

Grammar reference

be going to

Affirmative	I/You/He/She/It/We/They + am/are/is + going to + verb <i>I'm going to buy a guidebook.</i>
Negative	I/You/He/She/It/We/They + am not/aren't/isn't + going to + verb <i>He isn't going to work in the summer.</i>
Question form	Am/Are/Is + I/you/he/she/it/we/they + going to + verb? <i>Are you going to stay in a hotel?</i>
Short answers	Yes, I/you/he/she/it/we/they + am/are/is . No, I/you/he/she/it/we/they + am not/aren't/isn't .

- We use **be going to** to talk about future plans and intentions.
She's going to buy a new car next month.
We aren't going to go to the beach this summer.

Prepositions of time

- We use:
 - in with parts of the day (in the morning, afternoon)
with months (in April, October)
with years (in 2018, 2021)
with seasons (in the winter, summer)
 - on with days (on Tuesday(s), Thursday(s))
with dates (on 21st January, 26th November)
 - at with times (at six o'clock, ten to eleven)
with night and the weekend

must/mustn't

Affirmative	I/You/He/She/We/They must be 18 to drive a car.
Negative	I/You/He/She/We/They mustn't talk in the library.

- We use **must** to talk about things that are necessary or obligatory.
You must do all your homework.
- We use **mustn't** to talk about things we can't do because we don't have permission.
You mustn't talk to the bus driver.

have to/don't have to

Affirmative	I/You/We/They have to pay to enter the museum. He/She has to pass a test to drive.
Negative	I/You/We/They don't have to pay now. He/She doesn't have to come with us.

- We use **have to** to talk about things which are obligatory or necessary.
You have to buy a ticket to travel on the bus.
- We use **don't have to** to talk about things which are not obligatory or necessary.
You don't have to buy a ticket – I have one for you.

should/shouldn't

Affirmative	I/You/He/She/We/They should do more exercise.
Negative	I/You/He/She/We/They shouldn't put your bag on the seat.

- We use **should** to talk about things that it is a good idea to do.
You should give your seat to older people on public transport.
- We use **shouldn't** to talk about things that are not a good idea.
You shouldn't play loud music on public transport.

Vocabulary

1 The weather

it's boiling • it's cloudy • it's cold • it's freezing •
it's hot • it's raining • it's snowing • it's stormy •
it's sunny • it's warm • it's windy

2 Things to take on holiday

backpack • earphones • gloves • guidebook • hat •
passport • suitcase • sunglasses • sunscreen •
swimsuit/swimming trunks • towel • umbrella

3 Types of transport

boat • bus • car • helicopter • hot-air balloon •
lorry/truck • motorbike • plane • taxi • train • tram •
underground • van



be going to; Prepositions of time; must, have to, should, shouldn't**1 Complete the dialogues with going to and these verbs.**

- 'What (you/do) this summer?'
'I (study) English in Ireland.'
- '..... (you/read) your poetry in public?' 'Yes, and my friends (play) the guitar.'
- '..... (you/take) an umbrella?'
'There aren't any clouds in the sky, so I'm sure it (not rain).'
- '..... (your mum/drive) the school bus?' 'Yes! It (be) a great trip!'
- 'How (travel) around in Holland?' 'We (cycle), of course!'
- 'He said he (not cut) his long hair!' 'He (not get) the job, then.'

2 Circle the correct alternative.

- I don't do much at/on the weekend.
- It's very hot here in/on the summer.
- Lessons finish on/at 2 pm.
- My mum always does some physical exercise in/at the morning.
- Summer starts in/on 21st June.
- The Chinese New Year starts at/in January or February.
- The next English lesson is in/on Monday, isn't it?
- This part of town is very quiet, especially at/in night.
- We visited Vietnam in/at 2019.

3 Complete the sentences with the correct form of have to or must. Sometimes more than one answer is possible.

- You wear a coat – it's always sunny here.
- They lose their passports, or they can't fly to the US.
- People understand other cultures if they want to travel around the world.
- We take the tube if we want to be at Victoria Station on time.
- You believe in horoscopes – they're not scientific.
- You ring the bell – the door is always open.

