Shall we start with this ...?
Let's begin / start by looking at ...
First of all, ...
To begin with, ...
Let's move on to ...
Shall we talk about ... now?

Friendly openings

Hi!
Hello
How are you?
How are things?
How is it going?
It's good to hear from you!

Useful phrases

I really miss you!
I love reading your emails.
Good luck!
Sorry for not answering your last email.

Friendly endings

Write back soon and tell me all about it.
Bye!
Bye for now.
See you soon.
Speak to you later.
That's all for now.
Write soon!

Giving advice

If I were him, I'd ...
I think it would be better to ... because ...
Perhaps he should ... then he ...
He should also ...
I really think it's best to ... because
To be honest, I'd ...

Describing people

tall / short
slim / overweight
kind / unkind
friendly / unfriendly
clever / stupid
young / old
easy-going / nervous
scared / happy

Describing place/time

morning / lunchtime / afternoon / evening
dark / bright
clean / dirty
cold / hot
early / late

Talking about a topic

My favourite room is ... because ... and / but ...

If I could change something about my house / flat, it would be / I'd ... because ...
Do you like the ... in your house / flat?
How much time do you spend in ... ?
Would you change the same things as me in ... ?
What about your ... ?

Making suggestions

If I were you, I'd / I wouldn't ...
Why don't you ...?
How / What about ...?

Accepting / Rejecting invitations

I'd love to come ...
I'll definitely be there.
I'm sorry, I can't make it.
Unfortunately, I won't be able to come.

Responding to news

What exciting / sad / great ... news!
I'm really pleased for / proud of you.
It'll be fun / great ... !

Giving your opinion

I think ... is a good idea because ...
Well, I don't think he / she should ...
But if he / she ... , he / she'll ... !

Asking if someone agrees

Do you agree (with me)?
Would you agree that ...?
Do you think so, too?

Agreeing

I agree.
Yes, I totally / quite agree with you.
I think you're (quite / absolutely) right.

Disagreeing

Actually, I don't really agree.
I'm afraid I don't agree.
I don't think that's a very good idea because ...

Paraphrasing

It's a sort of ...
It's a kind of ...
It's an activity that ... / a place where ... / a person who ...
I think it's a ...
It could be / might be a
It's similar to ...
It's dangerous because ...
You need ... to do it.
You shouldn't do it on your own because ...
You have to be careful of ...
Some equipment, such as ... is necessary to ...

Creating suspense

At that point ...
During the minutes / hours / days that followed ...
All of a sudden ...
As quick as lightning, / As fast as he could, ...
He'd never been in such an extreme situation.
Without thinking, ...
There was no sign of ...
He thought of a plan.
To make things worse, ...
They were just about to give up when ...

Talking about possibility

Do you think ... might be good?
I don't think ... would be a good idea because ...
... could be good? What do you think?
Yes, I think ... would be good because ...
No, I don't think that would work because ...

Writing a postcard

We're having a lovely time.
The weather is ...
The hotel / campsite / apartment is ...
The beach is ...
The food is ...
We've had ...
We've been to ...
We've seen ...
We've done some sightseeing.
See you soon!
Miss you!

Deciding

OK, so let's decide ...
Right, let's make a decision ...
Do we think the best one is ... ?
So, do we agree that ... is the best one?
So, to sum up ...
In the end we think ... because ...

Describing people

She's got ...
He's wearing ...
They're smiling ...
He's sitting ...
Describing places
There are lots of ...
It looks like a ...
I can see a ... behind / in front of
There's a ... in the foreground / background

Describing things

It's a kind of ...
I think it's a ...
It looks old / new / expensive ...
It could be ...

Free-time activities

I play football / tennis / volleyball ...
I'm in an orchestra / choir ...
We usually ...
I do aerobics / judo / karate
I have a ... class.
After-school club
... until late
I go swimming / running ... with ... is great fun!
I love my ... because

Changing your mind

Are you sure about that?
Do you really think that ...?
I'm sure ... is better because ...
Actually, I think you're right ...
Yes, that's a good point, I hadn't thought of that.
OK then, yes, I agree with you!

Introducing reports

The aim / purpose of this report is to ...
This is a report on ...
This report will present the findings of ...

Closing reports

To sum up, the main recommendations / suggestions are ...
In conclusion, ...

School facilities & equipment

canteen
classrooms
common room
computer room
theatre
gym
interactive whiteboard
library
playground
science labs
toilets

After-school activities

arts and crafts
choir practice
cooking
music and drama
sports teams

Talking about health and fitness

So, what do you do to stay healthy?
Do you do anything special to stay fit and healthy?
How often do you do exercise / go to the gym?
Do you go swimming / play any sports?
Do you think it's important to ... ? Why?
Do you have enough time to ... ? Why not?

