

G uses of the infinitive with *to*
V verbs + infinitive: *try to*, *forget to*, etc.
P weak form of *to*, linking

What do I
need to do?

It's important
not to be late.

7A How to...

1 READING & LISTENING

- a Look at the poster of a well-known film. Do you know what it's about? Have you seen it?



- b With a partner, think of two pieces of advice for somebody who is going to meet their partner's parents for the first time.
- c Now read an article adapted from the website *wikiHow*. Is your advice there?
- d Read the article again and complete the gaps with the verbs in the list.

to answer not to be to do (x2) to have to know
to make to say to show not to talk

- e **3 23**) Listen to Nigel meeting his girlfriend's parents for the first time. Does the meeting start well or badly? How does it end?
- f Listen again and answer the questions.
- 1 What does he do wrong?
 - 2 What does he do right?
- g Do you think the advice in the article would be good for people in your country? Why (not)? Do you think the advice would be the same for a girl meeting her boyfriend's parents for the first time?

How to... Survive Meeting Your Girlfriend's Parents for the First Time

It's stressful, but these top tips can help you to get it right...

Tips

- 1 **You need to do** some 'homework' before you go. Ask your girlfriend about her parents. Where does her mother work? Does her father like football? Do you have any common interests? If you do this, it will be easy _____ a conversation with them.
- 2 **Make sure you dress** _____ the right impression. Don't wear a suit, but don't just wear your old jeans and the Che Guevara T-shirt you bought in the market.
- 3 **Be punctual.** It's very important _____ late at a first meeting.
- 4 **When they greet you at the door** shake the father's hand firmly (no father likes a weak handshake!). Ask your girlfriend what kind of greeting her mum will prefer.
- 5 **Call her parents Mr and Mrs** (Smith) until they ask you to call them 'Dave' and 'Sharon'.
- 6 **Be ready** _____ questions about yourself! Her parents will want _____ everything about you and your ambitions. Make a good impression!
- 7 **If you are invited for a meal**, eat everything they give you and say something positive about the meal, like 'This is absolutely delicious!'. Offer _____ the washing-up after the meal (_____ them that you are a 'new man').
- 8 **Be yourself**, and don't be a 'yes' man. If they ask you for your opinion, be honest. However, try _____ about controversial subjects – this isn't the moment to give your views on religion and politics!
- 9 **If the conversation is dying** and you can't think what _____, ask them what your partner was like as a child. This is a brilliant tactic! All parents love talking about their children and it shows you have a deep interest in their daughter.

Adapted from wikiHow

2 GRAMMAR

uses of the infinitive with *to*

- a Match sentences a–d from the article with rules 1–4.
- a If you do this, it will be easy **to have** a conversation with them.
- b Offer to do the washing-up after the meal (**to show** them that you are a 'new man').
- c If the conversation is dying and you can't think what **to say**, ask them what your partner was like as a child.
- d You need **to do** some 'homework' before you go.

Use the infinitive with *to*...

- 1 after some verbs, e.g. *need, want, etc.*
- 2 after adjectives
- 3 to give a reason for doing something
- 4 after a question word, e.g. *who, what, how*

- b Look at the other infinitives you used to complete the article. Which rules are they?
- c ► p.138 Grammar Bank 7A. Learn more about uses of the infinitive and practise them.

3 VOCABULARY verbs + infinitive

- a Without looking back at the article try to remember the missing verbs.
- 1 You _____ to do some homework before you go.
 - 2 Her parents will _____ to know everything about you and your ambitions.
 - 3 _____ to do the washing-up after the meal...
 - 4 However, _____ not to talk about controversial subjects...
- b ► p.158 Vocabulary Bank *Verb forms*. Do part 1 (Verbs + infinitive).

4 PRONUNCIATION & SPEAKING

weak form of *to*, linking

- a ③26 Listen to two sentences. Is *to* stressed? How is it pronounced?

I want to come.
He decided to leave.



Linking words with the same consonant sound

When a word ends in a consonant sound and the next word begins with the same or a very similar sound, we often link the words together and only make the consonant sound once. This happens when a verb ends in /t/ or /d/ before *to*, so *want to* is pronounced /'wɒntə/ and *decided to* is pronounced /dɪ'saɪdɪtə/.

- b ③27 Listen and write six sentences. Then practise saying them.
- c Work in pairs. A ask B the first six questions. B give as much information as you can. Swap roles for the last six questions.