4 Complete the sentences with should or shouldn't.

I'm happy to hear that you're going to Florence for a couple of months to learn Italian. It's a wonderful city, and I think that everybody (1) visit it. I went there last year, so I can give you some tips. Have you already found a place to stay? You (2) stay at a hotel because hotels are expensive. You (3) check the notice board in your school to see if someone has a room to share. You (4) also find a native speaker of Italian to exchange conversation in your spare time. If you haven't got a lot of money, you (5) try some local street food – it's very tasty. Then, when it's sunny, you (6) sit in one of the many beautiful squares and relax. And you (7) miss the ice cream – it's the best in the world. Florence has many things to see, but you (8) forget to visit other Italian cities, too. Best wishes, Sarah

5 Choose the best answer to complete the text.

Is it a good idea to do homework over school breaks? 'Holidays are a time to relax. Kids (1) get a break from homework when they aren't at school,' says one parent. Some schools have abolished homework (2) the winter and spring holiday periods. 'If you want to do your homework well,' says the head teacher, 'you (3) to concentrate and spend all your holiday time working. And we know that kids (4) have some time off schoolwork.' Other schools do not agree. 'We think students (5) practise all the time, if you don't want them to lose what they have learnt,' says a teacher. 'In many cases, if kids don't have anything to do at home, they (6) get bored. Also, homework (7) be an unpleasant task. In fact, it (8) be fun. This winter break my students (9) study in groups, interview people and write reports. Then, when they get back to school, (10) 7th January, they'll give a presentation to the other groups.'

- | | | |
|---------------------|----------------|-----------------|
| 1 A shouldn't | B should | C mustn't |
| 2 A in | B on | C at |
| 3 A must | B should | C have |
| 4 A have | B have to | C don't have to |
| 5 A have to | B must | C A or B |
| 6 A should | B are going to | C must |
| 7 A doesn't have to | B mustn't | C A or B |
| 8 A should | B is going to | C has |
| 9 A have to | B are going to | C must |
| 10 A at | B in | C on |

Grammar reference

Present simple

Affirmative	I/You/We/They understand . He/She/It understands .
Negative	I/You/We/They don't (do not) understand . He/She/It doesn't (does not) understand .
Question form	Do I/you/we/they understand ? Does he/she/it understand ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

We use the present simple to talk about:

- regular habits and routines.
We walk to school every day.
- permanent situations.
They live in France.
- general and scientific facts.
Most birds fly.

Time expressions we often use with the present simple:

*always, usually, often, sometimes, rarely, never,
once/twice/three times a day/week/month/year,
on Mondays/Tuesdays*

Present continuous

Affirmative	subject + am/are/is + verb+ ing <i>We're working.</i>
Negative	subject + am not/aren't/isn't + verb+ ing <i>She isn't working.</i>
Question form	Am/Are/Is + subject + verb+ ing ? <i>Are they working?</i>
Short answers	Yes, subject + am/are/is . No, subject + am not/aren't/isn't . Yes, I am. No, they aren't.

We use the present continuous to talk about:

- actions that are happening now.
She can't go out. She's studying for an exam.
- temporary actions and situations.
Jim is studying in the UK.

State and action verbs

Some verbs are not usually used in the present continuous because they describe states/situations, not actions. For example:

believe, care, hate, know, like, love, need, think, understand, want

Be careful! Some verbs can describe a state/situation and an action.

I think family dinners are important.

(state/situation – my general opinion)

I'm thinking about the holidays.

(action – what I'm doing right now)

Articles

A/An

We use *a/an* with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of people or things.

I've got a bike. It's a mountain bike.

We use *a/an* to say what somebody's profession is.

He's a teacher.

We use *a* before a consonant and we use *an* before a vowel sound.

She's an engineer.

The

We use *the* with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.

I've got a problem. The problem isn't serious.

We also use *the* to talk about specific things or people.

The film I saw was good.

We also use *the* to talk about something unique, something that there is only one of.

the sun, the president, the world

No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.

Education is important.

I love oranges.

Vocabulary

1 Ages and stages of life

baby • child • middle-aged (man/woman) •
senior citizen • teenager • toddler • young adult

2 The family

aunt • brother/sister-in-law • cousin • daughter •
father/mother-in-law • grandchild •
grandfather/mother • grandparent •
grandson/daughter • great-grandfather/mother •
husband • nephew • niece • son •
son/daughter-in-law • stepfather/mother • uncle • wife

3 Words connected with the family

divorced (adj.) • extended (adj.) • immediate (adj.) •
one-parent (adj.) • only child (n.) • partner (n.) •
relative (n.) • single (adj.) • twin (n.)

