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insight

Pre-Intermediate Workbook

OXFORD

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Unit	Vocabulary	Grammar	Listening, speaking and vocabulary	Vocabulary and grammar	Reading	Writing
1 Our world p4	Everyday life	Around the world	New friends	Immigration	Life at a Buddhist monastery	An informal letter
Progress check p11						
2 Places p12	Ghost towns	The kindness of strangers	Getting around	Naming places	Nieuw Amsterdam	A travel blog
Progress check p19						
3 Choices p20	In my fridge	Burger or broccoli?	Eating out	Notes from a big country	Food: the fundamental question	Short texts: notes, invitations, adverts and announcements
Progress check p27						
4 My space p28	Moving house	A room of my own	House rules	Historic homes	Life in Ancient Rome	An email: description of a room
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V insight Adjectives and prepositions: feelings

1 Choose the correct prepositions.

- I'm very proud **about / of / in** my sister. She won the swimming gold medal!
- We're so fed up **with / in / about** the weather in England. It rains all the time.
- Tom is very keen **in / about / on** tennis. He plays every Saturday.
- It's Bella's sixteenth birthday next week. I'm really excited **on / of / about** the party.
- My little brother is afraid **with / of / about** the dark. He always leaves the light on at night.
- I didn't do anything wrong. I'm not ashamed **about / in / of** my behaviour.
- Sarah isn't interested **in / on / with** geography. She prefers maths and science.

V insight Compound nouns: everyday objects

2 Match the words in A to the words in B to make six compound nouns. Then use the nouns to complete the facts about life in the UK.

A ■ credit ■ birthday ■ parking ■ shopping ■ ID

B ■ cards ■ ticket ■ list ■ centre

- Sending is a tradition that began in England about 100 years ago.
- People in the UK haven't got They only have passports.
- The most popular food on a British family's is white bread.
- If you leave your car in the wrong place in the UK, you get a and you may have to pay a fine of £120.
- Last year, people in the UK spent £107 billion using
- The new Westfield Stratford City is one of the largest in Europe, with over 300 stores and 70 restaurants.

V Routines

3 Match 1–5 to a–e to make sentences about the daily routine of a teenager in Peru.

- I get up early and I make
 - It takes me ten minutes to get
 - I usually walk or take
 - I finish school at 2 p.m. and I get
 - In the evening, I sometimes go
- a home around three o'clock.
 b out with friends.
 c breakfast for my family.
 d ready for school.
 e the bus to school.

4 Complete the article with the words below. There is one word that you do not need.

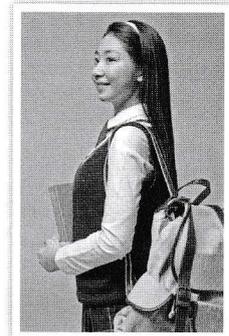
- computer game ■ fed ■ out ■ mobile phone
 ■ sandwich ■ proud ■ home ■ ID card ■ laptop
 ■ car keys ■ anxious

What's in your bag?

A recent survey shows that students in the UK regularly carry bags weighing between five and ten kilograms, which is about 20% of their own body weight. Many parents are ¹..... about this, because doctors say that anything over 15% is bad for your back. But why are school bags so heavy? We asked several teenagers from London: What exactly are you carrying in your bag today?

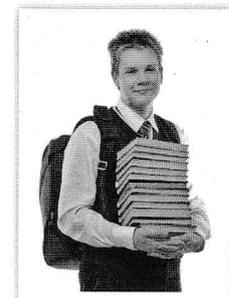
Lucy, aged 16

My bag is very heavy because I've got my ²..... in there. I need it for a project in my computer science class. I've got books, of course, and my ³..... for college – I need to show it when I go in, so they know I'm a student. Oh, and I've always got my ⁴....., although I don't call or text anyone while I'm at school.



Jacob, aged 15

I'm a bit ⁵..... up with having to carry all this stuff every day, but the school hasn't got any lockers for students, so I have to. I've got a lot of books, and a ⁶..... that a friend gave me – I can't wait to get ⁷..... and play it!



Paola, aged 18

I'm playing tennis with friends after school, so I've got my trainers. Then we're going ⁸..... for a pizza. What else? Well, I've just learned to drive and my parents gave me their ⁹..... today. They're very ¹⁰..... of me because I passed my driving test the first time!



5 CHALLENGE! Describe what you carry in your bag every day, and explain why you carry it.

Present simple and present continuous

1 Correct the sentences. Use the present simple and the words in brackets.

- They speak Mandarin in Japan. (Japanese)
They don't speak Mandarin in Japan. They speak Japanese.
- The River Nile goes through South America. (North Africa)
.....
- In Australia, winter starts in December. (June)
.....
- Tanzania is the smallest country in Africa. (largest)
.....
- There are ten countries in South America. (twelve)
.....
- Bengal tigers live in Africa. (Asia)
.....

2 Complete the sentences. Use the present continuous form of the verbs below.

- not go ■ do ■ fly ■ help ■ not cook ■ write ■ learn ■ go
■ work ■ travel ■ get ■ not take

- At the moment, Layla as a volunteer in India. She to build a medical centre.
- Sam and Al their homework right now. They new Spanish words.
- Paul ready for school now. He the bus today, because he's got a new bike.
- Kim around the world and she a blog about her experiences.
- Andy dinner tonight. He to a restaurant with friends to celebrate his birthday.
- Ben and Cathy to work today. It's the first day of their holiday – they to Brazil this afternoon!

3 Match the people to the correct situation A or B.

- Mary I'm living in India.
 Rania I live in India.
 A India is her home country.
 B She's from England, but she's in India at the moment.
- Josh I'm not working on Friday.
 Peter I don't work on Friday.
 A He's on holiday this Friday.
 B He's never in the office on Friday.
- Ella What are you doing?
 Jane What do you do?
 A Tell me about your job.
 B I want to know if you're busy now.

4 Complete the interview with the correct form of the verbs in brackets.

- Tom Hi, Maria. Can you tell me more about life in Chile? What ¹..... (you / think) of the country?
- Maria I'm here for a month, and I ²..... (teach) English at a local school. It's great!
- Tom What ³..... (you / like) about Chile?
- Maria Everything – the people, the weather ... It ⁴..... (not rain) very often in this part of the country, but it often ⁵..... (snow) in the mountains. Oh, and I ⁶..... (love) the food! I ⁷..... (cook) 'cazuela' tonight – it ⁸..... (be) a traditional dish with meat and vegetables.
- Tom ⁹..... (you / understand) the language?
- Maria No, I ¹⁰..... (not speak) Spanish. But I really ¹¹..... (want) to learn it.
- Tom Where ¹²..... (you / stay)?
- Maria In a hotel in Santiago. It ¹³..... (be) a big city – about six million people ¹⁴..... (live) here.
- Tom What ¹⁵..... (you / do) this weekend?
- Maria We ¹⁶..... (go) skiing in the Andes!

5 Choose the correct words.

Greetings from Australia

From: Sandy Green
To: Eva Nichols
Subject: Greetings from Australia

Hi Eva,

Thanks for your email. It was great to hear from you. I'm not in England at the moment – my sister and I ¹stay / are staying in Australia for three weeks. We ²work / 're working at a koala centre near Brisbane. You know how much I ³love / 'm loving koalas! They ⁴don't live / aren't living anywhere else in the world, only here in Australia. Of course, the London Zoo ⁵has / is having several koalas – but it's different when you see them in the wild.

Every day, I ⁶collect / am collecting leaves from a tree called eucalyptus (the koalas' favourite food!) and then we ⁷feed / 're feeding the koalas. We also ⁸help / are helping to clean out where the koalas live, which isn't as much fun! My sister ⁹hates / is hating it.

We ¹⁰fly / 're flying back to England next month, on 21 February. ¹¹Do you want / Are you wanting to go to the London Zoo together? I'll show you my photos and I'll tell you more about the koalas.

Yours,
Sandy

6 CHALLENGE! Write sentences about you, your friends and your family. Use the words below and your own ideas.

- every day ■ learn ■ tonight ■ go out ■ interested in
■ next week ■ usually ■ at home ■ know ■ sometimes

V insight Collocations with *make* and *do*

1 Complete the questions with the correct form of *make* or *do*. Then match questions 1–7 to answers a–g.

- 1 When did you last *make* a big mistake?
- 2 When do you usually your homework?
- 3 Who are you a phone call to at the moment?
- 4 What sports do you ?
- 5 What's the best way to new friends?
- 6 Is your sister a long journey?
- 7 Who the most housework in your house?

- a Join a sports club!
- b Actually, I think it's my dad.
- c Football and rugby.
- d To my friend, Jade.
- e In the evening, or sometimes before school.
- f Yes, she is. She's travelling around Australia.
- g I think it was when I went out with friends the night before my final exam.

V Free-time activities

2 Complete the leaflet with the words below. There is one word that you do not need.

- novel ■ video games ■ support ■ watch ■ bake
 ■ social networking ■ check ■ hang ■ jewellery

AFTER SCHOOL IS COOL

Do you sit at home and ¹..... DVDs every afternoon? Are you fed up with playing adventure ²..... all weekend? Do you want to make new friends? At the AFTER SCHOOL centre, we have courses and activities for everyone. New members are always welcome!

Cookery course

Learn to make soup, cook spaghetti, ³..... cakes and much more. Starts at 4 p.m. on Monday.

Book club

Read a ⁴..... and discuss it with your friends! We choose a different book every week. See you at the school library at 2 p.m. on Tuesday.

Arts and crafts weekend

Learn to make ⁵..... – earrings, necklaces and bracelets. Sat–Sun, 10 a.m.

K-festival

Come ⁶..... out the new bands from the area, listen to cool music and ⁷..... out with friends in the sun. Dorney Park, 15 Oct.

Help a silver surfer

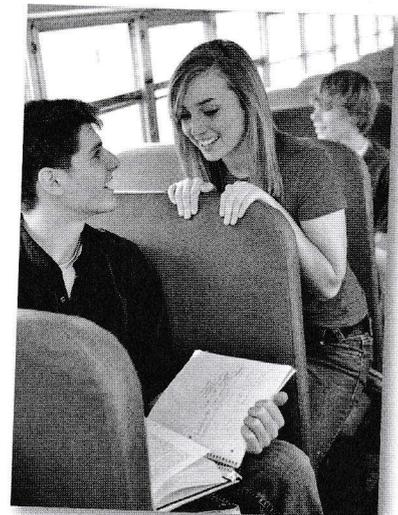
Volunteers wanted! Can you teach an old person how to use ⁸..... sites and send emails? If you have some free time on Thursday afternoon, we'd like to hear from you.

Contact info@afterschool.com for more information.

Asking for personal information

3 **3.01** Listen to the dialogue. Are the sentences true (T) or false (F)?

- 1 Lucas plays football with Anna's brother.
- 2 Lucas and Anna go to the same school.
- 3 Anna hasn't got any friends.
- 4 Anna and Lucas are meeting on Monday.



4 **3.01** Listen again. Choose the phrases that you hear.

Asking for personal information
 How do you know ... ?
 Where are you from?
 What's it like there?
 What do you think of ... ?
 What do you do after school?
 Are you into ... ?

Reacting
 Me neither.
 Really?
 It's very different from
 Actually, I love it.
 I usually ...
 That sounds great.

5 **3.01** Complete the dialogue with the phrases in exercise 4. Then listen and check.

Lucas Hey, aren't you Sam's sister?
 Anna Yes, that's right. ¹..... Sam?
 Lucas We play tennis together.
 Anna I see. I'm Anna, by the way.
 Lucas I'm Lucas. So, what school do you go to, Anna?
 Anna Manor High.
 Lucas ²..... Is it OK?
 Anna It's a nice school. ³.....
 Lucas ⁴..... That's good.
 And ⁵.....
 Anna ⁶..... hang out with friends.
 Lucas ⁷..... tennis, too?
 Anna No, but I'm good at basketball.
 Lucas Me too! We're playing basketball on Monday after school. Sam will be there, too. Why don't you come along?
 Anna ⁸.....

6 Choose one of the situations below and write a dialogue.

- There is a new student in your class. Find out more about them, their family and free-time activities.
- You have new neighbours. Their children are the same age as you. Find out which school they go to and what they are interested in.

Vocabulary and grammar Immigration

V insight Phrasal verbs with get

1 Complete the sentences with the words below.

■ on ■ off ■ with ■ through ■ away ■ to

- I really need to get for a few days. Let's go camping this weekend.
- As I get the train, I check that I've got all my things.
- It's a difficult situation, but we'll get it together.
- I don't really get on my little brother. He's so annoying!
- What time does this train get Oxford?
- We get the train at the first stop, but there are never any seats.

2 Complete the letter with the correct form of a phrasal verb with get in exercise 1.

Hi Josie,

I'm so glad you're ¹ from London for a few days to come and see me in Stockholm.

It was difficult when I first moved here, because I didn't know anyone and I didn't even speak the language. But I'm ² it, and I'm making some great friends. I told them about you and they can't wait to meet you. I'm sure you'll ³ them.

Anyway, when you arrive, take the bus from the airport, and remember to show your ticket when you ⁴ the bus. ⁵ the bus when you reach Central Station, then take a train to Sollentuna. Call me when you ⁶ Sollentuna and I'll come to meet you.

I'm really looking forward to seeing you.

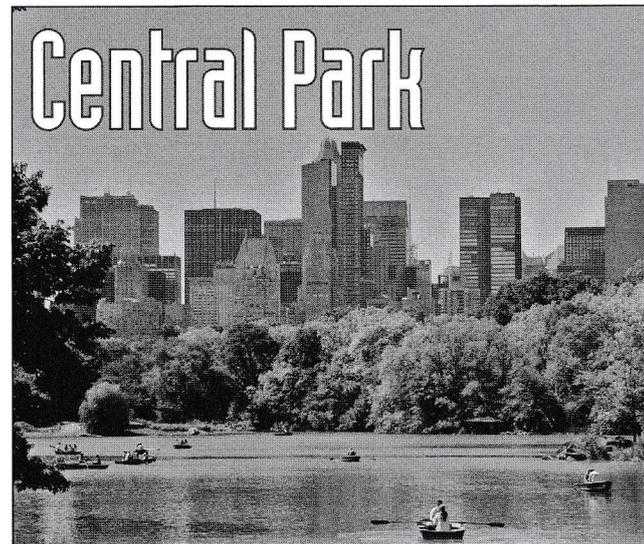
Love,
Sasha

Articles

3 Choose a / an, the or 0 (= no article).

- Sergio Arau is **an / the** artist, musician and director.
- He was born in **the / 0** Mexico City, **a / the** capital of **a / 0** Mexico.
- In 2004, he made **a / the** film called *A Day Without a Mexican*.
- A / The** film is about **a / 0** Mexican immigrants in **a / 0** California.
- About 31% of **a / the** people who live in California are **the / 0** Mexican.
- A Day Without a Mexican* won **an / 0** award at **a / the** Cartagena Film Festival.

4 Complete the article about Central Park with a / an, the or 0 (= no article).



Central Park was ¹ first specially made public park in ² USA. ³ park was built between 1857 and 1873, right in ⁴ centre of ⁵ New York. Before that, the area was home to around 1,600 immigrants, mainly ⁶ Irish farmers, German gardeners and African Americans. ⁷ immigrants had to move, and their homes were destroyed to make space for ⁸ park.

The city held ⁹ competition to design the park. ¹⁰ competition was won by Calvert Vaux, ¹¹ British architect, and his business partner, Frederick Law Olmsted.

Then the city employed 20,000 workers, mainly immigrants from Ireland and ¹² Germany (perhaps the same people whose homes were destroyed), to plant trees in ¹³ new park. By 1865, there were more than seven million visitors a year. The Central Park zoo opened in 1864, with ¹⁴ animals from all over ¹⁵ world.

Nowadays, ¹⁶ New Yorkers are not the only people who enjoy the park. It receives about 35 million visitors from outside the city every year and is ¹⁷ important tourist attraction.

5 CHALLENGE! Imagine a friend is coming to live in your town or city. What would you tell them? Think about:

- the people who live in the town or city.
- the best area to live in.
- the easiest way to get around (bus, train, car, bike).
- some places they can visit or activities they can do in their free time.

Reading Life at a Buddhist monastery

1 Scan the blog post to find the answers to the following questions.

- 1 How many people live in the monastery?
.....
- 2 What is the name of the monastery?
.....
- 3 What time does Paneru get up?
.....
- 4 What time does the writer usually get up?
.....
- 5 What is 'dal'?
.....
- 6 When does Paneru have a free day?
.....
- 7 Where do Paneru's parents live?
.....
- 8 How much did the writer pay for the scarf?
.....

2 Match sentences A–I to gaps 1–7 in the blog post. There are two sentences that you do not need.

- A They only have their clothes and small items important to their religion.
- B Daily life in India is exciting and always busy, but life at the monastery is calm and peaceful.
- C We all say we need these things in our busy modern lives, but do we really?
- D This isn't much, maybe some soap or a book, for example.
- E I hope they don't move too fast because this peaceful way of life without stress is something you don't find often.
- F The state of Karnataka is famous for its beautiful beaches.
- G I met him when I lived in Bhutan with my family as a child.
- H There are regular tests and exams which he must pass.
- I They haven't got a computer yet.

3 Study the highlighted phrasal verbs in the blog post. Then match them to definitions 1–7.

- 1 to separate from; to be unable to communicate with people outside a place
.....
- 2 to make a loud noise or to ring loudly
.....
- 3 to stop sleeping
.....
- 4 to stop using a computer
.....
- 5 to go to bed very late at night, or later than usual
.....
- 6 to let someone stay in your house for a short time
.....
- 7 to learn or discuss the latest news about someone or something
.....

Tuesday 18th July 2013, India

Life at a Buddhist monastery



It's 5 a.m. and the bell is ringing to **wake up** more than 13,000 people living in the Ganden Monastery in Karnataka, India. After three months travelling through India, taking a break here is exactly what I need.

1
.....
I'm here to **catch up** with my friend Paneru.

2
.....
When he learned I was in India, he offered to **put me up** at the monastery for a few days. I'm very interested in how he lives and keen to find out more.

3
.....
The monks spend their days meditating, studying, working and teaching. Paneru, who is learning to be a monk, always gets up at 5 a.m. for the morning prayer. I feel a bit ashamed of how late I usually get up – my alarm clock **goes off** at nine. After prayer, Paneru meditates for five hours. He studies all afternoon.

4
.....
Quite often, he'll **stay up** late studying after the evening meal as well.

5
.....
As a younger monk, Paneru also helps in the kitchen, does the shopping and serves food and tea. The older monks look after the monastery and teach. In the evening, he helps to cook dinner. The food is delicious and really healthy – rice, curry, cabbage and 'dal' (a traditional dish with beans). Paneru has got a free day on Monday when he can go to buy anything he needs in the village.

6
.....
Sometimes he works in the gardens, but usually he studies on Monday, too.

I asked Paneru if he ever gets fed up with having so little free time. He told me he feels that all his time is free. He misses his parents in Bhutan, but he says that actually his life is much easier than theirs, and he knows that they're very proud of him.

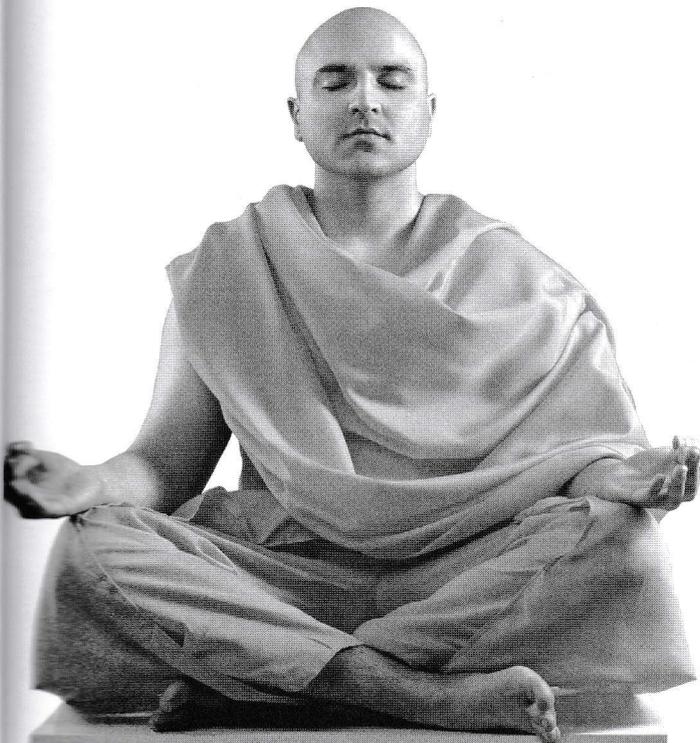
I'm learning so much while I'm here – how to lead a simple life without mobile phones, credit cards, cars and big shopping centres.

The monks are happy just helping other people, eating simple food and learning. They don't earn any money, but they care about each other, which is more important.

When I arrived, Paneru told me to bring his teacher a scarf – the scarf was only two dollars. I thought it was rude to buy such a cheap gift, but Paneru said it didn't matter how much it cost.

I'm sure you are wondering how I'm writing this blog. Well, the monastery isn't totally cut off from the modern world and they're slowly moving towards getting technology.

So, now I'll log off and enjoy the quiet and calm for another night.



5 comments

Post a comment

4 Complete the email from Paneru with the correct form of the phrasal verbs in exercise 3.

To: David Wilson
 From: Pashupathi Paneru
 Subject: Ganden Monastery



Hi David,

It was great to see you last week and to ¹..... with you after ten years. I hope we can keep in touch more often. I don't feel completely ²..... here, but we don't get visitors very often and it's good to hear about the world outside the monastery.

Thank you so much for your offer to ³..... me in your flat in Manhattan. I've never been to New York, but if I ever come to the USA, of course I'll visit you first.

It's 8 a.m. here now, so it must be 9.30 p.m. in New York. I'm tired because I ⁴..... late every night to study.

What time did you ⁵..... this morning? You left your alarm clock here and it ⁶..... at nine o'clock every day – I don't know how to stop it.

Tomorrow, I'm going to the village to post a book to you. I think you'll like it – it's got lots of great photos of the area. I'm ⁷..... now – the computer is very popular as you know!

Yours,
 Paneru

5 CHALLENGE! Imagine that you are going to put up a friend from another country for a few days. Send them an email describing your daily routine. Think about:

- what time you wake up and go to bed.
- meals and mealtimes.
- what you usually do in the morning, in the afternoon and in the evening.
- what you are doing this weekend.

Writing An informal letter

1 Read Lisa's letter to Ginny and choose the correct answers.

- Who is Lisa writing to?
 - her friend
 - her sister
- What is the type of composition?
 - a formal letter
 - an informal letter
- What does she want Ginny to include in her reply?
 - similarities and differences with her parents
 - her favourite sports and what she does at the weekend

... My parents always take me to museums or for long walks at the weekend. They just don't seem to understand that my interests are different from theirs. I prefer to hang out with friends in the afternoon, or to check out new bands. What about you? Do you have a lot in common with your parents? Are your favourite free-time activities the same as theirs?

I'd be really interested to know. Write soon!

Yours,

Lisa

2 Read Ginny's reply and answer the questions. Write L (Lisa) or G (Ginny).

Which person ... ?

- enjoys going for walks
- often hangs out with friends
- is keen on water sports
- is interested in cooking
- loves listening to music
- doesn't like going to museums

16 Benson Road
Aberystwyth
SY23 6WJ

21 October 2013

Hi Lisa,

Thanks for your letter – I only received it today because I'm staying in Wales with my grandparents this week.

My mum is here for the weekend too, and we're having a great time. We both really enjoy cooking. In fact, Mum is baking a cake in the kitchen as I write. Later, we're going for a walk along the beach. I always enjoy the walks, but my grandparents don't. And unlike you, I love going to museums!

Are you keen on sport? I love doing water sports, and I also support the local football team. My parents don't want to let me join the football club at school. Neither of them is at all interested in sport.

I'm going surfing later this afternoon if the weather stays fine. The weather here is just like the weather in Ireland – it rains a lot. I'll send you some photos with my next letter.

Yours,
Ginny

3 Read the letters again. Underline seven words or phrases used to talk about similarities and differences.

4 Complete the sentences with the words below.

- contrast ■ nothing in common ■ neither ■ similar
- a lot in common ■ unlike

- Ginny has with her mother.
- Lisa thinks she has with her parents.
- The weather in Ireland is quite to the weather in Wales.
- In to Lisa, Ginny is keen on going to museums.
- Ginny loves football, her mum and dad.
- of Ginny's grandparents enjoys long walks.

WRITING GUIDE

■ **Task** Imagine you received a letter from Lisa asking about the free-time activities you and other members of your family enjoy. Write a reply.

■ **Ideas** Answer the questions and make notes.

- Which family members are you going to write about?
- What free-time activities do they enjoy?
- Do you enjoy the same activities?

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Thank Lisa for her letter.

Paragraph 2: Write about the similarities. Say which activities you have in common with other members of your family.

Paragraph 3: Write about the differences. Say which activities you enjoy that other family members do not.

Paragraph 4: Say what you are doing today or at the weekend.

■ **Write** Write a letter to Lisa.

■ **Check** Check the following points.

- Have you included the address and date? Have you signed your letter?
- Have you included all the information asked for in the task? Have you used a variety of expressions to describe similarities and differences?
- Have you checked spelling, grammar and punctuation?

Progress check Unit 1

Read 1–14 and evaluate your learning in Unit 1. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Everyday life	Mark (1–3)	How can I improve?
1 Name two things that most people fear.		
I can understand a text about the things most people have in common.		
2 If you need to find specific information in a text, you need to a read the whole text and understand every word in it. b scan the text quickly for key words.		
I can find specific information in a text.		
3 Which three adjectives are used with the preposition <i>of</i> ? ■ keen ■ proud ■ excited ■ afraid ■ ashamed		
I can use adjectives + prepositions to talk about feelings.		
4 Name three compound nouns with the word <i>shopping</i> .		
I can combine words to make compound nouns.		

B Around the world	Mark (1–3)	How can I improve?
5 Which auxiliary verb do we use in present simple negative and questions? Which one do we use to form the present continuous?		
I can form present simple and present continuous sentences.		
6 Which tense do we use to talk about a routines and habits? b future arrangements? c actions that are happening now? d facts?		
I can use the present simple and the present continuous.		

C New friends	Mark (1–3)	How can I improve?
7 Give three reasons why people might try couch surfing.		
I can understand a programme about an unusual way of travelling.		
8 Name three nouns that collocate with <i>make</i> and three nouns that collocate with <i>do</i> .		
I can use collocations with <i>make</i> and <i>do</i> .		
9 Ask two different questions about someone's family and the free-time activities they enjoy.		
I can ask for personal information and respond appropriately.		

D Immigration	Mark (1–3)	How can I improve?
10 Give two reasons why people might go to live in another country.		
I can understand a text about immigration.		
11 Which three phrasal verbs can you use to talk about transport? ■ get on with ■ get to ■ get off ■ get on ■ get through		
I can understand and use phrasal verbs with <i>get</i> .		
12 Complete the sentences with <i>a / an, the</i> or <i>0</i> (= no article). 1 We watched interesting film last night. 2 Eiffel Tower is in Paris.		
I can use articles correctly.		

E An informal letter	Mark (1–3)	How can I improve?
13 Which of the words below can you use to talk about similarities? Which ones can you use to talk about differences? ■ the same ■ in contrast to ■ similar to ■ unlike ■ both		
I can talk about similarities and differences.		
14 Name three things to think about before you start writing an informal letter.		
I can write an informal letter.		

V insight Antonyms: describing places

1 Complete the sentences with the adjectives below.

■ quiet ■ wide ■ narrow ■ dangerous ■ tidy ■ messy

- 1 Don't speak in the library. Shhh! Be
- 2 Don't go to the skatepark at night. It's
- 3 Parliament Street is a 700-year-old street in Exeter – it's only 64 centimetres from one side of the street to the other side, so it's very
- 4 It took twenty minutes to go across the river because it was so
- 5 After the party, there were tables, chairs and food everywhere! It was very
- 6 The room was after they put the chairs and tables back in the correct places.

V Places in town

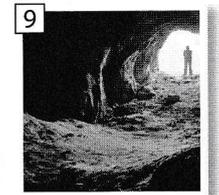
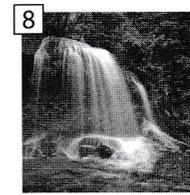
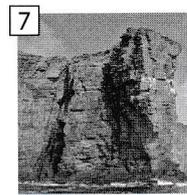
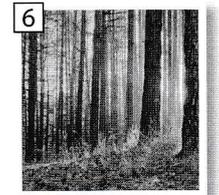
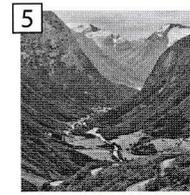
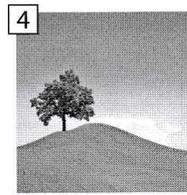
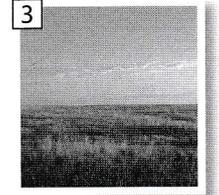
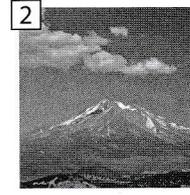
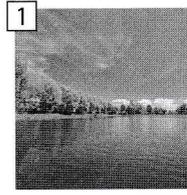
2 Read the statements and write three places that are important for each person. Use the words below. There are two places that you do not need.

■ cinema ■ football stadium ■ bus station ■ taxi rank
 ■ library ■ skatepark ■ underground ■ art gallery
 ■ concert hall ■ sports centre ■ police station ■ market
 ■ university ■ hospital ■ theatre ■ factory ■ railway station

- 1 I'm nineteen and I study history at this place. In the city centre, there's an old building where I go to read and borrow books. At the weekend, I don't just want to read and study – I go and see a film with my friends.
 a university b c
- 2 I'm crazy about sport. I go roller skating with my friends after school, and on Saturday, I play basketball or handball indoors. Sometimes, I go with my dad to watch Manchester United. They won 2–0 last week!
 a b c
- 3 I travel a lot in my job. I often take the train, but I never take the bus. When I'm late, I get in a taxi. I buy and sell paintings, so it's very important that I see the work of new artists.
 a b c
- 4 I work hard from Monday to Friday at Lacy's Parts. I make parts for cars. And, every evening, I take the number 40 bus to go and visit my dad. He is very, very ill and can't live at home.
 a b c
- 5 I'm busy today. I need to buy some fresh fruit and vegetables in the morning. I want to listen to some live classical music in the afternoon. And I've got tickets for a play in the evening.
 a b c

V Geographical features

3 Write the geographical feature for each photo.



4 Complete the article with places in town, geographical features and adjectives describing places.

Ephesus

Ephesus is a very ¹..... city – it was built 3,000 years ago. It's on the west coast of Turkey by the Mediterranean ²..... . Nearby, there are some hills and ³..... such as Bülbüldağı, which means Mount Nightingale in Turkish.

About 2,000 years ago, 250,000 people lived in Ephesus and it was one of the largest cities in the world. There was a famous ⁴....., which was full of books, and a large ⁵..... where up to 25,000 people enjoyed plays. In the centre, there was a ⁶..... where people bought and sold food, clothes and animals.

Today, nobody lives in Ephesus. It's very quiet and completely ⁷..... at night, but during the day it's very busy. Ephesus is a ⁸..... tourist attraction and people from all over the world come to see the ruins of the Temple of Diana, which was one of the Seven Wonders of the World.

5 CHALLENGE! Choose five places in and around your town. Think of one adjective to describe each place and one activity you can do there.

Past simple

- 1 Read the story. Complete the text with the past simple form of the verbs in brackets.

A final journey?

On 10 April 1912, eighteen-year-old Anna Turja
 1 (leave) England on a large ship. Her
 family, who 2 (come) from Finland,
 3 (be) poor and she 4
 (need) a job. When a relative 5 (ask) her
 to work in his shop in Ohio, USA, she 6
 (decide) to go there.
 Anna 7 (like) the ship. She 8
 (describe) it as a floating city because the deck
 9 (be) wider than the streets in her
 home town back in Finland. One evening, she
 10 (be) asleep when someone
 11 (knock) on the door. Anna
 12 (go) out, but she 13
 (not understand) what people were saying because
 she 14 (not speak) English. She
 15 (not know) what to do. Then a
 stranger 16 (take) her to a lifeboat ...
 The ship was called the Titanic. Anna 17
 (survive), but 1,502 others didn't. She never
 18 (forget) that night and every year on
 12 April, she 19 (tell) the story to her
 children.

- 2 Read the interview and write the interviewer's questions. Use the past simple.

Interviewer why / you / visit / the island of Nuku
 Hiva / ?
 1

Peter I wanted to see how the islanders lived.
 Interviewer how / you / get / there / ?
 2

Peter I went by boat on a dangerous two-
 week voyage.
 Interviewer what / be / the islanders / like / ?
 3

Peter They were kind and friendly. They gave
 me food and a place to sleep.
 Interviewer how / the islanders / survive / ?
 4

Peter They hunted and fished.
 Interviewer you / eat / unusual food / ?
 5

Peter Yes, I did. I ate lizards and seabirds.
 Interviewer when / you / leave the island / ?
 6

Peter I left after staying there for three weeks.

Past simple and past continuous

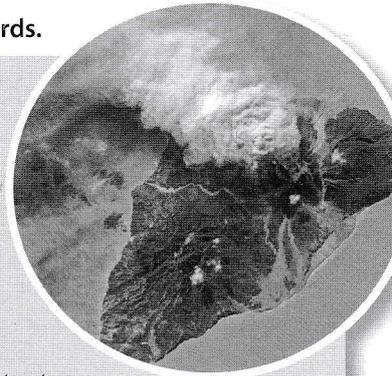
- 3 Match 1-5 to a-e to make sentences about acts of kindness. Then rewrite the sentences using the correct form of the verbs in brackets.

- 1 It (rain) when we (arrive),
 2 I (ride) a bike in the town when I (fall) off,
 3 We (walk) in the mountains when we (get) lost,
 4 Peter (take) photos of the town when he (drop) his
 wallet,
 5 I (carry) a heavy bag in the hotel,
 a but a kind man (help) me to take it downstairs.
 b but a friendly local person (tell) us where to go.
 c but two helpful people (carry) me and my bike back
 to the hotel.
 d but someone (lend) us an umbrella.
 e but someone (pick) it up and (return) it to him.
 1 d: It was raining when we arrived, but someone lent us
 an umbrella.

- 4 Choose the correct words.

Volcano!

It 1 **was / was being**
 the summer of 1995.
 I 2 **stayed / was**
 staying in a small
 hotel in the capital of
 Montserrat, an island
 in the Caribbean Sea,
 when a group of important
 scientists 3 **invited / were inviting**
 me to investigate the volcano in the Soufrière
 Hills. They 4 **wanted / were wanting** me to study
 it because they 5 **knew / were knowing** that it was
 dangerous.
 Every day, I 6 **got / was getting** up early to do this
 important work. Then, early one morning, when
 I 7 **slept / was sleeping**, the volcano 8 **started / was**
starting to erupt. The government 9 **decided /**
were deciding to tell everybody to leave the city.
 Everybody 10 **left / was leaving** as fast as possible,
 and the city was soon deserted. I remember that
 people were really kind and helpful, carrying bags
 for old people and helping poor people to pay for
 flights. Today, the city is a deserted ghost town.
 Nobody lives there.



- 5 CHALLENGE! Imagine that you were in the small town of Miseria on the island of Unfortunato when there was a major earthquake. Describe your experience.

- 1 When were you on the island and where were you staying? What was the town like?
 2 What were you doing when the earthquake began?
 3 How did you react? What did you do? How did you escape? Did you help anyone?
 4 What happened after the earthquake?

Listening, speaking and vocabulary Getting around

V The senses

1 Match the body parts 1-5 to the senses a-e.

- | | |
|----------|-----------|
| 1 eyes | a hearing |
| 2 ears | b taste |
| 3 skin | c smell |
| 4 nose | d sight |
| 5 tongue | e touch |

2 Complete the sentences about Kim and Dan's trip to North America with the verbs and adjectives below. Write the correct form of the verbs.

■ taste ■ tasty ■ see ■ smelly ■ hear ■ feel

- In Chicago, we ate an American hamburger for the first time. It was very big and it really nice!
- In New York, we a show on Broadway. It was exciting.
- In Toronto, in February, it was so cold that I couldn't my fingers. They were like ice!
- In Yellowstone National Park, we a loud noise at night! It was a bear and it was in our camp.
- New Yorkers love eating bagels with cheese. I think they're very I love eating them, too.
- During the trip, I didn't wash my socks. They were so

V Prepositions of movement

3 Read about Kim and Dan's first day in Washington DC, the capital of the USA. Choose the correct prepositions of movement to complete the text.

Our day in Washington DC

We came ¹ our hotel at 8 a.m. and walked ² the road, looking both ways to see if there was any traffic. Then we went ³ the steps into the underground (or 'subway' as they call it in the USA), and got on the train. We got off the train at Gallery Place Metro Station, walked ⁴ the steps and came ⁵ the station into 9th Street. We went ⁶ 9th Street all the way from G Street to F Street. We walked ⁷ the International Spy Museum. On the way, we went ⁸ the National Portrait Gallery, but we didn't go in. In the Spy Museum, we walked ⁹ the rooms and learned about the CIA, the KGB and some famous spies who worked for them.

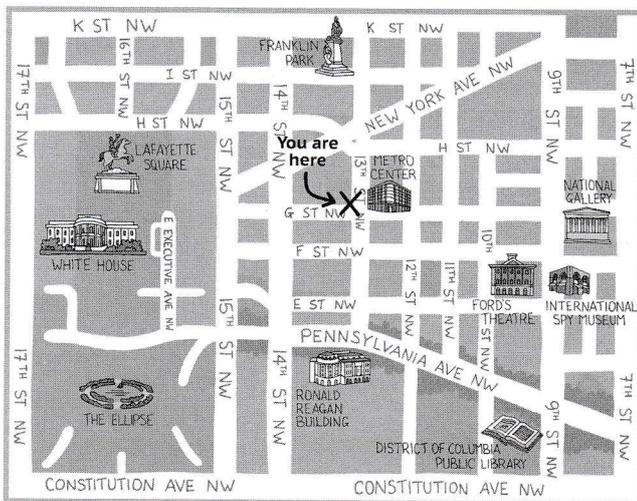
- | | | |
|-------------|-----------|-----------|
| 1 a down | b out of | c under |
| 2 a across | b through | c past |
| 3 a out | b down | c under |
| 4 a up | b towards | c out of |
| 5 a up | b out of | c across |
| 6 a through | b out of | c along |
| 7 a towards | b across | c up |
| 8 a through | b past | c into |
| 9 a under | b along | c through |

Asking for and giving directions

4 3.02 It is the second day of Kim and Dan's holiday in Washington DC. Listen to the dialogue. Are the sentences true (T) or false (F)?

- Kim and Dan don't have a map.
- They ask an American woman for directions.
- They're in front of the White House.

5 3.02 Listen again. Mark Kim and Dan's route on the map of the city.



6 Study the sentences. Write D (Dan) or A (American woman) next to the phrases that they use in the dialogue.

- It's near here.
- Sorry, I didn't catch that.
- Are you from Washington?
- Turn right into Pennsylvania Avenue.
- You can't miss it!
- Could you tell us how to get there?
- Go down this road ...

7 3.02 Complete the dialogue with the phrases in exercise 6. Then listen and check.

- Dan Excuse me. ¹
- Woman Yes, I am.
- Dan Great! Can you help us? We're looking for the White House. ²
- Woman Oh, sure. Er ... ³ ⁴
towards Pennsylvania Avenue. When you reach Pennsylvania Avenue, turn right and walk along the road to the White House.
- Dan ⁵ Did you say turn left or right?
- Woman ⁶ You'll see the White House on the right. ⁷
- Dan OK. Well, thank you very much.

8 Look at the map of Washington DC. You are a tourist and you want to go to Ford's Theatre. You are in front of the White House. Ask for directions. Write the dialogue.

Vocabulary and grammar Naming places

V insight Verbs + prepositions

1 Read the sentences about South Africa. Choose the correct prepositions.

- I'm in Cape Town waiting the next bus to Pretoria, the administrative capital of South Africa.
a for b at c about
- The city of Cape Town belonged Holland in the seventeenth century.
a on b to c of
- A famous lighthouse warns sailors the cliffs at the Cape of Good Hope.
a from b about c for
- When he was in prison on Robben Island, Nelson Mandela hoped a change in government.
a of b for c from
- What happened Nelson Mandela? Well, he came out of prison and became president.
a about b from c to
- I thought watching a rugby match when I was in Johannesburg last week. It's a very popular sport in South Africa.
a for b on c about
- The city of Durban borrowed its name Sir Benjamin d'Urban, who was a politician.
a from b about c to
- We're learning a lot about South African history our evening classes.
a from b to c about

while, as and when

2 Complete the sentences with *while*, *as* or *when*. Use each word at least once. In some sentences more than one answer is possible.



- I was driving across Alabama in the USA, I passed through a town called Brilliant.
- I was surprised I discovered that they named New York after the Duke of York.
- My family lived in a small Scottish village called Dull I was a child.
- I heard about a local town called Boring I was staying with friends in Oregon in the USA.
- we were walking home, we saw a signpost for a town called Hell.
- I was visiting a city called London in Canada, my best friend Sam was staying at a hotel in London, England.

3 Complete the biography about Captain Cook. Use the past simple or past continuous form of the verbs in brackets.

In 1769, while he
1 (sail) across the south Pacific Ocean, the famous British explorer Captain James Cook,
2 (open) a secret letter from the British government and
3 (read) the instructions. The letter told him to find the unexplored continent of *Terra Australis*. When Cook
4 (reach) the islands of what is now New Zealand, he
5 (make) the first good maps of the coast. Then, in April 1770, he sailed west to the south-east coast of Australia. As his ship
6 (travel) along the coast, Cook
7 (give) names to the strange, new places. One day, when his men
8 (get) off the ship at a beautiful bay, they
9 (find) a lot of interesting animals and plants, so Cook
10 (call) the place Botany Bay. And while they
11 (repair) the ship near a river, Cook
12 (name) the river after his ship, the *Endeavour*. Today, the Endeavour River reaches the Australian coast at a town called Cooktown, which is named after the explorer himself.



4 CHALLENGE! You opened your social network page this morning and found two messages from friends. Read the messages, then write a reply explaining why you were in the places and what you were doing.

Home Profile Account X

1 Hi! Did I see you on TV last Friday night? You were in the audience on a music programme. Our favourite band was playing. But why were you there and why weren't you at school on Friday?
Rachel

2 Hey! What were you doing yesterday afternoon? On the bus, on my way home from school, I saw you from the window. You were running really fast down the High Street. You looked worried. What was happening?
Tom

1 Read the article about a city in North America which was once called Nieuw Amsterdam. Match questions A–F to paragraphs 1–4. There are two questions that you do not need.

- A How large and successful is the city today?
- B When did people from Europe first arrive and start living on the island that became Nieuw Amsterdam?
- C What were the names and jobs of the people who lived in the city of Nieuw Amsterdam?
- D How did the first Europeans in Nieuw Amsterdam build their city?
- E Who lived on the island before the Europeans arrived?
- F When and why did Nieuw Amsterdam become an English city?

