



When it's sunny, we usually go to the beach. If it rains, we stay at home and read.



If it's sunny tomorrow, we'll go to the beach.

Presentation

If + simple present, simple present

You use *if* or *when* with the simple present followed by the simple present in the main clause to talk about facts and things which are generally true:

If it's sunny, we go to the beach.

When it's sunny, we go to the beach.

If it rains, we stay at home.

When it rains, we stay at home.

This is often called the zero conditional.

If + simple present, will

You can also use *if* with the simple present to talk about a possible future situation or action. You use *will* / *won't* in the main clause to talk about the result of that situation or action:

If it's sunny tomorrow, we'll go to the beach.

This is often called the first conditional.

Note that you use *if* with the simple present, not *will*, to talk about the future.

(Don't say *If it will be sunny tomorrow, we'll go to the beach.*) You can also use the simple present to talk about the future after time conjunctions.

Position of if

You can use *if* in two possible positions.

- *if*-clause first: *If it rains, we'll stay at home.*
- main clause first: *We'll stay at home if it rains.*

When the *if*-clause is at the beginning of the sentence, you use a comma to separate it from the main clause.

If it's sunny, we'll go to the beach.

if or when?

When you talk about things that are generally true, you can use *if* or *when*. There's no difference.

If it's sunny / When it's sunny ... If it rains / When it rains ...

When you talk about situations in the future, there is a difference between *if* and *when*.

If I see Jim, I'll let him know. (You don't know if you're going to see Jim, but you know it's a possibility.)

When I see Jim, I'll let him know. (You know you are definitely going to see Jim.)

Exercises

1 Match 1–6 with a–f.

- | | | |
|------------------------------------|--------------------------|--|
| 1 I'll be really surprised | <input type="checkbox"/> | a if he passes all his exams. |
| 2 I'll take a break | <input type="checkbox"/> | b when the teacher isn't in the classroom. |
| 3 If you talk to Ruth, | <input type="checkbox"/> | c they'll cancel the flight. |
| 4 It's really cold | <input type="checkbox"/> | d when I finish this exercise. |
| 5 If the storm doesn't stop, | <input type="checkbox"/> | e when the wind blows from the north. |
| 6 The children always behave badly | <input type="checkbox"/> | f will you tell her about the party? |

2 Choose the correct verb form.

- If it ^(S) / *will be* sunny, we'll need sunscreen.
- I *bring* / *'ll bring* my flashlight if we go out late tonight.
- If they *go* / *'ll go* in the car, they always take a satnav.
- She only plays video games if she *doesn't* / *won't* have any homework.
- We *call* / *'ll call* you tomorrow if we can get a signal.
- You *stop* / *will stop* at the lights if they are red.
- If I see Mark at work, I *tell* / *'ll tell* him to call you.
- My dog won't hurt you if you *speak* / *'ll speak* to him.

3 ^(S)10 Complete the conversation with the simple present or *will* future form of the verbs in parentheses. Then listen and check.

Conversation 1

A: What do you usually do on the weekend?

B: If I ¹ _____ (not / have) any work to do, we ² _____ (often / go) away somewhere.

Conversation 2

C: What are you doing this weekend?

D: I'm not sure. If the weather ³ _____ (be) good, we ⁴ _____ (take) the kids to the zoo.

Conversation 3

E: Is Tim here today?

F: I don't know. I haven't seen him.

E: Well, if you ⁵ _____ (see) him, ⁶ _____ (you let) me know, please? I need to talk to him.

Conversation 4

G: The receptionist isn't here today. She's not well.

H: OK. I'll tell Laura. She ⁷ _____ (usually / cover) reception if the receptionist ⁸ _____ (be) absent.

4 Complete these sentences so that they are true for you.

- I'll _____ tomorrow if _____.
- If I have time this evening, _____.
- If I have any free time during the week, I usually _____.



- Man: Oh look! It's the actor who makes all those action movies.
- Woman: I don't recognize him.
- Man: His last movie was about a bank robbery which goes wrong. It was great.
- Woman: Oh yes, I remember! Is that his girlfriend?
- Man: Yes, it is. But it isn't the same girlfriend that he came with last year.
- Woman: I see.
- Man: Apparently, she met him in the city where he made his last movie.

Presentation

Use *who*, *which*, *that*, and *where* to introduce defining relative clauses. These clauses give us essential information about people, things, possessions, places, or a time.