4 Noun suffixes *-ment, -ion, -ence*

adolescence • argument • confidence • connection •
difference • embarrassment • enjoyment •
explanation • improvement • independence •
permission • solution



Present simple and present continuous, State and action verbs; Articles

1 Complete the sentences with the present simple or the present continuous form of the verbs given.

- 'Someone (knock) at the door.' 'Oh, I know who it is. It's Peter.'
- Laura and Tom (have) a very hard time at work at the moment.
- Physical exercise (help) teenagers with concentration in school.
- 'What's the matter?' 'The children (argue) about who is a better footballer.'
- I (think) the expert's advice on retirement is very helpful.
- He (see) his parents every week.
- Dad (not realise) that I am not a little child any more.
- Julian always (switch off) the music when he studies?

2 Choose the best answer (a, b or c) to complete the sentences.

- My aunt speaks too fast. I her.
 - don't understand
 - doesn't understand
 - am not understanding
- I it's important for teenagers to have a private space.
 - am thinking
 - think
 - thinks
- Do you usually to music at a reasonable volume?
 - listening
 - listen
 - are listening
- People to treat senior citizens with respect.
 - are needing
 - not need
 - need
- Do you a positive contribution to your family life?
 - make
 - making
 - makes
- My niece with her friends right now – she's at home alone.
 - not plays
 - doesn't play
 - isn't playing

3 Find and correct the mistakes. Two of the sentences are correct.

- 'Hello, where are you?' 'Sorry, I can't talk now. I'm going into the office. Bye.'
- 'Are you liking your sister?' 'Yes, I do. We don't have many arguments.'
- His Spanish is not perfect, but he improves.
- My parents believe family dinners are important but I don't enjoy them.
- My nephew is never accepting my advice.

4 Circle the correct alternative.

- About 30% of my classmates come from a/the country outside of Europe.
- My cousin and I are almost the/0 same age.
- I always feel very nervous before a class presentation – I don't like speaking in the/0 public.
- My brother is at university and my sister works as 0/a nurse in a hospital.
- We have class discussions in English all the time, but I don't always have a/the confidence to speak.

5 Circle the correct alternative.

Grandparents can be very important in the life of (a) a/the teenager. They have more experience and more time than parents and can help teens make (b) a/the right choices. Teens often (c) think/are thinking their parents don't understand them and that their grandparents understand them better. A study called 'My second mum and dad' says that there are currently 14 million grandparents in the UK, that the number (d) increases/is increasing and that they (e) live/are living longer now. The study also says that many grandparents help teenagers with (f) a/0 school work and go to school events when their parents are busy. More than 25% of teenagers say they talk to their grandparents about problems they (g) don't discuss/aren't discussing with their parents. Experts say that this generation of grandparents has (h) a/0 better relationship with today's teenagers because many grandparents are (i) the/0 younger now. One grandmother says, 'We are probably the only generation that (j) likes/is liking some of the same music our grandchildren like.'

Grammar reference

Past simple of *to be*

Affirmative	I/He/She/It was here yesterday. You/We/They were here yesterday.
Negative	I/He/She/It wasn't (was not) there last week. You/We/They weren't (were not) there last week.
Question form	Was I/he/she/it in this school last year? Were you/we/they in this school last year?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Past simple of regular and irregular verbs

Affirmative	I/You/He/She/It/We/They worked/ went yesterday.
Negative	I/You/He/She/It/We/They didn't (did not) work/go yesterday.
Question form	Did I/you/he/she/it/we/they work/go yesterday?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

We use the past simple to:

- describe finished actions or situations in the past.
I went to Mexico last year.
She didn't go to bed late yesterday.
- to say that one thing happened after another.
When Mum came home, we had dinner.
When I arrived at school, I heard the good news.
- to ask about actions or situations in the past.
Did you get up early today?
Did your father bring you to school?

Past continuous

Affirmative	I/He/She/It was working . You/We/They were working .
Negative	I/He/She/It wasn't (was not) playing . You/We/They weren't (were not) playing .
Question form	Was I/he/she/it listening? Were you/we/they listening?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

We use the past continuous to:

- talk about activities in progress at a moment in the past.
At four o'clock this afternoon we were reading.
- describe scenes in a story or description.
The old man was wearing a suit and he was playing the guitar.
- talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that the activity was finished.
I was watching the TV when somebody knocked at the door.

We often use *while* and *as* with the past continuous.

While/As I was watching him, he turned and looked at me.