2 Read the article again. Choose the correct answers. Remember to identify paraphrase in the text.

- 1 In 1625, Dutch ships arrived for the first time
 - a on the west coast of North America.
 - b on a beach in the north of a beautiful island.
 - c at a harbour on a long, green island.
 - d at a mountain near a river in the south.
- 2 The Dutch discovered an island that
 - a had a lot of trees and wildlife.
 - b had a lot of high mountains.
 - c was short and wide with lots of cliffs.
 - d was very cold, dry and unfriendly.
- 3 When the Dutch arrived,
 - a people were already living in the south of the island.
 - b native people attacked the unusual visitors.
 - c the island was completely deserted.
 - d people on the island met them and were friendly.
- 4 The first buildings in Nieuw Amsterdam were
 - a a fort and some new homes.
 - b homes, shops and a new school.
 - c churches and government buildings.
 - d houses along a wide, central street.
- 5 In 1664, Nieuw Amsterdam became an English city when
 - a Holland's ships went to protect other Dutch towns.
 - b ships from England arrived in the city's harbour.
 - c the people moved to other Dutch towns in America.
 - d the Dutch government decided to build new colonies.
- 6 When Nieuw Amsterdam became English,
 - a most Dutch people went back to Holland.
 - b English people constructed different styles of buildings.
 - c the people there decided to keep the same government.
 - d most English people didn't want to give the city a new name.

Nieuw Amsterdam



1

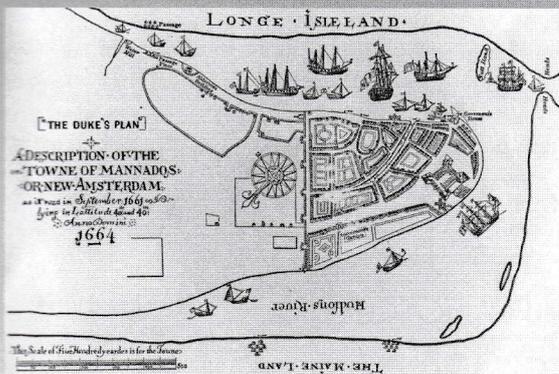
In 1625, settlers from Holland arrived on the southern coast of a long, narrow island off the east coast of North America. It was a beautiful island with thick forests full of wild animals, and deep rivers full of fish. There was a waterfall in the centre of the island, and in the north the settlers found a mountain with steep cliffs. There were long beaches with sand dunes along the coasts, and a deep harbour in the south where it was safe for their ships. It was the perfect place to build a new town.

2

The men from Holland weren't the first people on the island. Native Americans lived in a forest near the mountain in the north, and they called their island Manna-hata, which meant 'island of many hills'. They were happy to see the unusual new visitors and didn't attack them. They wanted to meet them and buy things from them. The leader of the Dutch expedition met the Native Americans, and they agreed to sell the deserted south of the island to him. It wasn't expensive. It cost sixty Dutch guilders, which is only about twenty euros now!

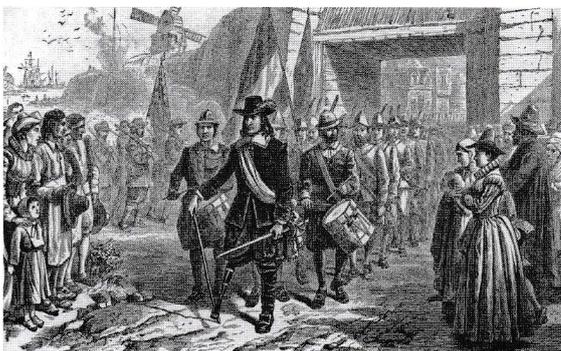
3

The settlers built a fort to protect the harbour. Then they started to build homes and shops. They constructed tall, narrow, wooden houses in the Dutch style.



Next, they built churches, a theatre and government buildings. There were only about 300 people in the new town, but they all worked together and the town grew very quickly. In 1638, they built their first school, and a teacher came all the way from Holland to teach the children. The settlers **designed** very straight streets. The street that went through the centre of their city was very wide, so they called it Breede Weg, which means 'broad way' in Dutch. And, in the northern part of their town, they built a wall that was three metres high, and they called the street next to it Wall Street. The town was very small, but it was clean, tidy and **well-built**. And the people who lived there loved it. They called the new city Nieuw Amsterdam.

Then everything changed. There was a war between Holland and England, and Holland lost. In 1664, four English ships sailed into the harbour of Nieuw Amsterdam, and the town became an English city. Life in the small wooden town didn't change completely. The government changed and the English settlers began to build houses in the English style, but Dutch **residents** continued to live there. However, there was one thing that the English didn't like about the city – its name. They decided to change it. They decided to call the city New York.



3 Study the highlighted words in the article. Add them to categories 1–4 below.

- 1 nouns that refer to people:
 - a
 - b
- 2 adjectives that describe buildings:
 - c
 - d
- 3 verbs used to talk about building houses:
 - e
 - f
- 4 adjectives that describe geographical features:
 - g
 - h
 - i

4 Complete the sentences with the words in exercise 3.

- 1 a We got lost in the forest – the trees were very close together.
 - b The lake was so that you couldn't swim down to the bottom. It was a very long way.
 - c The hill was very It was impossible to cycle up.
- 2 a The architect a tall building with large windows. His plans were very good.
 - b The builders a garage next to our house. It took six months to finish the work.
- 3 a In the forest, there was a house – they built it from trees.
 - b The house didn't fall down in the storm because it was very
- 4 a Polynesian arrived on the coast of New Zealand in the fourteenth century. They wanted to start a new life there.
 - b Today, New York is a very popular city. Many US would like to live in or near it.

5 CHALLENGE! Imagine that you are a seventeenth century explorer who discovered an island and started a new city. Prepare answers to the questions below, and write or tell the story of your discovery.

- 1 When and where did you discover the island? Where were you sailing to at the time?
- 2 What was the island like? Who was living there when you arrived?
- 3 What buildings did you construct in your new city? What was life like there?

Writing A travel blog

V insight Collocations: descriptive adjectives

1 Which word in each group is the odd one out?

- | | | | |
|-------------|---------|----------|-------------|
| 1 sunny | chilly | rainy | lively |
| 2 helpful | long | friendly | polite |
| 3 beautiful | popular | historic | tiring |
| 4 fantastic | awful | exciting | fascinating |

2 Match sentences 1-6 to a word in exercise 1.

- They built some of the buildings in this city in 1500.
- The people here are friendly, kind and like giving you information.
- It was a warm summer's day with a blue sky.
- The market was busy and noisy, and lots of things were happening.
- In the morning, it was a little bit cold.
- The bus trip took fifteen hours!

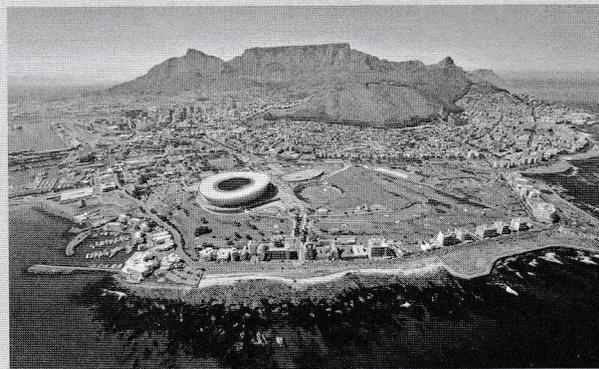
3 Read Jack's travel blog and answer the questions.

- Which city did Jack visit?
- What did Jack like ☺ and what did he dislike ☹?

a the bus trip	d the weather
b the people	e the market
c the restaurant	f the food

Last weekend, I took the bus from Uncle Mark's house on the coast to Cape Town. It was a **bright**, **1bright** day, but the **2boring** journey into the city was really **boring**.

While I was staying at a **3busy** hostel in the **busy** city centre, I visited the city's **4old** houses and its **old** buildings and met its **5nice** people. A **nice**, kind man gave me directions to Table Mountain. I took a crowded cable car up the mountain to see the **6fantastic** view of the city. It was really **fantastic**. It was also a very **7quiet** place. It was so **quiet** at the top of the mountain. Then I returned to the city centre and visited a **8beautiful** market and had lunch in a **beautiful** restaurant. I loved the food there – it was really tasty!



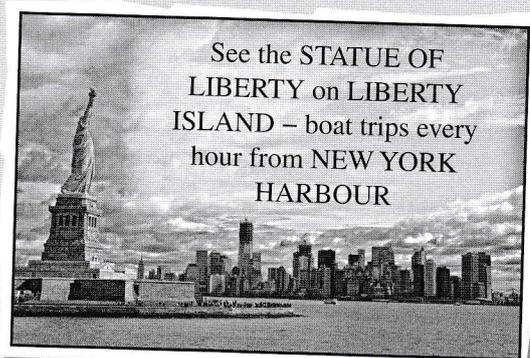
4 In his blog, Jack uses the adjectives in bold twice. Replace one in each pair with one of the words below.

- friendly ■ amazing ■ long ■ pretty ■ lively ■ sunny
 ■ historic ■ peaceful

WRITING GUIDE

■ **Task** Choose one of the following boat trips to famous American islands. Imagine that you went on the trip last weekend. Write a travel blog entry about the trip.

Take a trip from SAN FRANCISCO to the world famous ALCATRAZ PRISON on ALCATRAZ ISLAND



■ Ideas Think about the following.

- Decide which trip you are going to write about.
- Choose four of the following things to write about.
 - How and when you got there.
 - The location of the place and its history.
 - The name of the place and where it comes from.
 - What you did and what you saw.
 - What the weather was like.
 - What the people were like.

■ Plan Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Write when you went, where you went and how you got there.

Paragraph 2: Write about the trip – the distance, the weather and how you felt.

Paragraph 3: Write about the destination – its appearance, its history, what you saw and did and how you felt.

Paragraph 4: Sum up why you liked or didn't like the trip.

■ Write Write your travel blog entry.

■ Check Check the following points.

- Have you included the information asked for?
- Are your ideas divided into paragraphs?
- Have you used a variety of adjectives?
- Have you checked spelling, grammar and punctuation?

Progress check Unit 2

Read 1–15 and evaluate your learning in Unit 2. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Ghost towns	Mark (1–3)	How can I improve?
1 Give three reasons why people might leave a town. I can understand a text about deserted towns.		
2 What three ways of identifying paraphrase do you know? I can identify paraphrase.		
3 Name five adjectives you can use to describe your town. What are their antonyms? I can describe my town using a variety of adjectives.		
4 Name five places in your town. What can you do in each place? I can talk about different places in my town.		

B The kindness of strangers	Mark (1–3)	How can I improve?
5 What is the difference between regular and irregular verbs? Give five examples of each. I can use regular and irregular verbs.		
6 How do we make past negative and question forms with <i>be</i> ? How do we make these forms with other verbs? I can make negative and question forms about the past.		
7 What is the difference between these sentences? a I walked to school when I was younger. b I was walking to school yesterday when I met John. I can talk about the past using the past simple and past continuous tenses.		

C Getting around	Mark (1–3)	How can I improve?
8 Name the five senses. Which verbs do you use for each sense? I can talk about the senses.		
9 How does an unsighted traveller get around a new city? I can understand a radio programme about an unsighted traveller.		
10 How would you ask a stranger for directions? How would you tell someone how to get from your house to your school? I can ask for and give directions.		

D Naming places	Mark (1–3)	How can I improve?
11 What are the origins of some of the place names in Australia? I can understand a text about place names in Australia.		
12 Which prepositions do these verbs go with: <i>learn, belong, hope</i> ? I can use a variety of verbs and prepositions.		
13 What is the difference between <i>while / as</i> and <i>when</i> ? I can use <i>while, as</i> and <i>when</i> to talk about events in the past.		

E A travel blog	Mark (1–3)	How can I improve?
14 What adjectives would you use to describe a the weather? b a journey? c people? d places? I can use a variety of adjectives to describe travel experiences.		
15 What words can you use instead of <i>nice</i> ? I can use a variety of adjectives to avoid repetition.		

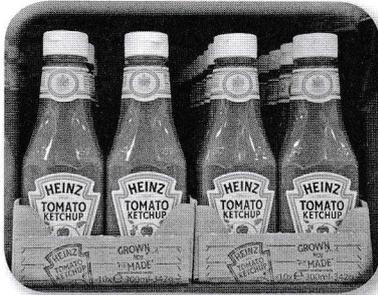
3

Choices

Vocabulary In my fridge

V Life cycle of food

- 1 Match 1–8 to a–h to make sentences. Then put the sentences in the correct order to describe the life cycle of tomato ketchup.



- 1 Lorries transport the tomatoes
 - 2 Machines wash, chop and cook
 - 3 After we finish the ketchup,
 - 4 We buy ketchup in the supermarket
 - 5 To keep the ketchup fresh,
 - 6 Farmers grow tomatoes
 - 7 Factories package the ketchup and
 - 8 Boats and planes transport the ketchup to
- a the tomatoes to produce ketchup.
 - b we refrigerate it.
 - c put a label on it with the date and the ingredients.
 - d and we eat it with chips or pizza.
 - e in fields or in heated greenhouses.
 - f to the factories.
 - g supermarkets all over the world.
 - h we throw away or recycle the empty bottle.

V insight Compound nouns and adjectives

- 2 Complete the sentences with the words below.

- eco-friendly ■ energy-efficient ■ food miles
- global warming ■ greenhouse gases
- recycling centre ■ rubbish dumps

- 1 At the, they sort the materials into different bins – glass, wood, paper and plastic.
- 2 Scientists say that is causing sea levels to rise.
- 3 People in the UK who use light bulbs can save up to £60 a year on their electricity bill.
- 4 The UK imports 95% of its fruit from other countries. This means that fruit has a lot of
- 5 The label says this product is They used recycled paper for the packaging.
- 6 The Clean Cars Act was one of the first laws in the USA that tried to reduce
- 7 It costs £1.6 billion a year in England to collect and transport waste to

V Food and nutrition

- 3 Choose the correct words.

- 1 Men need to have 2,500 salt / calories a day. Women only need 2,000.
- 2 One apple contains six different vitamins / nutrients, including A and C.
- 3 Without carbohydrates / additives, cola wouldn't be brown and mint ice cream wouldn't be green.
- 4 All fizzy drinks contain minerals / sugar. Even tonic water, which doesn't taste sweet, has about thirty grams in it.
- 5 Minerals / Protein is good for your nails and hair. Beef contains the most of all meat products.
- 6 Fats / Nutrients from vegetable sources, like nuts and olives, are healthier than those from animals.

- 4 Complete the article with the correct form of the words in exercises 1–3.

Liquid gold

Olive oil is very popular all over the world and some people even call it liquid gold.

Olive oil is healthy because it is high in ¹v..... E and vegetable ²f..... It doesn't contain any

³c..... or sugar, but it is a rich source of energy – one tablespoon of olive oil has 119 ⁴c.....

The olive tree ⁵g..... in the Mediterranean, where olive oil is an important part of life. Spain ⁶p..... the most olive oil, but the Greeks use the most, for cooking or just in salads. In the past, people also used it in oil lamps, medicines and cosmetic products.

Farmers in the Mediterranean pick the olives from November to March – you need 1,500 olives to produce one litre of oil. First, the farmers store the oil underground, then they put it into bottles, pack it into boxes and ⁷t..... it to other countries.

You don't need to ⁸r..... olive oil as it can stay fresh for two years if you keep it in a cool dark place. Although it is possible to ⁹r..... the bottles, olive oil isn't very ¹⁰e..... - f..... Olive production in some countries is so large that it is damaging the environment.



- 5 CHALLENGE! Choose a food item that you like and describe its life cycle. Does it have a big carbon footprint?

Grammar Burger or broccoli?

Determiners

1 Complete the sentences with *some* or *any*.

- Cows are very important animals in India. In parts of the country, it's a crime to kill a cow and people don't eat beef.
- There isn't fruit that doesn't contain vitamins.
- 'Is there sugar in lemons?' 'Yes, a typical lemon contains about two grams of sugar!'
- In Peru, bread is made of potatoes. It's very popular in the Andes.
- People can live for more than a month without food, but only a week if they don't have water.
- people don't eat meat or dairy products. They're called vegans.

2 Complete the blog posts. Use the words below.



Ella

■ a lot of ■ a little ■ some ■ any

I became a vegan because I'm allergic to ¹..... types of food, like milk and cheese. I can have fish, but I don't eat it because I don't like the smell. Of course, I eat ²..... vegetables and nuts. I have salad every day. Do I eat ³..... chocolate? Well, I never eat milk chocolate because it makes me ill, but I sometimes have just ⁴..... dark chocolate.



Ingrid

■ many ■ much ■ some ■ a few

I'm a vegetarian. I never eat meat. When I go out for dinner with friends, I usually have ⁵..... salad and cheese or eggs. There aren't ⁶..... restaurants that make special food for vegetarians in my city – I think there are only two. I want to make vegetarian pasta tonight, so I'm here in the supermarket and I'm going to buy ⁷..... tomatoes and an onion as well. I need to buy juice, too – there isn't ⁸..... left in the fridge.



Paul

■ a few ■ any ■ a lot of ■ much

I'm a fruitarian, like everyone else in my family. This means that I eat ⁹..... fruit, but I don't eat ¹⁰..... vegetables at all. I don't eat meat, fish or dairy products either, so there isn't ¹¹..... protein in my diet. I had ¹²..... biscuits after breakfast this morning, but don't tell my mum – they're really unhealthy!

3 Complete the healthy eating questionnaire with *how much* or *how many*. Then answer the questions to find out how healthy your diet is.

- do you eat for breakfast?
a nothing b some cereal c a lot of fruit
- cola do you drink a day?
a a lot b a little c none
- portions of fruit and vegetables do you eat in a day?
a none b two or three c five or more
- glasses of water do you drink in a day?
a one b three c more than five
- meals do you miss in a week?
a a lot b a few c none
- junk food do you eat in a week?
a five or six meals b two meals c none

Mostly As: You don't eat very well. Try to eat more fruit and drink more water – you'll feel better.

Mostly Bs: Your diet is OK. Try to drink fewer fizzy drinks and be sure to eat all your meals.

Mostly Cs: You eat very well. You're a healthy person – keep it up!

4 Choose the correct words.

The caveman's diet

What did people eat 100,000 years ago? Were there ¹**any / much / a little** vegetables in their diet? ²**How many / How much / A lot of** meat did they eat? Did they drink ³**many / much / a few** milk? What was their favourite food? Scientist Rob Svelte answers ⁴**a few / much / a little** questions about the diet of the caveman.

'Early humans started using fire 125,000 years ago, and learned to cook ⁵**a little / any / some** meals around the same time. But what exactly did they cook? And how do we know? Well, scientists found bodies of prehistoric people in caves around the world and studied their teeth. There weren't ⁶**much / any / a few** dentists in the Stone Age,' laughs Rob. 'We can learn ⁷**many / any / a lot of** information from the teeth. For example, we believe that cavemen ate ⁸**a few / much / a lot of** fruit, ⁹**some / any / many** meat and fish, and even ¹⁰**much / a little / a few** cereal! We think they didn't eat ¹¹**many / some / a little** green vegetables, like broccoli, because they didn't like the bitter taste – ¹²**any / much / some** poisonous plants taste bitter, too. Surprisingly, the early humans didn't drink ¹³**a few / much / many** milk. We didn't start farming animals and drinking their milk until about 8,000 BC!

So, what was the caveman's favourite food? A burger, of course!

5 CHALLENGE! What are your favourite foods? Are they healthy or unhealthy? Write three sentences to explain why.

I think oranges are healthy because they contain a lot of vitamins. Crisps aren't healthy because ...

Indefinite pronouns and adverbs:
some-, any-, no-, every-

1 Complete the sentences with the words below.
There are two words that you do not need.

- anyone ■ anything ■ anywhere ■ everywhere
- everything ■ no one ■ nothing ■ nowhere
- someone ■ somewhere

- 1 Does want this last slice of pizza?
- 2 'Why are you standing?'
'Because there is to sit.'
- 3 I wasn't there when it happened. I didn't see. I know
..... about it.
- 4 I'm very tired. I don't want to go
tonight.
- 5 phoned you while you were out,
but he didn't leave a message.
- 6 in this restaurant is too expensive.
Let's go to another one.
- 7 in my family likes peas, but we all
like broccoli.
- 8 They live in Tokyo, but I don't
know the exact address.

2 Replace the words in italics in each sentence with an indefinite pronoun or adverb.

- 1 Did you bring *all the things* we need for the picnic?
.....
- 2 *A person* told me they sell lobsters in this shop, but
there aren't any.
.....
- 3 I looked *in all places*, but I couldn't find the crisps. Did
you buy any?
.....
- 4 I don't know *a person* who can make better lasagne
than my uncle.
.....
- 5 'Where's the salt?'
'I think I left it *in the cupboard or on the table* in the
kitchen.'
.....
- 6 'What did you cook for dinner?'
'*I didn't cook dinner.*'
.....

Inviting

3 3.03 Listen to the dialogues. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Lisa wants to go out for dinner on Tuesday.
- 2 Sally wants to go to Japan.
- 3 Annie is going to a birthday party next week.
- 4 Annie never eats dessert.
- 5 Vince can't go out with Lisa and Annie.
- 6 There's a history museum in Lisa's town.

4 3.03 Put the words in the correct order to make sentences. Then match sentences 1-9 to speakers A-C. Listen again and check.

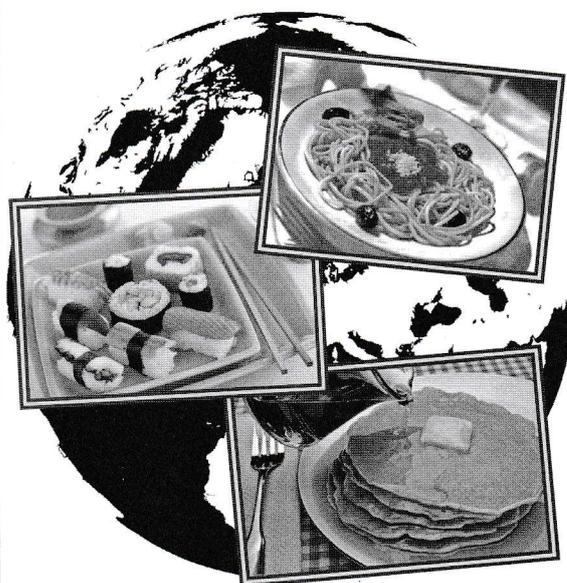
- A Annie
- B Lisa
- C Vince

- 1 out / come / want / dinner / to / Do / for / you / ?
.....
- 2 don't / us / come / with / Why / you / ?
.....
- 3 busy / Thanks, / I'm / but / .
.....
- 4 shame / a / That's / .
.....
- 5 think / you / do / What / ?
.....
- 6 good / a / idea / That's / .
.....
- 7 to / you / Would / come / like / ?
.....
- 8 like / Thanks, / that / I'd / .
.....
- 9 sounds / great / That / .
.....

5 Study the advert below. A restaurant in your town is having a special event called 'Food around the world', where you can find out about international food and drink, and try some of the food, too. Write a dialogue inviting two friends to come with you.

Luigi's Restaurant

FOOD AROUND THE WORLD



Thursday 7.30 – 11.00
Phone 021 754 3897 for reservations

V Food adjectives

1 Which adjective in each group below cannot usually be used to describe the food items?

- | | | | |
|-------------|--------|---------|------------|
| 1 meat: | frozen | tender | sweet |
| 2 vinegar: | cooked | sour | disgusting |
| 3 broccoli: | raw | organic | unhealthy |
| 4 banana: | tough | healthy | delicious |
| 5 soup: | plain | hard | spicy |
| 6 cheese: | soft | frozen | processed |

V insight Containers

2 Choose the correct words.

- Are you going to the supermarket? Could you get me a of milk?
a box b carton c packet
- This of toothpaste is empty. Throw it away.
a jar b can c tube
- I'm sure there was a of biscuits in this cupboard.
a packet b bottle c carton
- Put that of flour away. You don't need flour to make an omelette.
a tube b bag c box
- I can't open this of jam. Could you help me, please?
a bottle b jar c can
- I'd like a of mineral water and a chicken salad, please.
a box b bottle c tube
- One of cola a week isn't too bad, but you mustn't drink too much.
a carton b bag c can
- There's a of tissues in the kitchen. Could you bring me some, please?
a box b tube c jar

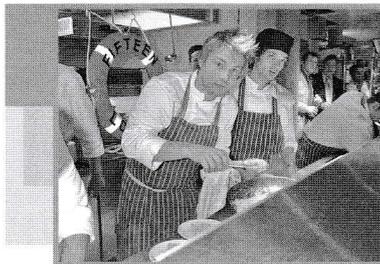
Relative pronouns and adverbs

3 Choose the correct words.

- The first American supermarket, **who** / **which** opened in 1930, was called King Kullen.
- It was a place **that** / **where** people could buy cheap food, so it quickly became popular.
- The person **who** / **when** owned the supermarket was Michael Cullen, a forty-six-year-old American.
- Michael, **whose** / **where** parents were Irish immigrants, lived in Queens, New York City.
- Before he opened King Kullen, Michael worked for a company **who** / **that** sold tea and coffee.
- By 1936, the year **who** / **when** Cullen died, there were more than 1,200 supermarkets in eighty-five American cities.

4 Complete the text with *who, which, whose, when* or *where*. In which five sentences can you also use *that*?

Food revolution



Jamie Oliver is a British chef ¹..... TV shows and cookery books are popular in many countries around the world. In his recipes, he always tries to use ingredients ²..... are fresh and organic, because he thinks processed foods are really bad. For one of his shows, called *Jamie's Food Revolution*, he travelled to Huntington, West Virginia. It is a town ³..... people eat a lot of junk food and it is officially one of the unhealthiest towns in the USA. Jamie's show taught people how to make meals ⁴..... are healthy.

Jamie is also the person ⁵..... started the famous Fifteen restaurant. The restaurant, ⁶..... is in north London, serves delicious Italian food. It is a place ⁷..... young people from poor families can train to become chefs. In 2002, the year ⁸..... the restaurant first opened, Jamie chose fifteen unemployed young people ⁹..... needed help, and gave them a second chance. The project was very successful. Many of the students ¹⁰..... trained at the restaurant later found jobs, and some even started their own restaurants and appeared in TV shows.

5 Add a relative pronoun or adverb to each sentence. Which two sentences do not need the pronoun?

- The mushrooms we bought yesterday weren't fresh.
- What's the name of the woman wrote *The Hunger Games*?
- I can't find the key opens this door.
- July and August are the months most people go on holiday.
- I'd like to speak to the person cooked this meal.
- The Italian town Parma, my father was born, is famous for the ham they make.
- The cookery book you gave me is very good.
- The happiest day in my life was the day I became a vegetarian.

6 CHALLENGE! Write about a famous chef you know about.

- What kind of food do they cook?
- What ingredients do they use?
- Do they do other things, e.g. appear in TV shows and adverts, write cookery books, etc.?

1 Read the article. Match summaries A–F to paragraphs 1–4. There are two summaries that you do not need.

- A It is possible to grow fruit and vegetables in space, but astronauts cannot have much meat.
- B The astronauts who go to Mars in 2030 probably will not take any junk food with them because it is important to stay healthy in space.
- C The food that astronauts ate in space in the past is different from the food that they eat today, and it is not suitable for the mission to Mars.
- D While they are in space, astronauts will eat eggs, tomato soup, salad and bread every day.
- E Before NASA can send astronauts on a long journey to Mars, scientists have to prepare.
- F NASA scientists think it is a good idea for astronauts to have both healthy food and junk food while they are away.

2 Read the article again and complete the sentences.

- 1 In total, the Mars mission will last for years.
- 2 Yuri Gagarin ate his food from
- 3 The astronauts can't take pre-packaged food on the Mars mission because there isn't room and it
- 4 Maya Cooper works on a project called
- 5 Maya's plants grow in a type of liquid with some in it, but no soil.
- 6 The astronauts will be able to eat in the evenings.
- 7 Scientists believe that eating in space will make the astronauts feel happier.
- 8 While they are on Mars, astronauts will study the atmosphere and will try to find

Food: the fundamental question

1 NASA is already planning the 2030 mission to Mars. It will take astronauts six months to reach the Red Planet. They will spend eighteen months living there, and then it will take another six months to return home. As well as building a spacecraft for them to travel in and designing some kind of accommodation, scientists have another problem to solve. What are the astronauts going to eat while they are away?

2 In 1961, the first person in space, Yuri Gagarin, ate food stored in toothpaste tubes while he travelled around the Earth. The next astronauts, who were American, had packets of dried food, which they mixed with water to make meals. Today, scientists on the International Space Station take pre-packaged meals with them. The problem with using this type of food on the Mars mission is that the astronauts are going to be away for longer. There won't be enough room on the spacecraft to store food for everybody on the mission, and anyway, the current meals only last for about two years. That is why researchers at NASA's Advanced Food Technology Project are trying to find a solution.



3

Senior research assistant Maya Cooper thinks she might have the answer. She studies how to grow plants without soil. Her plants grow on a shelf in a laboratory, in a special liquid that contains all of the nutrients they need. And they grow surprisingly well. Maya's idea is for the astronauts to have a kind of Martian greenhouse, where they can grow a variety of fruits and vegetables. They could combine these ingredients with others, such as nuts and spices brought from Earth, to prepare their meals. This will help the astronauts to get the amount of protein, carbohydrates and vitamins that they need to stay healthy. They will have to survive on a vegetarian diet while they are away because it isn't possible to preserve meat products for long enough to take them on the trip.

4

Maya also works on menus for the astronauts. With the help of several NASA experts, she has come up with more than a hundred different recipes. These include scrambled eggs for breakfast, a lunch of soup and tomato salad and a mushroom dish with spinach bread, followed by a nice dessert for dinner. There is also some comfort food on the menu, such as pizza, chips and biscuits, so that the astronauts do not miss home too much. It is very important that the Mars mission is a success because the astronauts will do some valuable research while they are away. For example, they will be able to look for other life forms and study the effect of a different atmosphere on the human body. However, none of this will be possible until the food problem is solved.

3 Find nouns a-h in the article. Then complete definitions 1-8 with the nouns.

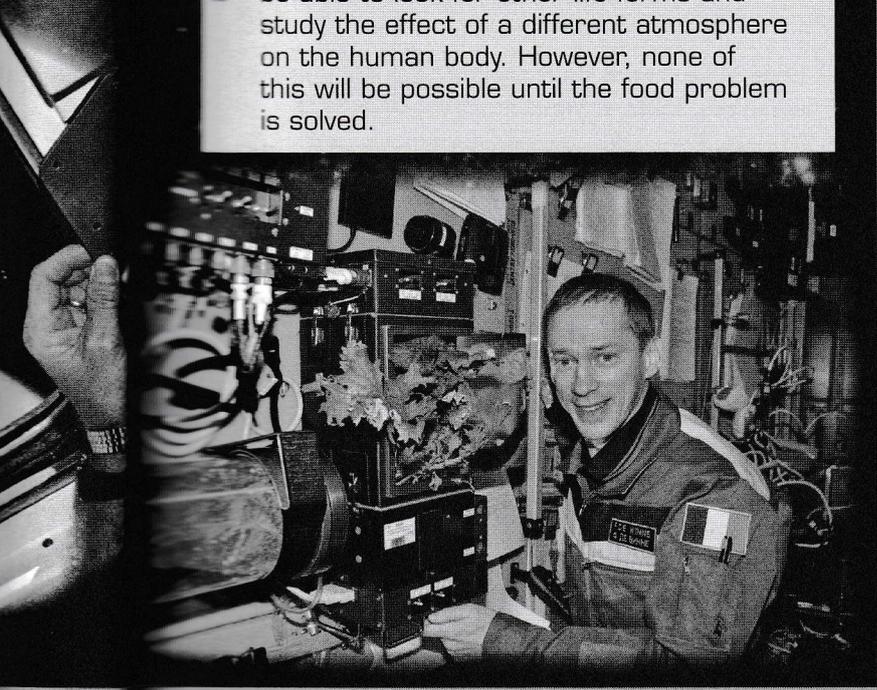
- a planet
- b researchers
- c plants
- d laboratory
- e liquid
- f ingredient
- g recipes
- h spinach

- 1 An is one of the things from which something is made.
- 2 are living things, such as vegetables or flowers, which grow in soil or water.
- 3 is a vegetable which has large, dark-green leaves.
- 4 A is something like water, milk, or oil.
- 5 are people who study things so that they can find out new facts about them.
- 6 give you instructions on how to make meals.
- 7 A is a place where scientists work and do experiments.
- 8 A is a large round object which moves around a star.

4 Complete the sentences with the nouns in exercise 3.

- 1 Scientists at the NASA in Houston, Texas, design special food for space missions.
- 2 Grape vines and olive trees are which need a lot of sunshine to grow.
- 3 contains a lot of nutrients, minerals and vitamins. It is very healthy.
- 4 You need vegetables and spices to make soup, but the main is water.
- 5 The Saturn is more than 1.2 billion kilometres from Earth.
- 6 Charles Bourland, who worked for NASA for more than thirty years, wrote a cookery book of space food
- 7 Scientists want to know if there is water or any other on Mars.
- 8 In the 1950s, did not know if humans could survive a trip away from Earth, so they first sent animals like monkeys and dogs into space.

5 CHALLENGE! You are going on a mission to Mars and you can take only five food items with you. Which food items are you going to choose and why?



Writing Short texts: notes, invitations, adverts and announcements

1 Read short texts A–D. What is the main purpose of each text?

2 Read short texts A–D again. Find and underline examples of the things below.

- an invitation ■ an explanation ■ a suggestion
- an apology ■ an instruction ■ contact details
- information about a place, date and time

A

Freya

Thanks for invite to party.

Sounds great, but busy on Sat – sorry. Taking little brother to cinema (promised to take him a long time ago).

Let's meet at sports centre on Tues.

Lily

PS Can't find my MP3 player, call me asap if you have it!

B

Parents' evening

Date: 15 November

Location: school hall

Time: 5 p.m. – 7 p.m.

RSVP by completing the details below and giving it to the school assistant.

Name:

Preferred time:

NB If you can't come on 15 Nov, please speak directly to your child's teacher.

C

Cookery course

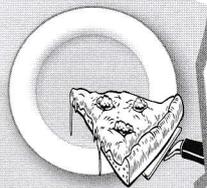
Want to learn more about food and nutrition? Interested in cooking?

Come and join our first cookery class on Wednesday, 11 Nov.

Try a different recipe each week, e.g. spaghetti bolognese, sushi, cakes, etc.

Everyone's invited!

NB This week the meeting is at 5 George St.



D

FOR SALE

Kamon colour printer.

Not new but in good condition. Prints well, esp. photos. Takes A4 size paper.

€10

Call Stan, tel. 027 554 3958.

3 Replace the words in *italics* in each sentence with an abbreviation in texts A–D.

- 1 Can you bring some food and drinks, *for example* crisps and orange juice?
- 2 *Please reply* to this invitation by 9 December.
- 3 Let me know *as soon as possible* if you want to come.
- 4 Remember to take some paper, pen and pencil, *and so on*.
- 5 *I also want to say*, don't forget to buy some tomatoes.
- 6 Please write your name, address and *telephone number*.
- 7 There is a new Japanese restaurant in *Appleton Street*.
- 8 The food at the party was great, *especially* the pizza and burgers.
- 9 *This is very important*: The course starts at 9 a.m. Don't be late!

WRITING GUIDE

■ **Task** Read tasks 1 and 2 below and check you understand them.

- 1 You arranged to go to the cinema with your sister and some friends this afternoon, but you have to go out. Write a note to your sister.
 - a Say you are sorry.
 - b Explain why you can't go.
 - c Suggest doing something later in the week.
 - d Say when you will be back.
- 2 You want to raise money to buy a vending machine for your school and you are planning a charity sale. Write an announcement to put on the school noticeboard.
 - a Say what the event is.
 - b Give the date, place and time.
 - c Explain what you are raising money for.
 - d Give your contact details so that people can contact you if they need more information about the event, or if they want to help with the preparations.

■ **Ideas** Who is each short text for? Are you writing to explain, invite, remind, make an offer, etc.?

■ **Plan** Follow the instructions.

- 1 Write the name of the person or the event at the top, but do not include greetings.
- 2 Make sure the purpose of the text is clear. Keep it short. Use short sentences, imperatives and abbreviations where you can.
- 3 Write your name at the end.

■ **Write** Write your note and announcement.

■ **Check** Check the following points.

- Have you included all the information in the task?
- Have you used informal language, short sentences, imperatives and abbreviations?
- Have you checked spelling, grammar and punctuation?

Progress check Unit 3

Read 1–14 and evaluate your learning in Unit 3. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A In my fridge	Mark (1–3)	How can I improve?
1 Name three things you can learn about a food item you bought by reading the label.		
I can understand a text about the life cycle of food and how it affects the environment.		
2 Name five verbs you can use to describe the life cycle of ketchup.		
I can describe the life cycle of a processed food item.		
3 What is the difference between a rubbish dump and a recycling centre?		
I can use compound words to talk about the environment.		

B Burger or broccoli?	Mark (1–3)	How can I improve?
4 Why do we say <i>a few tomatoes</i> but <i>a little ketchup</i> ? What other words do we use to talk about quantities?		
I can talk about quantities using determiners.		
5 What is the difference between <i>how much</i> and <i>how many</i> ?		
I can ask questions about quantities.		

C Eating out	Mark (1–3)	How can I improve?
6 What are vending machines? Name five things you can buy from a vending machine.		
I can understand a radio programme about unusual eating places.		
7 Which words can we combine with <i>some-</i> , <i>any-</i> , <i>no-</i> and <i>every-</i> ? Which of these words do we use to talk about places?		
I can use indefinite pronouns and adverbs to talk about people, things and places.		
8 What parts of speech are usually key words? ■ adjectives ■ pronouns and prepositions ■ nouns and verbs		
I can recognize key words in spoken English.		
9 How would you invite a friend to your birthday party? How would you respond to a friend's invitation?		
I can make and respond to invitations.		

D Notes from a big country	Mark (1–3)	How can I improve?
10 How are American eating habits different from the eating habits of people in your country?		
I can talk about healthy and unhealthy diets.		
11 In what containers would you find a biscuits? b vinegar? c toothpaste?		
I can talk about quantities using container words.		
12 Complete the sentences with relative pronouns. 1 This is the book you gave me. 2 This is the writer I told you about.		
I can use relative pronouns and adverbs to give more information.		

E Short texts: notes, invitations, adverts and announcements	Mark (1–3)	How can I improve?
13 Complete the sentence: <i>The purpose of a text can be to: invite, explain, announce,,,, etc.</i>		
I can decide what the purpose of a text is before I start writing.		
14 Which is not an abbreviation: ■ RSVP ■ don't ■ esp. ■ asap?		
I can use abbreviations in short texts like notes, adverts, etc.		

4 My space

Vocabulary Moving house

V insight Adverbs of manner and comment

1 Last summer, Holly lived in a tent for three months. Complete the interview with the correct form of the words below.

■ lucky ■ surprising ■ unfortunate ■ easy ■ quick ■ helpful

- 1 'Hi, Holly! So, was it difficult to put up the tent?'
'Not at all. I did it
It wasn't hard. Anyone can do it.'
- 2 'And did it take a long time to put it up?'
'No. I did it It only took twenty minutes.'
- 3 'Was it comfortable to sleep in the tent?'
'Yes!, I slept all night every night. I didn't expect that!'
- 4 'And did you have enough food?'
'Oh, yes., there was a shop very near the campsite. It was open all day.'
- 5 'What about when it rained? Did you get wet?'
'Yes!, we got very wet. There was a hole in the tent!'
- 6 'Were people at the campsite friendly?'
'Oh, yes. They were very kind. They gave us advice about cooking and camping.'

V insight Compound adjectives

2 Complete the compound adjectives with the words below. There are two words that you do not need. Then match 1–6 to sentences a–f.

■ full ■ open ■ modern ■ two ■ labour ■ eight ■ old ■ semi

- 1 an-fashioned bedroom
 - 2 a-time job
 - 3 a-storey house
 - 4 a-saving device
 - 5 an-plan kitchen
 - 6 a-detached house
- a Richie starts work at nine and finishes at five every day.
 - b It's very big with a cooker, a fridge and a long dining table.
 - c All the furniture is from the 1930s!
 - d It's a pretty house with two bedrooms upstairs.
 - e Don't wash the plates, just put them in the dishwasher.
 - f We can hear our next-door neighbours through the wall!

V Houses and homes

3 Match each person 1–6 to the types of home below.

■ block of flats ■ caravan ■ mansion ■ bungalow
■ castle ■ cottage

- 1 I'm old and I can't walk upstairs.
- 2 I'm a traveller. I can't stand staying in one place.
- 3 I'm Richard. I was the King of England 900 years ago.
- 4 I live on the top floor. The view is great!
- 5 I'm very rich and like to live somewhere which is large and luxurious.
- 6 I live in the country. My house is small and very old.

4 Choose the correct words.



In England, until the early nineteenth century, most ordinary people lived in small ¹cottages / mansions in the countryside. However, during the industrial revolution, thousands of people moved to big cities, like Birmingham and Manchester, and started living in crowded houses joined together at the side and at the back. They were ²terraced / detached houses, and people called them back-to-backs. They were usually two-³plan / storey buildings. Of course, they were very different from modern-⁴day / time homes. There was no running water or central heating, and the toilets were outside. The people who lived in back-to-backs didn't have ⁵semi / labour-saving devices like washing machines. ⁶Surprisingly / Unsurprisingly, it wasn't an ⁷easy / easily life for people in those days. Personally, I think we're ⁸lucky / luckily to live in the twenty-first century!

5 CHALLENGE! Imagine you are opening the front door of the place where you live. Walk in and describe it.

I'm opening the front door and walking into my house. It's very modern and

Comparative and superlative adjectives

- 1 Read the information. Write sentences with the comparative form of the adjectives in brackets.

	The Oval Office	The State Dining Room
Built in	1934	1902
Width	about 11 m	about 15 m
Size	75.8 m ²	165 m ²
Busy	used every day	used on special occasions only
Comfortable	***	****
Beautiful	****	*****

- (old)
- (wide)
- (small)
- (busy)
- (comfortable)
- (beautiful)

- 2 Write questions using the superlative form of the adjectives in brackets. Then answer the questions.

- Which is (large): The Pentagon, the White House or the Chrysler Building?
- What is (tall) building in the world?
- Which is (far) from London: New York, Los Angeles or Chicago?
- What is (polluted) city in the world?
- How much is (expensive) room in the Ritz-Carlton hotel, Moscow: \$18,000, \$1,800 or \$180?

(not) as ... as

- 3 Write sentences using (not) as ... as and the words in brackets.

- Our TV and our neighbour's TV are the same size. (big)
Our TV is as big as our neighbour's TV.
- My bedroom is really untidy, but my sister's is worse! (messy)
.....
- Both the kitchen and the bathroom in our house are old-fashioned. (old-fashioned)
.....
- It costs 200,000 euros to buy a three-bedroomed flat or a terraced house in this town. (expensive)
.....
- The cooker isn't clean, and the fridge isn't clean! (dirty)
.....
- The streets in Paris are wider than the streets in my town. (narrow)
.....

too and enough

- 4 Complete the answers to the questions. Use too or enough and the words in brackets.

- Why is nobody sitting in that old chair? (comfortable)
Well, because it isn't
- Why don't you want to visit the old castle? (far)
I think it's away.
- Why do you hate your bedroom? (narrow)
It's
- Why can't you hear the DVD player? (loud)
It isn't
- Why did your sister buy a small terraced house? (rich)
She isn't to buy a mansion.
- Would you like to sit in the garden? (cold)
No! It's to go outside.

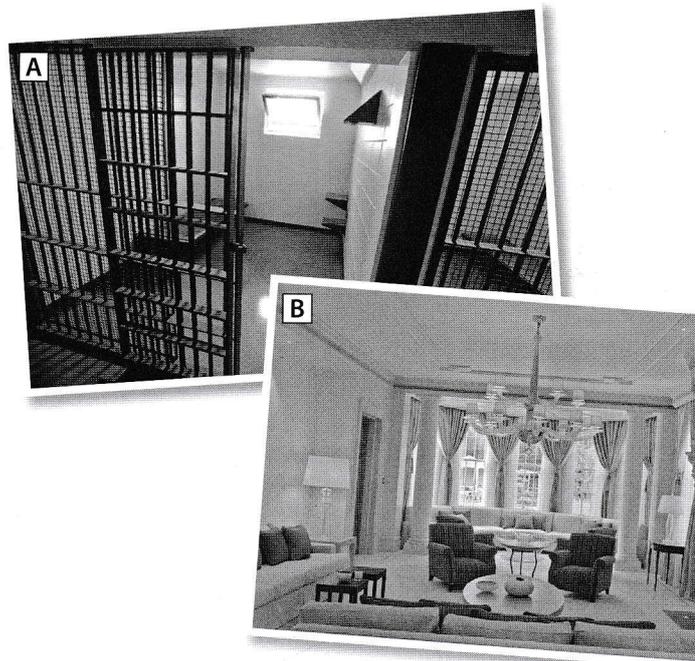
- 5 Write one word in each gap to complete the article.