- Have you ever offered to look after somebody's dog (or other pet)?
- Do you think it is difficult to stay friends with an ex-boyfriend/girlfriend?
- Have you ever tried to learn something new and failed?
- Do you think it is important to learn to cook at school?
- How long do you usually spend deciding what to wear in the morning?
- Do you know how to change a wheel on a car?

- Do you think it's possible to learn a foreign language studying on your own at home?
- Are you planning to go anywhere next weekend?
- Would you like to work or study in another country?
- Have you ever pretended to be ill (when you weren't)?
- Have you ever forgotten to turn off your mobile phone during a class or concert?
- What do you think is the most interesting thing to do for a visitor to your town?

- d ► Communication *How to...* A p.103 B p.107. Read and re-tell two more *How to...* articles.

5 WRITING

With a partner, write a 'How to...' article. Choose one of the titles below, and try to think of at least four tips.

How to...

- make a good impression on your first day in your English class.
- make a good impression at a job interview.



7B Being happy

1 GRAMMAR uses of the gerund

- a Talk to a partner. Is there a book, a film, or a song that makes you feel happy whenever you read, watch, or listen to it? What is it? Why does it make you feel happy?
- b Read a magazine article where different people on the magazine's staff say what happiness is for them. Who do you think said what? Match the people to the paragraphs.



A Erin,
fashion editor

B Harriet,
health editor

C Sebastian,
music editor



D Kate,
cinema editor

E Marco,
food editor

F Andrew,
travel editor

- c Read the article again. Is there anybody you really agree/don't agree with? Compare with a partner.
- d Look at the **highlighted** phrases in the first paragraph. Find an example of a gerund (verb + -ing):
- 1 after another verb _____
 - 2 after a preposition _____
 - 3 used as a noun _____
- e ➤ p.138 Grammar Bank 7B. Learn more about the uses of the gerund and practise them.
- f Write your own continuation for *Happiness is...*
- g Work in groups of four. Read the other students' texts. Do you agree with their ideas of happiness?



- 1 ...making soup. I love using leftovers in the fridge. There's something magical about making something delicious out of nothing.
- 2 ...sitting on the sofa on a winter evening with a box of chocolates, watching a feel-good film, preferably one that makes me cry.
- 3 ...listening to *Don't Stop Me Now* by Queen. As soon as I hear it I immediately feel like getting up and dancing.
- 4 ...getting on the scales and seeing that I've lost a kilo even though I had a big meal the day before.
- 5 ...seeing my suitcase come out first at baggage reclaim at the airport
- 6 ...finding a real bargain in the sales. I'm still wearing a Prada jacket that I bought incredibly cheaply in a sale ten years ago.



2 VOCABULARY & SPEAKING

verbs + gerund

- a ➤ p.158 Vocabulary Bank *Verb forms*.
Do part 2 (Verbs + gerund).
- b Choose five things to talk about from the list below.

Something...

- you **don't mind doing** in the house
- you **like doing** with your family
- you **love doing** in the summer
- you **don't feel like doing** at weekends
- you **spend too much time doing**
- you **dream of doing**
- you **hate doing** at work / school
- you **don't like doing** alone
- you are **thinking of doing** this weekend
- you think you are **very good (or very bad) at doing**

- c Works in pairs. A tell B about the five things. Say why. B ask for more information. Then swap roles.

3 PRONUNCIATION the letter i

- a Put the one-syllable words below into the right column.

find give high hire kind like
mind miss night right skin slim
thin time which win with

 fish		 bike	
---	--	---	--

- b ③30) Listen and check. Then look at the words in each column. What rules can you see for the pronunciation of...

- *i* + consonant + *e* (but which word is an exception?)
- *ind* and *igh*
- *i* between other consonants

- c ③31) Now listen to some two-syllable words. Is the *i* pronounced /ɪ/ or /aɪ/? Listen and check.

arrive decide engine invite
online practise promise
revise service surprise

- d What's the difference in the stress between the verbs in c where *i* is pronounced /ɪ/ and where *i* is pronounced /aɪ/?