- Use *who* for people: *He's an actor **who** makes science fiction movies.*
- Use *which* for things: *I only watch movies **which** make me laugh.*
- Use *where* for a place: *That's the town **where** we met.*

You can also use *that* for people or things instead of *who* or *which*: *It isn't the same girlfriend **that** he brought last year.*

*It isn't the same girlfriend **who** he brought last year.*

Exercises

1 Match 1–5 with a–e.

- | | | |
|---|--------------------------|---------------------------------|
| 1 He's the person | <input type="checkbox"/> | a who's always late for work. |
| 2 He only does jobs | <input type="checkbox"/> | b fired me. |
| 3 I saw him over the weekend at that café | <input type="checkbox"/> | c is in charge of IT. |
| 4 Christine is the woman that | <input type="checkbox"/> | d which he likes doing. |
| 5 That's the manager who | <input type="checkbox"/> | e where we often go after work. |

2 Underline the correct word or underline both words if they are both correct.

- A: What are you looking at?
 B: The photos ¹which / who we took on vacation last year. Look! This is the villa ²where / which we stayed.
 A: Oh yes. It was really nice there.
 A: Yes, it was. And this is the car ³where / which we rented.
 B: Who's this?
 A: He's the man ⁴who / that showed us around the island. He was a really good tour guide. He took us to places ⁵where / that other tourists never go.
 B: Oh yes, I remember. And we visited the palace ⁶which / that the king uses for his summer vacations.
 A: That's right.



3 Complete the sentences with who, which, or where and the phrases in the box.

controls the traffic play our favorite song stores information you can relax you eat on your birthday



1 It's something



2 It's a place



3 That's the band



4 It's someone



5 This is the cake

4 Complete these sentences so that they are true for you.

- 1 A good teacher is someone who
- 2 Home is a place where
- 3 I usually read books which

Wordbuilding dependent prepositions

1 Match the beginnings of the sentences (1–7) with the endings (a–g).

- 1 I have a problem _____
 - 2 Are you good _____
 - 3 They're really interested _____
 - 4 I depend _____
 - 5 What are you working _____
 - 6 I can't think _____
 - 7 My house is similar _____
- a at fixing things?
b on at the moment?
c on my laptop for everything!
d to yours.
e with my computer.
f in learning about technology.
g of a solution.

2 The sentences in each pair (1–4) use the same **bold** word with a different preposition. Choose the correct preposition to complete each sentence.

- 1 *about / of*
 - a What do you **think** about using cameras in public places? Is it right?
 - b When I **think** of France, I always imagine fresh bread and cheese.
- 2 *with / at*
 - a You should be a teacher. You are so **good** _____ children.
 - b My brother is very **good** _____ playing tennis.
- 3 *to / about*
 - a Would you like to **talk** _____ your problem?
 - b You should **talk** _____ someone about this.
- 4 *of / with*
 - a What's the **problem** _____ this GPS? It isn't working.
 - b We need to address the **problem** _____ poverty.

3 Write the words with dependent prepositions from Exercises 1 and 2 in the correct list.

verb + preposition: *think of*, _____, _____, _____, _____

adjective + preposition: *good at*, _____, _____, _____

noun + preposition: *problem with*, _____

Learning skills using resources effectively

4 It's important to use different resources when you learn English. Look at these different types of resources and circle how often you use them. Think about the ones you don't often use or never use. How could you start using these resources more effectively?

How often do you ...

- | | |
|--|---------|
| • use the reference material at the back of the Student Book? | 1 2 3 4 |
| • watch the Student Book videos more than once? | 1 2 3 4 |
| • listen to the CDs again at home as well as in class? | 1 2 3 4 |
| • ask your teacher when you don't understand something? | 1 2 3 4 |
| • ask your classmates when you don't understand something? | 1 2 3 4 |
| • practice speaking English with your friends outside of class? | 1 2 3 4 |
| • use a good dictionary to find information about words? | 1 2 3 4 |
| • search the internet to read and listen to the news in English? | 1 2 3 4 |

1 = all the time
2 = often

3 = not often
4 = never

Check!

5 Do the quiz below. You can find the answers in Unit 8 of the Student Book.

- 1 What is a type of science that studies the design of animals? _____
- 2 What did George de Mestral invent? _____
- 3 What is a type of lighting that is more efficient than regular lighting? _____
- 4 What is the name of the robot that is now helping NASA astronauts? _____
- 5 Who is the inventor who invented special glasses that don't need an optician? _____
- 6 What is a gadget that uses satellites to tell you where you are? _____