Remember that some verbs are not usually used in the continuous (see page 16 for some examples of state verbs).

I had a green bike. NOT ~~I was having a green bike.~~

Used to

Affirmative	I used to play all day when I was four.
Negative	She didn't use to read detective novels.
Question form	What did you use to do?

We use *used to* to talk about past habits and things we did regularly in the past but not now.

I used to ride my bike to school when I was small.

We cannot use *used to* for single actions in the past.

Vocabulary

1 Crimes and criminals

arson (n.) • arsonist (n. pers.) • break into (v.) •
burglar (n. pers.) • burglary (n.) • burn (v.) •
cybercrime (n.) • cybercriminal (n. pers.) •
damage (v.) • hacker (n. pers.) • illegal (adj.) •
kidnapper (n. pers.) • kidnapping (n.) • kill (v.) •
mugger (n. pers.) • mugging (n.) • murder (n.) •
murderer (n. pers.) • robber (n. pers.) •
robbery (n.) • shoplifter (n. pers.) • shoplifting (n.) •
smuggler (n. pers.) • smuggling (n.) • steal (v.) •
theft (n.) • thief (n. pers.) • vandal (n. pers.) •
vandalism (n.) • violence (n.)

2 Detective work

accusation (n.) • accuse (v.) • analyse (v.) •
analysis (n.) • arrest (v., n.) • case (n.) • charge (v., n.) •
evidence (n.) • investigate (v.) • investigation (n.) •
proof (n.) • prove (v.) • question (v., n.) • search (v., n.) •
suspect (n.) • witness (n.)

3 Phrasal verbs connected with investigating and finding

come across • come up with • find out • look for •
look into • look up • turn up • work out



Past simple; Past continuous; used to**1 Complete the text with the past simple form of the verbs given.**

Manuel Vázquez Montalbán was the creator of Spain's most famous detective, José 'Pepe' Carvalho. Montalbán (a) (be) a novelist, poet and journalist from Spain. He was born in Barcelona and (b) (love) the city very much.

Detective Pepe Carvalho is a very funny man with a passion for Barcelona's food and football club. The character of Pepe (c) (appear) for the first time in a novel in 1972, but he (d) (change) a lot over the years. Montalbán never (e) (become) tired of his character and so (f) (not kill) him in his stories. Instead, Detective Pepe Carvalho sadly (g) (die) with his creator in 2003.

2 Circle the correct alternative.

Eugene Brown used (a) to be/being a criminal. When he was 20, police (b) used to arrest/arrested him for robbery in Washington, D.C., and he (c) used to spend/spent 18 years in prison. When he was in prison, he (d) use/used to play chess with a friend. While playing chess, he often (e) used to talk/was talking to his friend about his life. This made him realise something important: in his old life, he didn't (f) use/used to feel responsible for the choices he made. After he left prison, he (g) used to start/started a chess club for kids who had difficult lives. Now he (h) used to teach/teaches kids about chess and about how to improve their lives.

3 Complete the sentences with the past continuous form of the verbs given.

- I (try) to find the novel by Agatha Christie on my bookcase.
- I (not work) by myself to collect the evidence – I was part of a team.
- Someone (shout) at the shoplifter, 'Tell the truth!'
- The police (question) the suspects at 5 pm yesterday.
- What you (look) for in my bedroom?

4 Circle the correct alternative.

- When the inspector arrived/was arriving on the crime scene, the police were collecting the evidence.
- They investigated/were investigating the case when the robbers turned up at the police station.
- The woman shoplifted clothes worth £1,000 while nobody looked/was looking.
- I used to read/read a new detective novel last week – it was great!
- I didn't use to behave/wasn't behaving well when I was younger.

5 Circle the correct alternative.

One of Agatha Christie's most famous novels is *Murder on the Orient Express*. Private detective Hercule Poirot, (a) used to travel/was travelling from Istanbul to London on a luxurious train called the Orient Express when he (b) came across/was coming across a businessman called Mr Ratchett. Ratchett (c) believed/was believing that his life was in danger but Poirot (d) didn't help/wasn't helping him. On the second night of the journey, Poirot (e) slept/was sleeping in his bed when he (f) was hearing/heard a cry from Ratchett's compartment. The next morning, the train staff (g) were finding/found Mr Ratchett was dead. Poirot (h) analysed/was analysing the evidence and discovered that Ratchett (i) used to live/was living in the US but that he had killed someone there and run away. All the people in the coach had a connection to that person's family. So, who (j) used to kill/killed Ratchett?