The little house in Conwy

In Conwy, which is one of the prettiest and ¹ popular tourist towns in north Wales, you can find ² smallest house in Great Britain. The house is only about two metres wide. In fact, it's only ³ big ⁴ a small bus. There's hardly any furniture and it wouldn't be comfortable ⁵ for most people to live in. Surprisingly, its last owner, Robert Jones, was 1.9 metres tall! He couldn't stand up in the rooms because he was ⁶ tall, and the ceilings weren't high ⁷

Conwy is also famous for its thirteenth-century castle, which is older ⁸ the town itself. There are two bridges near the castle – a suspension bridge, built in 1826, and a ⁹ modern railway bridge.

- 6 CHALLENGE! Compare the bedroom and living room in the photos to your bedroom and living room.



V insight Collocations: household chores

1 Choose the correct nouns to make collocations.

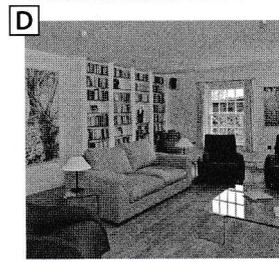
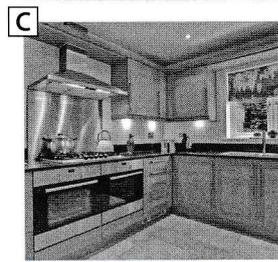
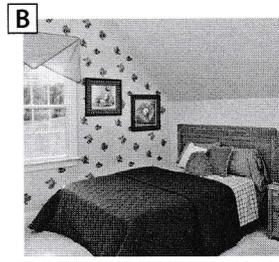
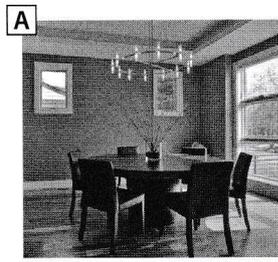
- 1 Hoover
 - a the floor
 - b the table
 - c the walls
- 2 Load
 - a the oven
 - b the washing machine
 - c the cupboards
- 3 Clean
 - a the rubbish
 - b the bath
 - c the ironing
- 4 Lay
 - a the table
 - b the shower
 - c the cupboards
- 5 Do
 - a a mess
 - b the bed
 - c the ironing
- 6 Make
 - a the oven
 - b the dishes
 - c the bed
- 7 Take
 - a out the rubbish
 - b on the walls
 - c up the table
- 8 Do
 - a the bed
 - b the rubbish
 - c the dishes

2 Complete the text with the correct form of the verbs in exercise 1.

Last Saturday, my family decided to do the spring cleaning. My mum ¹..... all the carpets, and my dad ²..... the ironing. I ³..... out the rubbish, and ⁴..... the bath. I also ⁵..... my bed. My brother and sister ⁶..... the dishes and ⁷..... the washing machine with their dirty clothes. Finally, my parents cooked dinner and my brother ⁸..... the table before we sat down to eat. We were hungry after a very busy day!

Asking permission

3 **3.04** Look at photos A–D. Then listen to four dialogues. For each one, decide which room the speakers are in.



Dialogue 1: Dialogue 2:
Dialogue 3: Dialogue 4:

4 **3.04** Listen again and answer the questions.

- 1 What is Aunt Julia cooking?
.....
- 2 Who lays the table?
.....
- 3 Which bathroom does Patrick use?
.....
- 4 Which room does Patrick use to make the phone call in?
.....
- 5 What does Patrick want to watch on TV?
.....
- 6 What does Patrick usually do before he goes to sleep?
.....

5 **3.04** Put the words in order to complete the phrases Patrick uses to ask for permission. Then match phrases 1–4 to Aunt Julia's responses a–d. Listen and check.

- 1 I / use / Can / bathroom, / please / the / ?
.....
- 2 a phone call / Is / OK / I / if / it / make / ?
.....
- 3 if / you / the TV / switch on / mind / Do / I / ?
.....
- 4 a book / all right / Is / read / if / it / I / ?
.....

- a Sure, no problem.
- b Go ahead.
- c Of course you can.
- d Well, it depends.

6 You are staying at a relative's house. Choose one thing to ask permission to do in situations 1–3. Write a dialogue between you and your relative.

- 1 You're in the kitchen and you want to
 - wash your hands.
 - get a drink.
 - make a sandwich.
- 2 You're in the living room and you want to
 - watch TV.
 - listen to music.
 - make a phone call.
- 3 You're in the garden and you want to
 - read a book.
 - invite your friends.
 - play football.

Vocabulary and grammar Historic homes

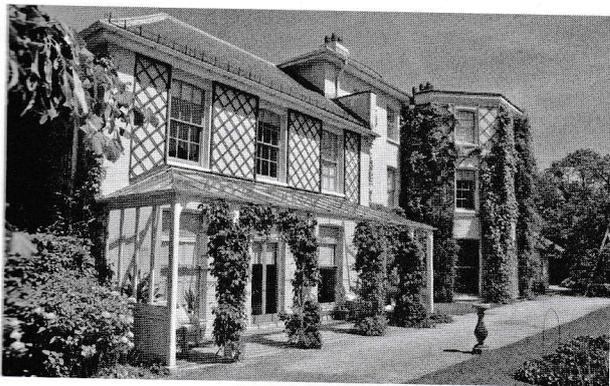
V insight Phrasal verbs

1 Complete the sentences with *off, out, up, after, down* or *about*.

- It's important to look old buildings. They're often of architectural or historic interest.
- The famous architect Le Corbusier grew in Switzerland.
- Painting the garage tired me I need to lie down now.
- I want to find about the design of kitchens in the 1920s.
- The invention of plastic brought a change in the design of furniture.
- Sally has got a beautiful, expensive flat in the town centre. She likes showing it
- I was in the attic when Sue rang. I went the stairs to answer the phone.
- What time did you get this morning? You look tired.

2 Complete the article with the correct form of the phrasal verbs in exercise 1.

Darwin's historic homes



The famous naturalist Charles Darwin was born in 1809. He ¹ in the Mount, a mansion that belonged to his father. When he was thirty years old, he married his cousin Emma, and they moved to Down House, a large detached house in the south of England. While he lived there, he ² very early every morning, left his bedroom on the top floor, and ³ to his laboratory. He studied animals and plants and ⁴ many amazing new things about biology. He was also very busy with his family. He and Emma had to ⁵ ten children! In the 1850s, he wrote a famous book, *On the Origin of Species*, which explained the theory of evolution for the first time. Many people read it and wanted to meet Darwin. However, he preferred to stay at home with his family. He didn't want to ⁶ because he was clever and famous. Besides, he was ill after writing his book. He wrote it very quickly, and it ⁷ him The book was very important though. It ⁸ a change in how we understand biology and evolution.

V Parts of a house

3 Choose the best answers to the questions.

- What is usually upstairs?
a the balcony b the garage c the front door
- What is always downstairs?
a the attic b the cellar c the skylight
- Where is the car?
a in the garage b under the stairs c on the balcony
- What can't you open?
a the skylight b the front door c the step
- What is often the highest thing in a house?
a the chimney b the balcony c the garage
- What can you walk up, from one floor to the next?
a the stairs b the roof c the cellar
- What can't you put your bike in?
a the cellar b the chimney c the garage
- What do bungalows not have?
a a front door b a roof c stairs

Verbs + infinitive or -ing form

4 Tim repairs and decorates old, historic houses. Read the questions from an interview with him. Choose the correct words.

- What do you hate **to do / doing** in your job?
- Are you looking forward **to start / to starting** a new job soon?
- What type of houses do you enjoy **to working / working on**?
- Do you ever imagine **to live / living** in a castle or a palace?
- What do you try **not to do / doing** when you decorate an old house?

5 Match questions 1–5 in exercise 4 to Tim's replies a–e below. Then complete the replies with the correct form of the verbs in brackets.

- Tim: Oh, I love (decorate) historic mansions from the eighteenth century.
- Tim: Well, I always avoid (break) things. I'm very careful when I'm decorating.
- Tim: Well, I can't stand (paint) walls. It takes a long time!
- Tim: Yes, I am. My boss promised (give) me a new job in a very old castle next week.
- Tim: Not really. I don't need (use) my imagination. I work in these buildings every day.

6 CHALLENGE! Imagine your dream house. Answer the questions.

- What type of house is it?
- What special rooms does it have?
- What do you enjoy doing in your dream house?

Reading Life in Ancient Rome

1 Before you read the text, look at the title, the layout and the pictures. Answer the questions below.

- 1 Look at the layout. Where is the text from? Is it from a leaflet for tourists, a personal blog, a magazine article, or a history website?
- 2 Look at the title. What is the text about? Is it fictional or factual?
- 3 Look at the pictures. Which of the following topics do you expect to find in the text?
 - games and activities
 - what people ate
 - the design of their homes
 - the lives of both the rich and the poor
 - how they travelled
 - what they did in the evenings
 - what jobs they had
 - how they decorated their homes

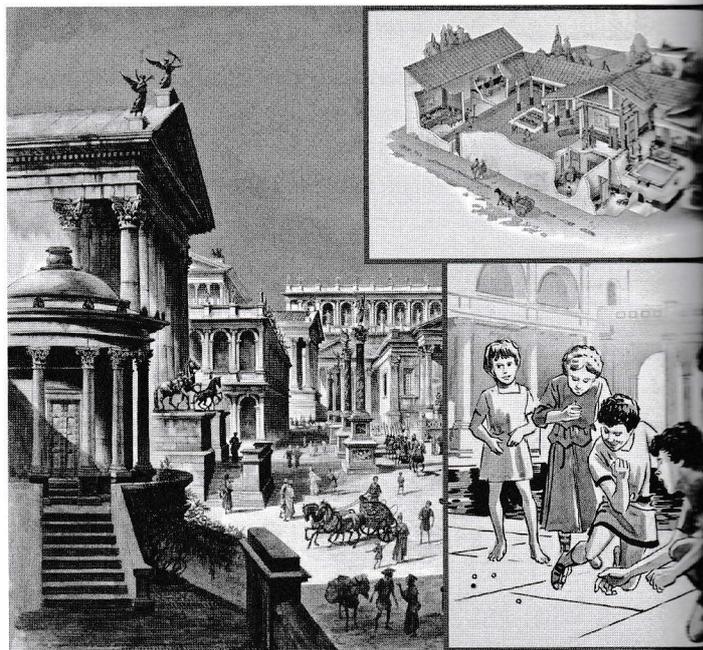
2 Read the text and check your answers to the questions in exercise 1.

3 Read the text again. Match sentences A–G to gaps 1–5 in the text. There are two sentences that you do not need.

- A They didn't mind eating outside, especially when the weather was good.
- B In many ways, they were as attractive as a millionaire's mansion today.
- C Several generations lived together under one roof, including aunts, uncles and cousins.
- D Amazingly, for example, they had running water and central heating.
- E Of course, they avoided using the pipes in the courtyard in winter.
- F However, they didn't have much free time because they needed to do their chores.
- G That was because it was safer and more private to face the courtyard and not the street.

4 Read the text again. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

- 1 Ancient Rome was a very crowded city.
- 2 Poor people usually lived in stone buildings.
- 3 Poor people often lived with their relatives.
- 4 Teenagers often did the cooking for the family.
- 5 Poor people cooked food outside.
- 6 The bedrooms in rich people's houses were upstairs.
- 7 Burglars often stole jewellery and paintings from rich people's houses.
- 8 Rich people had the same type of furniture as we have today.



Life in Ancient Rome

The Romans had one of the greatest and most powerful empires in history. They built roads and canals, and hundreds of elegant cities full of theatres, markets and enormous sports stadiums. But what were ordinary Roman houses like, and what was life like in a typical Roman home?

Two thousand years ago, the ancient city of Rome had over one million residents, and there wasn't enough space for all the people. When we think of Rome, we think of magnificent stone buildings like the Colosseum or the Pantheon, but most of its houses were wooden, especially in the poorer districts. Poorer people lived in two-storey houses around three sides of a central courtyard. Families were larger than today. ¹..... There was no privacy inside the house, and, in the summer, it was often too hot as well as too crowded to sleep indoors, so younger people often slept on the roofs. Teenagers spent time with their friends in the courtyard, playing ball games and board games. ²..... The houses didn't have kitchens or bathrooms, so people used the courtyard for cooking and washing. There weren't many cats in Ancient Rome, but the most popular pets were dogs, and some people had monkeys or ducks!

Wealthier people had larger and more luxurious houses. ³..... And because rich Romans had so many servants and slaves, their lives were unbelievably comfortable.



Their one-storey homes were made of brick, with attractive red roofs, and the windows of all the rooms faced towards the courtyard.

⁴ Rich people wanted to be safe from crime. They had a big wall at the front of the house with a huge front door, and they had guards to watch out for thieves and burglars, especially at night.

Inside a wealthy citizen's home, there were a lot of things that we think are modern. ⁵ They had pipes* that carried hot water under the floor of their bedrooms and living rooms, so they were warm in winter and they had a hot bath whenever they wanted one. There were a lot of rooms in their homes, including an office, a kitchen, a huge bathroom, and small rooms for their slaves. Interestingly, they didn't have any carpets, or much furniture, and things like armchairs and desks simply didn't exist. The wealthy Romans decorated their walls with mosaics,* or by painting colourful pictures if the mosaics were too expensive. They often had a shady garden at the back of the house, which their gardeners looked after, and they usually tried to build their dining room opposite the garden so that they could eat and enjoy looking at the trees and flowers.

People lived in Ancient Rome two thousand years ago, but were their homes and their daily lives so very different from the lives of very poor and very rich people today?

Glossary

* pipes = long tubes that carry water around a house

* mosaics = wall pictures made from a lot of small stone pieces

5 Find the pairs of words below in the text. Answer the questions to show the difference between the words.

1 *servants* and *slaves*

- a Which of these people get paid for their work?
- b Which people belong to someone else?

2 *thieves* and *burglars*

- a Which people only steal things from houses?
- b Which people steal things from anywhere?

3 *guards* and *gardeners*

- a Which people grow flowers and plants?
- b Which people protect a place?

4 *families* and *generations*

- a Which word describes a group of people of about the same age, such as sons and daughters, grandchildren or great-grandchildren?
- b Which word describes people who are closely related, especially parents and their children?

6 Complete the sentences about life in Ancient Rome with the words in exercise 5.

- 1 There were three of emperors in Nero's family. His uncle Caligula, his great-uncle Claudius and his great-great-grandfather Augustus were all emperors.
- 2 Two attacked Maximus on his way home from the forum in central Rome. They stole all his money.
- 3 Amelia was a She had to work very hard in a rich Roman's house, but she was a free woman. The rich Roman didn't own her.
- 4 Lucius was one of the in front of the emperor's palace. He stopped people from coming inside.
- 5 Delius was a He often climbed over the wall into rich people's houses and stole expensive objects.
- 6 Twenty-five per cent of Rome's population were They were men, women and children that rich people owned.

7 CHALLENGE! Imagine being a teenager in Ancient Rome. Describe your home and the city. Say who you live with and how you spend your day.

Writing An email: description of a room

1 Read Laura's blog. What does she want her friends to do?

Home Profile Account X

Laura's Page

I was thinking ... At home, we feel safe, comfortable and relaxed. But which other places do you love spending time in? Write and describe a place away from home that makes you feel at home. Tell me why you love it. There's a prize for the friend who writes the best description!



2 Now read four replies from Laura's friends. Which place does each text describe?

1 ... It's the most impressive thing in the main room of my local public library. It's over two metres high and shows a famous soldier. I go to the library twice a week to borrow books. There are rows and rows of blue and red bookcases full of books and DVDs, and, in the corner, there is a large sofa. It's a rather old building, but I love sitting there and reading my favourite novels.

2 ... It was a frightening experience, but my brother was OK, and he was up in the treehouse with me again only two days later. My dad built the treehouse when I was little. It's a small wooden room with a tiny window and a roof at the top of an old tree in our garden. Inside, there are two beanbags and an old rug, and a poster of our favourite football team on the wall. It's a bit messy because we have lots of magazines on the floor, but it's a great place. I love going there on summer evenings.

3 ... That's what my grandmother says every time I go to her house. It's a two-bedroomed cottage with a small, cosy living room. There is an incredibly old-fashioned cupboard full of plates and glasses, and there are photos on the shelves of my grandparents and my mum when they were young. I love going there because my grandmother always makes me a cup of tea with biscuits, and we sit and chat for hours.

4 ... That's why my friends and I go to our favourite coffee shop. There are two brown sofas and a round table next to the window. They're right in the corner of the room, so it feels like our private place. You can see pictures of rock bands on the walls, and there's an old jukebox which plays really great music. I love the coffee shop because it's the coolest place in my town.

3 Match opening sentences A–D to replies 1–4 in exercise 2.

- A 'Take your shoes off, hang your coat up, and come in!'
- B Right in the middle of the room, there is a large, white statue of a man in nineteenth-century clothes.
- C From the window upstairs, we can watch everybody walking up and down the High Street in my town.
- D Once, two years ago, my brother fell from the tree and hurt his arm!

V insight Adverbs of degree

4 Find adverbs of degree in the descriptions in exercise 2 with a similar meaning to adverbs 1–4.

- 1 quite rather
- 2 very
- 3 extremely
- 4 slightly

5 Choose the correct answers.

- 1 It's incredibly old.
 - a the Colosseum
 - b the White House
- 2 It's quite far away.
 - a the supermarket
 - b the moon
- 3 It's rather high.
 - a a bungalow
 - b a ten-storey building
- 4 It's extremely loud.
 - a a conversation
 - b a rock concert

WRITING GUIDE

■ **Task** Think of a special place away from home where you feel at home. Write an email with a description of the place.

■ **Ideas** Decide how you are going to start your description. Make notes about the general appearance of the place, the things you can find there, and what you like about it.

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Start your description with an interesting opening sentence.

Paragraph 2: Describe the general appearance of the place and the important things that you can see in it.

Paragraph 3: Write about other things in the place, and use adverbs and adjectives to describe them.

Paragraph 4: Write what you love about the place, or what you love doing there.

■ **Write** Write your email.

■ **Check** Check the following points.

- Are your ideas divided into paragraphs?
- Is there a variety of adjectives and adverbs?
- Have you checked spelling, grammar and punctuation?

Progress check Unit 4

Read 1–15 and evaluate your learning in Unit 4. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Moving house	Mark (1–3)	How can I improve?
1 Name one good and one bad thing about living in the 1940s. I can understand a text about life in the 1940s.		
2 Read the sentences. Which adverb tells us how something is done, and which one gives an opinion? a I forgot my homework, so I ran home very quickly. b Luckily, my homework was on the kitchen table. I can form and use adverbs of manner and comment.		
3 Name two compound adjectives you can use to describe a house. I can describe places and things with compound adjectives.		

B A room of my own	Mark (1–3)	How can I improve?
4 Write the comparative and superlative form of these adjectives: ■ quiet ■ big ■ busy ■ good ■ comfortable I can form comparatives and superlatives.		
5 Complete the sentence below with the missing words. Our living room isn't big the Oval Office. I can use (not) as ... as to compare people, places and things.		
6 Rewrite the sentence below using the word <i>enough</i> . My room is too small! I can use <i>too</i> and <i>enough</i> to talk about degree.		

C House rules	Mark (1–3)	How can I improve?
7 Name five household chores. I can talk about household chores.		
8 Give three reasons why chores are good for children. I can understand a talk about household chores.		
9 How would you ask permission to go away for the weekend? I can ask for permission and respond.		

D Historic homes	Mark (1–3)	How can I improve?
10 Why is it important to look at the title, the layout and the photos before you read a text? I can predict the content and purpose of texts.		
11 Which phrasal verbs mean a learn some information? b become an adult? c take care of someone? I can use phrasal verbs.		
12 Give two facts about Highclere Castle. I can understand a text about a historic building.		
13 Which of these verbs are followed by an infinitive and which are followed by <i>-ing</i> ? ■ need ■ agree ■ avoid ■ don't mind ■ promise I can recognize and use different verb patterns.		

E An email: description of a room	Mark (1–3)	How can I improve?
14 Give two ways of starting a description. I can use different types of opening sentences to make my descriptions interesting.		
15 Give three adverbs of degree that mean <i>a little</i> and <i>a lot</i> . I can use adverbs of degree to make the meaning of an adjective stronger or weaker.		

V Generations

1 Match people 1–6 to words a–f.

- 1 Tommy is two years old and has just started to talk.
- 2 Bill is seventy-one.
- 3 Sally is only seven.
- 4 Laura is six weeks old and can't walk yet.
- 5 Samantha is thirteen.
- 6 Samantha's mum is forty-six.

- a a baby
- b a middle-aged person
- c a senior citizen
- d an adolescent
- e a toddler
- f a child

V insight Adjective suffixes: -ing and -ed

2 Read the leaflet and choose the correct adjectives.

X GAMES SUPERSTARS

The X Games take place every year in the USA. Skateboarding, snowboarding and motocross are among the many ¹amazed / amazing sports that people watch at the X Games. Over 100,000 spectators attend the games. They are ²excited / exciting by the bravery and ability of extreme sports stars. But who are the superstars of extreme sports? Here are our top five!



1 TONY HAWK

Although he performed some of the most ³surprised / surprising skateboard stunts in history and won the X Games gold medal nine times, he never seemed to feel ⁴frightened / frightening.

2 SHAUN WHITE

He had a heart operation when he was a child, but he grew up to be an Olympic Gold medallist in the ⁵excited / exciting sport of snowboarding.

3 JOLENE VAN VUGT

At the age of eleven, she persuaded her dad to buy her a motorbike. At first, people were ⁶surprised / surprising to see a young girl on a bike, but now she is a top motocross rider.

4 DAVE MIRRA

BMX rider Dave Mirra has won an ⁷amazed / amazing 24 medals at the X Games. He often performs very ⁸frightened / frightening stunts on his bike.

5 DALLAS FRIDAY

Everyone was ⁹surprised / surprising when she won the first of her four X Games titles at the age of fourteen, only a year after she started wakeboarding. It was ¹⁰embarrassed / embarrassing for other, more experienced wakeboarders who didn't think that someone so young could win.

V insight Noun suffixes: -ment and -ion

3 Add a suffix to change the verbs into nouns and write them in the correct category.

- develop ■ encourage ■ intend ■ solve ■ argue
impress

1 -ment

- a development
- b
- c

2 -ion

- d
- e
- f

4 Complete the article with nouns or adjectives formed from the verbs in brackets.

The limbic system

Although most teenagers understand the dangers of risky behaviour, it is

¹.....

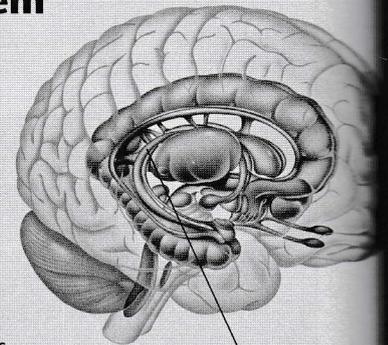
(surprise) how many of them fail to put this knowledge to use. 'One way to think about it is as a kind of competition or balance between two different brain systems,' says American scientist Dr Laurence Steinberg, who studies adolescent brain ²..... (develop).

The 'emotional brain', or the limbic system, develops faster than the frontal cortex, which is responsible for logical thinking.

The limbic system is the area of the brain which helps us to make ³..... (decide) about when to eat or drink, but it also controls feelings of fear and ⁴..... (enjoy). When we feel

⁵..... (frighten), ⁶.....

(excite) or happy, it is because of activity in the limbic system. However, the brain's ⁷..... (intend) is not to make us feel good or bad, but to help us to survive. Some people who have a damaged limbic system, because of an accident or an illness, do not feel fear at all. They are not afraid of snakes or spiders, for example, and they do not need ⁸..... (encourage) to do risky sports like bungee jumping or skydiving. Similarly, teenagers sometimes seem to go out and do exactly what they know could be bad for them. However, they do it for a completely different reason. The ⁹..... (excite) news today is that scientists might have found a ¹⁰..... (solve) to the problem.



The limbic system

5 CHALLENGE! Choose three members of your family from different generations and describe them. In what way are these people typical of their age group, and in what way are they not typical?

Present perfect and past simple

1 Write sentences about the explorers. Use the present perfect.

Amelia Hempleman-Adams is a British polar explorer.

- 1 she / be / to the South Pole / .
.....
- 2 she / never / see / polar bears / .
.....
- 3 she / ever / get lost / ?
.....

Wong How Man is a Chinese explorer.

- 4 he / travel / along the Yangtze River / .
.....
- 5 he / not explore / Africa / .
.....
- 6 how many travel books / he / write / ?
.....

2 Match questions 1-5 to replies a-e. Complete 1-5 with the present perfect and a-e with the past simple form of the verbs in brackets.

- 1 you ever (climb) a mountain?
 - 2 you ever (ride) a camel across a desert?
 - 3 you ever (discover) an unexplored place on the planet?
 - 4 you ever (make) a TV series about your journeys?
 - 5 you ever (take) tourists on adventure holidays?
- a Yes, I have. I (find) a lost city in the Amazon rainforest in 2004.
- b No, I haven't. But when I was in the jungle in Thailand, I (ride) an elephant!
- c Yes, I have. The BBC (film) my last trip along the Nile. You can watch it in the spring.
- d Yes, I have. I (go) up Kilimanjaro in 2012.
- e Yes, I have. I (lead) an expedition to Mongolia for backpackers two years ago.

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

- 1 Penny (visit) China three times in her life. She wants to go there again.
- 2 When I was eighteen, I (drive) across America in an old car.
- 3 I (never fly) to Australia, but, hopefully, I'll go there one day.
- 4 So far on their trip, Tom and Sue (buy) lots of souvenirs.
- 5 Last summer, Graham (spend) most of his time on the beach.
- 6 We're in India, but it's only our second day, so we (not see) the Taj Mahal.

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

4 Complete the sentences using *already, just* or *yet* and the words in brackets.

- 1 **I've already been** (I / be) to London, Paris and Rome. I visited them all during a trip in 2009.
- 2 (I / not climb Mount Fuji), but I really want to do it one day.
- 3 (we / ski) for thirty kilometres through the forest. We're tired and cold. Can we get something hot to drink here?
- 4 (Paul / complete) his journey across the Amazon rainforest. He got back a month ago and is now planning his next journey.
- 5 (you / read / today's newspaper)? There's an interesting interview with Wong How Man in it.
- 6 (Sally / completed) the Atlantic Challenge. It took 50 days to row across the ocean!

5 Write one word in each gap to complete the article.

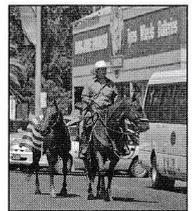
Around the world

... by boat

In the sixteenth century, Portuguese explorer Ferdinand Magellan led the first expedition to sail around the world. Unfortunately, he ¹ not complete the whole journey – he died in a battle near Mactan Island in the Philippines. Since then, many other adventurers ² tried to sail, fly, walk, cycle and ride around the globe.

... on horseback

Have you ³ heard of Ezra Cooley? He might not be as famous as Magellan, but this young American cowboy has ⁴ some amazing adventures. 'I ⁵ always wanted to be the first person to accomplish something,' he says. So in 2006, Ezra ⁶ his hometown Chico, in California, and began his journey around the world ... on horseback! He has ⁷ ridden across America and Australia, but he has ⁸ been to Europe or Asia ⁹ On his American trip in 2007, he survived freezing temperatures during an ice storm in Oklahoma, met a grizzly bear in the Rocky Mountains, rode through Manhattan to see the Statue of Liberty, and he ¹⁰ even a guest at the White House! Ezra ¹¹ raised a lot of money for children's charities. He has ¹² started writing a book about his expedition.



... in a hot-air balloon

6 CHALLENGE! Imagine you have just completed one of the challenges below. Tell the press about what you have achieved, what you did, how you felt during the challenge, and what you have learned.

- ski to the South Pole
- row across the Atlantic
- ride a camel across the Sahara

V insight Base and strong adjectives

1 Complete the blog post about phobias with the adjectives below. There are three adjectives that you do not need.

- terrible ■ freezing ■ huge ■ ridiculous ■ hilarious ■ tiny
- boiling ■ furious

Phobias

Everybody is afraid of something, and there is a name for almost every phobia. Here is a list of some unusual ones.

Frigophobia

This is the fear of being cold. When it's -20°C and ¹..... outside, these people are terrified!

Gelotophobia

This is the fear of being laughed at. When these people say something that's ²..... and their friends laugh, they feel embarrassed because they think everyone is laughing at them, not at the joke.

Thermophobia

Some people love the weather when it's over 30°C and ³....., but people with thermophobia are afraid of this.

Murophobia

Mice are very small – ⁴....., in fact – but some people are terrified of them! They have murophobia.

Xanthophobia

This unusual word, which is pronounced /,zænθə'fəʊbiə/, refers to the fear of the colour yellow. Now, that's ⁵..... – it's the silliest thing I've ever heard!

Describing a photo



2 Look at photos A and B and answer the questions.

- 1 Which photo shows a merry-go-round, and which photo shows a roller coaster ride at a funfair?
- 2 What similarities and differences can you see between the photos?
- 3 Which adjectives can you use to describe how the people look and feel?

3 **3.05** Listen to Hannah describing photo A and Josh describing photo B. They both give one piece of information about their photo that is wrong. What do they say that is wrong?

4 Put phrases a–l into the correct categories.

- | | |
|-----------------------|----------------------------|
| a the photo shows | g he looks like |
| b in the middle | h in the background |
| c judging by his face | i in this photo, there are |
| d on the left / right | j in the foreground |
| e I can see it | k they look |
| f next to | l behind |

Locating		Describing	Speculating
in the middle	the photo shows
.....
.....

5 **3.05** Listen again. Write H (Hannah) or J (Josh) next to the phrases in exercise 4 that they use. Which three phrases do they *not* use?

6 Look at photo C of the dodgems, another funfair ride. Answer the questions.



- 1 Who are the people, where are they and what are they doing?
.....
- 2 How do you think they feel? Why?
.....
- 3 Do you think people from different generations enjoy the same rides at funfairs?
.....
- 4 Have you ever been to a funfair? When did you go? What was it like?
.....

V insight Phrasal verbs: stages in a journey

- 1 Choose the correct words to complete the sentences about a journey to the top of Mount Kilimanjaro in Tanzania.

Walking up Mount Kilimanjaro

- Sally, Claire, Pete and I set **out / up** very early. We travelled by Land Rover to the start of our walk up Kilimanjaro.
- The Land Rover broke **up / down** about half an hour from the start, so we got out and started walking.
- After a few kilometres, we came **over / across** some people who were on their way down.
- At this point, unfortunately, Sally turned **back / off** because she felt ill.
- She went **down / back** the mountain to the village at the bottom of the valley.
- The rest of us decided not to give **down / up** and continued the long and difficult walk.
- We carried **off / on** to the top and enjoyed amazing views. Kilimanjaro is almost 6,000 metres high, and it's the highest mountain in the world that you can walk up.
- After a few hours, we began to walk down. We stopped **off / on** at Millennium Camp for food and water on the way.

V Personality adjectives

- 2 Choose the negative word in each group.

- | | | |
|--------------|----------------|-------------|
| 1 a brave | b unkind | c honest |
| 2 a mean | b funny | c talkative |
| 3 a generous | b lazy | c quiet |
| 4 a kind | b hard-working | c dishonest |
| 5 a cowardly | b extroverted | c funny |

- 3 Read about explorers on an expedition to Antarctica and choose an adjective in exercise 2 to describe each person.

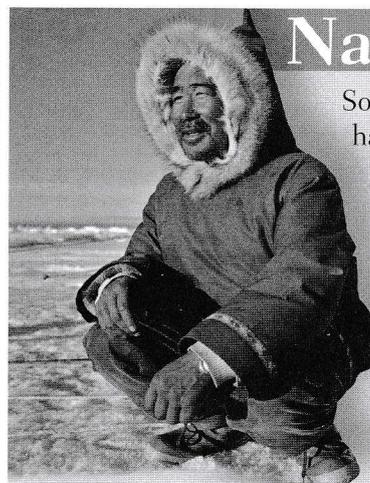
- Larissa was the first person to walk across dangerous places during the expedition.
.....
- Belinda paid for the expedition and bought equipment for the other explorers.
.....
- Jerry hardly did any work on the trip.
.....
- Fatima never stopped speaking during the whole expedition.
.....
- Karen hardly spoke to anybody for the whole two weeks.
.....
- Edward told everyone that he'd been to Antarctica before. This was a lie.
.....

Present perfect with *for* and *since*

- 4 Complete the sentences with *for* or *since*.

- There have been permanent research stations on the continent of Antarctica 1904.
- The Argentinians have had an Antarctic station about fifty years longer than the Americans and the Russians.
- the early part of last century, thirty countries have built an Antarctic station, including India and South Korea.
- People live at some of these stations all year round. Antarctica has had a permanent population of about 1,000 people the last five years.
- Scientific researchers have lived at the Amundsen-Scott Station at the South Pole the Americans built it over fifty years ago.
- McMurdo Station is Antarctica's biggest station. It has been in operation governments signed the Antarctic Treaty in the 1950s.

- 5 Choose the correct words to complete the text.



Natkusiak

So, ¹how long / how often have I been interested in polar exploration? Well, ²for / since I was a small child, I ³read / have read lots of stories about famous Arctic and Antarctic explorers, like Scott and Amundsen, who came from Europe or North America.

However, I ⁴didn't know / haven't known anything about Inuit explorers until my sixteenth birthday, two weeks ago, when my grandfather ⁵gave / has given me a book about Natkusiak. I ⁶spent / have spent the last two weeks reading about his life and although I ⁷didn't finish / haven't finished reading it ⁸yet / already, I can confidently say that it's an amazing story. The Inuit are traditional people who ⁹lived / have lived in the Arctic regions of Greenland, Canada, the USA and Siberia ¹⁰for / since over a thousand years. They're still there now. Natkusiak was one of these people. During the Canadian polar expeditions of 1908–1912, he ¹¹led / has led explorers from North America across thousands of kilometres of snow and ice. Thanks to him, explorers were able to make maps of huge areas of the Arctic.

- 6 CHALLENGE! Describe a famous explorer or adventurer that you know about. What are or were they like? What have they achieved?

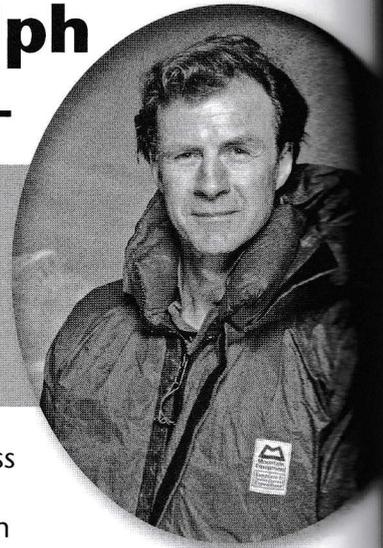
- 1 Look at the photos of Sir Ranulph Fiennes. What do you think he has achieved in his life?
- 2 Read the article and put Sir Ranulph’s experiences in the order that they happened in his life.
 - a He tried to go across the Arctic alone.
 - b He went up to the top of Mount Everest.
 - c He was a soldier in the British Army.
 - d He lost some of his fingers because of the cold.
 - e He went round the world from south to north.
 - f He ran seven marathons in a week.
 - g He walked over a Norwegian glacier.
 - h He discovered a lost city in 1992.

- 3 Study the pronouns in bold in the article. What do they refer to?
 - 1 he (line 6)
 - 2 that (line 16)
 - 3 which (line 30)
 - 4 They (line 31)
 - 5 it (line 38)
 - 6 This (line 42)
 - 7 who (line 46)
 - 8 him (line 49)

- 4 Read the article again and complete the sentences.
 - 1 Sir Ranulph Fiennes has some very famous relatives, such as actor Ralph Fiennes and
 - 2 He was still a teenager when he
 - 3 He first started leading expeditions in
 - 4 In history, explorer has successfully gone round the world while crossing both poles.
 - 5 Sir Ranulph Fiennes’s journey across the Antarctic broke a record because
 - 6 Sir Ranulph Fiennes had to overcome his fear of in order to climb Mount Everest.
 - 7 During his expedition to the Arctic in 2000, he got frostbite because
 - 8 In 2003, he took part in a series of events which started in and finished in North America.

Sir Ranulph Fiennes –

the world’s greatest living explorer



In 1984, the Guinness Book of Records described Sir Ranulph Fiennes as the world’s greatest living explorer. Since then, **he** has continued to break world records and to **take on** and **pull off** some of the most difficult challenges on Earth. But who is Sir Ranulph, and why are people so amazed by his breathtaking achievements?

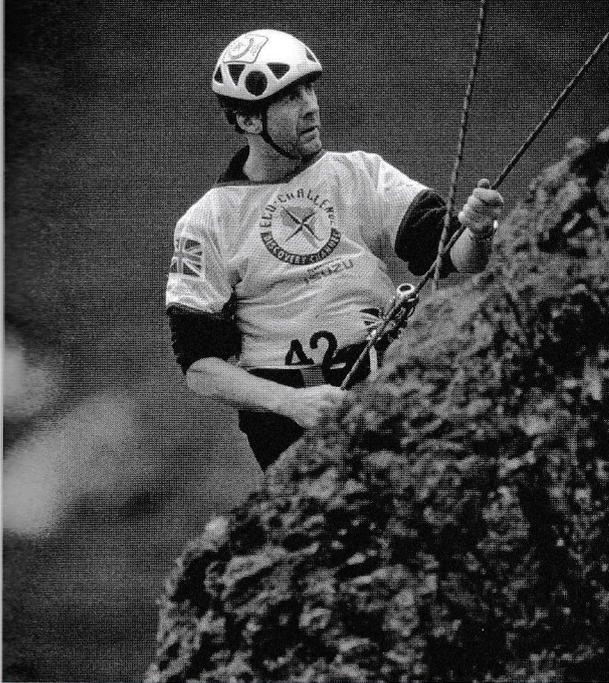
Sir Ranulph, who is a distant cousin of Queen Elizabeth II, was born into a wealthy, aristocratic family in 1944. When he was nineteen, he became a soldier in the British Army and spent a lot of time in Oman in the Middle East. During **that** time, he became the youngest captain in the army, learned about survival skills and **took up** the sports of climbing and skiing.

In the late 1960s, after almost eight years of service, Sir Ranulph left the army. He has been an adventurer ever since, and has led expeditions all over the world. On two of his early expeditions, he went down the River Nile in a hovercraft and crossed a huge glacier in Norway. However, it wasn’t until 1979, when he was in his thirties, that he made one of his first really famous journeys. With two old friends, he set out on an amazing and risky adventure, **which** took over three years to complete. **They** sailed south to the Antarctic, crossed the South Pole, then sailed north to the Arctic, and finally travelled to the North Pole. They didn’t **get back** to Britain until 1982. It was the first time anybody went round the world in this direction, using only surface transport. Nobody has been able to do **it** again since.

Since visiting both poles, he has led an expedition to discover a lost city in the deserts of Oman and has also walked across the Antarctic. **This** journey was record-breaking because it was the first time that a man or



woman went across the continent by only walking and skiing. In other words, Sir Ranulph, **who** was almost fifty years old at the time, didn't use any machines at all. He went on this incredible journey on his own, and it took **him** ninety-three days. Then, in 2009, he climbed Mount Everest – despite the fact that he was sixty-five years old, and afraid of heights!



Naturally, there has been a price to pay for his bravery. Not all of his expeditions have been successful, and he has had some terrible experiences. In 2000, for example, he attempted to walk across the Arctic by himself, and his sledge and all his equipment fell through a hole in the ice. Sir Ranulph had to **pull** everything **out** with his hands, and the ice was so cold that he got severe frostbite. When he got back home, doctors **cut off** the ends of some of his fingers. He has also lost toes to frostbite and has had a heart attack.

Perhaps Sir Ranulph's most amazing challenge was the one he completed in 2003, when he was nearly sixty. He ran seven marathons on seven continents in seven days. He started by running a marathon in South America, flew to Antarctica and ran another marathon the next day, then he completed marathons in Australia, Singapore, Britain, Egypt, and, finally, the USA.

There have been some amazing explorers in history, but few have achieved as much as Sir Ranulph Fiennes.

5 Study the highlighted phrasal verbs in the article. Then match them to definitions a–f.

- a move something from somewhere using your hands
- b learn or start to do something (e.g. a sport or a new hobby)
- c succeed in doing (something difficult)
- d remove, especially with a knife or other sharp object
- e try to do (something difficult)
- f return

6 Complete the description with the correct form of the phrasal verbs in exercise 5.

The Arctic Challenge

Last year, I ¹..... the Arctic Challenge. It's a race with dogs across the Arctic ice. Racing with dogs is a great hobby which I only ²..... three years ago. I set out with my team of six dogs early in the morning. After two hours, one of the dogs hurt its leg. I had to use my knife to ³..... the rope that tied the dog to my sledge. An hour later, the sledge fell into a hole, and I had to ⁴..... it..... It was really difficult to do this because the sledge was so heavy. I had to call for help and somebody came to rescue me. We didn't ⁵..... to the starting line until late at night. I was disappointed, but I'm not going to give up. I wasn't successful this year, but I hope to ⁶..... it..... next year.



7 CHALLENGE! Describe a challenge that you have taken on in the last year. It could be a difficult journey that you have made, a new sport or hobby that you have taken up, or it could be a change of home or school.

Writing A letter: description of a person

1 Rewrite the sentences without too. Use the words in brackets and make any other necessary changes.

- Richard Branson is a successful businessman. He's an explorer and adventurer, too. (also)
.....
- Branson was the founder of Virgin Records. He owns an airline company and a train company, too. (in addition)
.....
- In 1986, he broke the record for the fastest Atlantic crossing in a boat. He's flown across the Atlantic in a balloon, too. (what's more)
.....
- He's one of the most famous men in Britain. He's one of the richest, too. (as well)
.....

2 Read the factfiles about three modern explorers. Match headings A–C to factfiles 1–3.

- A Life in outer space
B At the bottom of the ocean
C Living with tribespeople

1

Name: James Cameron

Occupation: film director and deep-sea explorer

Date of birth: 1954

Nationality: Canadian

Achievements (as an explorer): first man to go on a solo dive down to the bottom of the Mariana Trench, the deepest place in the ocean, in 2012

Other achievements: made a lot of films, including *Aliens*, *The Terminator*, *Titanic* and *Avatar*; helped to develop underwater 3D cameras



2

Name: Sunita Williams

Occupation: scientist and astronaut with NASA on the International Space Station

Date of birth: 1965

Nationality: Indian-American

Achievements (as an explorer): longest space flight by a woman (195 days); most space walks by a woman (seven)

Other achievements: helicopter pilot; won Padma Bhushan – an important Indian award



3

Name: Benedict Allen

Occupation: writer; traveller and explorer

Date of birth: 1960

Nationality: British

Achievements (as an explorer): led scientific expeditions to Costa Rica, Iceland and Brunei; crossed the Amazon rainforest and the Gobi desert; lived with tribespeople in Papua New Guinea, Sumatra and Brazil; travelled with dogs through Siberia

Other achievements: his travel books include *Through Jaguar Eyes* and *The Skeleton Coast*; made many TV programmes



3 Read the text about Sunita Williams and complete the gaps with the words below.

- as well ■ what's more ■ also

The modern explorer I admire the most is Sunita Williams. She is an Indian-American astronaut who has worked for NASA for many years. Her career shows that if you are brave, intelligent and hard-working, you can achieve your dream. ¹, it shows that women can be successful in a profession that is physically very difficult.