4 SPEAKING & LISTENING

- a Ask and answer with a partner.
- 1 When you are happy do you sometimes feel like singing?
 - 2 Do you ever sing...?
 - in the shower
 - in the car
 - while you're listening to music, e.g. on an iPod
 - karaoke
 - in a choir or band
 - 3 Is there a particular singer whose songs you like singing? Do you have a favourite song?
- b In pairs, say if you think sentences 1–7 are T (true) or F (false).
- 1 Singing is good for your health.
 - 2 If you want to sing well, you need to learn to breathe correctly.
 - 3 People who sing are usually fatter than people who don't.
 - 4 Not everybody can learn to sing.
 - 5 You need to know how to read music to be able to sing well.
 - 6 If you make a surprised face, you can sing high notes better.
 - 7 It takes years to learn to sing better.
- c ③32) Now listen to an interview with the director of a singing school and a student who did a course there. Were you right?
- d Listen again. Choose the right answer.

- 1 When you are learning to sing you need to ____ correctly.
a stand b dress c eat
 - 2 Singing well is 95% ____.
a repeating b listening c breathing
 - 3 Gemma's course lasted ____.
a one day b one week c one month
 - 4 Gemma has always ____.
a been good at singing b been in a choir c liked singing
 - 5 At first the students learnt to ____.
a breathe and sing b listen and breathe c listen and sing
 - 6 At the end of the day they could sing ____.
a perfectly b much better c a bit better
- e Would you like to learn to sing (better)? Are there any tips from the listening that you could use?

5 ③33) SONG Don't Stop Me Now 🎵



7C Learn a language in a month!

1 GRAMMAR

have to, don't have to, must, mustn't

a Match the notices to the rules.

- 1 You **have to** pay before the end of the month.
- 2 You **don't have to** pay to see this.
- 3 You **mustn't** eat here.
- 4 You **must** turn off your phone before you come in.



b Look at the **highlighted** expressions and answer the questions.

- 1 Which two phrases mean...?
It is a ⊕ rule. There's an obligation to do this. _____
- 2 Which phrase means...?
a It isn't permitted. It is against the rules. _____
b It isn't obligatory or it isn't necessary. _____

c ➤ p.138 Grammar Bank 7C. Learn more about *have to, don't have to, must, and mustn't*, and practise them.

d With a partner, complete four sentences about the school where you are learning English.

We have to... We don't have to...
 We must... We mustn't...

e Compare your rules with another pair. Which rule do you think is the most important?

2 PRONUNCIATION *must, mustn't*

a ③36 Listen to these sentences. Which letter is **not** pronounced in *mustn't*? Listen again and repeat.

You **must** use a dictionary. You **mustn't** use a dictionary.

b ③37 Listen and write five sentences.

3 READING & LISTENING

a Do you think people from your country are good at learning languages? Why (not)? Are British people good at learning your language?

b Read about Max, a British journalist who did an intensive Spanish course. Then cover the article and answer the questions.

- 1 What reputation do the British have?
- 2 What experiment did Max's newspaper want to do?
- 3 Why did Max choose to learn Spanish?
- 4 Where did he do the course? How long was it?
- 5 What did he find easy and difficult about Spanish?
- 6 What were the four tests? What were the rules?



c ③38 Which test do you think was the easiest for Max? Which do you think was the most difficult? Listen to Max doing the tests in Madrid and check your answers.

d Listen again. Mark the sentences **T** (true) or **F** (false). Correct the false information.

- 1 The waiter didn't understand Max.
- 2 The bill was six euros.
- 3 The chemist's was the first street on the right.
- 4 The driver understood the name of the stadium.
- 5 Max made a grammar mistake when he left the voicemail message.
- 6 Max's final mark was eight.
- 7 Max says you can learn Spanish in a month.



I will survive (in Spanish)... or will I?

The British have a reputation for being bad at learning languages, but is it really true? I work for a newspaper which was doing a series of articles about this. As an experiment, they asked me to try and learn a completely new language for one month. Then I had to go to the country and do some 'tests' to see if I could 'survive' in different situations. I decided to learn Spanish because I would like to visit Spain and Latin America in the future. If I go, I don't want to be the typical Brit who expects everyone else to speak English.

I did a one-month intensive course in Spanish at a language school in London. I was a complete beginner but I soon found that some Spanish words are very similar to English ones. For example, *hola* isn't very different from 'hello' and *inglés* is very similar to 'English'. But other things were more difficult, for example the verbs in Spanish change for each person and that means you have to learn a lot of different endings. My biggest problem was the pronunciation. I found it very difficult to pronounce some letters in Spanish, especially *r* and *j*. I downloaded sentences in Spanish onto my phone and I listened and repeated them again and again.