Grammar reference

Countable and uncountable nouns

Country, mistake, shop and euro are countable nouns. There is a singular and plural form.

Information, money and bread are uncountable nouns. There is no plural form.

Some words can be both countable and uncountable. It depends on the context.

Yoghurt is good for you. (uncountable = in general)

Can I have a yoghurt? (countable = a carton of yoghurt)

some, any, much, many, a lot (of), (a) few, (a) little

We use some with uncountable nouns and with plural countable nouns, in affirmative sentences.

I've got some books. We've got some free time.

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

I haven't got any money.

He hasn't got any friends.

Have you got any free time?

Are there any books?

We use much, many, a lot (of) to talk about big quantities.

We often use much in negative sentences and questions, with uncountable nouns.

I haven't got much time. Have you got much water?

We often use many in negative sentences and questions, with plural countable nouns.

I haven't got many books. Have you got many books?

We use a lot of in affirmative and negative sentences and in questions, with countable and uncountable nouns.

I've got a lot of time/books.

I haven't got a lot of time/books.

Have you got a lot of time/books?

We use of when a lot comes before a noun. But when there is no noun after a lot we do not use of.

Have you got any water? Yes, I've got a lot.

We use a few and a little to talk about small quantities.

We use a few with plural countable nouns.

There are only a few problems.

We use a little with uncountable nouns.

We've only got a little time.

A few or a little means that there is a small quantity of something. Few or little mean that there is a very small quantity, almost nothing, and so it gives a negative idea.

Few people went to see the film. It was a disaster.

There is little time to finish tomorrow's homework.

Defining relative clauses

We use defining relative clauses to give essential information about the person, thing, place or time in the first half of the sentence.

Shakespeare is the person who wrote Hamlet.

We use who and that for people, which and that for things, whose for possessions, where for places, and when for times.

We can often omit who, which and that but not when the verb comes immediately after those words.

That's the language that I speak. or

That's the language I speak.

Non-defining relative clauses

We use non-defining relative clauses to give extra, non-essential information about the person, thing, place or time in the first half of the sentence. We always use a comma before and after a non-defining clause. The commas work in a similar way to parentheses, showing that the information is not vital to the sentence.

Zamenhof, who was born in Bialystok, created Esperanto. Italian, which is my favourite language, is quite easy to learn.

We do not use that in non-defining relative clauses.

In non-defining relative clauses we cannot omit the relative pronoun.

Vocabulary

1 Languages, countries and nationalities

Languages: Arabic • Bulgarian • French • German • Italian • Japanese • Polish • Portuguese • Russian • Spanish • Thai • Turkish

Countries: Argentina • Austria • Brazil • Bulgaria • Egypt • Japan • Mexico • Poland • Russia • Switzerland • Thailand • Turkey

Nationalities: Argentinian • Austrian • Brazilian • Bulgarian • Egyptian • Japanese • Mexican • Polish • Russian • Swiss • Thai • Turkish

2 Learning languages

accuracy (n.) • accurate (adj.) • (do/write an) essay (n.) • (do/take an) exam (n.) • (do an) exercise (n.) • fluency (n.) • fluent (adj.) • (do) homework (n.) • memorisation (n.) • memorise (v.) • (make a) mistake (n.) • practice (n.) • practise (v.) • revise (v.) • revision (n.) • study (v.) • translate (v.) • translation (n.)

3 Negative prefixes

illegal • illogical • impolite • impossible • incorrect • informal • invisible • irregular • irresponsible • uncomfortable • unhappy • unofficial • unusual



some, any, much, many, a lot (of), a few, a little; Countable and uncountable nouns; Defining and non-defining relative clauses

1 Circle the correct alternative.

- A lot of/A lot gestures mean different things in different countries.
- I'm afraid I have a little/little time to revise for the exam. I might fail.
- Many/A few Canadians speak French.
- Teens spend a lot of/much money on their phones and tablets.
- Do you know some/any words beginning with the letter 'X'?
- Some phrasal verbs have few/a few different meanings – that's why they're so difficult to learn.
- She can speak a little/much Arabic because she lived in Morocco for a year.
- There are a little/a few people in my class who can speak two languages fluently.