Sunita's achievements as an astronaut have improved our understanding of what people can do in space. She has spent 195 days away from Earth, on the International Space Station, which is a record for a woman. She has made seven space walks in her career, which is ² a record for a woman. Sunita is a scientist and she has done hundreds of important experiments on the space station.

There is more to Sunita than just being an astronaut – she's been successful in other areas, too. She is American, but her ancestors are from India. When she visited India in 2007, she won the Padma Bhushan, an important award. She is a trained deep-sea diver and a helicopter pilot ³ Sunita is an important role model for young women in one of the world's most exciting jobs. That's why I admire her.

WRITING GUIDE

Task Think of a living explorer or adventurer who has achieved a lot, for example James Cameron or Benedict Allen, or an explorer from your country, etc. Write a letter to a magazine with a description of the person.

Ideas Decide who you are going to write about and make notes.

- If you choose to write about James Cameron or Benedict Allen, you can use the information in the factfiles in exercise 2 to help you.
- You can also use the internet to research the person and find out interesting facts about them.

Plan Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Say who you admire and why.

Paragraph 2: Give background information. Write about their achievements and their personal qualities.

Paragraph 3: Say why you admire them again.

Write Write your description. Use the plan to help you.

Check Check the following points.

- Are your ideas divided into paragraphs?
- Does each paragraph have a clear topic and a topic sentence?
- Have you checked spelling, grammar and punctuation?

A Taking risks	Mark (1–3)	How can I improve?
1 Why do teenagers take more risks than adults or children? I can understand a text about why teenagers are risk-takers.		
2 What do the pronouns <i>them</i> and <i>he</i> refer to below? Edmund Hillary took part in many expeditions. During one of <i>them</i> , <i>he</i> became the first person to climb Mount Everest. I can understand pronoun referencing.		
3 Choose the correct suffixes. a I'm frightened/ ing of spiders. b I think spiders are really frightened/ ing . I can use <i>-ed</i> and <i>-ing</i> adjectives to describe feelings and situations.		
4 Use a suffix to make nouns from the verbs below. a argue b impress c enjoy I can form nouns from verbs using suffixes.		

B Too young, too old?	Mark (1–3)	How can I improve?
5 Choose the past simple or present perfect. 1 We have climbed / climbed Mount Fuji three times so far. 2 The first time we have gone / went up the mountain was in 2010. I can use the past simple and the present perfect.		
6 Complete the sentences with <i>just</i> , <i>yet</i> and <i>already</i> . David has ¹ finished crossing the Sahara. He arrived back this morning. He's ² crossed the Gobi desert three times. But he hasn't been to the Kalahari Desert ³ I can use the present perfect with <i>just</i> , <i>yet</i> and <i>already</i> to talk about recent events, events that take place sooner than expected, and events that haven't happened.		

C Fears and phobias	Mark (1–3)	How can I improve?
7 Give the strong adjective with a similar meaning to each of these adjectives: a hot b silly c funny d angry I can use base and strong adjectives to describe things.		
8 Name three common phobias. I can understand a radio programme about phobias.		
9 Give three phrases you can use to describe a photo. I can describe a photo.		

D Antarctic adventure	Mark (1–3)	How can I improve?
10 Who reached the South Pole first: Robert Scott or Roald Amundsen? I can understand a text about a famous explorer.		
11 Complete the phrasal verbs. a start = set b return = turn c continue = carry I can use phrasal verbs to describe stages in a journey.		
12 Complete the sentence with <i>for</i> or <i>since</i> . I have been an adventurer I was sixteen years old. I can use <i>for</i> and <i>since</i> to say how long a situation has existed.		

E A letter: description of a person	Mark (1–3)	How can I improve?
13 Give four words or phrases used to express addition. I can use addition linkers.		
14 What is the aim of a topic sentence? I can use topic sentences when writing a description of a person.		

6 Roads to education

Vocabulary A hard lesson

V insight Collocations: crime

1 Complete the sentences with the correct form of the verbs below.

- spend ■ pay ■ get ■ arrest ■ punish ■ charge
■ commit ■ appear

- 1 Nowadays, more and more young people are into trouble and in court because they take knives to school.
- 2 A school in Chicago students for breaking minor rules. For example, students have to a \$5 fine if they don't look at the teacher when he or she is speaking.
- 3 In 2008, students more than 7,000 violent crimes in UK schools.
- 4 In 2010, British police finally a nineteen-year-old man and him with breaking the law 660 times.
- 5 Every year, 20,000 teenagers time in Feltham Prison in England. Some prisoners are only fifteen years old.

V insight Negative prefixes: un-, im-, ir- and il-

2 Which adjective in each group below cannot be used with the negative prefix?

- | | | | |
|-------|--------|----------|-------------|
| 1 un- | happy | polite | usual |
| 2 im- | mature | perfect | thinkable |
| 3 ir- | moral | rational | responsible |
| 4 il- | legal | possible | literate |
| 5 im- | polite | usual | possible |

3 Replace the words in italics with the adjectives in exercise 2.

- 1 30% of children under eleven feel *sad* in school.
.....
- 2 Teenagers today are *rude* to older people.
.....
- 3 About 6% of the world's children are *unable to read or write*.
.....
- 4 Teenagers who don't go to school are *behaving in a childish way*.
.....
- 5 School rules are *not correct in every way*, but they are important.
.....
- 6 It is *not normal* for teenagers to commit crimes, says the report.
.....

V School: bad behaviour

4 Complete the report with the words below.

- vandalizing ■ expel ■ bullying ■ truant ■ detention
■ swearing ■ suspend ■ warning

APPLETON HIGH SCHOOL

SCHOOL DISCIPLINARY REPORT: Sally Stewart

BAD BEHAVIOUR:

- 1 younger children: Sally has used violence to take money from students.
- 2 school property: Sally has broken a window and a computer at the school.
- 3 at teachers: Sally uses bad language in the classroom.
- Playing 4: Sally often does not come to school.

PREVIOUS PUNISHMENTS:

- 5: The school has told Sally to change her behaviour five times.
- 6: Sally has had to stay at school after 4 p.m. six times.

RECOMMENDATIONS:

- The school should 7 Sally from school for one month.
- If Sally continues to behave badly on her return, the school should 8 her.

5 Complete the article with the words in exercises 1-4. Use one word in each space.

Teenager sent to prison

In May 2012, a seventeen-year-old student called Diane Tran had to 1 time in prison because she missed classes and played 2 from her school in Houston, Texas. When she 3 in court, the judge sent her to prison for twenty-four hours, and told her to 4 a fine of \$100. He wanted to give a 5 to other students in the city: Don't miss school!

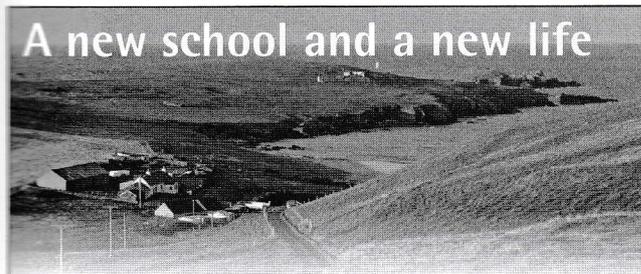
Missing school is 6 in Texas and students do go to court. Diane knew this. So why did she do it? Some students miss school because they behave in a very young, childish way or because they do things without thinking about what will happen, but Diane isn't 7 or 8 She couldn't go to school because she had a full-time job. She had no parents at home, and had to look after her baby brother. Her personal situation was...

6 CHALLENGE! Imagine that you are the head teacher of a school. Decide what punishments to give the two students below.

- 1 Adam Hardy, aged 16, vandalized school property and swore at a teacher. It's not the first time.
- 2 Susie Lee, aged 15, fought a girl who stole her mobile phone. She broke the girl's nose.

will and going to

1 Choose the correct words.



A new school and a new life

Fourteen-year-old Amy Wilson and her family have packed their bags and said goodbye to their friends because they **1 are going to / will** move to the island of Unst tomorrow. Unst is a small, peaceful island in the north of Scotland. They think that their new life there **2 is going to / will** be unusual, but exciting. Amy's father has got a new job. He **3 is going to / will** work for the government.

Amy's new secondary school on Unst is further north than any other secondary school in Great Britain. She thinks it **4 is going to / will** be difficult to make friends there. However, she has made plans to try to fit in with the other students. She **5 is going to / will** learn about the history of the island, and she **6 is going to / will** study Gaelic – the Scottish language that they speak on the islands in the north.

Tomorrow, the family have to drive hundreds of kilometres north to Unst, so Amy has already decided that she **7 is going to / will** go to bed early. She thinks she **8 is going to / will** have a busy day tomorrow.

2 Complete Amy's phone conversation with her grandmother. Use will or the correct form of be going to.

- Gran Hi, Amy. Have you got a minute to talk?
 Amy Hi, Gran. Just a minute. I **1** turn the TV off so I can hear you. ... How are you?
 Gran I'm fine, but the weather is really bad here today. There are black clouds in the sky and it **2** rain soon. Are you looking forward to the journey tomorrow?
 Amy Well, no. Unst is more than 600 kilometres from here, so it **3** be a long and tiring journey.
 Gran Are you ready to start your new school?
 Amy I'm not sure, but I think I **4** enjoy it when I get there.
 Gran What are your plans when you get to your house on Unst?
 Amy Mum and I **5** decorate my bedroom and put my favourite posters on the wall.
 Gran That sounds nice. Please call me when you get there, and write to me when you start school.
 Amy I promise I **6** write. I've also decided that I **7** keep a blog, so you can read that, too.

First conditional

3 Complete the sentences with the correct form of the verbs in brackets.

- Amy (know) a lot about Unst if she (study) its history.
- If Amy (not learn) Gaelic, she (not understand) all the lessons in her new school.
- Amy (make) friends if she (join) the local sports club.
- What Amy (do) if she (not like) life on Unst?
- Amy (not feel) warm in winter if she (not buy) some warm clothes.
- If the students at Amy's school (work) hard, they (pass) their exams.

4 Complete the article with the correct form of the verbs below. Use will / won't, be going to or the first conditional.

- spend ■ fail ■ enjoy ■ want ■ go ■ work ■ start
 ■ be ■ cost

Eton College

Thirteen-year-old Simon Cameron has decided where he **1** the next six years of his life. He has a place at a new school, and he **2** his first year there next September. It isn't an ordinary school. Its name is Eton College, and it's the most famous public school in the world. Simon's looking forward to it. He thinks he **3** studying at Eton, and he hopes to do well. 'I **4** lazy,' he promised his parents.



Eton College is almost 600 years old, and it's a very expensive school. If you **5** to go there, it **6** you over £32,000 a year. However, it's also a very successful school. If students **7** hard there, they **8** to a good university. Over 30% of Eton's students get a place at Oxford or Cambridge University, and many get top jobs. Nineteen British prime ministers went to Eton College!

Simon is very clever and works very hard. He **9** his exams at Eton. That's for sure!

5 CHALLENGE! Imagine that you are going to start your first year at a new school. Answer the questions.

- What do you plan to do before you start at the school?
- What do you think you'll enjoy? What won't you enjoy?
- How do you think you'll make friends?

Zero conditional

1 Write zero conditional sentences with *if*. Which sport are the sentences about: hockey, baseball or football?

1 you / miss the ball / you / wait for the next one
 If you miss the ball, you wait for the next one.

2 you / hit the ball / you / run

3 a fielder / catch the ball / you / be 'out'

4 you / not hit three balls / you / be 'out'

5 you / run round four bases / you / score a 'home run'

6 your team / score the most runs / you / win

2 Write zero conditional sentences to complete the poster.

What's your school sport?

Are you fit? Do you need to take up a new sport?
 Here are six reasons why it's a good idea to do sport.

a play football or basketball / learn team skills
 If you play football or basketball, you learn team skills.

b join a sports club / make new friends

c go to the gym regularly / get fit and strong

d play outside / keep healthy

e learn a new sport / feel good about yourself

f get fresh air every day / concentrate better

So, join our school sports clubs today!

Making offers and suggestions

3 3.06 Read the announcement on a school noticeboard and listen to the dialogue. Which sports club do Rachel and Tom decide to go to?

A	BASKETBALL CLUB WEDNESDAYS 5.30 p.m.	
B	FOOTBALL NIGHT THURSDAYS 6 p.m.	
C	JUDO CLUB SATURDAYS 10 a.m.	
D	TENNIS PRACTICE MONDAYS 6.30 p.m.	

4 3.06 Listen again and choose the correct answers.

1 Why doesn't Tom want to join the football club?

- a It starts too late.
- b He's busy that evening.
- c He doesn't like football.

2 Why does Rachel want to do judo?

- a to get fit b to meet people c to lose weight

3 Tom usually does chores on Saturday mornings. What does he say he'll do if he goes to the judo club?

- a He'll do the chores at a different time.
- b He won't do the chores.
- c He'll do the chores on a different day.

4 What does Rachel suggest?

- a She'll drive Tom to the judo club.
- b Her father will drive Tom to the judo club.
- c She'll meet Tom at the judo club.

5 How will Tom get the right clothes for judo?

- a He'll probably buy them at the sports centre.
- b He'll probably borrow them from Rachel's brother.
- c He'll probably ask Rachel to buy them for him.

5 3.06 Match Rachel's offers and suggestions 1-4 to Tom's responses a-e. There is one response that you do not need. Listen again and check.

1 How about joining the football club?

2 Why don't you come with me?

3 We'll give you a lift if you like.

4 Do you want me to ask him?

- a That's really kind.
- b Sorry, Rachel, I can't.
- c I don't know if I can.
- d All right then.
- e That'd be great, but are you sure?

6 Decide which one of the after-school activities below you would like to do. Then write a dialogue between you and a friend. Make offers and suggestions.

1	CHESS CLUB Learn how to play the world's greatest game! Tuesdays 6 p.m.	
2	DANCE NIGHT Keep fit and learn salsa, ballroom and hip hop! Saturday mornings 10 a.m.	
3	FILM CLUB Watch classic films and learn about film-making! Fridays 7 p.m.	

Vocabulary and grammar Life goals

School: compound nouns

1 Choose the correct words to make compound nouns with the words in bold.

- | | | | |
|-------------|----------|-----------|------------|
| 1 a head | b sports | c time | hall |
| 2 a staff | b text | c table | room |
| 3 a play | b school | c notice | canteen |
| 4 a science | b head | c playing | laboratory |
| 5 a sports | b notice | c time | table |
| 6 a playing | b play | c text | field |
| 7 a notice | b head | c time | teacher |
| 8 a play | b time | c school | uniform |

2 Read the riddles below. Which person, place or object in exercise 1 are they describing?

- It's wide and long, outside and green.
It's here that football matches are seen.
- What time is maths? When's PE?
We read this to know where we should be.
- Potassium, magnesium, burning hot.
Wear a white coat when you're in this spot.
- It's a big indoor space where we jump and we run.
Playing basketball here can be lots of fun.
- She's the most important person in our school.
She may be kind, but don't break the rules.

Expressing probability

3 Read a student's goals for next year at school. Then write what the student says. Use the words in brackets.

- study science – YES!
- join the tennis club – YES (but not certain)
- play for the football team – NOT LIKELY (but I'll try)
- read more books – YES!
- write for the school magazine – POSSIBLE
- learn to speak French – POSSIBLE
- get better at maths – NOT LIKELY (but I'll try)
- get a part-time job – NO! (too busy at school)

- (certainly) I'll certainly study science.
- (probably)
- (maybe)
- (definitely)
- (may)
- (perhaps)
- (might)
- (certainly)

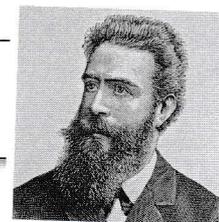
4 Complete the secret diary with the words below. Then study the information about three famous scientists. Which one could have written the diary?

- perhaps ■ definitely ■ might ■ probably ■ 'll
■ possible ■ won't

This is my secret diary and nobody should read it. It's 1892, and I am currently a student at Luitpold Gymnasium, a high school in Germany, but not for long. Twenty years from now, I'll be famous, and very important. How? Well, I certainly¹..... be famous for singing and dancing. Firstly, I hate singing. And secondly, I'm not very good at dancing. I'll²..... become a successful scientist. This isn't certain, of course, but it's very likely because I'm already very good at physics, mathematics and chemistry. At my school, they don't think I'm clever, but I know that I am. It's³..... that I⁴..... invent an amazing new machine. I'll⁵..... make a box with moving pictures, or I⁶..... make a telephone that you can carry in your bag. However, it's more likely that I'll think of a fantastic new theory. Maybe I'll receive a Nobel Prize for it. One thing is for certain: I'll⁷..... change the world.

Wilhelm Conrad Röntgen

Born: 27 March 1845, Germany
Awards: Nobel Prize in Physics, 1901

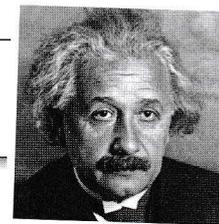


Marie Curie

Born: 7 November 1867, Poland
Awards: Nobel Prize in Physics, 1903;
Nobel Prize in Chemistry, 1911

Albert Einstein

Born: 14 March 1879, Germany
Awards: Nobel Prize in Physics, 1921



5 CHALLENGE! Write about your personal goals for this year at school. Think about:

- subjects you'll study and do well in.
- sports and activities you'll try.
- new things you'll learn to do.

1 Read the article and decide which of the following is the best summary of the text.

- 1 It's about a modern school for teenagers which offers unusual subjects that you don't often find on a typical school timetable.
- 2 It's about an old school for young children and teenagers which gives students an opportunity to decide when and how they want to learn and develop.
- 3 It's about a school for students that are very intelligent and academic and want to get good exam results in art and drama as well as traditional subjects.

2 Read the article again. Choose the correct answers.

- 1 Which of the following statements about Summerhill School is not true?
 - a It's by the sea or not far from the seaside.
 - b It's possible to have meals at the school.
 - c The school building is modern and unusual.
 - d Both teachers and students stay at the school.
- 2 According to the text, which one of the following 'rights' do children at Summerhill have?
 - a They can choose their teachers.
 - b They can choose not to do any exams.
 - c They can have classes outside if they want.
 - d They can vote for their favourite classes.
- 3 According to the text, what was typical about schools in the 1920s?
 - a There were a lot of free schools during that period.
 - b Teachers weren't sure how to educate children.
 - c It was unusual to wear school uniforms at the time.
 - d Children couldn't speak during their lessons.
- 4 In what way are modern state schools different from Summerhill today?
 - a Their students spend more time discussing ideas than at Summerhill.
 - b They don't expect their students to do as well in exams as Summerhill's.
 - c Their children certainly won't work as hard as Summerhill's.
 - d Their students are under a lot more pressure to do well in exams.
- 5 What is going to change at Summerhill soon?
 - a There's going to be a new head teacher.
 - b They are going to release a book about the school.
 - c The school is going to start being stricter with its students.
 - d They are going to encourage parents to do more with their children.
- 6 What is the best way to describe the 'philosophy' of Summerhill School?
 - a Young people need loving, kind, helpful parents.
 - b They need adults to give them a good example.
 - c They need the freedom to learn by themselves.
 - d They need to have lots of interesting things to do.

Summerhill School

Imagine a school ...

Where kids have freedom to be themselves ...

Where you can play all day if you want to ...

And there is time and space to sit and dream ...

... could there be such a school?

If you travel about 140 kilometres north of London, to England's east coast, you'll find a very unusual school. It's a **boarding school** in a large nineteenth-century building, where children, teachers and other members of **staff** live, eat and study together. Its name is 'Summerhill'. There are about a hundred students at the school, aged between five and eighteen, and the school has its own library, theatre, sports hall and playing fields. What makes the school different, however, is the way it treats* its students. Summerhill is a free school. If you go there, you have the right to choose when you **attend** classes, the right to **vote** on school rules, and the right to take exams ..., but only if you want to. If you prefer going for a walk in the countryside instead of going to maths, that's OK. Nobody is going to punish you.

This may sound like a new and revolutionary idea for a school but, actually, Summerhill first opened in the 1920s and describes itself as the oldest and most famous free school in the world. Back in the 1920s, society believed that children were immature and irresponsible and that the only way to educate them was to be **strict**. Children had to wear uniforms, be silent and never ask questions. Schools regularly used **corporal punishment** when pupils broke the school rules, and there were so many rules that it was difficult not to get into trouble. In contrast, A.S. Neill, the man who started Summerhill, wanted a school where children were free to make their own decisions and to give their opinions. His philosophy was that if





you're responsible for what you say and what you do, you'll make decisions that are good for you and for other people. He believed that all crimes and all wars only happened because people were unhappy, so he created a school where students were free to be happy.

Nowadays, the rules in state secondary schools aren't as strict as they were a hundred years ago, but the pressure on students to work hard and do well is perhaps greater than before. In the future, there will probably be more tests and exams in state schools, but not at Summerhill. Students there will be free to discuss ideas, write stories, play games and act in plays. In this way, these young people will develop their imaginations and their personalities.

Interestingly, however, some things are going to change soon at Summerhill. A. S. Neill died in 1973, and his daughter, Zoë Neill Readhead, is the head teacher today. In a recent book, she wrote that the school is going to introduce more discipline because young people today are spoiled. Modern parents spend a lot of time with their children – they take them to interesting places, they organize things for them to do, and they buy them lots of presents. In Ms Readhead's opinion, this isn't always a good thing. When these young people get to Summerhill, they don't know how to do things by themselves, and they are too selfish to understand how other young people feel. They need to learn to be free from having their lives organized by adults. Summerhill continues to be a school that believes young people should live their own lives, not the lives that their parents and teachers think they should have.

Glossary

* to treat = to behave in a particular way towards someone or something

3 Match the highlighted words in the article to definitions 1–8.

- 1 a school where the students live and sleep
- 2 the people who work in a school or an office
- 3 schools for students aged between eleven and eighteen, which you don't have to pay for
- 4 go to and be present at
- 5 having very strong rules
- 6 hitting people with something to punish them
- 7 a word used to describe children who are not nice because their parents give them everything they want
- 8 to show your view or opinion in a meeting or an election

4 Complete the sentences with the correct form of the words in exercise 3.



Britain's school system

In 1918, the British government opened a lot of new ¹..... for children aged between eleven and fourteen. They were day schools, not ²....., and children had to ³..... them for three years. At fourteen, they could get a job. Teachers and other ⁴..... at the schools were very ⁵....., and the head teacher often used ⁶..... when there was bad behaviour – he often hit the children. In 1944, politicians ⁷..... for a new law – they raised the school leaving age to fifteen. Children in those days certainly weren't ⁸.....!

5 CHALLENGE! Your friend Sally is thinking about going to a new school. She has to decide between a state secondary school and Summerhill. Give her some advice about which school to choose and why.

If you go to Summerhill, you'll ... , but you probably won't ...

Writing A for and against essay

Expressing contrast

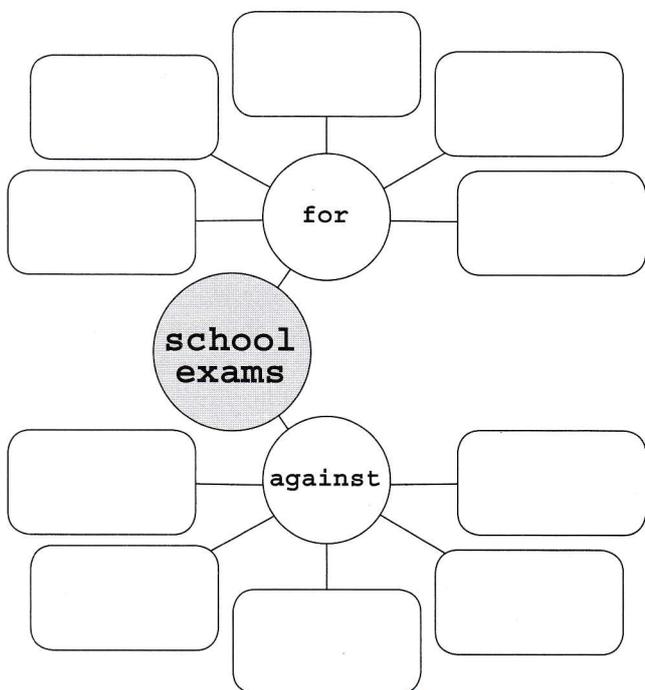
1 Match 1–4 to a–d. Then find and underline five linking words and phrases that express contrast.

- 1 Although school exams can be very stressful for some students,
 - 2 Some people argue that exams only test what we can remember, not what we know.
 - 3 On the one hand, exams are a good way to compare students' abilities.
 - 4 Exams are unfair for people who don't work well under pressure,
- a but they are the only practical way to test students.
 b they are the fairest and most equal way of testing everybody.
 c On the other hand, it is fairer to test students on their everyday coursework.
 d However, I think they test our knowledge and our ability to express ourselves clearly.

2 Choose the correct linking words or phrases.

- 1 Although / However exams are unpopular, they are necessary.
- 2 I don't like exams, but / on the one hand I can't think of a better way of testing students.
- 3 Some exams are practical and useful. However, / Although, I don't think we should have so many of them.
- 4 On the one hand, / However, exams help to develop our ability to work under pressure. On the other hand, some people do badly in exams because they get very nervous.

3 Study the mind map about school exams. Which of the eight arguments in exercise 1 are for school exams? Which ones are against? Add one extra idea of your own to each category.



4 Complete the essay with the correct linking words. Which of the arguments in exercise 1 does the writer use?

What are the arguments for and against exams in schools?

Exams are generally unpopular and sometimes seem unfair. ¹, there are a lot of reasons why they are a good idea and I think they are necessary at school.

On the one hand, some people argue that exams are stressful. They say that exams are unfair for students who do not work well under pressure, ² stress is a part of life and exams can help us to develop our ability to deal with it. Other people argue that exams only test what students can remember and not what they know.

³, exams test our ability to express ourselves clearly. Additionally, they are a practical way of testing lots of people fairly.

⁴ testing students on their coursework is popular at some schools, exams are the fairest and most equal way of testing everybody.

In conclusion, I think exams are a good idea. ⁵ they are stressful for many people, they test everybody equally and fairly and test our ability to express ourselves clearly.

WRITING GUIDE

- **Task** Read the task and check you understand it.
What are the arguments for and against school rules?
- **Ideas** Write down your ideas in a mind map like the one in exercise 3. Decide which arguments you support. Decide on the order of your arguments. Which are the most important?
- **Plan** Decide which ideas you are going to use and match them to these paragraphs.
Paragraph 1: Introduce the topic and your opinion.
Paragraph 2: Arguments you don't support.
Paragraph 3: Arguments you support.
Paragraph 4: Conclusion. Summarize the arguments you support.
- **Write** Write your for and against essay.
- **Check** Check the following points.
 - Are your ideas divided into paragraphs?
 - Have you used contrast linkers correctly?
 - Have you checked spelling, grammar and punctuation?

Progress check Unit 6

Read 1–14 and evaluate your learning in Unit 6. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A A hard lesson	Mark (1–3)	How can I improve?
1 Give two reasons why having police officers in schools is a good idea and two reasons why it is not.		
I can understand a text about police in schools in Texas.		
2 Complete the collocations with appropriate verbs. 1 a fine 2 a crime 3 in court		
I can use crime collocations to talk about crime and law.		
3 Give four examples of negative adjectives with <i>un-</i> , <i>im-</i> , <i>il-</i> , and <i>ir-</i> .		
I can use negative prefixes to form adjectives with a negative meaning.		

B Hungry to learn	Mark (1–3)	How can I improve?
4 Write two plans for the weekend, one promise that you want to make to your parents later today, and one prediction about your future.		
I can use <i>will</i> and <i>going to</i> to talk about the future.		
5 Complete the sentence so that it is true for you. If it doesn't rain tomorrow,		
I can use the first conditional to talk about a possible present or future situation and its probable result.		

C The best things in life	Mark (1–3)	How can I improve?
6 When you take notes, do you need to write down all the information that you hear?		
I can take notes when listening to a talk.		
7 Give two reasons why playing is good for children.		
I can understand a talk about playing.		
8 Complete the sentence so that it is factually true. When children games, their brains		
I can use the zero conditional to talk about general facts.		
9 How would you suggest going to the cinema and how would you offer to buy the tickets? How would you respond?		
I can make and respond to offers and suggestions.		

D Life goals	Mark (1–3)	How can I improve?
10 Give a word that rhymes with each of the words below. 1 tree sea 2 cold 3 blue 4 grey		
I can recognize rhyming adjectives in a poem.		
11 Write about one thing you will <i>certainly</i> do next summer, one thing that you are <i>likely</i> to do, and one thing that is <i>possible</i> . Don't use the words in italics in your sentences.		
I can express probability.		

E A for and against essay	Mark (1–3)	How can I improve?
12 Apart from <i>but</i> , what other words or phrases can you use to express contrast?		
I can use different words and phrases to express contrast.		
13 Why is it a good idea to brainstorm ideas before you write?		
I can brainstorm ideas to help me write an essay.		
14 Give one argument for school uniforms, and one against.		
I can write a for and against essay.		

V Statistics

1 Read the sentences about the population of the EU. Choose the option that best describes what the speakers did or what happened to the number.

- 'By adding population numbers from all its countries, I've worked out that the total population of the European Union is about 500 million people,' said Penny.
a She calculated. b She divided. c She decreased.
- 'There are 27 countries in the EU,' said Tom. 'So, $500 \text{ million} \div 27 = 18.5 \text{ million}$. That's the average population of each country.'
a He halved. b He multiplied. c He divided.
- Between 2005 and 2010, France's population went up by over three million people.
a It increased. b It doubled. c It decreased.
- Between 2005 and 2010, Germany's population went down by just under 150,000 people.
a It increased. b It doubled. c It decreased.
- A hundred years ago, over 25% of the world's population lived in Europe. Today, the number is down to about 12.5%.
a It doubled. b It halved. c It multiplied.

V insight Nouns with two meanings

2 Complete each pair of sentences with the same word.

■ country ■ present ■ way ■ end ■ second

- a In Europe, people prefer living in the to the city because houses are cheaper.
b In my, Nigeria, we've got a population of over 167 million people – it's the highest in Africa.
- a Wendy's is the-biggest burger chain in the USA, after McDonald's.
b Every, McDonald's sells 75 burgers. That's 27,000 an hour!
- a France gave the Statue of Liberty to the city of New York as a in the 1880s.
b At, the population of the USA is over 312 million.
- a In 1899, at the of the nineteenth century, the population of Australia was under four million. Now, it's over 22 million.
b To what do people start wars? I don't understand the reason.
- a Every ten years, the UK government counts the number of people in the country. This is called a census. It's a of finding out how many people live in the UK.
b If you travel all the from Beijing in the north of China to Shanghai in the south, you'll find the world's fastest growing city.

V Country facts

3 Complete the factfile about Canada with the words below.

■ geography ■ population ■ currency ■ climate ■ culture
■ religion ■ area ■ ethnic groups ■ time zone ■ history

FOCUS ON CANADA



-: about 35 million people
-: almost 10,000,000 km²
-: Canadian dollar
-: when it's 1 p.m. on the Pacific west coast, it's 5 p.m. on the Atlantic east coast
-: in 1867, Canada became a confederation of four regions: Ontario, Quebec, New Brunswick and Nova Scotia
-: large forests and over 30,000 lakes
-: 25 to 30°C on the coast in summer, but -40°C inland in winter
-: 77% Christian; 17% no religion; 2% Muslim
-: important artists include Tom Thomson and Emily Carr
-: minorities include South Asian (4%) and Chinese (3.9%).

4 Choose the correct words.

The population of Australia

In 1787, Britain started sending large numbers of prisoners to the new colonies in Australia. The British government didn't want these criminals in their country, so it was a good ¹race / way of solving the problem. This happened at a ²time / area in history when European governments didn't worry about the rights of people who were already living in the places that they colonized. Experts have ³estimated / multiplied that, in the late eighteenth century, there were about 800,000 native Australians (or Aborigines) on the continent. However, in the next 150 years, this ⁴people / figure went down rapidly. The number of Aborigines ⁵increased / decreased to about 150,000 by 1950, mostly because of disease. Before the 1970s, most immigrants in Australia were from Europe. Since then, many people of other ⁶times / races have become Australian citizens. In fact, the number of Asian Australians has ⁷halved / doubled in recent years from 6% to about 12% of the total population. By the ⁸end / way of the twentieth century, Australia was truly a multicultural country.

5 CHALLENGE! Describe your country. In what ways have the population, climate, currency and culture changed in your country in your lifetime?

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

1 Jane has got a part-time job in a sandwich shop. Match 1–3 to a–f to make sentences about the rules of the job.

- 1 You must / have to
- 2 You mustn't
- 3 You don't have to
- a wash your hands before starting work.
- b be polite to customers.
- c use food that isn't fresh.
- d eat a sandwich for your lunch.
- e arrive late and leave early.
- f like sandwiches to do the job ... but it helps!

2 Read the quotes from online business people. Match quotes a–f to sentences 1–6 below. Then rewrite the sentences using **have to, don't have to, must or mustn't**.

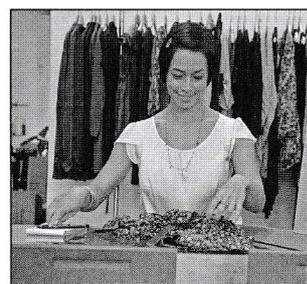
- a **2** Everyone experiences downturns ... A big part of success is simply sticking with something long enough. Guido J. van den Elshout of happyhotelier.com
- b Building a successful business is all about doing, not thinking ... so, make a decision. Nisa Chitaksem and Simon North, founders of positionignition.com
- c Do your research and check if what you want to sell is actually going to be right for your market. Antonia Chitty of aceinspire.com
- d Never be the smartest person in the room. There are thousands of people out there who have done it all before and can provide you with valuable advice ... Rob Brown of pr-media-blog.co.uk
- e Network, network, network ... Whenever I meet someone I think about who I can introduce them to. Alistair McKenzie of travel-lists.co.uk
- f End your day by asking yourself: 'What did I do today to (become) better?' Chris Kaday of chriskaday.co.uk

- 1 It's very important that you get to know lots of people in your business.
You in your business.
- 2 Don't give up when times are bad.
You when times are bad.
- 3 It's important to think about how you can improve your business every day.
You how you can improve.
- 4 It's important not to spend too much time thinking about what to do in your business.
You thinking about what to do.
- 5 Don't start making a new product before you've found out if people really want to buy it.
You before you've found out if people want to buy it.
- 6 It isn't necessary to try to seem more intelligent than other people.
You than others.

3 Complete the article with the correct form of **have to, don't have to, must or mustn't**. Sometimes more than one answer is possible.

The 80/20 rule

Cindy works in an expensive designer clothes shop in central London, and she
1 look good every day – it's important for her to make a good impression.



1 2 look badly-dressed', she says. 'In my shop, the shop assistants 3 wear smart clothes and look clean and tidy, and they 4 just stand there and look miserable. After all, people are coming into the shop to buy fashionable new clothes, so they don't want to see someone looking bored, untidy and unfashionable! They 5 buy anything, and they won't if they think that the assistant isn't helpful.

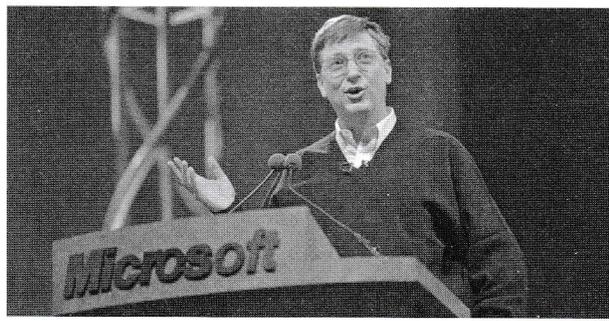
However, being well-dressed and friendly is only part of the job. In the shop where I work, we also 6 think about the 80/20 rule. It's an important rule in shop sales. It says that 20% of the customers that come into your shop regularly make 80% of the purchases. So, when regular customers come in, we 7 make them feel welcome by remembering their names and telling them what's new in the shop and what's on sale. Of course, we 8 remember the names of customers who don't come in regularly – that's impossible and, anyway, some customers hate it when you start talking to them. They just want to look at clothes by themselves. What's more, we 9 say anything that sounds like we're trying to persuade somebody to buy something they don't want. Every customer hates that! But we 10 offer good advice. It's important that customers think that we know about the clothes we're selling.'

4 **CHALLENGE!** Read the information about working in the USA. Change the information into rules for teenagers, using **You have to, You mustn't** and **You don't have to**. What are the rules in your country?

In the USA, if you're under 14 years old, working on a farm is OK, but working anywhere else is not allowed. Between 14 and 15, during the school year, hours are limited to 3 hours a day and 18 hours a week. On days when there's no school and in the summer, working hours increase to 8 hours a day and 40 hours a week. There are limits on when you can work, too – no later than 7 p.m. during the school year and no later than 9 p.m. in the summer holidays. Between 16 and 17, there's no limit on hours, but if you're under 18, getting a dangerous job is not allowed.

V Business

1 Read the article and complete the factfile.



Bill Gates started the Microsoft Corporation in 1975. He owned the business with his friend Paul Allen. They started selling Microsoft Windows in 1985, and it was very successful. Since 1986, Microsoft has been in a huge office building called Microsoft Redmond Campus in the city of Redmond in Washington State in the USA. On the campus, they have a department that designs texts, videos, posters or pictures that try to persuade customers to spend more money. One example is a poster that says 'Microsoft: life without walls'.

FACTFILE

company: 1
 headquarters: 2
 founder: 3
 partner: 4
 product: 5
 advert: 6

V Electronic devices: compound nouns

2 Choose the correct words.

- nav ■ phone ■ console ■ camera ■ player ■ reader
 ■ TV ■ computer

- The first games was the Magnavox Odyssey. It was in shops in 1972.
- In 2009, I bought the first digital that could take 3D still photos.
- Using my smart, I can surf the internet, send emails and texts, read and edit files, take and store photos, and ... oh, yes, call my friends.
- The world's lightest tablet weighs less than 250 grams.
- Black and blue are the most popular colours for an MP3
- One in six Americans owns an e-book
- A sat receives data from over 30 satellites in orbit around the Earth.
- The first programmes on HD in Europe were football matches from the 1990 World Cup.

Asking for and giving advice

3 Read the adverts. Find five differences between the two products.

A Lunar Star Mini

- Black and silver
 An ideal first smartphone
 £13 on pay monthly
- 8 cm high resolution touch screen
 - 3 megapixel camera
 - 4 GB memory card



B DFG Switch X

- Black
 Surf the web in style with the new DFG Switch X
 £10 on pay monthly
- 5 megapixel camera with autofocus
 - 8.1 cm high resolution touch screen
 - 2 GB memory card



4 3.07 Listen to the dialogue. Which phone does James advise Hugo to buy? Which phone does Hugo decide to buy?

5 Put the words in order to make sentences. Then match sentences 1–6 to categories a–c.

- you / Which phone / should / do / buy / I / think / ?

- to / Maybe / online / it's / look / good idea / a / .

- buy / Lunar Star Mini / Should / the / I / ?

- you, / If / were / I / compare / the specifications / I'd / .

- a good camera / a phone / You / to / with / get / ought / .

- bad / That's / idea / a / not / .

- a Asking for advice:
 b Giving advice:
 c Responding to advice:

6 3.07 Listen again and check your answers.

7 Read the adverts for two MP3 players. Your best friend wants to buy one. Give them advice about which one to buy.

A A Star DFC1000

MP3 direct cat.000125874



- Black or blue
 £240
- 32 GB
 - High resolution screen (8 cm × 4.8 cm)
 - Good battery life: plays audio for 22 hours

B High 5 YTR2000

MP3 direct cat.000125995



- Black or pink
 £120
- 8 GB
 - High resolution screen (4.8 cm × 2.7 cm)
 - 93 g
 - Good battery life: plays audio for 9 hours

V Language

1 Complete the sentences with the words below.

■ foreign ■ slang ■ dialect ■ accent ■ official ■ fluent

- The inhabitants of South Africa have got eleven different languages, recognized by the government. Only 10% speak English at home, but 23% speak Zulu.
- In Sweden, people speak Swedish as their native language, but 90% of the population learn and speak English as a language.
- In Northern Ireland, most people speak a of English which has got different words to Standard English. For example, *aye* means *yes* and *lug* means *ear*.
- On the island of Malta in the Mediterranean, over 80% of the population are English speakers. Malta used to be a British colony, so people there speak English very well.
- There are only fifty kilometres between the cities of Manchester and Liverpool in England, but people in each city have got a very different They use the same words, but pronounce them very differently.
- There are a lot of words in Australian English, including *bludger*, which means 'a lazy person', and *hard yakka*, which means 'hard work'.

Second conditional

2 Write second conditional sentences about some of the minority languages in Europe.

- if I / come from Barcelona, / I / speak Catalan
.....
- Susie / understand Romansch / if she / live in the Engadine valley in Switzerland
.....
- if we / decide to live in the Faroe Islands, / we / have to learn Faroese
.....
- if they / have a house on the coast of Holland, / they / know a few words of the Frisian dialect
.....
- you / learn Gaelic / if you / go to school on the northern islands of Scotland
.....
- if I / know how to speak Basque, / I / go to the Basque country in the north of Spain
.....

Language	Number of speakers
Catalan	10 million
Romansch	60,000
Faroese	70,000
Frisian	350,000
Scottish Gaelic	60,000
Basque	700,000

I wish ...

3 Rewrite the sentences to say how the people would like the present situation to be different.

- I don't speak Welsh.
I wish
- Tom has a strong accent.
Tom wishes
- Claire isn't learning a foreign language at school.
Claire wishes
- I don't have a dictionary.
I wish
- Penny and Simon aren't native French speakers.
They wish
- I have to translate this essay into Spanish.
I wish

4 Choose the correct words.



If you **'lived / would live** on the Isle of Man, an island in the middle of the sea between England and Ireland, you **²heard / would hear** some people speaking Manx. It's a Gaelic language which is similar to the Gaelic that some people speak in parts of Ireland. Today, everybody on the Isle of Man speaks English as their first language. If they **³didn't understand / wouldn't understand** English, they **⁴weren't able / wouldn't be able** to communicate or get a job. However, there are about a hundred people who are also fluent in Manx. All of them have learned it as a second language. The last native speaker was Ned Maddrell. When he died in 1974, thousands of years of history ended. I wish he **⁵were / would be** alive today. I **⁶loved / would love** to hear how he pronounces the old Manx words. However, if you **⁷wanted / would want** to be a Manx speaker today, you **⁸didn't have / wouldn't have** any problems practising the language. There are radio stations, apps, websites and books in Manx, and people often meet up to have conversations in Manx.

5 CHALLENGE! Do you wish you spoke another language, apart from your language and English? Which of the languages below would you choose to learn? Say why and what you would be able to do if you were a fluent speaker.

- Latin ■ Chinese ■ sign language
■ Pirahã (a language of Amazonian tribespeople)

1 How much do you know about languages? Do the quiz. Then read the article quickly and check your answers.

- 1** How many spoken languages are there in the world?
 - a** 20,000
 - b** 7,000
 - c** 1,000
- 2** What percentage of the world's population speaks one of the twenty most common languages?
 - a** 60%
 - b** 20%
 - c** 80%
- 3** What language do most people speak in Brazil?
 - a** Spanish
 - b** Portuguese
 - c** Brazilian
- 4** How many different words for 'ice' are there in the Yupik language of Alaska?
 - a** about ten
 - b** about fifty
 - c** about a hundred
- 5** Do you think the number of speakers of minority languages (which have got only a few hundred native speakers) is going up or down?
 - a** It's increasing.
 - b** It's decreasing.
 - c** It's staying the same.