When my course finished I went to Madrid for the weekend to do my tests. A Spanish teacher called Paula came with me and gave me a mark out of 10 for each test and then a final mark for everything.

These were the tests and the rules:

TESTS

You have to...

- 1 order a drink and a sandwich in a bar, ask how much it is, and understand the price.
- 2 ask for directions in the street (and follow them).
- 3 get a taxi to a famous place in Madrid.
- 4 leave a message on somebody's voicemail.

RULES

- you mustn't use a dictionary or phrase book
- you mustn't speak English at any time
 - you mustn't use your hands or mime or write anything down

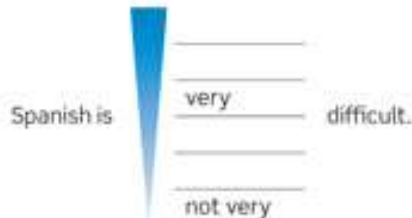


4 VOCABULARY modifiers

My pronunciation of the stadium wasn't **very** good. I was feeling **a bit** nervous at this point.

- a Complete the chart with the words in the box.

a bit incredibly not very quite really very



a bit

We only use *a bit* before **negative** adjectives and adverbs, e.g. *a bit difficult*, *a bit slowly*.

- b Complete the sentences with one of the words or phrases so that it makes a true sentence. Compare with a partner.

- 1 I'm _____ good at learning languages.
- 2 I'm _____ motivated to improve my English.
- 3 English pronunciation is _____ difficult.
- 4 English grammar is _____ complicated.
- 5 I'm _____ worried about the next English exam.
- 6 English is _____ important for my work / studies.

5 SPEAKING

- a How well do you think you could do Max's four tests in English? Why?

I think I could order a drink and a sandwich quite well...

- b Talk to a partner.


HAVE YOU EVER...

- spoken to a tourist in English? When? Why?
- had to speak in English on the phone? Who to? What about?
- seen a film or video clip in English? Which? Did it have subtitles? How much did you understand?
- read a book or magazine in English? Which one(s)?
- asked for directions in English in a foreign city? Where? What happened?
- used an app or website to improve your English? Which one?
- learnt another foreign language? How well can you speak it?

6 WRITING

- p.115 Writing *A formal email*. Write an email asking for information.

1 RUNNING IN CENTRAL PARK

- a  39 Watch or listen to Rob and Jenny. Are they enjoying their run?



- b Watch or listen again and answer the questions.

- 1 How does Rob say he feels?
- 2 What does Jenny say about Central Park?
- 3 Is Rob happy he came to New York?
- 4 What is Rob tired of doing?
- 5 What does Jenny invite him to do?
- 6 How many more times are they going to run round the park?


2 VOCABULARY feeling ill

- a Match the phrases and pictures:

What's the matter?


- | | |
|---|---|
| <input type="checkbox"/> I have a headache. /'hedzɪk/ | <input type="checkbox"/> I have a temperature. /'temprətʃə/ |
| <input type="checkbox"/> I have a cough. /kɒf/ | <input type="checkbox"/> I have a bad stomach. /'stʌmək/ |
| <input type="checkbox"/> I have flu. /flu/ | <input type="checkbox"/> I have a cold. |



- b  40 Listen and check. Cover the phrases and practise with a partner.

What's the matter?  I have a headache.

3 GOING TO A PHARMACY

- a  41 Cover the dialogue and watch or listen. Circle the correct answer.

- 1 Rob thinks he has a cold | flu.
- 2 The pharmacist gives Rob ibuprofen | penicillin.
- 3 He has to take the medicine every four hours | eight hours.
- 4 They cost \$16.99 | \$6.99.



b Watch or listen again. Complete the **You Hear** phrases.

You Hear	You Say
Good morning. Can I help you?	I'm not feeling very well. I think I have flu.
What are your symptoms?	I have a headache and a cough.
Do you have a _____?	No, I don't think so.
Are you allergic to any drugs?	I'm allergic to penicillin.
No _____. This is ibuprofen. It'll make you feel _____.	How many do I have to take?
_____ every four hours.	Sorry? How often?
_____ every four hours. If you don't feel better in _____ hours, you should see a doctor.	OK, thanks. How much is that?
That's \$6.99, please.	Thank you.
You're _____.	