2 Read the text and look at the nouns in bold. Are they C (countable) or U (uncountable)?

When you are learning a (1) **language**, (2) **practice** is very important. To improve (3) **fluency**, you should try to speak in the language every day. One way to improve (4) **accuracy** is to do (5) **grammar** (6) **exercises**. (7) **Students** often do these for (8) **homework**. You can also become more accurate by reading a lot in the language you are learning. For example, you could read (9) **magazines** or (10) **blogs**.

- | | |
|---------|----------|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |

3 Complete the text with the words in the box. Use each word only once.

0 • when • where • which • who • whose

Do you have any friends (a) can speak nine languages? I do! Alex is a guy (b) I met in Greece last summer. We met at the language school in Athens (c) we were studying. We were both in a class with a teacher (d) classes were fantastic. Alex learnt English, German and French at school, and then he went travelling round the world and learnt Russian, Polish, Arabic and Japanese (e) he was a young man. He said it was curiosity (f) made him learn so many languages.

4 Find and correct the mistakes in each sentence.

- The woman whose helped me is Turkish.
.....
- In Brazil, which the main language is Portuguese, around 3 million people speak German.
.....
- The football team, that I support, is from Japan.
.....
- Smuggling, is still illegal, was common in the UK in the 1700s.
.....
- 2020 was the year who it became impossible to see your friends.
.....
- My mum, that parents are Japanese and Argentinian, speaks five languages.
.....

5 Choose the best answer (A, B or C) to complete the text.

Recent studies say that there are now over 400 million mother-tongue speakers of English, but there are (1) more people (2) use English as a second language – around 500 million. However, estimates vary because there aren't (3) official figures. English is still the main language in countries like Nigeria and Ghana, (4) were once ex-British colonies. People need to use English in (5) official situations, such as in the government and education. Why don't these countries use a local language instead? Because it's too difficult to choose between the (6) other languages (7) belong to the local people!

It's difficult to know the number of second-language English speakers in these countries because (8) the ex-British colonies are in poor parts of the world, (9) people often don't get an education. This means that only a small percentage of the local population can speak English really well, but (10) can say a few words in English.

- | | | |
|--------------|------------|----------|
| 1 A a few | B many | C few |
| 2 A who | B 0 | C which |
| 3 A some | B a little | C any |
| 4 A who | B which | C where |
| 5 A some | B any | C little |
| 6 A much | B many | C a few |
| 7 A that | B who | C 0 |
| 8 A a lot of | B much | C any |
| 9 A that | B which | C where |
| 10 A any | B many | C much |

Grammar reference

Present perfect

Affirmative	subject + have/has + past participle <i>She has taken her medicine.</i>
Negative	subject + haven't/hasn't + past participle <i>We haven't seen the doctor.</i>
Question form	have/has + subject + past participle <i>Have you been to the hospital?</i>
Short answers	Yes, subject + has/have . No, subject + hasn't/haven't . <i>Yes, I have. No, they haven't.</i>

We use the present perfect to talk about:

- an experience in someone's lifetime, without saying the exact time when the event occurred. When it happened is not important.
I've broken my leg twice.
- recent events which have a result in the present.
She's lost her textbook. (= She hasn't got her textbook now.)
- actions or situations that began in the past but continue in the present.
Helen's been a doctor for ten years. (= Helen started to work as a doctor ten years ago and she is still a doctor now.)

ever, never, for, since, just, already, yet

- We can use **ever** in questions with the present perfect. It means 'at any time in your life'.
Have you ever appeared in a film?
- We can also use **ever** with words like *nobody* and *nothing* in affirmative sentences. It has a negative meaning.
Nobody has ever lived on Mars.

Ever comes just before the past participle.

- We can use **never** in negative sentences in the present perfect. It means 'at no time in your life'.
I've never met a famous person.

Never comes just before the past participle.

- For** and **since** are used when the present perfect is describing actions or situations that began in the past and continue in the present. We use **for** with periods of time and **since** with moments in time. We often use **for** and **since** to answer questions with *How long*.

A: How long have you had those glasses?

B: I've had them for three months/since January.

For and **since** go just before the time expression.

- We use **just** with the present perfect to emphasise the fact that something happened very recently.
We've just had lunch. (= We finished our lunch only a few moments ago.)

Just goes just before the past participle.

- We use **already** to talk about something that has happened earlier than we expected.
I don't have any homework to do. I've already done it./I've done it already.

Already usually goes just before the past participle, or at the end of the sentence for emphasis.

- We use **yet** to ask if something we expect has happened, or to say that it hasn't. It is used in questions or negative sentences.
*Have you tidied your bedroom yet?
I haven't had dinner yet.*

Yet usually goes at the end of a sentence or clause.