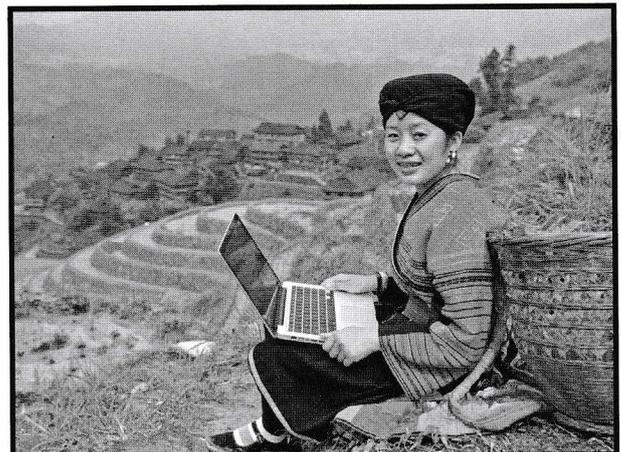
2 Read the article again. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

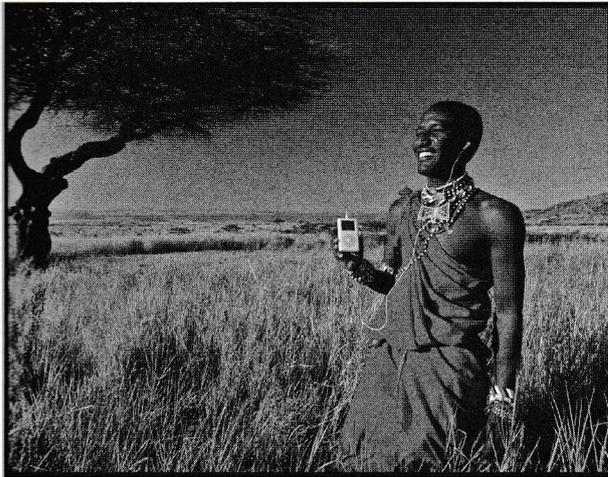
- 1** On average, we lose a language a week from the face of the Earth.
- 2** In the past, the most common reason for losing a language was a natural disaster.
- 3** One reason why people stop using traditional languages is to get better work opportunities.
- 4** The number of people speaking all of the world's top twenty languages is going up.
- 5** The disappearance of a language results in a loss of information about the world.
- 6** No one speaks the Yupik language any more.
- 7** Professor Harrison can speak eight endangered languages.
- 8** Professor Harrison is planning to work on more talking dictionaries in the future.
- 9** If we use modern technology, we won't lose any more endangered languages.

Disappearing languages

Did you know that every fourteen days one of the world's 7,000 languages dies out? What's more, 90% of the world's languages have got fewer than 100,000 speakers, and over 2,000 languages have got fewer than 1,000 speakers. Throughout human history, languages have disappeared because of natural disasters, war or genocide, but nowadays the most common reason is globalization. This is happening all over the world. In the Amazon rainforest, for example, indigenous people are learning Portuguese so that they can move to the big cities in Brazil to find work. In South Africa, young people are choosing to use English instead of traditional languages like Venda and Tsonga because they need English to study in higher education.

About 60% of the world's population speak one of the twenty most common languages, and the figures for speakers of world languages such as English, Spanish and Chinese are increasing rapidly. Would we really miss most small languages if they died out completely? The answer has got to be 'yes'. When a language vanishes, we lose the culture and history of a people which may be thousands of years old. We also lose the knowledge of the people who speak the language. In a famous case in northern Australia, doctors couldn't find a cure for a skin problem that people in the area developed. When they asked a local Aboriginal woman, she used her own language to describe a plant which was a cure for the disease. There are many other examples of why disappearing languages are important. Speakers of the Kallawaya language in Bolivia have got words for medicinal plants in their part of the rainforest which doctors in the modern world have never heard of, and speakers of the Yupik language of Alaska have got ninety-





40 nine words for ice, a fact that shows that they've got a unique understanding of their world. Our planet would lose that understanding if these languages disappeared.

If you wanted to make your language cooler and more interesting for young people, what would you do? Well, linguistics professor K. David Harrison, who has travelled the world to look for the last speakers of **endangered** languages, believes that using social media, YouTube, text messaging and other digital technologies is one way of making languages exciting, and **rescuing** them from becoming **extinct**. In North America, for example, **Native** Americans are using social media to put young people interested in their language in touch with each other. Teenagers go online and chat to other adolescents in languages like Cherokee or Navajo, or they teach their language online to people of all races all over the world.

60 Another exciting project is to create talking dictionaries. Professor Harrison, together with linguists from National Geographic's Enduring Voices project, has just helped to produce eight talking dictionaries, which contain more than 32,000 word entries in eight endangered languages. There are also 24,000 audio recordings of native speakers pronouncing words and sentences, and some photographs of cultural objects.

70 In the next one hundred years, the number of languages on the planet will decrease, but we don't have to lose as many as some people think. Using modern technology can **save** small languages, and we mustn't lose the culture, history and knowledge that these languages contain.

3 Match the highlighted words in the article to definitions 1–7 below. Sometimes two words in the article match the same definition.

- 1 disappear completely or stop existing:
.....
- 2 belonging to a particular place or country rather than coming to it from somewhere else:
.....
- 3 stop having something any more:
.....
- 4 feel sad because you haven't got something any more:
.....
- 5 at risk of being destroyed or damaged:
.....
- 6 stop someone or something from being destroyed or damaged:
.....
- 7 no longer active or existing:
.....

4 Choose the correct words.

- 1 In 2008, linguists announced that the Alaskan language Eyak had **died out** / **lost** after the death of the last native speaker, Marie Smith Jones. However, the language was later **missed** / **rescued** by a French student called Guillaume Leduey, who became interested in Eyak as a teenager while reading about it on the internet, and then learned to speak it.
- 2 Yangkam is an **extinct** / **endangered** language in Africa. There are only a hundred speakers and all of them are over fifty years old. Most of the Yangkam people now speak Hausa, one of the major national languages of Nigeria. They've **saved** / **missed** other elements of their cultural identity, but don't consider their language an important part of their culture.
- 3 The Gaagudju language of the Aborigines, the **vanished** / **indigenous** people of Australia, has been **native** / **extinct** since the last speaker, Big Bill Neidjie, died in 2002. Since the eighteenth century, we've **lost** / **missed** 190 Aboriginal languages in Australia. Nobody speaks them any more.

5 CHALLENGE! Read the quote below. What knowledge would the world lose if your language disappeared?

'When a language disappears, we lose the knowledge of the people who speak the language.'

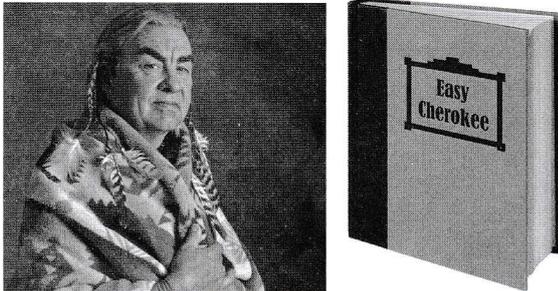
Writing A formal email

1 Rewrite the sentences using the words in brackets. Make any other necessary changes.

- I've decided to research my family tree because I want to find out more about my Native American ancestors. (since)
- I've learned to speak Navajo, so I can chat online to people from the Navajo community in New Mexico. (as a result)
- All Native Americans speak English because they have to use English in their daily lives. (as)
- In the late nineteenth century, the US government forced all Navajo people to live in the same place, so almost all of them live in New Mexico nowadays. (therefore)

2 Read the advertisement and complete the factfile.

Welcome to Cherokee.com



Cherokee is a language spoken by about 22,000 people today. Most of them live in Oklahoma and North Carolina in the USA. The official name for Cherokee is Tsalagi.

Learn the language today by signing up for our course, which includes a textbook, and access to video and audio material online, for only \$70. For further information and costs, please write to Joe Silver at j_silver@post.com.

CHEROKEE FACTFILE

1 official name of language:

2 number of speakers:

3 location of majority of speakers:

3 Penny would like to learn the Cherokee language. Read her email to Joe Silver and complete it with the words below. There is one word that you do not need.

- have to grateful forward because could
 advertised sincerely as fluent find out result
 mentions

4 Read the email again and answer the questions.

- What information does she want to find out from Joe?
- Is the email formal or informal? How do you know?

Cherokee language course

Dear Mr Silver,

I am writing to ¹..... more about the Cherokee language course ²..... on www.cherokee.com. I am interested in learning the language ³..... my ancestors were Native Americans. I am already ⁴..... in Navajo and my grandmother also taught me some Cherokee when I was a child.

Since there are several different dialects of Cherokee, I would be ⁵..... if you could tell me whether the course is about the Overhill, the Kituhwa or the Lower dialect. ⁶..... my grandmother lives in Oklahoma, I would prefer to learn Overhill, which is the dialect spoken by the Native Americans in that area.

The advertisement ⁷..... access to video and audio material online. Please ⁸..... you give me some more information about this? Are there online forums?

I would also like to enquire about the cost of the course. How much would I ⁹..... pay if I did not buy the textbook? Are there any additional costs? Finally, what method of payment do you prefer? Is it possible to pay by credit card?

I look ¹⁰..... to hearing from you.

Yours ¹¹.....,

Penny Evans

WRITING GUIDE

- **Task** Choose one of the advertisements and write a formal email.

A Join an online discussion group devoted to the Cherokee language. You will be able to further your knowledge of the language by having email or live discussions with other students in Tsalagi.

B Are you Cherokee? Research your family tree with our online service. If you are a descendant of Native Americans, we'll help you to join the Cherokee Nation of Oklahoma and you can attend Cherokee festivals.
- **Ideas** Think of five queries (e.g. cost, location, duration, etc.) and make notes.
- **Plan** Choose three queries and match them to these paragraphs.

Paragraph 1: Say why you are writing.
 Paragraphs 2, 3 and 4: Ask your queries.
 Paragraph 5: Thank the reader for their help.
- **Write** Write your email.
- **Check** Check the following points.
 - Are your ideas divided into paragraphs?
 - Have you used expressions of reason and result?
 - Have you used formal language?
 - Have you checked spelling, grammar and punctuation?

Progress check Unit 7

Read 1–13 and evaluate your learning in Unit 7. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Big and small	Mark (1–3)	How can I improve?
1 How many people live on our planet today? I can understand a text about how the population is increasing.		
2 Which verbs have got the same meaning as these mathematical symbols and figures? a $\times 2$ b $>$ c \div d \times e $<$ f $\div 2$ I can use verbs to express statistics.		
3 Which words mean the same as both the words in each pair below? a gift / now b number / body shape c purpose / final part I can understand and use nouns with two meanings.		

B Be an entrepreneur	Mark (1–3)	How can I improve?
4 Choose the correct modal verb in each school rule. 1 You have to / mustn't pay attention in class. 2 You don't have to / mustn't be rude to other students. I can use <i>must</i> , <i>mustn't</i> , <i>have to</i> and <i>don't have to</i> to talk about rules and obligations.		

C Silicon valley	Mark (1–3)	How can I improve?
5 What is Silicon Valley in the USA famous for? I can understand a radio programme about Silicon Valley.		
6 Give one example for each of the words below. a a company b a product c a founder I can use nouns to talk about business.		
7 How would you ask someone for advice? What phrases would you use to give advice to a friend? I can ask for, give and respond to advice.		

D The English language	Mark (1–3)	How can I improve?
8 Give four words from other languages that we use in English. I can understand a text about the English language.		
9 What's the difference between: a fluent and native speakers? b an official and a foreign language? I can use words and phrases to talk about language.		
10 Complete the sentence with one word in each gap. If I ¹ from Alaska, I ² speak an Inuit language. I can use the second conditional to talk about imaginary situations.		
11 Choose the correct word. I am terrible at maths. I wish I didn't / am not / weren't . I can use <i>I wish</i> .		

E A formal email	Mark (1–3)	How can I improve?
12 Give two words to express a reason and two words or phrases to express a result. I can express reason and result.		
13 Which of the words and phrases below would you <i>not</i> use in a formal email? a Dear Mr Smith b however c Write soon! I can use the correct register when writing formal emails.		

8

Achieve

Vocabulary Against all odds

V insight Verbs + prepositions: success

1 Choose the correct prepositions.

- Brazilian footballer Pelé competed **in / of / on** the World Cup in 1958 and succeeded **of / in / at** scoring six goals for Brazil. He was only seventeen!
- Fourteen-year-old Nadia Comăneci always dreamed **at / from / of** being a gymnast and prepared **after / of / for** the Olympic Games in Montreal in 1976 by training hard every day. She won three gold medals and scored ten out of ten!
- In 1985, seventeen-year-old German tennis player Boris Becker fought **of / for / on** every point and became the Wimbledon champion. All his fans praised him **for / over / of** winning.
- In May 2010, everybody in Australia congratulated sixteen-year-old Jessica Watson **in / at / on** becoming the youngest person to sail round the world by herself.
- Tanni Grey-Thompson won her first medal at the Paralympic Games in Seoul in 1988, when she was nineteen. In her career as a wheelchair racer, she won sixteen medals in Paralympics. Nowadays, she is a politician who campaigns **for / over / of** disabled athletes in sport.

V insight Suffixes: -ant, -ent, -ance, -ence

2 Match the words below to definitions a–g. There are two words that you do not need.

- patience distant confidence violent brilliance
 different important independence intelligence
- freedom from political control by other countries
 - far away
 - a belief in your ability to do things and be successful
 - not the same
 - the ability to wait for a long time or to accept annoying behaviour without getting angry
 - great talent
 - actions that are intended to hurt somebody physically

V Sport: places

3 Match the words in A to the words in B to make eight places where people do sport. Then complete the sports events programme.

- A boxing football running swimming ice
 tennis golf climbing
- B wall pool rink court ring course pitch
 track

WESTBANK HIGH SCHOOL SPORTS WEEK

DATE	EVENT	LOCATION
13 May		
09:00 – 11:00		1 Aston Stadium
		2 JCY Sports Centre
12:30 – 13:30		3 Riverdell School
		4 JCY Sports Centre
14 May		
09:30 – 12:00		5 Aston Stadium
		6 Cedar Park
16:00 – 18:00		7 Aston Stadium
		8 JCY Sports Centre
◀ PREV NEXT ▶ List of events View session details Find sports clubs and facilities in your area on our map ▶		

4 Complete the biography with the words in exercises 1–3. Use one word in each space.

Billie Jean King

When she was a teenager, the young American tennis player Billie Jean King dreamed ¹..... winning tournaments on tennis ²..... all over the world. In 1966, when she was twenty-two, she competed ³..... her first Wimbledon singles tennis final and succeeded ⁴..... achieving her dream. She became Wimbledon champion. This victory was very ⁵..... to her sports career. It gave her the ⁶..... to go and win twelve more Grand Slam tennis singles championships.

Later in her career, Billie Jean began to campaign ⁷..... equality between men and women in sport. In the 1970s, male sports stars earned a lot more than women, and not only in tennis. On the running ⁸..... and on the football ⁹....., women got a lot less money. Billie Jean King started the Women's Tennis Association and fought ¹⁰..... equal pay for women.

5 CHALLENGE! What sport are you good at? What qualities make you successful in that discipline?

insight Sport: compound nouns

1 Complete the news stories below with compound nouns. Write one word in each gap.

CITY WIN

In tonight's big football ¹....., it was United 1 – City 0 at half-²..... At the start of the second half, United got a penalty, but United player Wayne Rooney missed the penalty. City then scored two goals and the ³..... score after ninety minutes was United 1 – City 2. City's goal ⁴....., Joe Hart, played very well and stopped United from getting any more goals!

WINTER OLYMPICS START

There are a lot of exciting ⁵..... sports at this year's Olympics, including skiing, snowboarding and ice hockey. Today, Tammy Hardy is in action. She used to be a drugs cheat but, after serving her ban, she can now compete again. She hopes to win the first gold ⁶..... of the games at the ice rink. She's the best in the world this year, but she didn't win at the world championships after her ice ⁷..... broke.

In the speed skating, Franz Huber hopes to achieve the fastest time in history – he wants to break the world ⁸.....

Past perfect

2 Rewrite the sentences using the words in brackets. Change one of the verbs into the past perfect.

1 The match started at three. We arrived at the stadium at ten past three. (when)

When we arrived at the stadium at ten past three, the match had started.

2 Tom forgot to bring his ice skates. He wanted to go ice skating. (but)

3 Louise bribed the referee, so she won the fight in the boxing ring. (because)

4 Simon finished the bike race. Then he went for a drugs test. (after)

5 Amy played badly, so Rachel won the tennis match. (because)

6 Gary touched the ball with his hand. Then he scored a goal. (before)

3 Read the first story. Then write the two other stories of a cross-country race using the opening sentences provided. Use the past simple and the past perfect.

1 It was bright and sunny when David started the cross-country race, but later it began to rain. Then he saw a bus stop and decided to get on the bus.

During the cross-country race, it began to rain. It had been bright and sunny when David started the race. Suddenly, he saw a bus stop and decided to get on the bus.

2 Jenny ran really well in the race. She was in second place. Then she fell over and hurt her leg. She tried to finish the race, but it was impossible.

Jenny fell over and hurt her leg.

3 Andy ran faster than the other athletes at the start of the cross-country race. He was in the lead for most of the race. Then he saw Lee ahead of him at the finishing line. He couldn't believe it. How did Lee win?

Suddenly, Andy saw Lee ahead of him.

4 Complete the text with the past simple or the past perfect form of the verbs in brackets.

Late for the match of his life

Rory McIlroy, the world's best golf player, went to bed early on the evening of Saturday 29 September 2012.

Earlier that day, he ¹..... (play) two golf matches in the Ryder Cup on the famous golf course at Medinah near Chicago, but he ²..... (win) only one of them. He really ³..... (want) to get up early and be ready for his match on Sunday morning.

However, before he went to bed, he ⁴..... (forget) to check the starting time of his match. He thought that it started at 12.25 p.m. In fact, it was at 11.25 a.m.

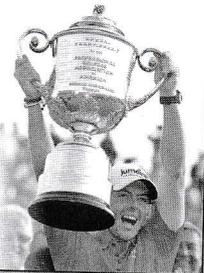
The next morning, the captain of the European Ryder Cup team, José María Olazábal, suddenly ⁵..... (realize) that his best player ⁶..... (not arrive).

People in the team ⁷..... (call) Rory, and he ⁸..... (race) to the golf course in a police car.

He arrived only ten minutes before his match ⁹..... (start). There was no time to prepare, but

Rory ¹⁰..... (play) really well. He won! One point to Rory McIlroy.

The final score was Europe 14½ points, USA 13½ points. The European players started celebrating because they had won the Ryder Cup – by one important point.



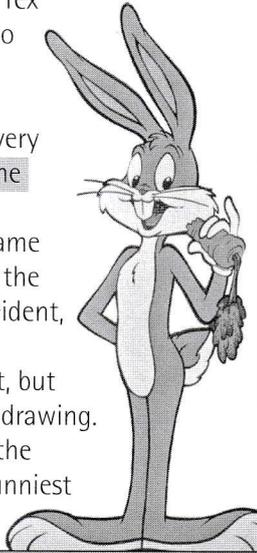
5 CHALLENGE! Think about an important event that you took part in, watched on TV or went to. What happened before, during and after the event?

V insight Collocations: achievement

1 Read about Tex Avery. Choose the correct words to complete the collocations.

TEX AVERY

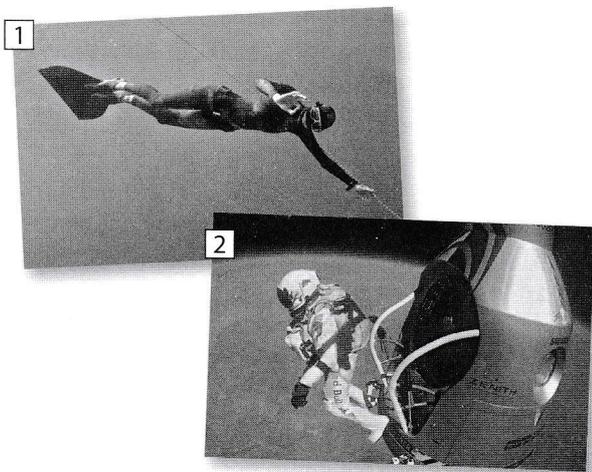
If you really ¹..... your mind to it, you'll ²..... progress and ³..... all the problems you've got. That's how Tex Avery, the famous cartoonist who created Bugs Bunny and Daffy Duck, viewed life. When he first started in animation, he wasn't very good, but he ⁴..... to the challenge and, eventually, he ⁵..... his goal – he became a great cartoonist. When he lost the sight in one of his eyes in an accident, some people thought that he couldn't continue as a cartoonist, but he ⁶..... a way to keep drawing. Today, people remember him as the man who created some of the funniest cartoon characters in history.



- | | | | |
|--------------|------------|----------|--------|
| 1 a make | b put | c take | d do |
| 2 a do | b rise | c take | d make |
| 3 a make | b solve | c take | d rise |
| 4 a solved | b found | c rose | d put |
| 5 a achieved | b made | c solved | d did |
| 6 a found | b achieved | c made | d put |

Expressing and justifying opinions

2 Read about two different world records. In your opinion, which is the greater achievement?



- In 2009, 47-year-old Russian diver Natalia Molchanova jumped into the sea, held her breath, and went down to 101 metres. She broke the women's world record for a free-dive.
- In 2012, a 43-year-old Austrian man called Felix Baumgartner broke the world sky-diving record. He jumped from a helium balloon at the amazing height of 39 kilometres above the Earth.

3 **3.08** Listen to Daisy and Jack talk about the two achievements in exercise 2. Which one do they think is the greater achievement?

4 **3.08** Listen again. Which of the following opinions does Daisy express?

- Free-diving is easier than going up in a helium balloon and sky-diving.
- Free-divers do more training than sky-divers.
- Free-divers are stronger than sky-divers.
- Free-divers aren't as brave as sky-divers.
- Free-diving is as dangerous as going up in a helium balloon and sky-diving.

5 **3.08** Write D (Daisy) or J (Jack) next to the phrases that they use in the dialogue. Listen and check. Which phrase do they *not* use?

Expressing opinions

- For me, ...
- In my view, ...
- It seems to me that ...

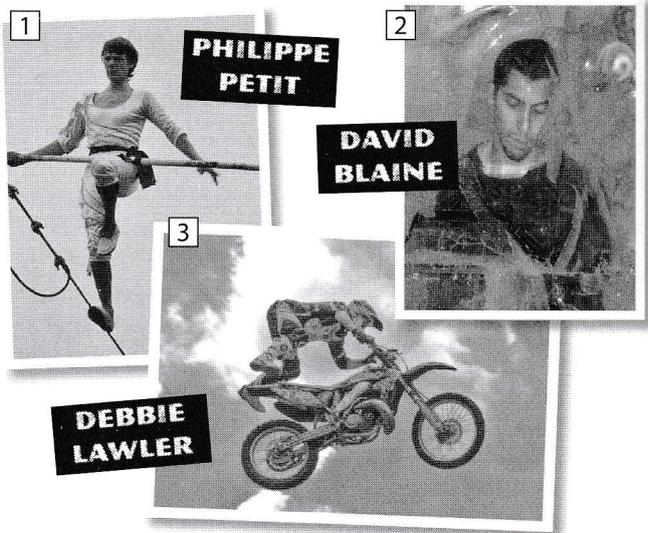
Justifying opinions

- The reason I say that is ...
- You can't deny that ...

Conversation fillers

- Well, ...
- Basically, ...
- Right, ...

6 Look at the photos of three great stuntmen and women. In your opinion, which one performed the greatest stunt of the twentieth century? Write a dialogue between you and a friend. Use the phrases in exercise 5.



- In 1974, Philippe Petit walked between the Twin Towers of New York's World Trade Center on a tightrope.
- In 2000, David Blaine spent sixty-three hours inside a block of ice in Times Square, New York.
- In 1974, Debbie Lawler jumped over sixteen vehicles on her motorbike in Houston, Texas.

State and society

1 Match categories 1–6 to the words in a–f.

- | | |
|---------------|---|
| 1 monarchy | a Paris, London, Berlin |
| 2 empire | b money, tax, spending |
| 3 capitals | c king, queen, princess |
| 4 politicians | d vote, decide, choose |
| 5 election | e Roman, Persian, Greek |
| 6 economy | f president, minister, member of parliament |

used to

2 Write quiz questions with the correct form of *used to* and the prompts. Then choose the correct answers.

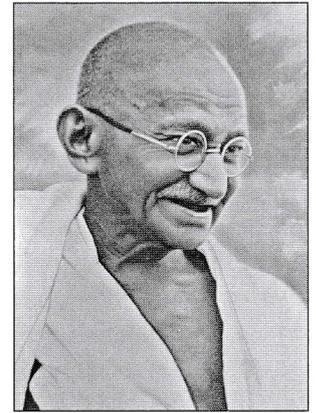
- in which country / Abraham Lincoln / be / the president / ?
.....
a Britain b the USA c Australia
- what / people in Russia / call / their monarch / ?
.....
a the Kaiser b the King c the Tsar
- which of these countries / be / in the British Empire / ?
.....
a Brazil b Canada c Algeria
- where / the population of ancient Athens / meet and vote / ?
.....
a the Parliament b the Cathedral c the Acropolis
- when / New York / be / an English city / ?
.....
a 100 years ago b 300 years ago c 500 years ago
- in which capital city / Michelangelo / live / ?
.....
a Paris b Madrid c Rome

3 Complete the sentences with the correct form of *used to* or the past simple form of the verbs in brackets. In which sentences is it not possible to use *used to*?

- Napoleon Bonaparte (be) the Emperor of France.
- In 1802, Napoleon (introduce) a new French honours system – the *Légion d'honneur*.
- Before Napoleon, ordinary people (not get) honours or medals. Only aristocrats got them.
- Napoleon (give) the honour, in the form of large medals, to his bravest soldiers.
- In the late nineteenth century, an American (become) a member of the *Légion d'honneur* because he was the Emperor's dentist!
- At that time, people (wear) their medals on their coats every day.
- Sean Connery, who (play) James Bond in the 1960s and 1970s, is a member of the *Légion d'honneur*.

4 Choose the correct words to complete the text.

India and the Bharat Ratna



1947 was an
1 year
in the history of India.
That was the year when
it 2
its 3
The country
4 a
part of the British
5 before then. Seven years
later, in 1954, the new Republic of India
6 its own honours system. Its
highest award is the Bharat Ratna (the Jewel
of India). After its introduction, the President
of India 7 this award to
Jawaharlal Nehru, India's first Prime Minister,
and to C.V. Raman, the great physicist. However,
before 1966, they 8 the award
to people who 9 That's why
Mahatma Gandhi, India's most famous politician,
who died in 1948, never 10
the award.

- | | |
|-------------------|----------------------|
| 1 a import | b important |
| c importing | d importance |
| 2 a gained | b has gained |
| c had gained | d used to gain |
| 3 a independent | b dependent |
| c independence | d dependence |
| 4 a has been | b had been |
| c was being | d was been |
| 5 a Politician | b Government |
| c Empire | d Election |
| 6 a introduced | b had introduced |
| c has introduced | d used to introduce |
| 7 a gave | b has given |
| c had given | d used to give |
| 8 a haven't given | b hadn't given |
| c weren't giving | d didn't use to give |
| 9 a died | b have died |
| c had died | d used to die |
| 10 a received | b had received |
| c was receiving | d used to receive |

5 CHALLENGE! How much do you know about your country's history? Answer the questions.

- Which people used to be monarchs, presidents or leaders of your country, and what did they do?
- What are the three most important historical events that you know about your country?

1 Look at photos A–C. Write the names of the sports that the people are doing.

- A
B
C

2 Study the reasons why sportspeople sometimes do not win important races or matches. Then read the article and match the sportspeople to the reason why they did not win. There are two reasons that you do not need.

- 1 Somebody is better than them at an important time.
2 They have an injury that stops them from competing.
3 They get worried about winning and play badly.
4 They get very tired and lose all their energy.
5 They have an unfortunate accident or they make a mistake.

3 Read the article again. Match sentences A–G to gaps 1–5 in the text. There are two sentences that you do not need.

- A Then, suddenly, she fell on to the running track.
B Fortunately, there is a happy ending to this story.
C It was really close and nobody was sure who had won at first.
D The sportsperson hadn't ever won a race before.
E That's still a world record today.
F Coming second in the race wasn't an option.
G But then she began to make mistakes in the match.

4 Which people are these sentences about? Write Juha, Julie or Jana.

- 1 This person clearly showed his or her emotions at the end of the race or match.
2 This person hadn't been in a really big competition before.
3 This person never got another opportunity to achieve his or her goal.
4 This person wasn't unhappy about finishing in second place.
5 This person was the best in the world at the time of the race or match.
6 This person won the same competition a few years later.

5 Find three sentences in the article that express opinions about Julie Moss. Which verbs, adjectives or phrases are used to express opinions?

So near, yet so far

Juha Mieto

In the Winter Olympic Games of 1980, Juha Mieto of Finland stood on the starting line of the fifteen-kilometre cross-country ski race with only one thing on his mind. He hadn't won a medal in this race at his two previous Olympics, but this time he was the number one skier in the world and he intended to fight for the gold medal.

1 It was his last chance of achieving his Olympic dream. His coach, who had trained him for years, and all his teammates on the Finnish team really wanted him to win.

In the race, Juha skied really well, but his Swedish rival Thomas Wassberg stayed with him throughout the race. As they approached the finishing line, both men seemed to cross at the same time. 2

But then they announced the result – Wassberg had won by one hundredth of a second. Juha congratulated the Swede on his victory. However, he felt really disappointed because his dream was over. He never competed in the Olympics again.

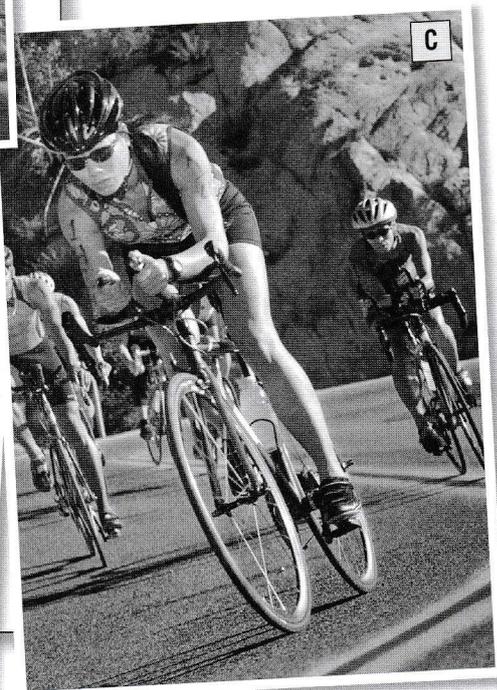
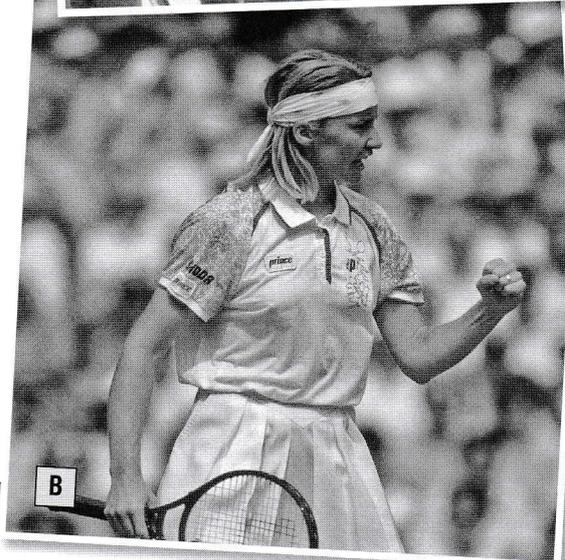
Julie Moss

In February 1982, a young American athlete called Julie Moss had only two more kilometres to run to win the Ironman Triathlon World Championship in Hawaii. She had completed a 3.86-kilometre swim and a 180-kilometre bike ride and she was the leader in the race. It was an amazing and unbelievable achievement because Julie had never run a triathlon before. Her nearest rival was a long way behind her, and all her fans in the crowd were cheering and shouting.

3 She was completely exhausted and her legs were shaking. But Julie didn't give up. Perhaps she felt that she should finish the race because of the support from all her fans. She slowly stood up and continued running, but she was so tired that she fell over again and again. Ten metres from the finishing line, she fell over for the last time, and another athlete ran past her to win the race. Julie finished second. She had lost the race, but she didn't mind. She had become famous all over the USA. Many people believe that her determination to finish the race was one of the most inspiring moments in the history of the triathlon.

Jana Novotná

In the 1993 Wimbledon Tennis Championships, the Czech tennis player Jana Novotná reached the final. She had beaten some great players to get there and now she faced Steffi Graf, the world's best player. In the match, Jana was brilliant and, after two hours of tennis, she was winning. She only needed to win eight points to be the champion. ⁴ As a young girl, she used to dream of being in the Wimbledon final, but now that victory seemed possible, she became nervous and started playing worse than before. In the end, Steffi Graf won the match. Jana was really upset and started to cry in front of all the spectators. She had lost the match, but she had won the hearts of everybody in the crowd. ⁵ Five years later, in 1998, Jana reached the Wimbledon final again – and this time she won.



6 Study the highlighted words in the article. Then match them to definitions 1–7.

- 1 A person who is at the front of a race.
- 2 A person who wins a competition and gets a trophy.
- 3 People who support and follow a team or a sportsperson.
- 4 A person who gives advice and helps to train a sportsperson or a team.
- 5 People who are watching a sport.
- 6 People who are on your team when doing sport.
- 7 A person who is against you and always wants to beat you.

7 Complete the questions with the correct form of the words in exercise 6.

- 1 Have you ever been one of the at a big sports competition or match? What did you go and see?
- 2 Are you a football? Which team do you support and why?
- 3 Are you on a team? If so, what are your like?
- 4 In school sports, which other school are your biggest? What sports do you play against that school and how often do you beat them?
- 5 Who is the of your school team? What type of advice or training do they give you?
- 6 Have you ever been the at the front of a race, or have you ever won a competition and become the? How did it feel?

8 CHALLENGE! Describe a race or a competition that you watched as a spectator, or took part in as a competitor. Use the questions in exercise 7 to help you.

Writing An opinion essay

1 Choose the correct words to complete the sentences.

- 1 Successful people Bill Gates, investor Warren Buffet and U2 musician Bono often give away money to charities.
 - a to sum up
 - b such as
 - c for instance
- 2 A lot of rich people aren't happy., the billionaire Howard Hughes had few friends and spent the last years of his life in hotels.
 - a For example
 - b Such as
 - c In conclusion
- 3 Being rich is often an advantage., however, I don't think it is the most important thing in life.
 - a All things considered
 - b Such as
 - c For instance
- 4 Some of the greatest artists and writers were poor., Michelangelo didn't have any money.
 - a To conclude
 - b Such as
 - c For instance
- 5 There's nothing wrong with having money, but happiness is of more value., it's better to be happy in life than to be rich.
 - a Such as
 - b For example
 - c To sum up

2 Read the quote and study the ideas below. Which ideas support the quote? Which ideas present arguments against it?

'You are only really successful in life if you make money.'

- Being happy and loved is a sign of success.
- Having money shows that you have worked hard.
- You can live in a big house and have whatever you want.
- Talented artists, writers and thinkers are successful, but often not rich.
- If you have got money, you can use it to help people or change the world.
- You do not need lots of money to make good friends.
- Ordinary things, such as getting a job that you like or bringing up a family, are successes.

3 Read the opinion essay. Which three ideas in exercise 2 are used in the essay?

4 Read the essay again and complete paragraphs C and D. Use two of the ideas from the list in exercise 2 or your own ideas.

'You are only really successful in life if you make money.'
Do you agree?

- A** Some people believe that making money is the most important thing in life. Others think that there are other ways of measuring success. So, is it true that people are only successful in life if they become rich?
- B** In my view, being successful is not about money. It is about being happy, making other people happy and feeling loved by friends and family. Billionaires such as Howard Hughes and Hetty Green, who lived alone and had no friends, were not successful because they were lonely and unhappy.
- C** I also think that being successful is about doing something interesting and rewarding with your life. For instance, if you become a talented teacher, a great doctor or a good parent, you will achieve your goal. In addition,
- D** On the other hand, if you make money, it shows that you have worked hard and been good at what you do. In the business world, for example, a high salary usually means that you are good at your job. In addition, I think that
- E** In conclusion, although it is true that making money often means that you have been successful in your job, it is not the only way of measuring success. I believe that being happy, being loved, bringing up a family and being creative in arts and sciences make you more successful in life than being rich.

WRITING GUIDE

■ Task Write an opinion essay on this topic.

'Being famous is the only real achievement in life.'
Do you agree?

■ Ideas Brainstorm ideas and organize them into a mind map.

■ Plan Decide if you agree or disagree with the statement. Then choose the two strongest arguments in support of your opinion, and one argument against. Think of suitable examples.

Paragraph 1: Introduce the topic and summarize the opinions that people have on it.

Paragraphs 2 and 3: In each paragraph, give an argument in support of your opinion. Add supporting statements and / or examples.

Paragraph 4: Give an argument against your opinion, with details, and a counter-argument.

Paragraph 5: Summarize the main points.

■ Write Write your opinion essay.

■ Check Check the following points.

- Are all your arguments clear and relevant?
Have you included examples?
- Have you divided your essay into five paragraphs?
- Have you used appropriate phrases to introduce the examples and the conclusion?
- Have you checked spelling, grammar and punctuation?

A Against all odds	Mark (1–3)	How can I improve?
1 Give an example of how Emmanuel Jal, Paul Connolly or Sadaf Rahimi have achieved success in their lives. I can understand a text about success stories.		
2 Complete phrases 1–3 with the correct prepositions. 1 dream winning 2 campaign change 3 prepare the Olympics I can use verbs + prepositions to talk about success.		
3 Which words are nouns and which are adjectives? ■ independent ■ brilliance ■ difference ■ distant I can use suffixes to create nouns and adjectives.		

B Foul play	Mark (1–3)	How can I improve?
4 In this sentence, which of the two events in bold came first? Andy lost the race because he hadn't done a lot of training. I can use the past perfect to talk about a past sequence of events.		

C The greatest	Mark (1–3)	How can I improve?
5 Complete phrases 1–3 with one word to describe achievements. 1 change the 2 achieve your 3 rise to the I can use verb + noun collocations to describe achievements.		
6 Name two of the greatest achievements in human history. I can understand a programme about great achievements.		
7 Give one way of expressing and one way of justifying opinions. I can express and justify opinions and use conversation fillers.		

D The British honours system	Mark (1–3)	How can I improve?
8 Who can receive a CBE or an OBE? I can understand a text about the British honours system.		
9 Give three words or phrases which tell us that a sentence in a text is an opinion, not a fact. I can identify facts and opinions in a text.		
10 What is the difference between a civil servant and a politician? I can use specific vocabulary to talk about state and society.		
11 Give three things that you used to do when you were ten, but you don't do now. I can use <i>used to</i> to talk about past habits and states.		

E An opinion essay	Mark (1–3)	How can I improve?
12 Apart from <i>for example</i> , what other phrases can you use to give an example in an opinion essay? I can use different phrases to give an example.		
13 Apart from <i>in conclusion</i> , what other phrases can you use to conclude or summarize an opinion essay? I can use different phrases to introduce a summary or conclusion.		
14 Give two reasons why taking part in a competition is more important than winning it. I can write an opinion essay.		

9

The media

Vocabulary In the news

V The press

1 Choose the correct words.

- 1 Would you like to see *Catching Fire*? It had really good **reviews / headlines**.
- 2 Don't believe everything you read about celebrities in the **front page / gossip columns**. Not much of it is actually true.
- 3 Most magazines are full of **advertising / articles** and pictures. There isn't much to read.
- 4 I never read the whole newspaper. I just look at a few of the **editors / headlines** to get the main ideas.
- 5 You should read this **review / article** about the Brazilian rainforest. It's very interesting.
- 6 The stories in some **tabloids / broadsheets** are definitely made up! Some people call them 'junk food news'.

V insight Collocations: the media

2 Complete the sentences with the correct form of the verbs below.

- broadcast ■ report ■ confirm ■ gather ■ investigate ■ publish

- 1 I was very proud when they my novel.
- 2 The police are evidence against the suspect and will arrest him soon.
- 3 Can you the rumour that the football club has bought a new player?
- 4 All national newspapers the event. It was on the front pages.
- 5 I don't think violent films should be on TV.
- 6 Sometimes journalists work together with the police to a crime.

V Parts of a newspaper

3 Match extracts A–F to the parts of a newspaper 1–6.

- A The new Bond film is probably the best yet. It isn't just the special effects, ...
- B The three goals took Manchester City back to their position at the top of the league.
- C MOUNTAIN BIKE in good condition, \$75. Call ...
- D It sounds unbelievable, but eating cake can actually help you to lose weight. Nutritionists ...
- E Across
1 The smallest continent in the world.
3 A large seabird.

F SCORPIO (23 Oct–21 Nov)

Expect some big changes in your life. Everything will ...



- 1 crosswords and games
- 2 sports section
- 3 classified ads
- 4 arts and entertainment
- 5 horoscopes
- 6 health and beauty

4 Complete the article from an online encyclopaedia with the words below. There is one word that you do not need.

- international ■ guide ■ editor ■ broadsheet ■ finance
- published ■ journalists ■ gossip column ■ interview
- investigate ■ articles ■ front page



Newspapers in the UK

History

Surprisingly, the first newspaper in the English language was not ¹ in England. It was printed in Amsterdam by Joris Veseler around 1620. At the beginning of the eighteenth century, many famous writers, such as Daniel Defoe and Jonathan Swift, worked as ², too. Defoe set up his own newspaper, *The Review*, while Swift was an ³ for *The Examiner*. By 1720, there were twelve London newspapers and twenty-four in other English cities.

Tabloids and broadsheets

Today, the ⁴ is the largest of the various newspaper formats, and it contains more serious news.

The word 'tabloid' comes from the name given to a type of small tablet of medicine in the 1880s. Later, people started using it for newspapers that have short news ⁵ and are small in size.

Broadsheets used to be about twice the size of tabloids, but now some have become smaller. In the past, a broadsheet didn't have colour photos on the ⁶, but this has changed, and both kinds of newspaper now do this. You will not usually find a ⁷ in a broadsheet, and although both kinds of paper often ⁸ famous people, a tabloid newspaper is more likely to speak to a celebrity than a politician. Broadsheets focus more on ⁹ news, politics, business and ¹⁰ Both kinds of newspapers have a television ¹¹

5 CHALLENGE! What kind of newspaper do you or people in your family read? What are your favourite parts of the paper?

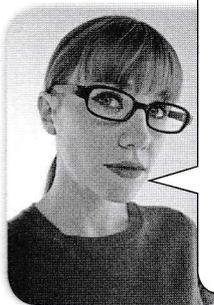
Reported speech

1 Read the sentences and complete the two people's opinions on multitasking. Use the correct form of the verbs.

- The man said that 71% of teenagers had a television.
- He also told us that the number of young people with mobile phones had increased.
- He said that the majority of teenagers were multitasking while doing their homework.
- He believed that teenagers who multitask too much would get lower grades.
- The woman thought that teenagers were able to multitask better than adults.
- She added that teenagers had grown up with technology.
- She also said that the situation had been different twenty years before.
- She said that technology was helping teenagers to learn.

Is multitasking bad for teenagers?

Seventy-one per cent of US teens
 1 a television
 in their bedroom. The number of
 young people with mobile phones
 2 dramatically
 since 2004. The majority of them
 3 while doing
 their homework. I believe that
 teenagers who multitask too much
 4 lower grades.