British and American English
pharmacy = American English (and sometimes British English)
chemist's = British English
drugs = medicine in American English
drugs = illegal substances in British and American English

c 342 Watch or listen and repeat the **You Say** phrases. Copy the rhythm.

d Practise the dialogue with a partner.

e In pairs, roleplay the dialogue.

A (book closed) You don't feel very well. Decide what symptoms you have. Are you allergic to anything?

B (book open) You are the pharmacist. You begin *Can I help you?*

f Swap roles.



4 DINNER AT JENNY'S APARTMENT

a 343 Watch or listen to Rob and Jenny. Mark the sentences **T** (true) or **F** (false).

- Rob broke up with his girlfriend a year before he met Jenny.
- Jenny hasn't had much time for relationships.
- Jenny knew that Rob wasn't feeling well in the morning.
- Rob wants to go back to his hotel because he's tired.
- Jenny is going to call a taxi.

b Watch or listen again. Say why the **F** sentences are false.

c 344 Read the information box about *have got*. Listen and repeat the phrases.

have got
 We sometimes use *have got* instead of *have* to talk about possession.
I've got a busy day tomorrow.
Have you got any children? Yes, I have. I've got a girl and a boy. No, I haven't. I haven't got children.
 ➤ See appendix p.165.

d Ask and answer with a partner. Use *Have you got...? Yes, I have. / No, I haven't.* Give more information if you can.

A any pets a bike or motorbike a garden

B any brothers and sisters a car a laptop

Have you got any pets? Yes I have. I've got two dogs.

e Look at the **Social English phrases**. Can you remember any of the missing words?

Social English phrases

Rob That was a lovely _____. Jenny I'm _____ you're feeling better.

Rob That isn't very _____ for you. Rob Thanks again for a _____ evening.

Rob I'm _____ I'll be fine. Jenny _____ time.

Rob I think I _____ get back to the hotel now.

f 346 Watch or listen and complete the phrases.

g Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?

- describe symptoms when you feel ill
- get medicine at a pharmacy
- talk about possessions with *have got*

7

7A uses of the infinitive with to

- 1 I need to buy some new clothes. Try **not to talk** about politics. (3 24))
- 2 It'll be nice to meet your parents. It's important **not to be** late.
- 3 I don't know where to go or what to do.
- 4 A Why did you go to the party?
B To meet new people.
I went to the party to meet new people.

- The infinitive is the base form of the verb. It is often used with *to*. It can be positive (e.g. *to be*) or negative (e.g. *not to be*).
- Use the infinitive with *to*:
 - 1 after some verbs, e.g. *want, need, would like*, etc. See **Verb forms** p.158.
 - 2 after adjectives.
 - 3 after question words, e.g. *what, where, when*, etc.
 - 4 to say why you do something.
I came to this school to learn English. NOT for learn English.



Infinitive without to

Remember that we use the infinitive without *to* after auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can, could, will, would*, etc.), e.g. **Do you live near here? Can you help me? I won't forget. What would you do?**

7B uses of the gerund (verb + -ing)

- 1 Eating outside in the summer makes me feel good. My idea of happiness is getting up late and not going to work. (3 28))
- 2 I love reading in bed. I hate not getting to the airport early.
- 3 I'm thinking of buying a new car. He left without saying goodbye.

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*).
- Use the gerund:
 - 1 as the subject or object of a sentence.
 - 2 after some verbs, e.g. *like, love, hate, enjoy*, etc. See **Verb forms** p.158.
 - 3 after prepositions.
- Remember the spelling rules for the *-ing* form. See **1C** p.126.

7C have to, don't have to, must, mustn't

have to, don't have to

- 1 I have to get up at seven every day. She has to speak English at work. (3 34))
- 2 We don't have to wear a uniform at this school. He doesn't have to work on Saturdays.
- 3 Do I have to buy a grammar book? What time does she have to get up in the morning?

- Use *have to* + verb (infinitive) to talk about rules and obligations.
- Use *don't have to* + verb (infinitive) to say that there is no obligation, or that something is not necessary.
- Use *do / does* to make questions and negatives. *Do I have to go? NOT Have I to go?*
- Don't contract *have* or *has*. *I have to go. NOT I've to go.*

must / mustn't

- 1 You must do your homework tonight. She must tidy her room before she goes out. (3 35))
- 2 You mustn't leave your bags here. I mustn't forget to call her tonight. (*mustn't = must not*)
- 3 Must I buy a grammar book? When must we register for the exam?