Present perfect and past simple

The **present perfect** describes actions in the past but without saying the specific moment when they happened.

I've won a prize.

If we say the specific moment in the past when something happened, we must use the **past simple**.

I won a prize last year.

Vocabulary

1 Parts of the body

ankle • arm • back • calf • cheek • chest • chin • ear • elbow • face • finger • foot •
forehead • hand • head • heel • hip • jaw • knee • leg • mouth • neck • nose •
shoulder • stomach • thigh • throat • thumb • toe • wrist

2 Health problems

ache (n., v.) • break (v.) • broken (adj.) • bruise (n., v.) • cold (n.) • cough (n., v.) •
cut (n., v.) • flu (n.) • headache (n.) • hurt (v.) • injure (v.) • pain (n.) • scratch (n., v.) •
sore (adj.) • sprain (n., v.) • sprained (adj.) • stomach ache (n.) • swollen (adj.) •
(high) temperature (n.) • virus (n.)

3 Compound nouns connected with health and healthcare

black eye • first-aid kit • food poisoning • health centre • heart disease • nosebleed •
painkiller • sunburn • waiting room • wheelchair



Present perfect with *ever* and *never*, *for* and *since*, *just*, *yet*, *already*; Present perfect and past simple

1 Complete the sentences with the present perfect form of the verbs given and *ever* or *never*.

- The number of accidents in the home so high. (never/be)
- an unusual remedy? (you/ever/use)
- She any serious accidents. (have/never)
- my special recipe for chicken soup? (you/ever/try)
- I the emergency number. (never/call)
- a cold in the summer? (you/ever/catch)

2 Complete the sentences with the present perfect form of the verbs given and circle the correct alternative.

- I you for/since a long time. (not see)
- We at this bus stop for/since half an hour. (be)
- I this headache for/since I woke up this morning. (have)
- My mother people for/since 1995, when she became a nurse. (help)
- you here for/since a long time? (live)
- They any medicine for/since last year. (not take)

3 Rewrite the sentences by adding *just*, *already* or *yet* in the correct place.

- You haven't looked well since Monday – have you seen the doctor?
.....
- Sorry, I'm still a bit tired – I've woken up.
.....
- I think I have flu, but I haven't checked my temperature.
.....
- We've called to ask for an ambulance twice. Where is it?
.....
- I've taken a painkiller and I feel much better.
.....
- They're bored because they've played this game many times.
.....

4 Circle the correct alternative.

- A:** Hello, Janet! I haven't seen/didn't see you for a while.
B: I have been/was in France last week. I think I have told/told you.
- A:** I've never travelled/never travelled outside Europe. What about you?
B: Oh yes, many times. I've been/went to Africa, Australia and the US. Last summer I've visited/visited Chicago for the first time.
- A:** Have you hurt/Did you hurt your foot?
B: Yes, I've fallen off/fell off my bike. It has happened/happened two days ago.
- A:** Did you know Mary has injured/injured her ankle at the ice rink yesterday?
B: No, I haven't known/didn't know. Have they used/Did they use the RICE method on her injury yet?

5 Choose the best answer (A, B or C) to complete the text.

Have you (1) heard of Médecins Sans Frontières? You probably have, but maybe you don't know the history of this medical humanitarian organisation. In 1971, a group of French doctors and journalists (2) to start an international organisation to provide medical help to people around the world. (3) 1971, MSF has worked in over 70 countries and (4) over 100 million patients. In 2019, they (5) over 10 million patients! Volunteers are very important for MSF – like Carmen, who works in the UK office. She has been at the MSF UK office (6) nearly a year, but she has (7) seen some life-saving work and been to some interesting events. She has definitely (8) felt bored working with MSF: 'I have the best job out there!' she says. Since they started, MSF (9) many awards for its medical humanitarian activities. In 1999, MSF (10) the Nobel Peace Prize.

- | | | |
|------------------|----------------|----------------|
| 1 A ever | B just | C yet |
| 2 A has decided | B was deciding | C decided |
| 3 A In | B Since | C For |
| 4 A treat | B has treated | C treated |
| 5 A have treated | B treated | C have treat |
| 6 A since | B from | C for |
| 7 A yet | B already | C just |
| 8 A yet | B ever | C never |
| 9 A received | B receives | C has received |
| 10 A won | B wins | C has won |