In fact, I think that teenagers
 5 to multitask
 better than adults. Teenagers
 6 with
 technology. The situation
 7 different twenty
 years ago. Nowadays, technology
 8 teenagers
 to learn.

2 Choose the correct words.

- The shop assistant **said** / **told** me that a netbook was lighter than a laptop.
- I **said** / **told** that I didn't want a really small screen.
- My mum **said** / **told** that I shouldn't get something too heavy.
- So the assistant **said** / **told** that a small laptop might be best.
- We **said** / **told** the assistant that I wanted a separate mouse.

3 Rewrite the sentences as reported speech.

Six good excuses for not doing your homework

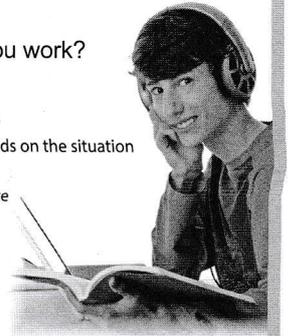
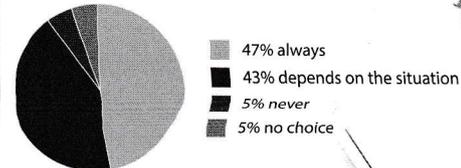
- 'My pet ate it.'
- 'Someone has stolen it!'
- 'I don't understand it, and my computer isn't working.'
- 'I left it at home. I'll bring it in in the afternoon.'
- 'It was in my jacket pocket and my mum put it in the washing machine.'
- 'Aliens have taken it as a sample of human handwriting.'

- Maria said
- Luke told the teacher
- Hannah said
- Robert told Mr Smith
- Abdul said
- Sophie said

4 CHALLENGE! Study the pie chart and read George's blog entry. Then complete the report.

Poll results

Do you listen to music while you work?



Research shows that listening to music before you start work can help, but listening while you are working generally stops people from doing well. Our latest poll asked 'Do you listen to music while you work?'. We had a huge response: over 1,000 people voted!

Personally, I'm surprised so many people always listen to music while they are working. I've always liked listening to music, but sometimes it's distracting. I don't think it's a good idea if you are trying to concentrate. So, I agree with the 43% who said 'It depends on the situation'. I've had a few jobs in shops and cafés where they played music – so that meant I didn't have any choice. And 5% never listen to music. I suppose they don't like music, or perhaps they think if there's music on, they won't be able to work at all?

George said that he ¹ surprised so many people always ² to music while they ³ He said he ⁴ listening to music, but sometimes it ⁵ distracting. He ⁶ it was a good idea if someone ⁷ to concentrate. He added that he ⁸ a few jobs in shops and cafés where they ⁹ music, which meant he ¹⁰ no choice. Finally, he said that perhaps people who never listened to music ¹¹ it, or they thought that they ¹² able to work at all.

V Films

1 Choose the correct words.

- 1 *The Hobbit* is a Hollywood **blockbuster / plot** by director Peter Jackson.
- 2 J.R.R. Tolkien wrote the original novel in the 1930s, but he didn't write the **scene / script** for the film.
- 3 There are a lot of **special effects / cast**, and most of them are computer generated.
- 4 The **crew / cast** includes Ian McKellen, who plays Gandalf, Elijah Wood, Martin Freeman, and many other famous actors.
- 5 The London Philharmonic Orchestra performed the music for the **plot / soundtrack**.
- 6 The **film set / crew** for *The Hobbit* was in New Zealand. The director, who was born in Pukerua Bay, chose the location because of its natural beauty.
- 7 However, some of the **plot / scenes** with Gollum were filmed in Pinewood Studios, UK.



V Film genres

2 Complete the sentences with the film genres below. There is one film genre that you do not need.

- romantic comedies ■ documentary film
- animated films ■ horror films ■ musicals
- historical dramas ■ science-fiction films

- 1 Pixar Studios make excellent , such as *Wall-E*. The drawings are wonderful.
- 2 My mum loves , like *The Sound of Music*.
- 3 I always think the costumes in look a bit silly. Did people really use to dress that way?
- 4 Would you rather watch a about something real, or a fictional story?
- 5 are usually about aliens and outer space. I'm just not that interested in that.
- 6 I'm not very keen on I get too frightened!

Giving and reacting to news

3 **3.09** Listen to the dialogues and answer the questions.

- 1 What was in Lucy's stolen bag?
 - a some books and her purse
 - b her keys and homework
 - c her glasses and some food
- 2 What kind of film is going to be made?
 - a a documentary
 - b a romantic comedy
 - c a historical drama

4 Read the sentences from the dialogues. Write G (ways of giving news) or R (ways of reacting to news) next to the phrases.

- a Cool.
- b Oh no! Poor ... !
- c There's some exciting news.
- d That's fantastic news.
- e I was just talking to ...
- f What a dreadful thing to happen!
- g Have you heard about ... ?

5 **3.09** Complete the dialogues with the phrases in exercise 4. Then listen again and check.

Dialogue 1

- Oliver 1 Lucy?
- Carrie No, what happened?
- Oliver Someone stole her bag yesterday.
- Carrie 2 Lucy! Was there anything valuable in it?
- Oliver Mostly books, her lunch and homework, but she also had her keys in there.
- Carrie 3
- Oliver Luckily, she had her purse in her pocket.

Dialogue 2

- James Hey, Maria. 4
- You won't believe this. 5
- Mr Clark next door, and he said that they're going to film some scenes for a new film in our street. It's called *Victoria and Albert*.
- Maria Really? What's it about? Is it a romantic comedy? Or a documentary?
- James I think it's a historical drama, set in Victorian times.
- Maria 6 I'm really excited. 7
- Maybe we'll be in the actual film.

6 Complete dialogues 1-4 with the phrases below.

- How wonderful!
 - Have you heard about my project? It won first place!
 - What a dreadful thing to happen!
 - It said on the radio this morning that someone vandalized the library.
- 1 A
B Oh, no! What a shame. How did that happen?
 - 2 A There's some exciting news. The school has organized a trip abroad.
B
 - 3 A I was talking to Leah and she said that Jake had broken his leg.
B
 - 4 A
B Lucky you!

Vocabulary and grammar The BBC story

Types of TV programme

1 Complete the table with the types of TV programme below.

- cartoons ■ chat show ■ costume drama
- news bulletin ■ reality show ■ sitcom
- sports coverage ■ weather forecast
- wildlife documentary ■ soap opera

Factual	Fictional
news bulletin	sitcom
.....
.....
.....
.....

2 Complete the text about popular types of TV programmes in different countries. Use the words in exercise 1.

What people watch around the world

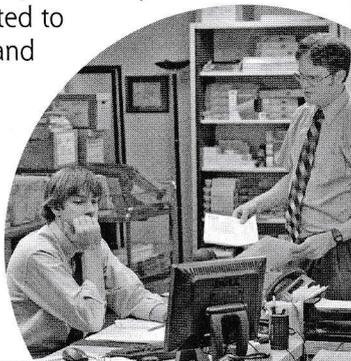
In most countries around the world, people enjoy watching TV. However, different types of programmes are popular in different countries.

Internationally, the most popular type of programme is the ¹....., probably because people like to know what's happening in their country and abroad. But surprisingly, there's a place where the most watched programme is the ²..... This isn't the UK, even though the climate there is famously poor; it's Japan. More than half of those asked said this was the programme they watched most frequently.

³..... is also popular in many countries, though different events are preferred. Some watch football, others baseball or tennis. English football is watched around the world and it's estimated that Manchester United has got 354 million fans worldwide.

Both children and adults enjoy ⁴..... like *Tom and Jerry* or *Mickey Mouse*, and in recent years the ⁵....., starring ordinary people rather than actors, has become popular everywhere.

Everyone enjoys laughing, and British and American ⁶..... are particularly popular. They're exported to many other countries, and often remade with a new cast. For example, *The Office*, originally a British show, has now got American, Canadian, German, French, Chilean and Swedish versions!



Question tags

3 Where does the name 'soap opera' come from? Look at the photos. Then choose the correct question tags.



- 1 The first soap operas were on the radio, wasn't they / weren't they?
- 2 This was in the USA in the 1920s, wasn't it / didn't it?
- 3 Lots of housewives listened every day, don't they / didn't they?
- 4 Big companies, like Procter and Gamble, sponsored the programmes, didn't they / didn't it?
- 5 Some of these companies sold soap, so the programmes were called soap operas, isn't it / weren't they?
- 6 Eventually, television became more popular than radio, didn't they / didn't it?

4 Complete the dialogue with question tags.

- A Soap operas are so entertaining, ¹.....?
- B Well, actually, I think they can be a bit boring sometimes, ².....? We've seen all the stories before, ³.....? And a lot of the things that happen aren't very believable.
- A Well, you've got a point, but people always want to know what happens next, ⁴.....? And there are lots of different characters, ⁵.....? Teenagers as well as adults.
- B But the characters aren't very realistic, ⁶.....? We don't behave like that, ⁷.....?
- A No, but that isn't the point. It's just a bit of fun, ⁸.....?
- B Perhaps you're right. Anyway, people will always want to watch them, ⁹.....?

5 CHALLENGE! If you had to live without technology for a month, which device would you miss the most? A recent survey says British teenagers would miss their mobile phones the most, and TV the least. Do you agree? Write a short dialogue between you and a British teenager called Jack.

Jack I can't live without my mobile phone. People need to use their phones all the time, don't they?

You ...

Reading What's good in the hood?

1 Read the article and match headings A–G to paragraphs 1–5. There are two headings that you do not need.

- A How a newcomer felt about Lawrence
- B A new type of newspaper
- C How to get the balance right
- D How the newspaper is financed
- E Why some people have stopped reading the news
- F How to set up a new newspaper
- G How to become a newsreader

2 Read the article again and choose the correct answers.

- 1 What does the writer say about the usual news stories in Lawrence, Massachusetts?
 - a Only a small percentage are about local events.
 - b Only a small percentage are actually true.
 - c Only a small percentage are written by residents.
 - d Only a small percentage are about good news.
- 2 What do some teenagers in Lawrence think about ordinary newspapers?
 - a They give a bad picture of the city.
 - b They are too expensive for students.
 - c They are really boring to read.
 - d They show how things really are.
- 3 How did Marcus Jimenez start his business?
 - a A group of friends helped him to raise money.
 - b He sold newspapers to raise the cash.
 - c An organization gave him some money.
 - d He received some money from a relative.
- 4 What is Martyn Lewis's campaign about?
 - a Only having positive news stories.
 - b Not showing children negative news.
 - c Raising money to prevent natural disasters.
 - d Showing solutions as well as problems.
- 5 What evidence does the writer have that WGITH is popular?
 - a Everyone can read it online for free.
 - b It has already printed several issues.
 - c People buy it in cafés and community centres.
 - d It has made a lot of money through advertising.
- 6 What is the writer's conclusion?
 - a That ordinary newspapers don't need to publish more good news.
 - b That publishing more good news can really make a difference.
 - c That the internet is making it easier to publish good news.
 - d That people don't want to read good news.

What's good in the hood

Serious crime rises dramatically

Unemployment reaches 18%

Double murder in Lawrence

1

If you read the news about what happens in Lawrence, Massachusetts, you might wonder why anyone would choose to live there. The headlines are all about murder, crime, and unemployment. In fact, a recent report showed that only 15% of all news items are positive. More and more people just don't want to watch or read ordinary news any more, especially younger people. This isn't because they're lazy or don't care about the world. It's because the news is mostly depressing and it makes people feel that the world is a bad place.

2

But some young people understand that, although the stories about war, disaster and crime are true, they don't show everything that's happening. A group of high school students are proud to live in Lawrence, and want to change this view of their city. A couple of years ago, they set up a different kind of newspaper. The newspaper is called 'What's good in the hood?' ('hood' is American slang for neighbourhood, or the area where you live). The WGITH team of teenagers feels that ordinary newspapers just don't show what life is really like in Lawrence. All the negative stuff gives people the wrong idea about the city. Their newspaper focuses on sharing all the positive things happening in Lawrence.

3

The group's co-founder, Gladys Gitau, arrived in Lawrence a few years ago as 'a shy Kenyan girl'. To start with, she had a lot of negative feelings about the city because of what she heard and read in the news. Setting up the paper has completely changed her opinions. Rather than reporting the latest shooting, WGITH is full of entertaining and inspiring stories. For example, the latest issue has got an article about a new skateboarding craze, called longboarding. It



Lawrence, Massachusetts

tells the story of Marcus Jimenez, a local youth who, after getting a small grant of money from a charity, has successfully set up his own business, making longboards. Another story describes how a group of teenagers worked together to build a garden for a local elementary school. Stories like this give people hope for the community, and for their own lives.

4

But isn't it unrealistic to only print good news? Bad things do happen in the world, after all. Should we just ignore them? A well-known British newsreader, Martyn Lewis, has got a suggestion. He has started a campaign to encourage television and newspapers to also talk about how to solve problems. For example, after reporting on a natural disaster, why don't journalists write about how the city is being rebuilt? Lewis thinks that this would be a more balanced approach and would make people feel less helpless.

5

WGITH must be doing something right because it's a big success. The paper is available online and it's distributed to local cafés and community centres. In fact, the eighth issue is just out. Gladys won a competition to get the money to start the paper, but now WGITH gets local businesses and organizations to pay for advertising, which pays for the printing costs. So, it certainly looks like something is changing. The good news is that there are more and more positive news sites online, and even ordinary newspapers are starting to publish sections with good news stories. One day, the positive approach adopted by WGITH might even change the world.

3 Find words 1–5 in the article. Then choose the correct meaning for each word as it is used in the article.

- 1 view (paragraph 2)
 - a an opinion
 - b the things you can see from a particular position
- 2 kind (paragraph 2)
 - a behaving in a way that shows you care about other people
 - b a type of thing or person
- 3 issue (paragraph 3)
 - a a subject or problem that people discuss
 - b a magazine or newspaper published for one particular day or month
- 4 right (paragraph 5)
 - a correct or good
 - b the opposite of *left*
- 5 adopt (paragraph 5)
 - a to take somebody else's child into your family and look after them
 - b to accept or start to use something new

4 Complete the sentences with the words in exercise 3.

- 1 'In my, people should be able to vote at the age of sixteen.'
'You should go to Brazil. Teenagers there are allowed to vote in elections.'
- 2 In 2006, the company SanDisk advertised their new MP3 player by launching an anti-iPod campaign called 'Don't', which described iPod users as 'iSheep' and 'iChimps'. The campaign failed, and the company had to a new strategy.
- 3 Some students thought the teacher was rather strict, but she was always to me.
- 4 Piracy is a big problem for the film and TV industry. Next month, experts from different countries are meeting in London to discuss the
- 5 When we went to Prague last year, we visited the Žižkov Television Tower. It's about 260 metres tall, and the from the top is amazing!
- 6 'Is it true that tabloids are also called red tops?' 'Yes, that's It's because some of them have got the title in red at the top of the front page.'
- 7 Have you seen the latest of *Riders*? There's an article in it about me!
- 8 The editor's office is just down this corridor, on the
- 9 Celebrities Angelina Jolie and Brad Pitt have got six children. They the eldest three, two boys and a girl, from Cambodia, Vietnam and Ethiopia.
- 10 'What of TV programme is *The Generations Project*?'
'It's an American reality show that helps people to learn more about their family history.'

5 CHALLENGE! Think about a news story you have recently seen or read that you found entertaining or inspiring. Describe the story and explain why you found it entertaining or inspiring.

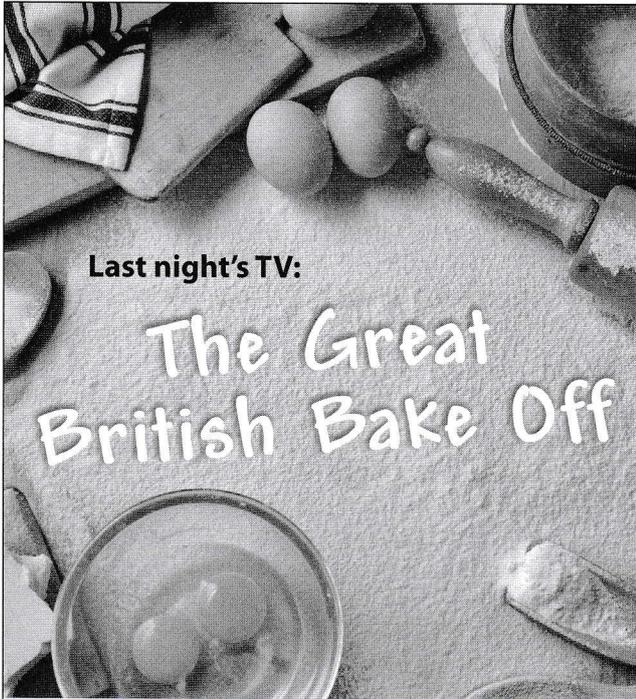
Writing A review of a TV programme

1 Read the review below and answer the questions.

- 1 What kind of TV programme is the review about?
 - a a soap opera
 - b a costume drama
 - c a reality show
- 2 Is the review negative or positive?
 - a negative
 - b positive
 - c a mixture of positive and negative

V Describing TV programmes

2 Read the review again and choose the correct words.



Think of a cookery show, and you usually imagine something rather ¹**dull / spectacular** and boring watched by middle-aged housewives. But *The Great British Bake Off*, a competition to bake the best cakes and pastries, is nothing like that. Everyone loves it, young and old.

There is nothing ²**predictable / memorable** about this programme either. You might expect an older lady to win, but the winner this year was 23-year-old John Whaite, beating 21-year-old student James Morton in the final. James produced FIVE cakes, which was quite ³**impressive / humorous**, but John's 'Heaven and Hell' cake was truly ⁴**spectacular / dull**. I have never seen anything like it!

I was surprised how ⁵**entertaining / predictable** the programme was – I really enjoyed it. There were plenty of ⁶**humorous / impressive** moments, especially as two of the programme's presenters are the comedians Mel and Sue.

Perhaps one of the most ⁷**memorable / convincing** moments was when, after working so hard to make his cake, James dropped the mixture on the floor. I will never forget it! They are already filming the next series, so don't miss this great British show!

3 Read the last paragraph of the review again. Which of these ways of finishing a review did the writer use?

- a quote
- a memorable moment from the programme and a recommendation
- a rhetorical question
- a prediction

4 Read the following alternative endings to the review. Match them to the types of endings in exercise 3.

- A It is completely unexpected, but this is the best thing on TV this year. What is next? A reality programme about housework?
- B After the show finished, John said he was so relieved that he felt dizzy. 'Finally,' he said, 'I've done something to please my mother!'
- C I hear that they are already filming the next series. If it is as good as this one, I will definitely be watching!

WRITING GUIDE

■ **Task** Think about a popular TV programme from your country that people of all ages watch. Plan and write a review.

■ **Ideas** Think about the programme and make some notes.

- What type of programme is it?
- When is it broadcast?
- Who are the participants?
- Who watches it?
- Why is it popular?
- Is there a presenter?
- What three adjectives best describe the programme?

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Include general information about the TV programme. Very briefly give your opinion of the programme.

Paragraph 2: Summarize the programme. Explain in more detail what happens in the programme.

Paragraph 3: Give your opinion of the programme in more detail. Use examples to justify your opinion.

Paragraph 4: Summarize your opinion of the programme. Try to finish the review in an interesting way, using one of the ideas in exercise 3.

■ **Write** Write a review of a TV programme. Use the plan to help you.

■ **Check** Check the following points.

- Are your ideas divided into paragraphs?
- Have you used a variety of adjectives?
- Have you included examples from the programme to justify your opinion?
- Have you checked spelling, grammar and punctuation?

Progress check Unit 9

Read 1–14 and evaluate your learning in Unit 9. Give yourself a mark from 1 to 3. How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A In the news	Mark (1–3)	How can I improve?
1 Give at least three criteria editors use to choose news stories. I can understand a text about how news stories are chosen.		
2 What is the difference between tabloid and broadsheet newspapers? I can use a variety of nouns to talk about the press.		
3 Which of the nouns below collocate with the verb <i>investigate</i> ? Which ones collocate with the verb <i>gather</i> ? ■ information ■ a story ■ a crime ■ evidence I can use verb + noun collocations to talk about the media.		

B Multitasking	Mark (1–3)	How can I improve?
4 Rewrite the statements below as reported speech. 1 'We are doing a survey.' They said 2 'I have lost my smartphone.' She said		
I can use reported speech.		
5 Complete the sentences with the correct form of <i>say</i> or <i>tell</i> . 1 She them that she'd buy the tickets. 2 He that he didn't know the answer. I can use <i>say</i> and <i>tell</i> to introduce reported speech.		

C Behind the scenes	Mark (1–3)	How can I improve?
6 Give three different ways someone making a film could create a crowd scene. I can understand a radio programme about special effects in films.		
7 Is the following statement true or false? 'In order to understand the main idea of a conversation, talk or radio programme, you need to understand every word you hear.' I can identify the main ideas when listening.		
8 What is the difference between a <i>script</i> and <i>plot</i> ? b <i>cast</i> and <i>crew</i> ? c <i>scene</i> and <i>film set</i> ? I can talk about the different things or people needed to make a film.		
9 How would you give news to a friend about a famous person visiting your school? How would you respond to bad news? I can give and react to good and bad news.		

D The BBC story	Mark (1–3)	How can I improve?
10 What is the BBC? Why is it popular? I can understand a text about the history of an organization.		
11 Name five different types of TV programme. I can talk about different types of TV programme.		
12 Complete the sentences. When do we use rising and falling intonation with question tags? Daniel Craig is a good actor, ¹ he? She didn't tell you, ² she? I can use question tags to ask for confirmation or agreement.		

E A review of a TV programme	Mark (1–3)	How can I improve?
13 Give three ways of ending a TV programme review. I can end a TV programme review in an interesting or memorable way.		
14 Name two negative and three positive adjectives you can use to describe a TV programme. I can use a variety of adjectives to describe a TV programme.		

V insight Phrasal verbs: buying and selling clothes

1 Rewrite the sentences, replacing the words in *italics* with the correct form of one of the phrasal verbs below. Use the pronouns *it* or *they* when necessary.

- pick up ■ hang up ■ look around ■ try on ■ sell out
- take off

- 1 'Hello. I'd like to *see what's in* your shop.'
.....
- 2 'The white T-shirt with the slogan – can I *lift it off the shelf and hold it*?'
.....
- 3 'Well, it's nice. Can I go into the changing room and *put it on to see if it fits*?'
.....
- 4 'It's a great T-shirt, but it doesn't fit. I'll just *go and remove it from my body*.'
.....
- 5 'Right. I'll *put it back on this clothes hook*.'
.....
- 6 'Unfortunately, someone bought the last T-shirt in my size yesterday, so *there aren't any of these T-shirts for sale any more*.'
.....

V insight Compound nouns

2 Choose the correct words to complete the compound nouns.

- 1 Look at the price before you buy something. If it's very cheap, ask where they made the product.
a tag b note c ticket
- 2 *Century 21* is my favourite shop in New York. It sells hundreds of cheap T-shirts every day.
a sweat b discount c export
- 3 Factory in China make 70% of the world's umbrellas. Where was your umbrella made?
a shops b fields c workers
- 4 Did you know that 85% of people who work in sweat are young women aged 15 to 25?
a shops b second-hand c companies
- 5 Could you work in a hot factory with no air ? Many people in developing countries work in hot places with no fresh air.
a field b tag c conditioning
- 6 It is estimated that cotton cover about 2.5% of the world's agricultural land.
a shops b fields c areas

V Materials

3 Put the materials in the correct category.

- wool ■ linen ■ leather ■ cotton ■ nylon ■ fur ■ denim

- 1 made from plants:
- 2 made from animals:
- 3 man-made:

4 Complete article with the words in exercises 1–3.

A history of protest in clothes

In the 1950s, many American teenagers wore black

1 jackets and rode motorbikes. People called them 'greasers' because of their hairstyles. Most of them were ordinary factory 2 from the cities. They hardly ever took 3 their

jackets! They didn't have much money, but their clothes said that they wanted to be free, cool, wild and dangerous.

In London, in the mid-1960s, men dressed up in velvet suits, 4 coats and fashionable,

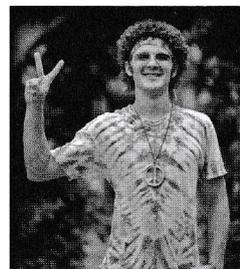
expensive silk scarves. They loved going to the boutiques in Carnaby Street, looking 5 and

trying things 6 The latest fashions often

7 out very quickly because they were so popular. The men were protesting against the boring, grey clothes that older people wore at that time. They wanted society to be more liberal.

In the late 1960s, hippies wore T-shirts with peace slogans and old, torn 8

jeans. Hippies wanted to protest against war. They often wore flowers in their hair, and they shopped in 9 shops because they didn't want to spend a lot of money.



5 CHALLENGE! Which of the types of clothes below are fashionable right now with young people in your country? Describe what other clothes and materials are fashionable at the moment. Why do young people like wearing them?

- cotton T-shirts with slogans ■ denim jeans
- leather jackets ■ loose tracksuits

The passive: present simple and past simple

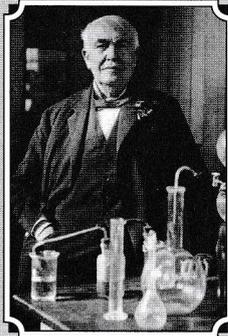
- 1 Read the text and complete the sentences below. Use the present or past simple passive.

Thomas Edison – superstar inventor

Thomas Edison was born in Ohio, USA, in 1847. As a child, he wasn't a good student and only spent three months at school.

When he was twelve, Edison got a job selling newspapers and sweets on a train. At fifteen, he was the manager of a telegraph office, and by the time he died in 1931, he had become one of the greatest inventors of all time. We still use many of his inventions today. In 1877, he invented a type of record player, called the 'phonograph'. Then, he built the world's first independent research laboratory in New Jersey.

Edison didn't invent the first light bulb, but in 1879 his company manufactured the first practical light bulbs. In the 1890s, the company designed the 'kinetoscope', an early movie camera. It also developed a machine for taking X-rays. Today, people know Edison's electric company as General Electric. It's the sixth largest company in the USA.



- Many of Thomas Edison's inventions today.
- The phonograph by Edison in 1877.
- The world's first research laboratory in New Jersey.
- The first light bulb by Edison.
- The first practical light bulbs by Edison's company in 1879.
- The kinetoscope by Edison's company in the 1890s.
- Other machines, including an X-ray machine, during the 1890s.
- Edison's electric company as General Electric today.

- 2 Write questions about the fluoroscope. Use the present or past simple active or passive.

- what / be / the fluoroscope / ? **What was the fluoroscope?**
It was a machine that used X-rays to make light.
- when / invent / it / ?
In the 1890s.
- who / invent / it / ?
Thomas Edison.
- where / build / the first one / ?
In New Jersey.
- the fluoroscope / use / today / ?
No, it isn't.

The passive: present perfect

- 3 Complete the sentences about the Mars chocolate company with the correct form of the verbs in brackets. Use the present perfect active or passive.

- The Mars family (own) a factory for making sweets and chocolate since 1911.
- The family's company (manufacture) chocolate bars since the 1920s.
- Mars products, such as M&Ms and Orbit gum, (sell) all over the world for over eighty years.
- Mars bars (make) in the UK since the 1930s.
- Snickers bars used to be called *Marathons* in the UK. However, they (not call) *Marathons* since 1990.
- The Mars company (produce) pet food as well as chocolate for many years.
- One of Mars' British factories (close) by the company in recent years.
- The Mars company (start) making more products in the Czech Republic recently.

- 4 Choose the correct answers.

The story of toothpaste

Toothpaste ¹ by billions of people every day, but how much ² about its history and the way it's made? The Romans ³ their teeth with crushed shells, and a type of toothpaste ⁴ invented by a Persian musician called Ziryab in the ninth century. We don't know exactly what was in his toothpaste, but it tasted really nice. However, modern toothpastes have only really ⁵ manufactured since the nineteenth century. Nowadays, calcium fluoride ⁶ to toothpaste to help protect your teeth. However, some experts say that toothpaste isn't really necessary. It ⁷ your breath smell nice, but your teeth ⁸ by the mechanical action of your toothbrush!

- | | | | |
|-------------|--------------|---------------|----------------|
| 1 a uses | b is used | c used | d was used |
| 2 a know | b have known | c do we know | d we know |
| 3 a cleaned | b is cleaned | c are cleaned | d were cleaned |
| 4 a had | b has | c was | d is |
| 5 a be | b are | c been | d were |
| 6 a adds | b is added | c has added | d added |
| 7 a makes | b made | c has made | d is made |
| 8 a cleans | b cleaned | c are cleaned | d is cleaned |

- 5 CHALLENGE! Think about three products that you use every day. What are they used for? How are they made? Where were they made?

V Environment

- 1 Complete the sentences with the active or passive form of the verbs below.**
- survive ■ ban ■ conserve ■ support ■ cut down
■ use up ■ reduce ■ destroy
- It is important to the Gir Forest in India because the last wild Asiatic lions live there.
 - In the 1950s, no fish lived in the River Thames in London because of the pollution. However, between 1950 and 2010 levels of pollution in the river and now there are a lot of fish.
 - How do I the World Wildlife Fund? Well, I give €200 a year to the organization.
 - If we all the oil and gas, we will have to find other sources of energy such as wind, solar or nuclear power.
 - Camels in the desert because they can drink and store 100 litres of water at one time.
 - Since 2010, thousands of ancient trees in the Amazon rainforest At this rate, there will be no trees there in 2060.
 - In 2007, Hurricane Dean reached the Mexican coast. The town of Majahual in the hurricane. Almost every house fell down.
 - We should whale hunting because it is cruel and unnecessary. Countries can make more money from whale watching, which is very popular with tourists, than from hunting whales.

Persuading, agreeing and disagreeing

- 2 3.10 Listen again. Which of these events does Evie persuade Jack to go to?**

A

BAN HUNTING WITH DOGS NOW
Come to the debate in the School Hall, Saturday 5 p.m.

B

CLEAN THE PARK
Volunteers needed to tidy up our local park!
Please come and help – Saturday 10 a.m. to 1 p.m.

C

DOG TRAINING CLUB
Learn how to teach your dog to behave well.
Free class at the Community Centre on Saturday at 2 p.m.

3 3.10 Listen again. Choose the correct answers.

- Where did Evie see the poster?
 - at the sports centre
 - at the dog training centre
 - at the school
- Which of these problems does Evie mention?
 - Trees have fallen down.
 - There's a lot of rubbish in the park.
 - There are too many dogs.
- What does Jack usually do on Saturdays?
 - He does sport.
 - He walks his dog.
 - He goes to the park.
- Which of these arguments does Evie *not* use to persuade Jack to help?
 - There aren't other people to clean the park.
 - He's often in the park.
 - The park will close if he doesn't.
- What does Jack agree to do?
 - He agrees to help out, but not for a long time.
 - He agrees to come and help all morning.
 - He agrees to help, but not on Saturday.

4 Put phrases 1–6 into the correct category A–C.

- It will make a difference.
- I'm not sure about that.
- Come on, Jack.
- I know what you mean.
- I don't think so.
- Perhaps you're right.

A Persuading:,

B Agreeing:,

C Disagreeing:,

5 3.10 Choose the responses that Jack uses in the dialogue. Then listen again and check.

- Evie: Oh, come on, Jack. I think you'll enjoy it.
Jack:
 - I suppose so.
 - I'm not sure about that.
 - OK, good idea.
- Evie: But it's only one morning. You'll be glad you did it.
Jack:
 - I don't think so.
 - Perhaps you're right.
 - I really don't mind.
- Evie: We really should help to clean it.
Jack:
 - Come on, Evie.
 - I don't think so.
 - Perhaps you're right.

6 Choose one of the other two posters in exercise 2. Write a dialogue between you and a friend. Persuade your friend to come with you to the event.

V insight Adjective suffixes: *-ful* and *-less*

- 1 Complete the text with the adjective form of one of the nouns in brackets. Use the suffixes *-ful* and *-less*.

Click and save gorillas!

The mountain gorilla is a ¹..... (power / harm) animal with strong arms and a large, muscular body. However, it's ²..... (hope / power) to stop people from destroying its habitat. That's where you can help. By clicking on the link on our website and signing our online petition, you can do something really ³..... (end / use) – you can help to protect the habitat of this fabulous animal.

There are only about 700 mountain gorillas in the world, and 200 of them live in the Virunga National Park in Congo. People in the area cut down trees for firewood every day, and this ⁴..... (end / success) deforestation will eventually destroy the natural habitat. We want to stop it now, so we're raising money to provide Congolese families with small cookers that use very little fuel, which means they won't need to cut down trees.

Our campaign has already been very ⁵..... (thought / success) in reducing pollution in the rainforest, which is ⁶..... (power / harm) to the health of gorillas, and we're very ⁷..... (hope / use) that we can reduce the deforestation. So remember, the situation isn't ⁸..... (hope / thought). We can save the mountain gorilla. And you can help us by going to our website now.

V Protest: verb phrases

- 2 Choose the correct verbs.

- 1 our campaign to save the mountain gorillas!
a Join b Donate c Post d Shout
- 2 Help us to against the destruction of their forests.
a make b protest c sign d post
- 3 You can on demonstrations against illegal logging.
a make b do c go d join
- 4 You can also our online petition to support the gorillas.
a carry b post c shout d sign
- 5 Please a comment on our website to show your concern.
a post b donate c go on d protest
- 6 a banner on a demonstration ...
a Join b Protest c Carry d Shout
- 7 ... or slogans to show how you feel!
a shout b post c go on d join
- 8 Please some money to our campaign.
a carry b donate c sign d make

The passive: future

- 3 Rewrite the sentences using the future passive to make predictions.

- 1 In the future, we will use more applications like Google Goggles to take photos of things and find out information about them.
In the future, more applications like Google Goggles
- 2 We'll make calls on our mobile phones without touching the keypad.
Calls on mobile phones
- 3 We won't need keyboards on computers because of touchscreen technology.
Keyboards
- 4 We'll print documents on 3D printers.
Documents
- 5 Scientists will reduce the size of computers so that they're the same size as a credit card.
The size of computers
- 6 New search engines won't change the world – but there'll be lots of them!
The world

- 4 Choose the correct words.

Using satellites to follow the whales

In our view, the hunting of whales is ¹thoughtless / helpless and cruel, and may one day result in their extinction. Whales are in danger because, even today, they ²hunt / are hunted for their meat, bones and teeth. Whales are also victims of ³harmful / harmless pollution in the oceans. That's why STOP, the Satellite Tagging Observation Programme, ⁴is started / was started a few years ago to follow their travels across the world's oceans. Next year, twelve more whales ⁵will tag / will be tagged as part of our programme. We ⁶will follow / will be followed their migrations north to Arctic waters during the coming year. If you want to help, please ⁷sign / make our online petition or ⁸take / post a comment on our message board.



- 5 CHALLENGE! Imagine that you are part of a campaign to protect gorillas or stop whale hunting. What will you do to persuade people to join your campaign?

1 Look at the photos. What is the connection between them?

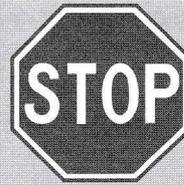
2 Study the title and the layout of the text. Read the last paragraph and choose the correct answers.

- 1 This text is
a a blog.
b a leaflet.
c a letter.
d a review.
- 2 It is written for
a people who have never worn fur coats.
b people who want to work in the fur trade.
c young people who are against the fur trade.
d young people who want to be fashionable.
- 3 Its main purpose is
a to warn people about harmful materials that are used to make clothes.
b to explain why people in some countries wear fur boots, coats and hats.
c to encourage companies to sell fur in other countries.
d to educate people about the anti-fur campaign.

3 Read the text and check your answers in exercise 2.

4 Read the text again. Match summaries A–G to paragraphs 1–5. There are two summaries that you do not need.

- A Animals are still treated badly by companies in the fur industry.
- B Nowadays, in the clothes stores and on the catwalks of Europe, fur clothes are growing in popularity.
- C Although farming or importing fur is prohibited by many countries, the fur trade continues to be successful.
- D The anti-fur campaign groups want the governments of countries in Asia to stop the fur trade by introducing stricter rules.
- E Several decades ago, people in the fashion industry were responsible for making fur clothes very unpopular.
- F Anti-fur campaigners ask young people to take action to support their campaign.
- G A representative of companies that buy and sell furs argued that fur farming has never been cruel.



the rise of the fur trade

It takes forty dumb animals to make a fur coat ... but only one to wear it.

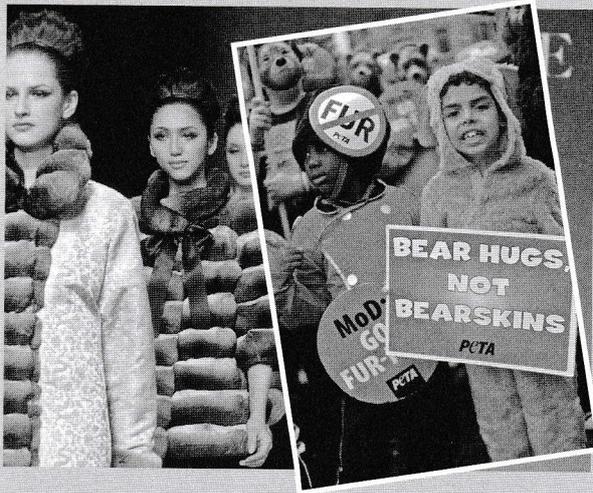
1990s anti-fur slogan

1 In the 1990s, five of the world's most famous supermodels protested against wearing fur. Their campaign was so successful that most fashion-conscious people in Europe gave up their fur boots, coats and hats, and it became embarrassing to put on a fur coat in public. There were programmes on TV about how cruel the trade in animal skins was, and people who continued to wear fur in public were criticized or shouted at in the street.

2 Today, several decades later, the situation has changed. The fur trade is a powerful industry again, and global sales of fur are now worth over eight billion euros a year. In some European capitals, shops that sell products made from animal skins have reported a 50% increase in business. Supermodels have returned to promoting fur on the catwalk, and people in fur coats aren't shouted at in the street any more. It's cool to wear fur again. But why? Is it because the cruelty of the industry has been forgotten?

3 Many groups that campaign against the fur industry are reaching out to a new generation of young people who love fashionable clothes. This generation was too young to be aware of the campaign in the 1990s, and so the anti-fur groups are targeting them with their anti-fur trade message. A spokesperson for the fur industry was interviewed recently by a fashion magazine, and told a reporter





30 that fur farming has been modernized and isn't as
cruel as it used to be. Many people believe that
this isn't true, and that animals used by the fur
trade are still treated badly. Reports show that over
fifty million animals will be killed for their fur this
35 year, and most of them will spend their short lives
on fur farms before they're killed. Mink and foxes
are kept in small cages, in crowded conditions,
and they often feel very stressed. These animals
can't live in cages because they're naturally
40 wild. Moreover, in some countries in Asia, where
domesticated animals such as cats and dogs are
used to provide fur, there are no strict rules about
how to look after animals, and they're often kept in
terrible conditions.

4 So, what should be done? In some countries,
like Britain and Austria, fur farming is banned,
and in the EU and the USA, there are very strict
controls on importing fur. Fur from cats and dogs
is banned in the EU, for example. However, these
50 laws haven't stopped the trade. Britain imports and
sells more fur than ever before. As long as there
are people who buy and wear fur, there will be
companies who make a profit out of it.

5 Anti-fur campaigners are eager to encourage
60 people who share their views to join them and
spread their message. They use a variety of means
to appeal to people who feel it's wrong to wear
an animal's skin to support their campaigns. They
educate young people about the fur trade by
65 providing information showing the conditions that
animals are kept in on farms, and by telling them
which clothes shops in Europe continue to sell fur
products. Their supporters can help by signing
online petitions and handing out information either
70 to people they know or to people on the street.
Frequent demonstrations are held in major cities
around the world where supporters keenly take up
the fight. Anti-fur campaigners strongly believe
that cruelty to animals can be stopped if people
are educated about the issue and join together to
support the campaign.

5 Study the highlighted words in the text. Then match the words in each pair below to the correct definitions.

- 1 *fashionable* (clothes, place, person)
..... *fashion-conscious* (person)
 - a very interested in fashion
 - b following a style that is popular at a particular time
- 2 *give up*
..... *take up*
 - a start doing something, or join something
 - b stop doing something
- 3 *fur trade*
..... *fur farming*
 - a buying and selling fur
 - b producing fur from animals in cages
- 4 *wild*
..... *domesticated*
 - a living in nature; not raised or grown by humans
 - b raised or grown by humans; kept in a house or farm
- 5 *reach out*
..... *hand out*
 - a put in somebody's hand
 - b ask for help

6 Complete the questions with the correct form of the words in exercise 5.

- 1 We stood in the street all afternoon,
leaflets to people as they walked past.
- 2 teenagers are always reading
magazines or watching TV programmes about the
latest styles. They want to know what's cool, and they
want to wear clothes.
- 3 We want to to young people
who can help us.
- 4 No one knows exactly when humans first started
keeping dogs as pets. However, we know that they
were the first animals.
- 5 Jack has got a shop that sells coats made
from foxes and mink. He works in the
.....
- 6 We shouldn't keep animals like
lions and tigers in zoos. It's cruel.
- 7 After she saw a documentary on TV, Jenny
..... the fight to stop the hunting
of whales.
- 8 I used to have a hat and a scarf made of fox fur, but I
..... wearing them after I watched a
documentary about fur farming.

7 CHALLENGE! Imagine you are involved in an international anti-fur campaign and you want to educate young people about the fur trade. Think of five key reasons why young people should be against the fur industry.

Writing Describing a process

1 Put the sentences in order to describe the process of collecting, sorting and delivering letters in the UK. Then choose the correct linking words.

- First, / After that, the letters are sorted according to the region or country they are addressed to.
- Last of all, / First of all, letters and packages are collected in bags from pillar boxes, post offices and companies.
- Next, / Finally, the letters are tied together and a label is put on showing the towns they are addressed to.
- In the beginning, / Then they are taken to the sorting office, where the bags are emptied and letters are separated from packages.
- In the end, / After a while, the letters that have been tied together are placed in bags, and then these are sent to the railway station or airport.

2 Read the sentence below. Find and correct ten spelling and punctuation errors. Then decide where the sentence goes in the description of the process in exercise 1.

after that the letters are placed on slowmoving conveyor belts and carried to another section, which sorts them according to the towns or cities that are shown on they're envelopes (eg london or manchester)

3 Read the interview with an ice cream manufacturer. Then write a description of the process using the present simple passive and linking words in exercise 1.

Has ice cream always been popular?

Oh yes. People invented it over 2,000 years ago and we know that the Roman Emperor Nero ate ice cream in the 1st century BC.

Really? So, how do you make ice cream in your factory?

Well, we weigh all the ingredients that we need and we mix them together. We heat the mix at a really high temperature and kill any harmful bacteria.

And then? What do you do next?

We leave the mix for four hours. When it's cool, we add colours and flavours.

OK. So that's it?

Not quite. The people in the factory pump the mix through a freezer. It freezes some of the water in the ice cream and puts air in it. We add nuts, fruit and chocolate.

It's a long process!

Yes. We package the ice cream and send it to shops ... and, well, that's it.

How is ice cream made in a factory?

Ice cream has always been popular. It was invented over 2,000 years ago and it was eaten by the Emperor Nero in ancient Rome. Let's look at how it is made.

First of all, in the factory, all the ingredients that are needed are weighed. Then, ...

WRITING GUIDE

Task Choose one of the popular food items or drinks below. Describe the process of making the product.

- peanut butter ■ jelly beans ■ Coca-Cola ■ olive oil
- cornflakes ■ tomato ketchup ■ orange juice
- potato crisps

Ideas Research the product you have chosen and find out interesting facts about it, as well as how it is made. Which of the verbs below will you need to use in your description?

- mix ■ heat ■ freeze ■ add ■ weigh ■ package
- send ■ grow ■ cut

Plan Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Introduce the product, say what people use it for today and when people started to use it in the past. Include some interesting facts.