- Use *must* + verb (infinitive without *to*) to talk about rules and obligations.
- *must / mustn't* is the same for all persons.
- Use *mustn't* + verb (infinitive without *to*) to say something is prohibited.



must and have to

Must and *have to* are very similar, but there is a small difference. We normally use *have to* for a **general** obligation (a rule at work / school or a law). We normally use *must* for a **personal** obligation (one that the speaker imposes), e.g. a teacher to students or a parent to a child. But often you can use either *must* or *have to*.

mustn't and don't have to

Mustn't and *don't have to* have completely different meanings. Compare:

You **mustn't** go. = It's prohibited. Don't go.

You **don't have to** go. = You can go if you want to, but it's not obligatory / necessary.

Impersonal you

We often use *have to* and *must* with impersonal *you* (*you* = people in general), e.g.

You **have to** wear a seatbelt in a car. You **mustn't** take photos in the museum.

7A

a Match the sentence halves.

Be ready B

- 1 Do we need
- 2 In some countries it's important
- 3 I know you're tired, but try
- 4 We were late, so Simon offered
- 5 It's difficult

A to give us a lift to the station.

B to show your passport at check-in.

C not to forget people's names in a big class.

D to dress correctly in public.

E to buy some dollars at the airport?

F not to fall asleep during the film!

b Complete the sentences with a positive or negative infinitive.

do not drive go have learn look for not make meet

I'm planning to *have* a party next week.

- 1 A Hi, I'm Donatella.
B I'm Renée. Nice _____ you.
- 2 What do you want _____ tonight?
- 3 I need _____ to the shop. I don't have any bread or milk.
- 4 Try _____ a noise. Your father's asleep.
- 5 I'd really like _____ how to drive.
- 6 Be careful _____ too fast on the way home – the roads are icy.
- 7 He's decided _____ a new job.

◀ p.53

7B

a Complete the sentences with a verb in the list in the *-ing* form.

be do practise remember study swim teach text travel

I really enjoy *doing* exercise. It makes me feel great!

- 1 One thing that always makes me happy is _____ in the sea.
- 2 You can't learn to play a musical instrument well without _____ regularly.
- 3 My mother's very bad at _____ names.
- 4 _____ teenagers is very hard work.
- 5 My sister spends hours on the phone _____ her friends.
- 6 I hate _____ the first to arrive at parties.
- 7 _____ by train is usually cheaper than by plane.
- 8 I'll go on _____ for as long as I can – I love being a student!

b Put the verbs in the *-ing* form or infinitive.I like *listening* to the radio in the mornings. (listen)

- 1 _____ Pilates is good for your health. (do)
- 2 We've decided _____ a holiday this year. (not have)
- 3 We won't take the car. It's impossible _____. (park)
- 4 I'm not very good at _____ maps. (read)
- 5 You can borrow the car if you promise _____ slowly. (drive)
- 6 Has it stopped _____? (rain)
- 7 I don't mind _____, but I don't like _____ the washing-up. (cook, do)
- 8 I hate _____ early in the morning. (get up)

◀ p.54

7C

a Complete the sentences with the correct form of *have to*.I *don't have to* go to school on Saturdays

- 1 Janice _____ study very hard – she has exams soon.
- 2 You _____ wear a uniform to be a policeman.
- 3 _____ your sister _____ go to London for her job interview?
- 4 You _____ wear a uniform if you are a policeman.
- 5 We _____ get up early tomorrow. Our flight leaves at 6.30.
- 6 Harry _____ work today – his shop is closed.
- 7 I _____ go now. It's very late.
- 8 _____ we _____ go to bed? It's only 10 o'clock!

b Circle the correct form, *have to* / *must*, *don't have to*, or *mustn't*. Tick ✓ if both forms are possible.

- We don't have to / *mustn't* go to work next week. It's a holiday.
- 1 You *don't have to* / *mustn't* touch the oven. It's hot.
- 2 Do you *have to* / *must* send a photo with your passport form?
- 3 The concert is free. You *don't have to* / *mustn't* pay.
- 4 I'm late for a meeting. I *have to* / *must* go now.
- 5 You *don't have to* / *mustn't* leave the door open – the dog will get out.
- 6 We *have to* / *must* try that new restaurant in town.
- 7 In Britain you *have to* / *must* drive on the left.
- 8 Do you *have to* / *Must* you be tall to be good at tennis?