Relationships

friendship
stranger
trust
(not) have a lot in common
make friends with
get on
give someone a hand
grow apart
help someone out
let someone down
see eye to eye
embarrassing
friendly
suspicious
rely on
respect

Collocations & Expressions

as quick as lightning	(U7)	keep calm	(U7)
be in one's good books	(U11)	make a journey	(U7)
be on a safari	(U9)	make a mess	(U5)
break the ice	(U4)	make an effort	(U11)
break the rules	(U11)	make progress	(U11)
can't stand somebody	(U8)	make one's bed	(U5)
climate change	(U3)	man's best friend	(U4)
do one's best	(U7)	move house	(U5)
do judo	(U9)	move with the times	(U5)
do the dishes	(U5)	natural habitat	(U3)
do the housework	(U5)	pay a compliment	(U1)
endangered species	(U9)	pay a visit	(U1)
fall in love with somebody	(U1)	power station	(U3)
fall to pieces	(U1)	renewable energy	(U3, U9)
fossil fuels	(U3)	save someone's life	(U7)
get a taste for something	(U11)	scared to death	(U7)
get divorced	(U1)	solar power	(U3)
get lost	(U7)	take a bath	(U5)
get married	(U1)	take a break	(U5)
get the hang of something	(U11)	tasty food	(U9)
go missing	(U7)	without thinking	(U7)
have a family	(U1)		
have sympathy	(U1)		
keep a diary	(U1)		
keep a secret	(U1)		

Prepositions

above sea level	(U7)	increase in	(U11)
about the same size	(U7)	in love with	(U4)
after years of + ing	(U3)	instead of	(U9)
agree with	(U4)	interact with	(U4)
angry with	(U4)	interested in	(U4, U5)
appear in	(U3)	in the water	(U7)
apply for ... at ...	(U11)	invite to	(U1)
argue with	(U4)	jealous of	(U1, U4)
ashamed of	(U4)	keen on	(U4, U6)
at the end of	(U1)	lead to something	(U9)
at the moment	(U3)	listen to	(U4)
at the weekend	(U1, U5)	look for something	(U9)
before something happens	(U3)	on the planet	(U7)
belong to	(U4)	over the years	(U7)
below freezing	(U7)	over 32 degrees Celsius	(U7)
beneficial to	(U4)	pick up	(U4)
close to	(U5)	protect from	(U3)
come under threat	(U9)	proud of	(U4)
communicate with	(U9)	relate to	(U4)
concentrate on	(U4, U11)	rely on	(U4, U5, U9)
concerned about	(U9)	responsible for	(U4)
cope with	(U9)	runs across	(U7)
disappear from	(U4)	satisfied with	(U11)
dress in	(U1)	similar to	(U4)
expert on something	(U9)	spend money on something	(U11)
find information about	(U1)	successful in	(U9)
for over (20) years	(U3)	suffer from	(U11)
get from this to this	(U3)	take action on	(U3)
get onto something	(U3)	talk about	(U4)
go from here to there	(U3)	turn into something	(U3)
good at	(U11)	the top of the/a mountain	(U7)
go on safari	(U9)	wait for	(U6)
in a desert	(U7)	worry about	(U11)
in common	(U4)		

Phrasal verbs

act out	perform	(U10)
ask someone out	invite on a date	(U4)
back away	move slowly backwards	(U12)
back out of	decide not to do something you had previously agreed to do	(U12)
break up	separate	(U4, U9)
call for	require	(U8)
call out	announce	(U8)
carry on	continue	(U4, U7)
catch on	become popular	(U10)
clear up	make a place tidy	(U4)
cut out for	suited to	(U8)
deal with	do what is necessary	(U7)
eat out	go to a restaurant	(U2)
fall down	move quickly down onto the ground	(U5)
fall off	drop to the ground	(U5, U6)
fall over	fall to the ground	(U6)
find out	discover	(U1, U8)
get down	write down	(U10)
get on	be friends	(U4, U7)
give out	distribute	(U10)
give up	stop trying	(U7)
go along	continue to happen	(U7)
go away	travel away from a person or place	(U7)
grown out of	become too old for	(U10)
hand out	give each person in a group something	(U12)
hand over	give	(U12)
hang out	spend time relaxing	(U4)
head for	start moving/travelling towards a place	(U12)
head off	leave	(U12)
let someone down	disappoint someone	(U4)
log in	start using a computer	(U9)
look after	take care of someone or something	(U1_)
look at	read or examine something	(U1)
look for	search for something	(U1, U5)
look up to	admire/have respect for someone	(U4)
look up something	attempt to find	(U9)
make up	forgive each other	(U4)
pass down	give	(U1)
pick up	collect	(U10)
pull from	save or rescue from danger	(U9)
put in	install	(U9)
put someone down	make someone feel stupid	(U4)
put up	build, erect	(U5)
put up	display	(U9)
run out of	have no more of something left	(U12)
run over	drive over something	(U12)
sell out	run out of tickets for an event	(U10)
set off	cause an alarm to make a sound	(U9)
show off	behave in a boastful way	(U8)
stand in	take someone's place	(U12)
stand out	look different	(U12)
take after	to look or behave like an older relative	(U1)
take to	start to like	(U8)
take up	begin	(U8)
think over	consider carefully	(U12)
think up	use one's imagination or intelligence to come up with an idea	(U12)
try out	test something first	(U9)
try out for	audition	(U8)
turn away	refuse admission	(U10)
turn down	decrease the volume	(U10)
turn into	be transformed into	(U3)
turn off	stop something working	(U4, U10)
turn on	switch on	(U10)
turn out	end in a particular way	(U10)
turn up	increase the volume	(U10)
warm up	prepare one's body for exercise	(U6)

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