Paragraphs 2 and 3: Describe how it is made, using linking words to show the different stages of the process.

Write Write your description. Use the plan to help you.

Check Check the following points.

- Are your ideas divided into paragraphs?
- Are the stages of the process in the correct order? Do the linking words make this clear?
- Have you checked spelling, grammar and punctuation?

A Make a difference	Mark (1-3)	How can I improve?
<p>1 How are Uzbekistan, India and Nigeria each involved in making and trading T-shirts?</p> <p>I can understand a text about the life cycle of a product, how it affects the environment and the people involved in the process.</p>		
<p>2 Complete the phrasal verbs below with an appropriate preposition. 1 try clothes 2 take clothes 3 put clothes</p> <p>I can use phrasal verbs to talk about buying and selling clothes.</p>		
<p>3 Which word cannot form a compound noun with <i>shop</i>? ■ sweat ■ price ■ discount</p> <p>I can use compound nouns to describe products and shops.</p>		

B Where does it come from?	Mark (1-3)	How can I improve?
<p>4 Rewrite the sentences using the passive so that they have the same meaning. 1 A lot of people use electric toothbrushes every day. 2 Dr Philippe-Guy Woog designed the first electric toothbrush.</p> <p>I can use the present and past simple passive.</p>		
<p>5 Put the words in order to make a present perfect passive sentence. has / for hundreds of years / eaten / ice cream / been / .</p> <p>I can use the present perfect passive.</p>		

C Protest	Mark (1-3)	How can I improve?
<p>6 Which two verbs are often used to describe negative effects on the environment? ■ support ■ protect ■ destroy ■ conserve ■ use up</p> <p>I can use a variety of verbs to talk about the environment.</p>		
<p>7 Give two negative effects of the manufacture of mobile phones.</p> <p>I can understand a radio programme about mobile phones.</p>		
<p>8 Give one way of agreeing and one way of disagreeing.</p> <p>I can agree and disagree.</p>		

D Eyes in the sky	Mark (1-3)	How can I improve?
<p>9 Give one example of something that Google Earth Outreach has been used for.</p> <p>I can understand a text about the effect of technology.</p>		
<p>10 What is the difference in meaning between the suffixes <i>-ful</i> or <i>-less</i>?</p> <p>I can use the suffixes <i>-ful</i> and <i>-less</i> to form adjectives.</p>		
<p>11 Complete the sentence with one word. In the future, search engines be used in many different ways.</p> <p>I can use the future passive.</p>		

E Describing a process	Mark (1-3)	How can I improve?
<p>12 Name three phrases you can use to express sequence in a text.</p> <p>I can use different phrases to express sequence.</p>		
<p>13 Correct four spelling and punctuation errors in this sentence. <i>i dont come from englend.</i></p> <p>I can spell and punctuate sentences correctly when writing a text.</p>		
<p>14 Write two things that happen in the process of making paper.</p> <p>I can write a description of a process.</p>		

BEFORE YOU READ

- 1 Read about Mark Twain. What happened at the time of his birth and death?
- 2 Read the background to the story on page 85. Why are Jim and Huckleberry leaving Jackson Island?

About the author

Mark Twain (real name Samuel Langhorne Clemens)

Born: 1835 in Missouri, USA

Died: 1910

Important works: *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *The Adventures of Huckleberry Finn* (1884)

Did you know? Mark Twain is sometimes called 'the father of American literature' because he was one of the first American authors to write popular stories about ordinary people in the United States. He's also famous for his sense of humour and amusing sayings, like 'When I was younger I could remember anything, whether it happened or not.'

Mark Twain had several jobs before he became a writer. At first he was a printer, then he worked on boats and he even tried gold mining. He took his pen name, Mark Twain, from an expression used by boatmen on the Mississippi river. They shouted 'mark twain' to tell others that the water was deep enough for a boat to sail through.

He was born at a time when people could see Halley's Comet in the sky. This happens for a few weeks about every seventy-five years. He said he would die when it next returned to the sky, and he was right. He died of a heart attack the day after it appeared again.

1 Read the extract on page 85. Match sentences A–G to gaps 1–7 in the extract.

- A They made a terrible noise and someone called from the house, 'Who's there?'
- B When I came up out of the water, I couldn't see Jim anywhere.
- C He thought it was Cairo.
- D I was really pleased to see him.
- E When it began to get light, we hid.
- F Together, we went down to some trees by the river.
- G It was very dark that night and it wasn't easy to see where we were going.

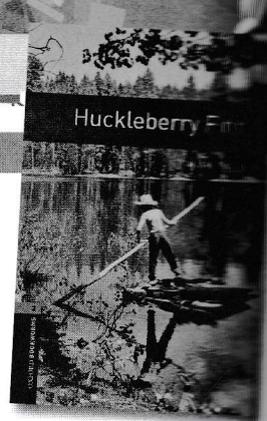
2 SPEAKING Work in pairs. Answer the questions.

- 1 Why are Jim and Huckleberry Finn going to Ohio? What other reasons did people have for making long journeys in the past? Do people travel for the same reasons today?
- 2 Do you think Huckleberry Finn is a good friend? Why / why not?
- 3 What do you think happens next?

3 Read what happens next. Why do the Phelps family think Huckleberry Finn is Tom Sawyer?

READ ON

Huckleberry and Jim travel down the river on the raft. They meet two men who tell them they are an English Duke and the son of the King of France. Huck doesn't believe them, but says nothing. One day Jim goes missing and Huck finds out that earlier that day, the Duke and King sold his friend to a family called the Phelps. He goes to their house, and discovers that Mr and Mrs Phelps are the aunt and uncle of his friend Tom Sawyer. In fact, they are expecting Tom to arrive when Huck knocks on their door. Because they haven't seen their nephew for many years, the Phelpses don't know what he looks like, so they think Huck is Tom. A little later, Huck meets Tom near the house and he tells his friend what happened. Tom thinks the situation is funny and decides to tell his aunt and uncle that he is Sid, his own brother. They return to the Phelpses' house and together plan to set Jim free again.



4 3.11 Listen to the next part of the story. Why are the three friends happy?

5 3.11 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Huckleberry thinks that Tom's plan is bad.
- 2 Jim knows that the boys are trying to free him.
- 3 Mr Phelps sends a letter to Jim's owner.
- 4 The boys' plan to free Jim is successful.
- 5 Tom doesn't want to see a doctor about his leg.
- 6 Jim and Huckleberry escape on the raft and leave Tom on Spanish Island.

6 SPEAKING Work in pairs. Answer the questions.

- 1 Why did Tom and Huckleberry write secret letters? Do you think this was a good idea?
- 2 Use a dictionary to help you. Which of the following adjectives best describe Jim, Huck and Tom? Give reasons for your choice.
 - loyal ■ adventurous ■ young ■ clever ■ happy ■ sad
 - afraid ■ fearless ■ anxious ■ stupid ■ poor ■ kind

Writing

7 Write an ending for the story. Imagine you are Huckleberry Finn and you are now sixty years old. You are telling the story to your grandson. Include the following and your own ideas:

- What happened to Jim and Tom when the doctor arrived? Did Tom go to hospital?
- What happened in the next few days, weeks or months? Did you visit any other towns or interesting places? Did you ever reach Cairo in Illinois?
- Where are the three friends now and what are they doing? Is Jim still a slave?

BACKGROUND TO THE STORY

Huckleberry Finn is a fourteen-year-old boy from a small American town – St Petersburg, Missouri. He hasn't got a home because his mother died and his father, who is often drunk, rarely stays in one place. For a while, Huck lives with a kind old lady called Widow Douglas and her sister, Miss Watson. He likes Widow Douglas, but he's unhappy that she wants him to wear clean clothes and go to school.

Huck is pleased when his father returns and takes him to live in a hut in the woods. But soon Mr Finn starts hitting the boy and locking him inside the hut when he goes out. Huck runs away to Jackson Island. He meets Jim, Miss Watson's slave, who is hiding there. After a few days Huck dresses as a girl and goes into town to find out what is happening. He discovers that people think Jim is on the island and that there's a reward of \$300 for anyone who finds him. What is more, there's a search party going to the island that night, so Huck and Jim decide it's time to leave.

Huckleberry Finn

We got out the raft as fast as we could, put all our things on it, tied the canoe on behind, and moved off down the river. 1 When it was dark again, we travelled on. On the fifth night we passed St Louis, and we decided to go on down to Cairo in Illinois, sell the raft there and get a boat to Ohio. There are no slaves in Ohio.

We slept for most of that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very excited. 2 Jim got the canoe ready and I went off in it to take a look at those lights. But it wasn't Cairo.

After that, we went on down the river. 3 Suddenly, a big steamboat came at us very fast, and the next minute it was right over us. Jim and I jumped off the raft into the water. The boat hit the raft and went on up the river.

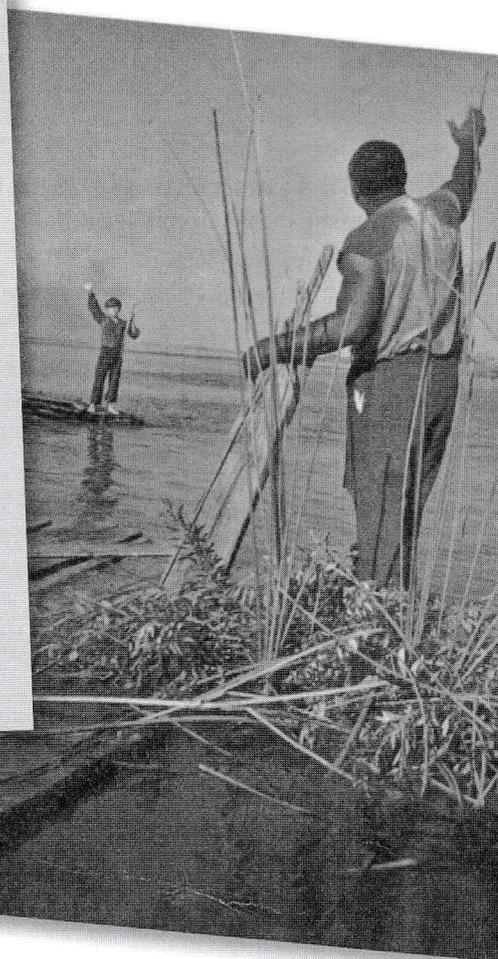
4 I called out his name again and again, but there was no answer. 'He's dead!' I thought. Slowly, I swam to the side of the river and got out. I saw that I was near a big old wooden house. Suddenly a lot of very angry dogs jumped out at me. 5

'George Jackson,' I answered quickly. 'I've fallen off a river boat.'

Well, the people who lived in that house were very kind, and they took me in and gave me some new clothes and a good meal. I told them that my family were all dead, so they said I could stay with them as long as I wanted. It was a beautiful house and the food was good there, so I stayed.

A few days later one of the slaves in the house came to me and said, 'Come with me!' 6 'In there!' he said and went away.

On the ground, I found a man, asleep. It was Jim! 7 When the steamboat hit the raft, Jim told me, the raft didn't break up. Jim swam after it and caught it. Then he began to look for me.



BEFORE YOU READ

- 1 Read about Lewis Carroll. Do you know any of the characters in *Alice's Adventures in Wonderland* or *Through the Looking-Glass*? Who are they?
- 2 Read the background to the story on page 87. What is unusual about the rabbit? What do you think a place called 'Wonderland' is like?

About the author

Lewis Carroll (real name Charles Dodgson)

Born: 1832 in Daresbury, Cheshire, England

Died: 1898

Important works: Novels: *Alice's Adventures in Wonderland* (1865), *Through the Looking-Glass and What Alice Found There* (1871); Poems: *Jabberwocky* (1871), *The Hunting of the Snark* (1876)

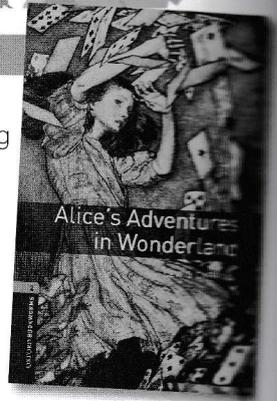
Did you know? Charles Dodgson was an English author, mathematician, inventor and photographer. When he was a child, he was very good at writing word games and puzzles. Charles had ten brothers and sisters and he often told stories to entertain them. At the age of eighteen, he went to study mathematics at Oxford University and later became a teacher.

Charles got the idea for *Alice's Adventures in Wonderland* in 1862 while on a boat trip on the River Thames with a colleague and the colleague's children. Alice was the name of one of the children. At first he told her the story. She liked it and she asked him to write it down. Because he was a mathematician, there are lots of references to mathematical theories and problems in the book, but you don't have to be good at maths to enjoy it.

- 1 Read the extract on page 87. What happens to Alice after she drinks from the bottle?
- 2 Read the extract again. Put the events a–h in the correct order.
 - a Alice leaves the key on the table.
 - b Alice finds something to eat.
 - c Alice picks up a key which unlocks one of the doors.
 - d Alice worries the drink might be dangerous.
 - e Alice decides to go into the garden.
 - f Alice tries to get out of the room, but discovers that she can't.
 - g Alice becomes so small that she can't reach the key.
 - h Alice gets annoyed with herself.
- 3 **SPEAKING** Work in pairs. Answer the questions.
 - 1 What is Alice like? Think of three adjectives to describe her. Give reasons for your choice.
 - 2 What do you think happens next? Does Alice eat the cake? How does she get out of the room?
- 4 Read what happens next. Who does Alice decide to visit?

READ ON

Alice eats the cake. At first nothing happens, but then she starts getting bigger and bigger. Soon she hits the ceiling of the room. Alice starts to cry and she cries for so long that her tears form a river. She finds a pair of white gloves and puts them on, then she becomes small again. In fact, she becomes so small that the river of tears carries her out of the room. Once outside, she discovers she isn't in the beautiful garden. She's in a wood, where she meets the White Rabbit again and talks to some strange creatures like the Cheshire Cat, who is always smiling. Alice asks the cat who lives nearby. The cat tells her that the March Hare lives to the right and a Hatter to the left, but he warns her that they are both mad. Alice sets off to visit the Hare.



- 5 **3.12** Listen to the next part of the story. What time is it when Alice arrives at the March Hare's house? What time is it when she leaves?
- 6 **3.12** Listen again. Complete sentences 1–10 with characters A–D.

A the March Hare	B the Hatter
C the Dormouse	D Alice

 - 1 sits between the Hatter and the March Hare.
 - 2 doesn't wait for an invitation to sit down.
 - 3 offers Alice something to drink.
 - 4 makes a comment about someone's hair.
 - 5 thinks the Hatter and the March Hare aren't polite.
 - 6 asks unusual questions.
 - 7 likes puzzles.
 - 8 sleeps most of the time.
 - 9 looks at his watch to find out what day it is.
 - 10 thinks that butter is good for watches.
- 7 **SPEAKING** Work in pairs. Answer the questions.
 - 1 What do Alice, the March Hare and the Hatter do that is rude? In your opinion, who is the rudest? Why?
 - 2 What is the difference between 'I mean what I say' and 'I say what I mean'?
 - 3 Does Alice enjoy the tea party? What kind of parties do you enjoy?

Writing

- 8 Imagine you are at an unusual tea party. Write a description of it. Include this information:
 - who invited you
 - who is at the party
 - where it is
 - what you have to eat and drink
 - why it is unusual

BACKGROUND TO THE STORY

Alice is sitting next to her older sister on a river bank. Her sister is reading a book, but Alice has got nothing to do. There aren't any pictures in the book for Alice to look at and there isn't anyone to talk to. She feels bored. Suddenly, she sees a white rabbit run past her. It's wearing a waistcoat and it's got a pocket watch. Alice quickly runs after it and falls into a rabbit hole, where she finds a fantasy world of talking animals and strange people.



She was now in a long, dark room with doors all round the walls, and she could not see the White Rabbit anywhere.

She tried to open the doors, but they were all locked. 'How will I ever get out again?' she thought sadly. Then she saw a little glass table with three legs, and on the top of it was a very small gold key. Alice quickly took the key and tried it in all the doors, but oh dear! Either the locks were too big, or the key was too small, but she could not open any of the doors.

Then she saw another door, a door that was only forty centimetres high. The little gold key unlocked this door easily, but of course Alice could not get through it – she was much too big. So she lay on the floor and looked through the open door, into a beautiful garden with green trees and bright flowers.

Poor Alice was very unhappy. 'What a wonderful garden!' she said to herself. 'I'd like to be out there – not in this dark room. Why can't I get smaller?' It was already a very strange day, and Alice was beginning to think that anything was possible.

After a while she locked the door again, got up and went back to the glass table. She put the key down and then she saw a little bottle on the table ('I'm sure it wasn't here before,' said Alice). Round the neck of the bottle was a piece of paper with the words DRINK ME in large letters.

But Alice was a careful girl. 'It can be dangerous to drink out of strange bottles,' she said. 'What will it do to me?' She drank a little bit very slowly. The taste was very nice, like chocolate and oranges and hot sweet coffee, and very soon Alice finished the bottle.

* * *

'What a strange feeling!' said Alice. 'I think I'm getting smaller and smaller every second.'

And she was. A few minutes later she was only twenty-five centimetres high. 'And now,' she said happily, 'I can get through the little door into that beautiful garden.'

She ran at once to the door. When she got there, she remembered that the little gold key was back on the glass table. She ran back to the table for it, but of course, she was now much too small! There was the key, high above her, on top of the table. She tried very hard to climb up the table leg, but she could not do it.

At last, tired and unhappy, Alice sat down on the floor and cried. But after a while she spoke to herself angrily.

'Come now,' she said. 'Stop crying at once. What's the use of crying?' She was a strange child, and often talked to herself like this.

Soon she saw a little glass box near her on the floor. She opened it, and found a very small cake with the words EAT ME on it.

BEFORE YOU READ

- 1 Read about Charles Dickens and his experience as a child. What do you think this story might be about?
- 2 Look at the photo. What do you think schools were like in the nineteenth century?

About the author

Charles Dickens

Born: 1812 in Portsmouth, England

Died: 1870

Important works: *Oliver Twist* (1837–39), *Nicholas Nickleby* (1838–39), *A Christmas Carol* (1843), *David Copperfield* (1849–50), *Hard Times* (1854), *Great Expectations* (1860–61)

Did you know? Dickens is one of the greatest English novelists. He wrote about the social conditions of nineteenth-century England. Life was difficult then and many people, including children, worked long hours and earned very little. When Dickens was twelve years old, his father went to prison because he borrowed too much money. Dickens had to go and work in a factory, so he didn't go to school for several years. He became rich and famous later in life, but this experience influenced his stories.

Like many novels in the nineteenth century, Dickens' works first appeared as serialized stories in newspapers and magazines. The topics and the memorable characters, such as Mr Pickwick and Scrooge, made the stories extremely popular. At that time, many people were illiterate, so they went to coffee shops to hear the stories read aloud.

- 1 Read the extract on page 89. What does Sissy Jupe's father do?
- 2 Read the extract again. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.
 - 1 Mr Gradgrind hasn't got any children.
 - 2 He worked as a teacher before he became an MP.
 - 3 Sissy Jupe and Mr Gradgrind haven't met before.
 - 4 He asks Sissy to tell him more about the circus.
 - 5 Sissy agrees with Mr Gradgrind that it's wrong to have patterns on carpets.
 - 6 He doesn't want the children in his school to use their imagination.
 - 7 Bitzer is Mr Gradgrind's favourite student.
 - 8 Mr Gradgrind stays to watch the rest of the lesson.
- 3 **SPEAKING** Work in pairs. Answer the questions.
 - 1 Do you agree with Mr Gradgrind that the only thing you need is facts? Are facts and money more important than ideas and feelings? Why / why not?
 - 2 Do you think Sissy will be happy at Mr Gradgrind's school? Why / why not?
- 4 Read what happens next. What do you think has happened to Sissy's father?

READ ON

On his way home, Mr Gradgrind passes the circus and discovers Tom and Louisa, two of his five children, watching the performance. Louisa tells him she wondered what it was like. She's tired of a life full of facts. They all go home, where they find Mr Bounderby talking to Mrs Gradgrind.

Mr Bounderby suggests sending Sissy away from the school because he thinks she's a bad influence on the other children. The two men set out to find Sissy's father and tell him about their decision. They meet Sissy on the way. She has bought a medicine called 'Nine Oils' for her father because he's ill. They go to the house together, but Sissy's father isn't at home. She's worried and goes out to look for him. Mr Bounderby and Mr Gradgrind stay in the house and talk to some of the neighbours.



- 5 3.13 Listen to the next part of the story. Does Sissy agree to go with Mr Gradgrind?
- 6 3.13 Listen again. Choose the correct answers.
 - 1 Sissy's father has disappeared because
 - a he's too old to work in the circus.
 - b he doesn't get on with his daughter.
 - 2 Sissy's father wanted her
 - a to have a good education.
 - b to work in the circus.
 - 3 Mr Gradgrind tells Sissy
 - a that she's not going to see her father again.
 - b that he'll look after her.
 - 4 If she accepts the offer,
 - a her father will have to pay for her education.
 - b she won't speak to the circus people again.
 - 5 If her father comes back,
 - a he won't be able to find her.
 - b Mr Sleary will contact Mr Gradgrind.
 - 6 Mr Sleary thinks that
 - a people need entertainment as well as hard work.
 - b Sissy should forget the circus people.

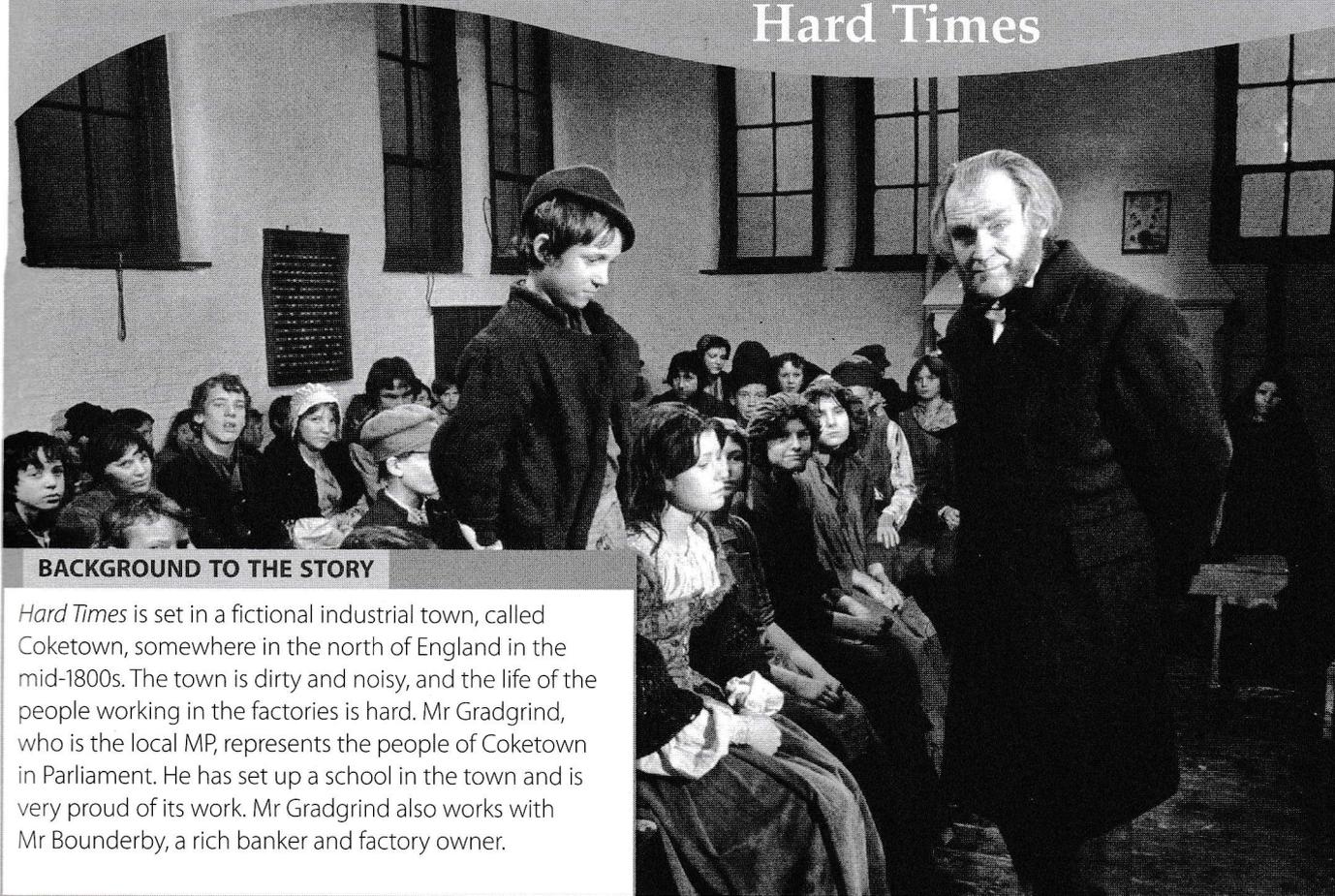
7 SPEAKING Work in pairs. Answer the questions.

- 1 Why do you think Mr Gradgrind changed his mind about sending Sissy away from the school?
- 2 Did Sissy make the right choice? Why / why not?

Writing

- 8 Imagine you are Sissy Jupe. Write a letter to your father telling him how your life has changed since he left. Include this information:
 - what happened after he left
 - where you live now
 - what Mr Gradgrind and his family are like
 - what the school is like and what you learn there
 - what you want your father to do

Hard Times



BACKGROUND TO THE STORY

Hard Times is set in a fictional industrial town, called Coketown, somewhere in the north of England in the mid-1800s. The town is dirty and noisy, and the life of the people working in the factories is hard. Mr Gradgrind, who is the local MP, represents the people of Coketown in Parliament. He has set up a school in the town and is very proud of its work. Mr Gradgrind also works with Mr Bounderby, a rich banker and factory owner.

'Now what I want is facts. Give these boys and girls facts. That's how I teach my own children, and that's how I want you to teach these children here in my school. Facts, Sir, only facts!'

These words were spoken in a large, clean schoolroom with high, white, empty walls. The speaker was Mr Thomas Gradgrind, a Member of Parliament, a man of facts, numbers, and information. He had a square body, a square face, and a loud voice. He stood beside the schoolteacher and looked at the children, sitting in rows like empty bottles, all waiting for somebody to fill them up with facts.

'Girl number twenty,' he said, looking at a dark-eyed girl in the front row. 'Who is that girl?'

'Sissy Jupe, Sir,' said girl number twenty, in a shaking voice.

'Sissy is not a name. Call yourself Cecilia.'

'My father calls me Sissy, Sir,' she replied quietly, her face reddening.

'Then tell him that he mustn't. What is your father?'

'He's a clown in the circus, Sir. The horse-riding circus.'

'We don't want to talk about circuses here,' said Gradgrind in a stern voice. 'Let me ask you, boys and girls, would you like to have paper on your walls, with pictures of horses on it?'

Half of the children called 'Yes, Sir!' Then the other half, seeing Mr Gradgrind's stony face, shouted 'No, Sir!'

'Of course, no,' said Mr Gradgrind. 'Do you ever, in fact, see real horses walking up and down the sides of rooms? Of course not! And would you like to have a carpet with pictures of flowers on it in your house? Girl number twenty!'

'Yes, Sir,' answered Sissy Jupe, reddening more deeply. 'I like flowers. They're pleasant and pretty. My idea is —'

'Ah! That's the problem!' said Mr Gradgrind. 'Ideas! Never have ideas, Cecilia Jupe. Never. Now then, who can tell me what you must have? Bitzer, can you?'

He looked at a boy with very light skin, white hair, and cold, almost colourless eyes.

'Facts, Sir,' replied the boy.

'Very good, Bitzer. You must not have anything which you cannot, in fact, see in the real world — no horses on your walls, no flowers on your floors. Facts, only facts!'

Mr Gradgrind ordered the schoolteacher to begin his lesson, and then he left for home.

BEFORE YOU READ

- 1 Read about Edith Nesbit. How many children's books did she write? What were they about?
- 2 Read the background to the story on page 91. What things do you think the children miss after they move to the country? How is life in the country different from life in the city?

About the author

Edith Nesbit

Born: 1858 in London, England

Died: 1924

Important works: *The Story of the Treasure Seekers* (1899), *Five Children and It* (1902), *The Railway Children* (1906), *The Enchanted Castle* (1907)

Did you know? Edith Nesbit's real life was as interesting and full of adventures as her fiction. She didn't have a happy childhood because her father died when she was four years old, her sister was very ill, and the family often had to move to different countries. They travelled to France, Germany and Spain, but Edith didn't always go with them. She had to go to boarding school. However, she didn't like it and once even tried to run away from it. When Edith was thirteen, the family finally returned to England and settled in a house near a railway line. She was very happy there, especially during the holidays – her brothers built a raft for the pond, they found a secret room in the house and often went to the railway line to wave at the trains. This period of her life inspired many of her poems and stories.

Edith Nesbit wrote over sixty books for children in various genres. Some of the books, like *The Railway Children*, told stories of children and their adventures in the real world, while others were about children who meet fantasy creatures, travel in time and find magic objects.

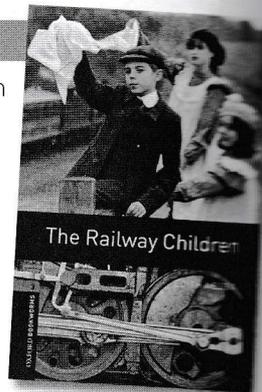
- 1 Read the extract on page 91. Who stole the coal?
- 2 Read the extract again. Choose the correct answers.
 - 1 The children's mother about their father.
 - a writes stories
 - b rarely talks
 - c forgets
 - 2 Mother says the family don't have
 - a a lot of food
 - b much money
 - c to wear old clothes
 - 3 comes up with a plan for the fire.
 - a Peter
 - b The girls
 - c Mrs Viney
 - 4 The children find some coal
 - a behind the house
 - b under some stones
 - c on the hill
 - 5 Mrs Viney what the children are doing.
 - a finds out
 - b doesn't know
 - c worries about
 - 6 The Station Master wants to take the children to the
 - a police station
 - b railway station
 - c station yard

3 SPEAKING Work in pairs. Answer the questions.

- 1 Do you think Peter knew it was wrong to take the coal? Why / why not?
- 2 What would you do with the children if you were the Station Master?
- 3 Read what happens next. Why do the children imagine the Old Gentleman might know their father?

READ ON

The Station Master tells the children that taking coal from the railway is stealing, but he doesn't take them to the police station. They know he's right and are sorry for what they did. Soon they start visiting the station again and they make friends with the porter, Mr Perks. Every morning, the children wave at the passengers on the 9.15 train to London. They notice that an old man, who they call the Old Gentleman, waves back at them. He's on the train every morning and after a while the children start thinking they know him, although they've never spoken to him. They also imagine that he knows their father because he lives in London, too. Then one day their mother is sick and Mrs Viney sends for the doctor ...



4 3.14 Listen to the next part of the story. Complete sentences 1–7 with characters A–F.

- A Mother B Peter C Phyllis
D Bobbie E the Old Gentleman F Perks

- 1 tells the other children to find a way to get the things that needs.
- 2 and paint a sign.
- 3 shows the sign to as the train goes past.
- 4 gives a letter when the train stops.
- 5 is going to pay when he grows up.
- 6 delivers a box with some food and flowers for
- 7 is happy to help the children.

5 SPEAKING Work in pairs. Answer the questions.

- 1 Were the children right to ask for help? Why / why not?
- 2 If the children lived in the twenty-first century, what do you think they would do in order to find money to buy the things for their mother?

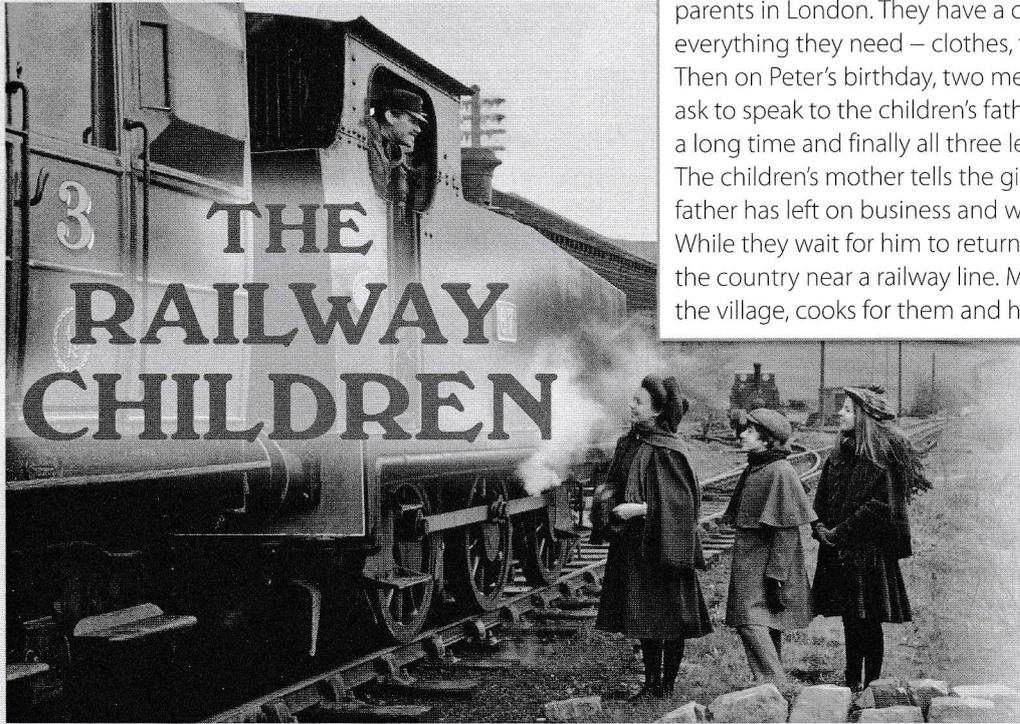
Writing

6 Imagine your school needs new equipment or facilities. Write an email to a company or individual asking for help. Include this information:

- what you want (for example, sports or computing equipment, library books, a new sports hall)
- why you want it
- why you are asking that person or company
- how it will make a difference

BACKGROUND TO THE STORY

Roberta (Bobbie), Phyllis and Peter live happily with their parents in London. They have a comfortable life with everything they need – clothes, food and lots of toys. Then on Peter's birthday, two men knock on the door and ask to speak to the children's father. The three men talk for a long time and finally all three leave the house together. The children's mother tells the girls and Peter that their father has left on business and will be away some time. While they wait for him to return, they move to a house in the country near a railway line. Mrs Viney, a woman from the village, cooks for them and helps with housework.



And so the days passed. The children did not go to school now, and Mother spent every day in her room, writing stories. Sometimes she managed to sell a story to a magazine, and then there were cakes for tea. The children did not forget their father, but they did not talk about him much, because they knew that Mother was unhappy. Several times, she had told them that they were poor now. But it was difficult to believe this because there was always enough to eat, and they wore the same nice clothes.

But then there were three wet days, when the rain came down, and it was very cold.

'Can we light a fire?' asked Bobbie.

'We can't have fires in June,' said Mother. 'Coal is very expensive.'

After tea, Peter told his sisters, 'I have an idea. I'll tell you about it later, when I know if it's a good one.'

And two nights later, Peter said to the girls, 'Come and help me.'

On the hill, just above the station, there were some big stones in the grass. Between the stones, the girls saw a small heap of coal.

'I found it,' said Peter. 'Help me carry it up to the house.'

After three journeys up the hill, the coal was added to the heap by the back door of the house. The children told nobody.

A week later, Mrs Viney looked at the heap by the back door and said, 'There's more coal here than I thought there was.'

The children laughed silently and said nothing.

But then came the awful night when the Station Master was waiting for Peter in the station yard. He watched Peter climb on the large heap of coal by the wall and start to fill a bag.

'Now I've caught you, you young thief!' shouted the Station Master. And he took hold of Peter's coat.

'I'm not a thief,' said Peter, but he did not sound very sure about it.

'You're coming with me to the station,' said the Station Master.

'Oh, no!' cried a voice from the darkness.

'Not the *police* station!' cried another voice.

'No, the railway station,' said the man, surprised to hear more voices. 'How many of you are there?' Bobbie and Phyllis stepped out of the darkness.

'We did it, too,' Bobbie told the Station Master. 'We helped carry the coal away, and we knew where Peter was getting it.'

'No, you didn't,' said Peter, angrily. 'It was *my* idea.'

'We did know,' said Bobbie. 'We pretended we didn't, but we did.'

The Station Master looked at them. 'You're from the white house on the hill,' he said. 'Why are you stealing coal?'

Literature insight 5 *The Lost World* – Sir Arthur Conan Doyle

BEFORE YOU READ

- 1 Read about Sir Arthur Conan Doyle. What type of books did he write? What genre do you think *The Lost World* is?
- 2 Read the background to the story on page 93. Why does Ned Malone want to go on an adventure?

About the author

Sir Arthur Conan Doyle

Born: 1859 in Edinburgh, Scotland

Died: 1930

Important works: Sherlock Holmes novels and collections of short stories, including *The Sign of Four* (1890) and *The Hound of the Baskervilles* (1902); Professor Challenger stories, including *The Lost World* (1912)

Did you know? Sir Arthur Conan Doyle learned the art of storytelling from his mother, who had a passion for books and an expressive, dramatic voice. He started writing while he was a medical student at the University of Edinburgh, and some of his short stories appeared in magazines. When he graduated and became a doctor, he didn't have many patients at first, so he used to write between appointments.

Although Arthur Conan Doyle is famous as the creator of Sherlock Holmes, he also wrote many short stories in other genres, including science fiction and historical dramas. In addition, he published many non-fiction books, plays and poetry.

After the death of his first wife and one of his sons, he became very interested in spiritualism and wanted to find out if there was life after death. He was a member of The Ghost Club, which started in Cambridge in the 1850s to research paranormal activity. Many people were interested in spiritualism in the nineteenth century, including Charles Dickens.

1 Read the extract on page 93. Answer the questions.

- 1 How does Ned feel on his way to work?
- 2 What is Ned's opinion of Mr McArdle?
- 3 What does Mr McArdle think of Ned's work?
- 4 Why does Mr McArdle ask Ned if he wants to die young?
- 5 Why is it unusual for young reporters to go to dangerous places?
- 6 What has Professor Challenger done to other reporters?
- 7 Why does Professor Challenger's trip to South America remain a mystery?
- 8 What two explanations does McArdle give for Professor Challenger's behaviour?

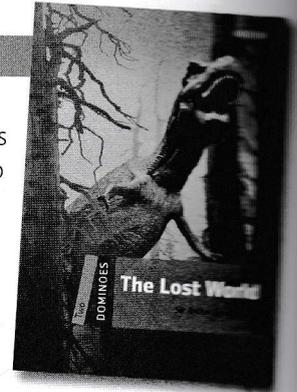
2 SPEAKING Work in pairs. Answer the questions.

- 1 In your opinion, why doesn't Mr McArdle send a famous reporter to interview Professor Challenger?
- 2 What personal qualities and skills do you need to be a great reporter? Has Ned got those skills?
- 3 What do you think will happen when Professor Challenger meets Ned?

3 Read what happens next and check your answer to question 3 in exercise 2.

READ ON

Ned goes to see his friend Tarp Henry, who is a scientist and knows of Professor Challenger's work. Tarp shows Ned some of Challenger's books. Ned then decides to pretend that he's a young scientist interested in the Professor's work, and writes him a letter. When Tarp reads the letter, he warns Ned that Challenger is dangerous but he doesn't think that the Professor will answer Ned's letter. However, he's wrong and the Professor invites Ned to his home. When they meet, Challenger soon realises that Ned is a journalist and attacks him. The two men end up in the street with a policeman standing next to them ready to arrest the Professor. Ned tells the policeman that he started the fight and that Challenger didn't mean to hurt him. The Professor is surprised and suggests they return inside to finish their conversation.



4 3.15 Listen to the extract and complete the sentences.

- 1 Professor Challenger went to South America ago.
- 2 The Indians took him to see an ill
- 3 In the book he found, there were drawings of people, and
- 4 Ned is shocked when he sees the on the last page.
- 5 The first bone which the Professor shows Ned is long.
- 6 Professor Challenger thinks the bone came from a
- 7 Other believe all the dinosaurs died millions of years ago.

5 SPEAKING Work in pairs. Answer the questions.

- 1 Would you like to go on an expedition to find new places or creatures? Why / why not? Where would you like to go?
- 2 Imagine one of you is the Professor and the other is Ned. Carry out an interview for the *Gazette* about how Professor Challenger found the drawings and the bones.

Writing

6 Write an article for the *Gazette* based on the interview you carried out in exercise 5. Include this information:

- who Professor Challenger is
- what he has found, when and where
- what other scientists think of his ideas
- what you think of them

BACKGROUND TO THE STORY

The young journalist Ned Malone is in love with a beautiful lady, Gladys Hungerton, and wants to marry her. Gladys thinks Ned is a good friend and she likes spending time with him, but she refuses to marry him. He isn't the type of man she dreams of marrying. In her imagination, her future husband is a fearless and famous adventurer. Ned decides to take up the challenge and 'do something great in the world'. Gladys tells him that they can talk again when he has achieved this goal.

That was how it all began. As I waited for my bus in the dark, rainy London streets, something was burning inside me. I was twenty-three, an unimportant young reporter on the *Daily Gazette* newspaper, but I felt inside me the hot fire of first love. Tonight, I was sure, I would find something that would change my life. I would find a great thing to do, a brave adventure somewhere out in the world, and I would win my Gladys's love.

So, that cold November evening, I arrived at the office of the *Gazette* with my head full of these ideas. Mr McArdle, the news editor, was at his desk. I always liked old McArdle, and I hoped that he liked me.

'I hear that you are doing very well, Mr Malone,' he said, in his kind Scottish voice. 'You have written some very good pieces for us.'

'Thank you,' I answered.

'Now, how can I help you?'

'Sir, I ... I have something to ask you. Do you think that you could possibly send me somewhere with a lot of adventure and danger? I'll try to write something good for the *Gazette*, I really will.'

'Were you thinking of anywhere special?'

'Not really. But somewhere very difficult. I want something really hard.'

'Oh dear me, Mr Malone. That's very brave of you,' replied McArdle. 'Do you really want to lose your life so young?'

'No, I want to find out what my life really means.'

'Mr Malone, the days of young reporters going on dangerous adventures are past, I'm afraid. These days editors only give jobs like that to famous reporters,' he said. But then a sudden smile came to his face. 'Wait a minute! I have an idea. Why don't you go and see Professor Challenger?'

THE LOST WORLD



'Professor Challenger! The famous zoologist!' was my surprised reply. 'Didn't he break the arm of that reporter from *The Times*?'

'Yes, but I'm hoping that you'll have better luck. And you said that you wanted danger, didn't you? Here are some notes for you to begin with.'

He gave me a paper and I read it quickly.

'But, sir,' I said to McArdle, putting the paper in my pocket. 'I don't understand. Why do I need to talk to this man? What has he done?'

McArdle's round, red face looked up from his newspaper.

'He spent a year alone, in a place somewhere in South America. No one knows where it was. He came back to London last year, and he said one or two things about his travels, but then people started asking questions and he stopped talking so freely. Either something wonderful happened there – or the man's a liar. Most people think he's a liar. So now he hits anybody who asks him questions, and he throws reporters downstairs. That's your man, Mr Malone. Go and see what you think of him.'

Listening

1 Check you understand the meanings of the words below. Make a story that uses all the words.

■ amazing ■ charity ■ confirmed ■ countryside ■ traffic

EXAM STRATEGY

- Read the exam task and identify the topic.
- Read each question carefully.
- Underline the key words, so you know what to listen for.

2 **EXAM TASK**  3.16 Listen to three people talking about India. Match questions 1–5 to speaker A–C. You can use the letters more than once.