◀ p.56

Verb forms

VOCABULARY BANK

1 VERBS + INFINITIVE

a Complete the **to + verb** column with *to* + a verb from the list.

be bring buy catch drive find get married
go (x2) help pay rain see turn off

- | | | | |
|----|-------------------|---|--------------------|
| 1 | decide | We've decided <input type="checkbox"/> to France for our holiday. | to + verb |
| 2 | forget | Don't forget <input type="checkbox"/> all the lights. | <i>to go</i> _____ |
| 3 | hope | We hope <input type="checkbox"/> you again soon. | _____ |
| 4 | learn | I'm learning <input type="checkbox"/> . My test's next month. | _____ |
| 5 | need | I need <input type="checkbox"/> to the supermarket. We don't have any milk. | _____ |
| 6 | offer | He offered <input type="checkbox"/> me with my CV. | _____ |
| 7 | plan | They're planning <input type="checkbox"/> soon. | _____ |
| 8 | pretend | He pretended <input type="checkbox"/> ill, but he wasn't really. | _____ |
| 9 | promise | He's promised <input type="checkbox"/> me back when he gets a job. | _____ |
| 10 | remember | Remember <input type="checkbox"/> your dictionaries to class tomorrow. | _____ |
| 11 | start | It was very cloudy and it started <input type="checkbox"/> . | _____ |
| 12 | try | I'm trying <input type="checkbox"/> a job, but it's very hard. | _____ |
| 13 | want | I want <input type="checkbox"/> the six o'clock train. | _____ |
| 14 | would like | I'd like <input type="checkbox"/> a new car next month. | _____ |

b (3:25) Listen and check.

c Cover the **to + verb** column. Say the sentences.

◀ p.53



2 VERBS + GERUND (VERB + -ING)

a Complete the **gerund** column with a verb from the list in the gerund.

be cook do have make rain read talk tidy wake up work

- | | | | |
|----|---------------------------|---|----------------------|
| 1 | enjoy | I enjoy <input type="checkbox"/> in bed. | gerund |
| 2 | finish | Have you finished <input type="checkbox"/> your room? | <i>reading</i> _____ |
| 3 | go on (= continue) | I want to go on <input type="checkbox"/> until I'm 60. | _____ |
| 4 | hate | I hate <input type="checkbox"/> late when I'm meeting someone. | _____ |
| 5 | like | I like <input type="checkbox"/> breakfast in a café. | _____ |
| 6 | love | I love <input type="checkbox"/> on a sunny morning. | _____ |
| 7 | (don't) mind | I don't mind <input type="checkbox"/> the ironing. It's quite relaxing. | _____ |
| 8 | spend (time) | She spends hours <input type="checkbox"/> on the phone. | _____ |
| 9 | start* | It started <input type="checkbox"/> at 5.30 in the morning. | _____ |
| 10 | stop | Please stop <input type="checkbox"/> such a noise. I can't think. | _____ |
| 11 | feel like | I don't feel like <input type="checkbox"/> today. Let's go out for lunch. | _____ |

* start can be used with a gerund or infinitive, e.g. It started raining. It started to rain.

b (3:29) Listen and check.



c Cover the **gerund** column. Say the sentences.

◀ p.55

Animals

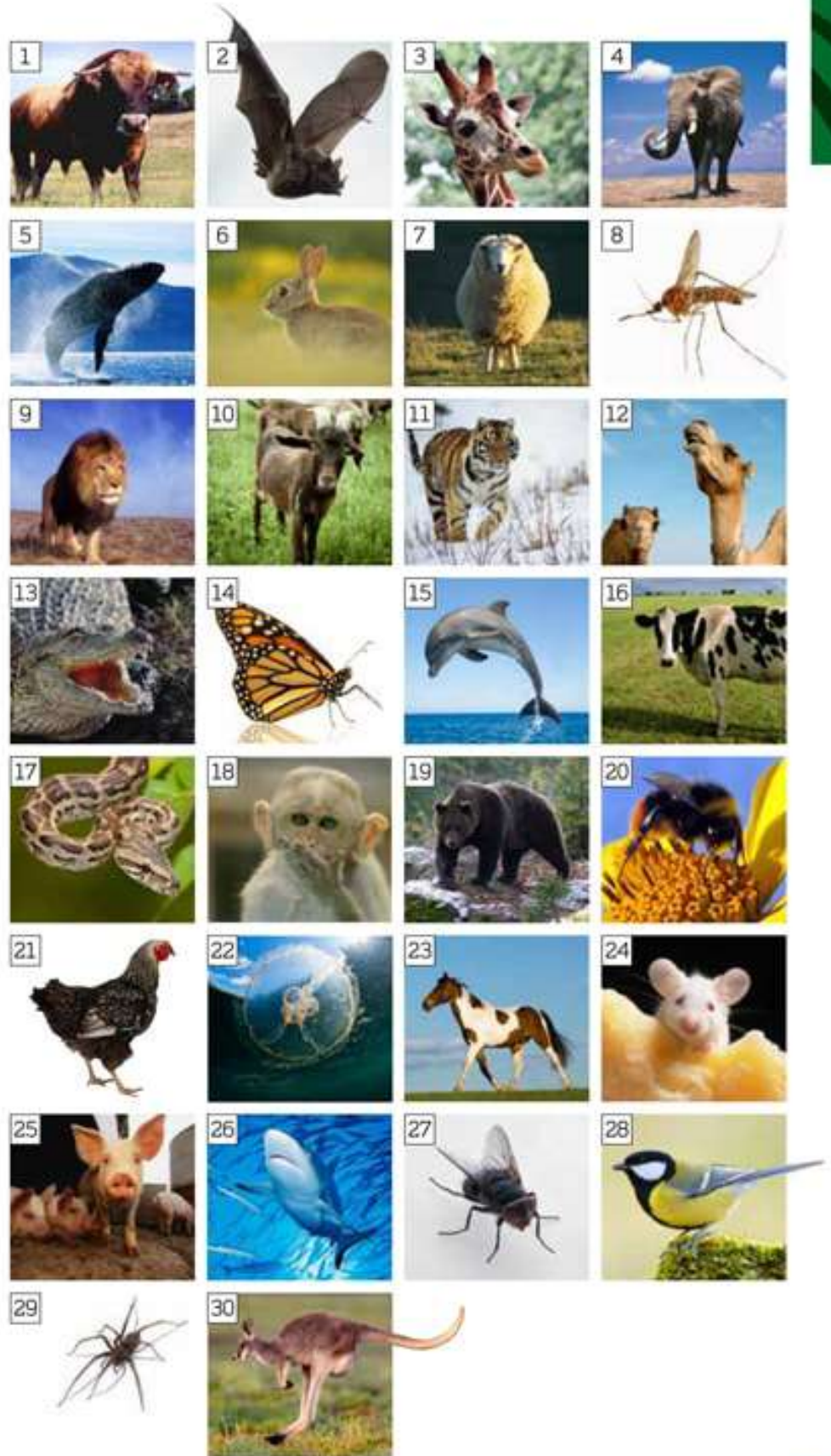
VOCABULARY BANK

a Match the words and pictures.

- bee /bi:/
- butterfly /'bʌtəflaɪ/
- fly /flaɪ/
- mosquito /mə'ski:təʊ/
- spider /'spɪdə/
- I** bull /bʊl/
- chicken /'tʃɪkɪn/
- cow /kaʊ/
- goat /ɡəʊt/
- horse /hɔ:s/
- pig /pɪɡ/
- sheep /ʃi:p/
- bat /bæt/
- bear /beə/
- bird /bɜ:d/
- camel /'kæmɪ/
- crocodile /'krɒkədɪl/
- dolphin /'dɒlfɪn/
- elephant /'elɪfənt/
- giraffe /dʒə'reɪf/
- jellyfish /'dʒelɪfɪʃ/
- kangaroo /kæŋɡə'ru:/
- lion /laɪən/
- monkey /'mʌŋki/
- mouse (plural *mice*) /maʊs/
- rabbit /'ræbɪt/
- shark /ʃɑ:k/
- snake /sneɪk/
- tiger /'tɪɡə/
- whale /weɪl/

b 4 17 Listen and check.

c Cover the words and look at the pictures. Test yourself or a partner.



◀ p.68