	A	B	C
1 Which person is worried about something?			
2 Which person thinks that what they do is important?			
3 Which person is describing a journey?			
4 Which person is talking formally to a group of people?			
5 Which person is asking for some suggestions?			

Reading

EXAM STRATEGY

- Read the task carefully. Make sure you know what you have to do.
- You don't need to understand every word in the text to complete the task. Concentrate on what you do understand.

3 Read the text about Coober Pedy quickly. Find the answers to the questions.

- 1 Where is Coober Pedy?
- 2 What is the weather like there?
- 3 Why do people go there?

4 **EXAM TASK** Read the text again. Match the information in headings 1–7 to paragraphs A–F. There is one heading that you do not need.

- 1 The best time to go to Coober Pedy
- 2 The reason there is a town at Coober Pedy
- 3 The number of opals Coober Pedy produces each year
- 4 Things a tourist can see near the town
- 5 The weather in summer
- 6 The way Coober Pedy is different from other towns
- 7 The reason Coober Pedy is still important today

COOBER PEDY

– OPAL CAPITAL OF THE WORLD

A In February 1915, fourteen-year-old Willie Hutchison found an opal, a valuable blue-green stone, in the South Australian desert and within months the town of Coober Pedy was born. People came from all over the world hoping to move in, stay a short time and leave rich.

B The first thing the visitor will notice about Coober Pedy is what an unusual place it is. Summer temperatures can reach as high as 50°C and, as a result, the majority of people live in underground homes, called 'dugouts'. Under the ground the temperature is a more pleasant 22–26°C.

C It isn't just homes that are underground either. There are underground hotels and bars. There are underground shops and restaurants. There's an underground art gallery and an underground church. And there's the world's only underground casino.

D There are many tours you can take from Coober Pedy. You can travel into the desert on dusty dirt roads. You can visit the opal mines. You can even try your luck at finding opals yourself. A few years ago one lucky tourist dug up an opal worth \$50,000.

E Coober Pedy is still the opal capital of the world. Even now it produces 70% of the world's opals. It also still pulls in people from all around the world. Amongst the 3,500 people who live there at the moment, there are forty-five different nationalities.

F If you're thinking of visiting, it's best to avoid the summer. Between April and October is the best time. The nights are very cold, but the days are a reasonable 16–20°C.

Use of English

EXAM STRATEGY

- Read each of the options and decide which ones are definitely wrong.
- Read the sentences again with each of the options in place and decide which sounds the best.

5 EXAM TASK Complete the sentences with options a–d.

- 1 While I across Australia, I visited Alice Springs.
a was travelling c travel
b am travelling d travels
- 2 What type of volunteer work are you interested?
a of c to
b in d at
- 3 I moved to New York
a since five years c five years ago
b five years old d after five years
- 4 Couchsurfing is a good way to friends.
a be c do
b have d make
- 5 She a long time in Spain, that's why she speaks such good Spanish.
a stays for c spent
b is spending d lives for
- 6 Visitors come to Ellis Island to learn about the history families.
a of the c they
b of their d their
- 7 We decided to from everything and experience the world.
a get to c get away
b get off d get through
- 8 I was looking for the station it started raining.
a while c when
b since d as

Speaking

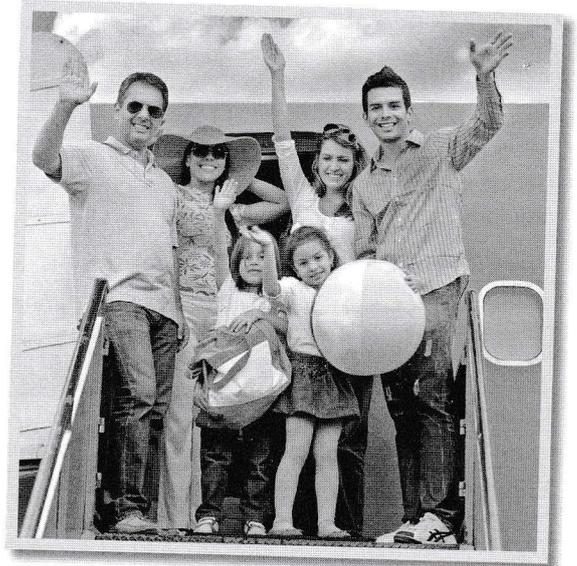
EXAM STRATEGY

- Look at the photo carefully and think about what it shows and how the people in it might feel.
- Don't forget to give reasons for your ideas.

6 Look at the photo in the task opposite. Which three words from the list below will you not need to describe the photo?

- airport ■ ashamed ■ excited ■ plane ■ smiling ■ taste
- trip ■ volunteer

7 EXAM TASK Answer the questions about the photo. Give reasons for your answers.



- 1 Do you think these people are going on holiday or returning home? Why?
- 2 Would you prefer to go on holiday with your family or friends? Why?
- 3 Tell me about a holiday you enjoyed.

Writing

EXAM STRATEGY

- Before you start writing, think about what type of text you have to write.
- Decide what style of language you need to use and think about the differences between formal and informal writing.

8 Read the exam task and answer the following questions:

- Is your email formal or informal?
- How many paragraphs has it got?
- How will you start and end your email?

9 EXAM TASK A student from Sweden stayed with you as part of a student exchange. Write an email to a friend about the exchange. Include the following points:

- a short description of your visitor.
- how you spent your time together.
- a description of something funny that happened during the visit.
- a reason or reasons why you enjoyed the visit.

Listening

1 Make a list of the things people do in the kitchen in your home.

EXAM STRATEGY

- Read the sentences carefully before you listen. They will give you an idea of what you are going to hear.
- Decide if you need to listen for specific information or opinions.

2 **EXAM TASK** 3.17 Listen to a radio interview. Are the sentences true (T) or false (F)?

	T	F
1 Libby has been editor of <i>Modern Homes</i> magazine for twenty years.		
2 In the past, the kitchen was just the place where people prepared food.		
3 People spend less time in the kitchen now than they did in the past.		
4 The 'island' is where people put their new technology.		
5 Libby thinks the modern kitchen is good for family life.		

Reading

3 Read the text about the Plate and Spoon quickly. Choose the best endings to sentences 1 and 2.

- 1 The text is
 - a part of a letter.
 - b a review.
 - c an advertisement.
- 2 The writer goes to the restaurant
 - a on her own.
 - b with three other people.
 - c with one other person.

EXAM STRATEGY

- Read the text quickly to find out what it's about.
- Read each multiple-choice question carefully. Find a sentence in the text which contains similar information and underline it.
- Check that the answers you haven't chosen are incorrect.

Plate and Spoon, London EC2

I didn't know much about the Plate and Spoon before setting off there for dinner, but at least three people have told me it's the best new restaurant in the City so I thought I should give it a try.

As soon as we walked in, I realized that dining here was going to be an interesting experience. The restaurant was full, but not noisy. Some diners were talking, but many were not. And later I found out why.

The menu isn't long, but changes daily and is beautifully written out on white card. There is variety: meat, fish, vegetarian. And dishes range from the simple (a plain grilled steak) to the more complex (a tower of aubergine, goat's cheese, and tomato served with a dressing of fresh herbs).

I choose plain dishes. I often do when eating somewhere for the first time. If something simple can be made to taste really good, that is the mark of an excellent chef. I decide on a tomato salad, followed by a piece of grilled fish. My partner chooses soup and a seafood lasagne.

The tomatoes come with olives, herbs and taste as fresh as the tomatoes from my own garden. Harry's soup is steaming hot, as it should be, and delicious. My fish is perfect: not overcooked, not undercooked. It comes with tiny, tasty vegetables. The seafood lasagne is a creamy, fishy heaven.

And this is when I discover why the room is so quiet. It's the silence of diners enjoying their food, tasting every mouthful. They talk when the plates are empty, but not while eating.

I finish with homemade ice cream. Harry has an apple dessert that silences him for another ten minutes as he rolls his eyes with pleasure. Then the bill comes. It isn't cheap, but for food like this most people would think it a small price to pay. And with all tips going directly to the staff, we happily add 10% and depart, knowing that we will be back before too long.

4 **EXAM TASK** Read the text again and choose the correct answers.

- 1 The writer goes to the restaurant because
 - a it's quiet.
 - b she likes simple food.
 - c she's heard it's good.
 - d it's new.
- 2 The writer chooses something plain because
 - a she wants to see how fresh the food is.
 - b she thinks plain food is tastier.
 - c she doesn't like more complex dishes.
 - d she wants to see how good the chef is.

- 3 Which of the following sentences is not true?
- The tomatoes are very fresh.
 - The fish is undercooked.
 - The soup is tasty.
 - The seafood lasagne is delicious.
- 4 The writer thinks
- the food is reasonably priced.
 - the desserts aren't as good as the main courses.
 - the service wasn't very good.
 - it will be a long time before she eats there again.

Use of English

EXAM STRATEGY

- Read the text quickly to find out what it's about.
- Read the sentences with each of the possible options and decide which one sounds best in English.
- Use the words before and after the gap to help you decide which option is correct.

TREEHOUSES – NOT JUST FOR KIDS

Have you ever wanted to hide away from the rest of your family and get a little ¹..... and quiet? Do you think houses in trees are just for children? Well, think again. Here at Arborbuild we can help you ²..... the perfect treehouse.

David Arbor started Arborbuild in the late 1980s. He needed an office to work ³..... so he built a treehouse in his garden. He enjoyed the project so much that he gave ⁴..... his job as an accountant and started his own company, building treehouses full-time. Twelve people work for him now and he ⁵..... treehouses in fifteen countries.

⁶..... you need an office, a storeroom, a playroom for the kids, or just somewhere to relax and read a book, Arborbuild can help you. Our planners will help you create the perfect space. Our workers will then build your dream – a dream that ⁷..... a lifetime.

- 5 **EXAM TASK** Choose the correct answers to complete gaps 1–7.

- | | | |
|-------------|-------------|-----------------|
| 1 a silence | b peace | c sleep |
| 2 a map | b describe | c design |
| 3 a in | b for | c with |
| 4 a up | b over | c in |
| 5 a built | b has built | c build |
| 6 a Where | b As | c If |
| 7 a last | b will last | c needs to last |

Speaking

- 6 **Imagine you are throwing a house-warming party. Look at lists A and B and decide who you would invite to a house-warming party and which food you would prepare.**

- A ■ siblings ■ girlfriend / boyfriend ■ neighbour
 ■ old school friends ■ parents
 ■ people from your new school
- B ■ pizza ■ sushi ■ chicken soup ■ crisps
 ■ homemade cookies ■ ice cream ■ meat balls
 ■ cheese crackers

EXAM STRATEGY

- Before you start speaking, think about each point in the exam task and how you are going to answer it.
- Try to say as much as possible about each point. Don't just give short responses.

- 7 **EXAM TASK** **Imagine you are renting a flat or a house with a friend and you want to have a house-warming party. Plan the party. Think about what you need to do in advance and what type of party you want to have. Include the following points:**

- the guest list.
- food, drink and music.
- the time and date.
- cleaning and preparing the house.

Writing

EXAM STRATEGY

- Read the exam task carefully and make notes about what you are going to write.
- Write a new paragraph for each point and make sure you include all the information.
- Read through your writing and check the vocabulary, grammar, spelling and punctuation.

- 8 **EXAM TASK** **You have recently left home and rented a flat and have decided to email a friend in England. Include the following points:**

- say why you left home.
- describe your new flat.
- say what you'd like to change about it.
- invite the friend to visit you.

Listening

EXAM STRATEGY

- Read the exam task and identify the topic.
- Underline the key words in each sentence, so you have an idea what each person in the recording will talk about.
- Listen to the recording carefully because the words you hear won't be exactly the same as the words in the sentences.

1 You are going to hear four people talking about dangerous sports. Tick (✓) the words below that you think you will hear.

- lifejacket ■ wind ■ dressing-gown ■ fall ■ ropes
- frightened ■ beach ■ boat ■ float ■ sofa ■ alive
- rescue ■ relax ■ hang-glider ■ snow ■ comfortably

2 EXAM TASK 3.18 Listen to four people talking about dangerous sports. Match the information 1–5 with the speakers A–D. One piece of information is not needed.

	A	B	C	D
1 This person is giving safety instructions.				
2 This person rescued a friend.				
3 This person was frightened.				
4 This person is a newsreader.				
5 This person is talking about a journey.				

Reading

EXAM STRATEGY

- Read the text quickly to find out what it's about.
- Read through the True / False sentences and make sure you understand them.
- Find the information in the text that matches each True / False statement.
- Decide if the information in the True / False statements is the same as or different to the information in the text.

3 EXAM TASK Read the article about Felix Baumgartner. Are statements 1–6 true (T) or false (F)?

	T	F
1 He is very experienced at skydiving.		
2 He was not very frightened.		
3 He had a problem opening his parachute.		
4 He knew he was travelling faster than the speed of sound.		
5 He is planning more skydives.		
6 He plans to settle down with his girlfriend.		

FASTER THAN THE SPEED OF SOUND

Felix Baumgartner has become the first skydiver to go faster than the speed of sound. Jumping from a balloon thirty-nine kilometres above New Mexico, the forty-three-year-old Austrian took just under ten minutes to descend to earth.

Early in the dive, people were worried that Baumgartner was in trouble. He seemed to be falling end over end instead of coming down in a fixed position. However, he used his experience of more than 2,500 dives to control this dangerous situation. A lot of terrifying thoughts went through his head and he was afraid he might not succeed, fall to earth and be killed. After thirty-five dangerous seconds, he managed to correct his fall and get into the right position. He then opened his parachute for the last few thousand feet and landed safely.

Baumgartner was not aware of how fast he was travelling and he did not realize that the speed broke the sound barrier. When you go faster than the speed of sound there is a loud noise. "I didn't feel the sonic boom. I think it happens behind you," he said afterwards. He started to feel a lot of pressure in his head because he was travelling so fast.

With this jump, Baumgartner made the highest skydive ever and also became the first skydiver to break the speed of sound. Yet far from planning to break more records, he intends to give up dangerous sports and get married. He is crazy about his girlfriend Nicole and has promised her that he wants to settle down. They are going to live a quiet life together in Switzerland.

Listening

EXAM STRATEGY

- Read the questions carefully to identify what information you need to listen for.
- Underline the key words in each question.

1 EXAM TASK  **3.19** Listen to recordings 1–4. Then answer the questions for each recording.

- 1 a What is the name of the bank account they are advertising?
.....
- b Where can you find out more information about it?
.....
- 2 a How long has Janet's company been successful?
.....
- b Are her products expensive?
.....
- 3 a What did the Businessperson of the Year start out by selling?
.....
- b How many shops has he got around the world?
.....
- 4 a What did the population of Britain use to be?
.....
- b Why do the supermarkets know the real population figure?
.....

Reading

EXAM STRATEGY

- Read the text through first, ignoring the gaps.
- Pay attention to words that refer to something in the sentence before or after the gap, e.g. *it, that, we*.
- Read the whole text at the end to see if it makes sense and if each gap-fill sentence is correct.

2 Read the short text. Explain what the underlined words 1–9 refer to.

Robert Peary reaches the North Pole

Every day the four Eskimos with 1me became more keen and interested. When we stopped to make camp, 2they would climb a small hill and look north, hoping to see the Pole. 3They were now certain we would get 4there this time.

The icy wind burned our faces. A long time after we made camp each day, 5they hurt so much we could hardly sleep. The Eskimos also complained about 6their noses, which I had never heard 7them do before. The last march north ended within sight of my 8goal, but I was too tired to take the last few steps. I had a few hours sleep. But when I woke up, I thought: 'The Pole at last. My dream for twenty years. I have done 9it.'

3 EXAM TASK Read the text about Roald Amundsen's arrival at the South Pole. Some parts of the text have been removed. Complete the text with sentences A–F. There is one sentence that you do not need.

Arriving at the South Pole (1911)

That night in the tent it was like the night before a big party. Everyone felt that something great was about to happen. ¹..... On each occasion I felt like I had as a little boy the night before Christmas.

In the morning the weather was fine, as if made for our arrival at the Pole. ²..... Then we set off in the usual way. Nobody said much, but everybody looked around much more. Hansen's neck seemed to grow longer and he tried to see a little further ahead. But all he could see was endless flat countryside.

At three in the afternoon a cry of 'Stop!' rang out from all the drivers at exactly the same time.

³..... We had reached the Pole. The journey had ended. I know it would be natural to say that I had achieved my life's goal. But I had not. To be honest, I cannot imagine anyone in a more different and opposite place at that moment. Since childhood, I had dreamed of the areas around the North Pole. And yet, here I was at the South Pole. Can you imagine anything more upside down?

We believed we were now at the Pole. Of course, we all knew we were not standing on the exact spot. ⁴..... But we were so near it could not make any difference. We congratulated each other, shaking each other by the hand.

Then we carried out the most important act of the whole journey. We planted the flag. I decided that we should do this together – five frozen, weather-beaten hands pushing it into the frozen ground. It was not for one man to do this. ⁵..... It was the only way I could show my thanks in this icy, empty place.

- A We looked at our kilometre counters. We had come the full distance.
- B We could not be sure where that was because of the instruments we had.
- C I woke up several times during the night.
- D Outside we heard the noise of the flag in the wind.
- E It was for everyone who had risked their lives and stayed together.
- F We had breakfast more quickly than usual and were out of our tent sooner.

Use of English

EXAM STRATEGY

- Read the text to find out what it's about.
- Read the options.
- Choose the option that fits the grammar and the meaning of the sentence.

4 EXAM TASK Read the email. Choose the correct answers to complete gaps 1–10.

Home Profile Account ✕

Hi Sally

I want to tell you about the amazing time I ¹..... running in the London marathon this year. I ²..... terrible at sport, especially at school, so I never thought I ³.....!

Did you know that two athletes and a journalist started the London marathon in 1981 and that the course is over forty-two kilometres long? I ⁴..... for six months – can you believe that I ⁵..... running every morning? – to make sure I ⁶..... the race. I also raised £500 for charity which was a great feeling. It's fantastic ⁷..... part of something so big and successful – I ⁸..... that over 30,000 people ran this year. Of course, the weather was typical – it ⁹..... on the day, but all the runners kept warm by running so much!

How about ¹⁰..... in the marathon with me next year?

Love
Ted

- | | |
|----------------|--------------------|
| 1 a had | b am having |
| c have | d was having |
| 2 a am always | b being always |
| c always be | d have always been |
| 3 a succeed | b succeeding |
| c will succeed | d would succeed |
| 4 a trained | b trains |
| c train | d am training |
| 5 a made | b went |
| c did | d going |
| 6 a finish | b will finish |
| c could finish | d have finished |
| 7 a felt | b to feel |
| c have felt | d feel |
| 8 a heard | b am hearing |
| c hears | d is hearing |
| 9 a rain | b has rained |
| c rained | d is raining |
| 10 a to run | b run |
| c will run | d running |

Speaking

EXAM STRATEGY

- Before you start speaking, think about what you want to say for each point in the exam task.
- Always give a reason for your arguments.
- Think of useful expressions for giving opinions, agreeing and disagreeing.

5 Give reasons and justifications for these arguments.

- A Learning foreign languages is useful
- B While travelling, we should know something about the culture of the country we visit
- C Always know what your goals are

6 EXAM TASK Imagine your friend from the USA wants to open a business in your country and is wondering if he needs to learn the language. Explain why it is a good idea and include the following points:

- why learning the language in your country is useful for your friend and his business.
- how long you think it will take to learn.
- information about language courses.
- other forms of learning.

Writing

EXAM STRATEGY

- When writing a letter, check the style you need to use.
- When you've finished writing, make sure you've included all the information that's needed and that it's organized properly.

7 Rewrite the sentences using a formal style.

- 1 Tell me more about the cool scholarship.
- 2 What's the course about?
- 3 Thanks a lot for your help. Write soon!

8 EXAM TASK You see an advert for scholarships in a subject you love for talented young people. Write a letter asking for more information about the scholarships. Ask about the following points:

- the dates of the scholarship and the hours of study.
- the entry requirements.
- the topics you will study.
- any qualification you will receive.

Listening

EXAM STRATEGY

- Read each question carefully and try to predict what the recording will be about.

1 Look at the questions in exercise 2. Match the words below with the recording you think you will hear them in.

- accident ■ actual ■ chemist ■ cost ■ fridge ■ iPad
- kitchen ■ movie ■ newspaper ■ night ■ produce
- small ■ story ■ succeed ■ test ■ tired

Recording 1	
Recording 2	
Recording 3	
Recording 4	

2 EXAM TASK 3.20 Listen to recordings 1–4 and choose the correct answers.

- What is the intention of the first speaker?
 - To raise money for a new company.
 - To say how the energy crisis will be solved.
 - To give information about a new scientific development.
- What does the woman think about Bond films?
 - She thinks the reviews were wrong.
 - She likes films with lots of action.
 - She loves all the Bond films.
- What does the speaker say about Teflon?
 - It was invented to use in the space programme.
 - It was discovered by someone trying to make a new gas.
 - It was first used to make non-stick frying pans.
- Why will the magazine *Newsweek* only be available online?
 - In order to be different.
 - Because it will save money.
 - In order to attract more advertisers.

Reading

EXAM STRATEGY

- Work out what each paragraph is about. Then find a sentence that is on a similar topic.
- Check the grammar and meaning of the sentences before and after the gap. Make sure your chosen sentence fits.

3 EXAM TASK Read the text about penicillin. Some parts of the text have been removed. Complete the text with sentences A–G. There is one sentence that you do not need.

Who discovered penicillin?

Alexander Fleming in 1928, I hear you say. Everyone knows the answer to that. Well, everyone is wrong. Alexander Fleming actually rediscovered it.

Penicillin was first written about in 1875 by John Tyndall. ¹..... These included a French medical student, Ernest Duchesne, who sent a paper about it to the Institut Pasteur in Paris. This famous research institute ignored Duchesne's findings on the grounds that he was too young!

Scientists were aware of the properties of penicillin, but medical science was not advanced enough at the time for anyone to realize that it might become a life-saving medicine. ²..... But he was convinced that it could not remain in the human body long enough to kill bacteria.

In 1930, it is reported that Cecil Paine successfully used penicillin to treat a small number of patients with eye disease. ³..... Then Howard Florey and a team of researchers made great progress in showing the effects of penicillin.

The main difficulty for Florey was availability. ⁴..... The Second World War had just started and Britain had neither the money nor the resources to invest in mass-production. Florey therefore took his team to the US to continue his work.

Producing large quantities of the drug was not an easy task. ⁵..... However, further research and the chance discovery that a cantaloupe melon was the best place to find high quality penicillin speeded up the process considerably. By June 1945 over 646 billion units a year were being produced.

So who really discovered penicillin? Well, many people. Scientists before Fleming knew about it. Fleming obviously plays an important role in the story, but even he stopped studying it at one point. Florey deserves a lot of the credit. ⁶..... Finally, it is worth remembering that the Nobel Prize for medicine awarded in 1945 went not to Fleming alone, but was shared with Florey and Ernst Boris Chain, a member of Florey's team.

- A His attempts to treat humans failed because he just did not have enough of the antibiotic.
- B Over the next fifty-three years it was studied in various countries by a number of scientists.
- C And the hard work of his team should not be forgotten either.
- D Of course, penicillin is one of the most widely used antibiotic treatments of all time.
- E However, it was not until 1939 that any intensive research was done into the drug.
- F By June 1942, they had made enough penicillin to treat just ten patients.
- G Fleming himself thought it might be useful as an antiseptic.

Use of English

EXAM STRATEGY

- Read the text quickly to find out what it's about.
- Look for clues in the text such as time references or whether there is or isn't a subject pronoun to decide which tense you need for each gap.
- Read the text through at the end to check the verbs are correct.

4 Read the text about recycling. Complete the text with the correct form of the verbs in brackets.

We all want ¹..... (help) the environment, but do you ever ²..... (worry) that the world's problems are so big there are no solutions? No doubt, you ³..... (hear) this before, but it's true – small actions can really ⁴..... (make) a difference. For example, electric lighting ⁵..... (use) twenty per cent of the world's electricity. As a result, about 700 million tonnes of carbon ⁶..... (release) into the atmosphere every year. Changing to energy-saving light bulbs could help reduce this.

Is recycling really worth it? Yes. Each glass jar that ⁷..... (recycle) saves enough energy to light a 100-watt bulb for four hours. And glass can ⁸..... (reuse) an infinite number of times. ⁹..... (turn down) your heating at home by two degrees can save about 1,000 kilograms of carbon every year. Imagine if one hundred people in your area ¹⁰..... (have) the same idea. Don't give up – small changes can produce big results if enough people make them.

Speaking

EXAM STRATEGY

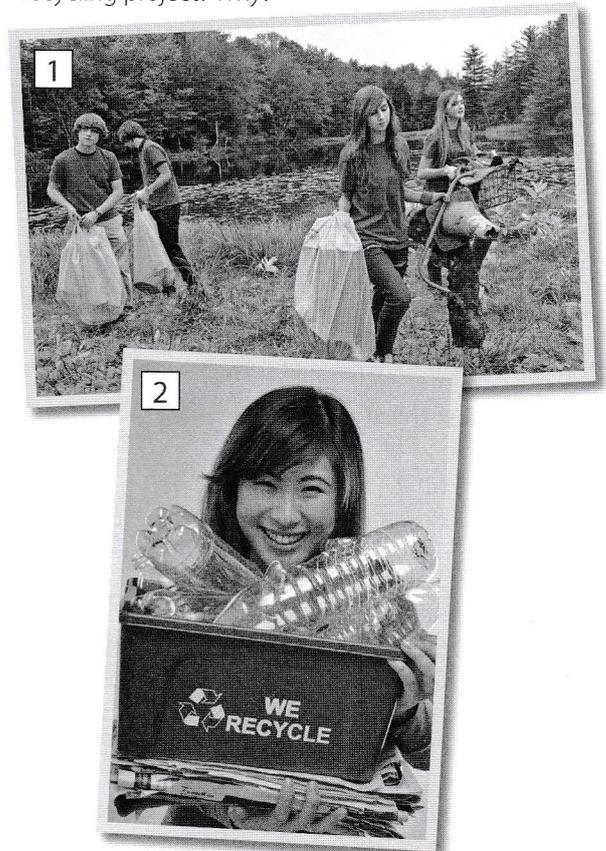
- First, look at the photos carefully and think about what the people are doing.
- Use question words to help you prepare what you are going to say, e.g. *Who?*, *What?*, *Where?*, *Why?*, *How?*
- Think about the vocabulary you need to describe the photos.

5 Look at the photos in the task and note three differences between them.

6 EXAM TASK These two photos show ways in which you can help the environment. Compare and contrast them. Include the following points:

- the places and what the people are doing.
- the people and their feelings.
- reasons for doing the activity.

Which photo would be most suitable for a school recycling project? Why?



Writing

EXAM STRATEGY

- Organize your letter into paragraphs.
- Try to add as much interest as possible to your writing.
- Include adjectives and adverbs when you describe people or tell a story.

7 EXAM TASK You have just seen a great film about the life of a famous artist or athlete. Write a letter to a friend. Include the following points:

- describe when and where you saw the film.
- give some information about the film's main character.
- give your opinion about the actors' performance.
- encourage your friend to see the film.

1.1 Present simple and present continuous

Present simple

Affirmative and negative			
I			
We	live		
You	don't (= do not) live		
They		in a city.	
He	lives		
She	doesn't (= does not) live		
It			
Questions and short answers			
Do	I we you they	live in a city?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

Spelling rules: third person singular

- Most verbs: add -s
- Verbs ending in -s, -sh, -ch, -o, -x: add -es
- Verbs ending in consonant + -y: change -y to -ies

Use

We use the present simple to talk about:

- habits and everyday routines, normally with adverbs of frequency such as *always, usually, often, sometimes, rarely* and *never*. We can also use time expressions such as *every evening / Monday / winter* or *in the morning / evening, etc.*

I sometimes get up late on Sunday.

Diana travels to Latin America every summer.

Note that adverbs of frequency go immediately before the main verb, but after the verb *be*. Longer time expressions usually go at the end of the sentence.

Do you always do your homework before dinner?

The school is never open on Sunday.

The school usually closes in the afternoon.

- facts and general truths.

Annika and Elly come from the Netherlands.

December isn't a warm month in Europe.

- states. Some verbs that describe states are *believe, hate, know, like, love, need, prefer, understand, want*.

Erdem knows the names of all countries in Africa.

Do you want to work on one of our projects?

1 Choose the correct words.

- Carol **go / goes** to school by train.
- My father often **flies / fly** to Italy for his work.
- Helen **washes / wash** her hair every day.
- Our friends don't **lives / live** very far from here.
- Does / Do** Paul have a big family?
- My sister **don't / doesn't** finish school at 4 p.m.

2 Put the words in order to make sentences.

- don't / I / have breakfast / usually / .
.....
- your brother / a new car / every year / buy / does / ?
.....
- never / before eleven o'clock / we / go to bed / .
.....
- is / often / Paula / late for class / .
.....
- we / at home / sometimes / have our lunch / .
.....
- always / Simon's parents / in the evening / watch TV / .
.....
- have / in the afternoon / rarely / lessons / they / .
.....
- cinema / you / go / do / the / to / often / ?
.....

Present continuous

Affirmative and negative			
I	'm (= am) 'm not (= am not)		
He She It	's (= is) isn't (= is not)		playing tennis.
We You They	're (= are) aren't (= are not)		
Questions and short answers			
Am	I		Yes, I am. No, I'm not.
Is	he she it	playing tennis?	Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Spelling rules: -ing form

- Most verbs: add -ing
- Verbs ending in -e: remove -e and add -ing
- Verbs ending in -ie: change -ie to -ying
- Short verbs ending consonant + vowel + consonant: double the final consonant and add -ing

Use

We use the present continuous to talk about:

- actions that are happening at the time of speaking, often with expressions such as *at the moment* and *now*.
Where is Peter? ~ He's having lunch at the moment.
I can't talk right now. I'm eating dinner.
- actions that are happening around now, but perhaps not at the moment of speaking.
Paul is teaching English in Africa. (He isn't necessarily teaching English right now.)
Freya is studying Japanese at university. (She isn't necessarily having lessons right now.)
- planned future arrangements, usually with time expressions such as *tomorrow*, *tonight* and *this afternoon / week / Friday*.
I'm flying out to Africa tomorrow.
What are you doing tonight?
Sandra isn't going on holiday this summer.

3 Complete the sentences. Use the present continuous form of the verbs in brackets.

- 1 It (snow) at the moment.
- 2 I (not do) anything right now.
- 3 Gina and Paul (try) to make a meal over a fire.
- 4 you (write) your essay?
- 5 They (not open) the new school this month.
- 6 What time we (leave) on Friday?

4 Complete the sentences. Use the present continuous form of the verbs below.

■ brush ■ not organize ■ get ■ make ■ play ■ do

- 1 It's nearly seven o'clock.
you ready?
- 2 Leo a mess with those paints.
- 3 I'm nearly ready. I my teeth.
- 4 We the party. Kim is doing it.
- 5 She isn't very good at cooking, but she
her best.
- 6 Chris and Phil tennis this afternoon.

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

- 1 Can you help me? I (look) for a good hostel.
- 2 The children's English isn't very good, but it (get) better.
- 3 My friend and I (chat) online about twice a week.
- 4 (Sally and Naomi / come) to watch the match later?
- 5 I (not have) the same thing for breakfast every day.
- 6 This project is hard work. You (need) to be very fit and healthy.
- 7 We (meet) Samuel at eight o'clock tonight.
- 8 (you / prefer) hot or cold weather?

1.2 ■ Articles

a / an

We use *a / an* before singular countable nouns when:

- we mention something for the first time.
When they first arrived, they lived above a bakery.
- we describe a person or thing.
It's a lovely day.
He's from a poor family.
- we say what someone's job is.
Her mother is a cleaner.

the

We use *the* before singular and plural countable nouns, and uncountable nouns when:

- we refer to something that was mentioned before.
Tomas bought a food stall. The stall did very well.
- there is only one of something, or when it is clear which one we mean because of the context.
Wait for me at the station. (There is only one station.)

no article

We use no article with:

- plural or uncountable nouns when we talk about something in general.
Bakers make bread and cakes.
- names of people, streets, cities, mountains, countries, languages and continents (*Uncle Peter*, *Caracas*, *Everest*, *Africa*). Note that there are exceptions to this rule: we use *the* before some countries, regions and mountains such as *the USA*, *the UK*, *the Middle East*, *the Rocky Mountains*. We always use *the* with rivers, seas and oceans such as *the Hudson river*, *the North Sea*, *the Pacific Ocean*.

1 Complete the sentences with *a / an* or *the*.

- 1 We had a great meal in Indian restaurant called Mumtaz.
- 2 Let's eat in restaurant across the road tonight.
- 3 bank that my father works in is opposite my school.
- 4 Gina works in bank. I don't know which one.
- 5 I talked to interesting woman at the bus stop this morning.
- 6 woman who lives next door used to be an actress.

2 Add *the* once or twice to each sentence.

- 1 It rains a lot in UK.
- 2 When was last time you saw Aunt Carla?
- 3 It's been very wet recently. Rain is damaging flowers in our garden.
- 4 We're spending some time in France. We're staying in an apartment near river Seine.
- 5 We got to airport very early, and had to wait a long time for flight.
- 6 You can't eat in here. Look at signs on walls.
- 7 Dog looked very thirsty, so we went to look for water.
- 8 Don't ever look directly at sun.

2.1 Past simple

Affirmative and negative			
I You He / She / It We They	lived didn't (= did not) live	here.	
Questions and short answers			
Did	I you he / she / it we they	live here?	Yes, I did. No, I didn't.

Spelling rules

- Most regular verbs: add *-ed*
 - Regular verbs ending in *-e*: add *-d*
 - Short regular verbs ending in consonant + vowel + consonant: double final consonant and add *-ed*
 - Regular verbs ending consonant + *-y*: change *-y* to *-ied*
- Many verbs have irregular past simple forms, for example, *have* → *had*, *know* → *knew*, *teach* → *taught*. They form questions and negatives in the same way as regular verbs. The verb *be*, however, is different. The past simple affirmative forms of *be* are *was* and *were*. The negative forms are formed by adding *n't* (= *not*).

You / We / They were excited about the trip.

I / He / She / It wasn't very old then.

The past simple question form of *be* is formed by changing the order of the subject and the verb.

Were you / we / they excited about the trip?

Use

We use the past simple for:

- a completed past action or a past state. We often use it with expressions that show when things happened, such as *yesterday*, *ago*, *when I was a child*, *in April / 2008*, *last night / week / month / year*, etc.
The train left the station two minutes ago. You missed it. We helped the lady with her bags. She was very old.
- a past habit, often with adverbs of frequency and time expressions such as *every week / Monday / summer / year*.
They visited their grandparents every Sunday.
- a sequence of actions in the past.
The man crossed the road and went into a café.

1 Choose the correct words.

- What did you **buy / bought** at the shops?
- It **stopped / stop** raining.
- I didn't **liked / like** the hotel.
- George **didn't be / wasn't** in class yesterday.
- Did you **caught / catch** the train on time?
- She **study / studied** French at university.

2 Complete the sentences. Use the past simple form of the verbs in brackets.

- We're hungry because we (not have) breakfast this morning.
- (your mum and dad / buy) a new car recently?
- When Jack was younger, he (spend) every summer by the sea.
- Ella (go) into town, had coffee with her friends and then came back home.
- The shops in town (not be) very busy yesterday.
- When (you / learn) to speak French?
- I (run) all the way home to see my favourite TV programme.
- (they / travel) by train or by bus?
- Alina (not come) to see us last weekend.
- (she / forget) the name of the hotel where they stayed?

2.2 Past continuous

Affirmative and negative			
I He She It	was wasn't (= was not)		travelling very fast.
We You They	were weren't (= were not)		
Questions and short answers			
Was	I he she it	looking at a map?	Yes, I was. No, I wasn't.
Were	we you they		Yes, we were. No, we weren't.

Use

We use the past continuous for:

- background descriptions, especially in stories.
The sun was shining and the birds were singing.
- actions in progress at a specific time in the past.
What were you doing at 3 p.m. on Wednesday?
I was watching TV and my brother was listening to music.

We often use the past continuous and the past simple together for a longer action interrupted by a shorter action.
It was raining when we left the house.

We do not use the past continuous with state verbs such as *believe*, *need*, *understand*, etc. but we often use it with verbs which show that the action or event has duration such as *wait*, *live*, *work*, *rain*, etc.

1 Complete the sentences. Use the past continuous form of the verbs below.

- hope ■ talk ■ not sit ■ have ■ call ■ not listen
■ send ■ watch

- We a fantastic time at the party.
- Joe tried to tell her the truth, but Eva to him.
- Who you an email to?
- I to get a bike for my birthday, but I got a new football.
- Tim my name?
- The people at the concert down because there weren't any seats.
- The TV was on, but no one it.
- Sorry, you to me?

2 Complete the sentences. Use the past continuous form of the verbs in brackets.

- You were shouting in your sleep. What (you / dream) about?
- Dan and Dave (not swim) in the sea. They were on the beach.
- When I woke up, I (lie) on the floor.
- We (get) ready for the party when you phoned.
- Why (Fred / run) to school? He wasn't late.
- I wasn't at home at ten o'clock. I (help) my uncle in his garden.
- What's the name of the girl you (talk) to last night?
- Kim and I (wait) for you in the park. Why didn't you come?

3 Write sentences without changing the word order. Use the past simple and past continuous in each sentence.

- Maya / walk / to school / when / she / meet / Lola
.....
- we / sit / by the pool / when / it start / to rain
.....
- when / the bus / come, / Joe / buy / a magazine
.....
- when / you / phone / me, / I / bake / a cake
.....
- Carla / not smile / when / I / look / at her
.....
- the children / not play / outside / when / the accident / happen
.....
- when / the police / stop / him, / he / drive / home
.....
- I / read / your email / when / they / arrive
.....

2.3 ■ while, as and when

- We use *while* and *as* with the past simple and past continuous to talk about actions that take place at the same time. Generally, *while* and *as* are used to introduce longer actions.

While you were having lunch, I was working hard in the garden.

They arrived as I was leaving.

- We use *when* to introduce a shorter action that interrupts a longer one.

He was walking home when he met an old friend.

- We also use *when* to talk about an event that is immediately followed by another event.

When it stopped snowing, we went outside.

- We can use *when*, *as* or *while* at the beginning of a sentence or in the middle. If it is used in the middle, there is no comma.

I was working hard in the garden while you were having lunch.

We went outside when it stopped snowing.

1 Choose the correct sentence ending.

- I was crossing the street
 - while I heard the shop window break.
 - when I heard the shop window break.
- While I was repairing my bike,
 - I cut my hand.
 - I was cutting my hand.
- The sea was coming in quickly as
 - we were walking along the beach.
 - we walked along the beach.
- When we stopped the car to look at the map,
 - while we were realizing we were lost.
 - we realized that we were lost.
- As Dave was putting up the tent,
 - when Mark made dinner.
 - Mark was making dinner.
- The ferry left
 - while the passengers were getting on.
 - when the passengers got on.
- I heard a strange noise
 - just as I was falling asleep.
 - when I fell asleep.

2 Complete the sentences with while, as or when. Sometimes more than one answer is possible.

- No one was listening Sam was telling the joke.
- Everyone laughed Karen told the joke.
- we were planning our route, the wind blew the map away.
- we planned our route, we didn't have a very good map.
- Sue and Ian decided to get a sandwich they were waiting for you.
- Were you annoyed Ryan arrived late?

3.1 ■ Determiners

These determiners are used to talk about quantity: *some, any, a little, a few, much, many, a lot of*.

We use *some* and *any* before uncountable nouns or plural countable nouns to mean 'a number of' or 'an amount of'.

- *Some* is used in affirmative sentences.
I've got **some** apples. There's **some** tea on the table.
- *Any* is used in negative sentences and in questions.
Did the supermarket have **any** chicken?
We haven't got **any** carrots.
Have you got **any** bananas?
There isn't **any** meat in the fridge.
- *Some* can also be used in questions, but only if they are offers or requests.
Would you like **some** cake?
Can I have **some** cake?

We use *a little* and *a few* to refer to small amounts.

- We use *a little* with uncountable nouns.
We only need **a little** milk for the cake.
- We use *a few* with plural countable nouns.
Meals are healthier if you add **a few** vegetables.

Much and *many* are used in negative sentences and questions to talk about larger quantities.

- We use *much* with uncountable nouns.
Have you got **much** rice?
There isn't **much** coffee.
- We use *many* with plural countable nouns.
Are there **many** glasses in the cupboard? ~ Yes, but there aren't many plates.

We generally use *a lot of* to talk about larger quantities in affirmative sentences, for both uncountable and plural countable nouns. It is also possible to use *a lot of* in negatives and in questions.

Ellie eats **a lot of** fruit and vegetables.
A lot of people like Italian food.

1 Choose the correct sentence in each pair.

- 1 a I've got a lot of milk.
b I've got much milk.
- 2 a There isn't many coffee left.
b There isn't much coffee left.
- 3 a I'm only buying a little grapes.
b I'm only buying a few grapes.
- 4 a We haven't got any ice cream, I'm afraid.
b We haven't got some ice cream, I'm afraid.
- 5 a Can I have any tea?
b Can I have some tea?
- 6 a Do you want much bottles of water?
b Do you want many bottles of water?
- 7 a People eat much junk food these days.
b People eat a lot of junk food these days.
- 8 a Are there any onions in the cupboard?
b Are there some onions in the cupboard?

2 Choose the correct countable or uncountable nouns to complete the sentences.

- 1 Are there any **additives** / **fat** in this snack bar?
- 2 There aren't many **cheese** / **mushrooms** on my pizza.
Can I have some more, please?
- 3 We have a little **burgers** / **meat** left in the freezer.
- 4 There was some **meals** / **food** at the party, so I'm not hungry now.
- 5 You can eat a few **chocolate** / **biscuits** every week, but not too many.
- 6 Is there much **apples** / **fruit** in this cake?

3 Complete the sentences with the words below. There is one word that you do not need.

■ much ■ little ■ any ■ some ■ a lot of ■ many ■ few

- 1 The bus was late because there was traffic.
- 2 Chloe doesn't take clothes on holiday.
- 3 There are only a sandwiches here. We need more for the picnic.
- 4 If you like sweet tea, you should only add a sugar, as it's bad for your teeth.
- 5 Have you got information about places to visit around here?
- 6 There isn't water left – only half a bottle.

3.2 ■ Indefinite pronouns and adverbs: *some-, any-, no-, every-*

We use indefinite pronouns that combine *some-, any-, no-* and *every-* with *-body, -one* or *-thing* to refer to people and things without saying exactly who or what they are.

The pronouns *somebody* and *someone* mean the same; so do *anybody* and *anyone*, *everybody* and *everyone*, etc. Note that the indefinite pronoun *no one* is two separate words.

Somebody is upstairs.

There isn't anything in the fridge.

I opened the door, but no one was there.

In English, a sentence can only contain one negative form, so an affirmative verb must be used with pronouns or adverbs formed with *no-*.

No one came to the party. **I didn't see anyone.**

NOT ~~No one didn't come. I didn't see no one.~~

We can use the same combination of *some-, any-, no-* and *every-* with *-where* to form the adverbs *somewhere, anywhere, nowhere* and *everywhere*. These words refer to places.

I looked everywhere but I couldn't find my shoes.

The station is somewhere near here.

This animal is found in Australia and nowhere else.

Note that after indefinite pronouns and adverbs we always use a singular verb.

Everyone knows about it.

NOT ~~Everyone know about it.~~

1 Complete the words with *some, any, no* or *every*.

- 1 We invited a lot of people to the concert butbody came.
- 2 My dog follows mewhere. He even follows me to school.
- 3one is talking upstairs. Who is it?
- 4 I looked for a present for Mum, but I didn't buything in the end.
- 5 Have you beenwhere today?
- 6 A lot of children get bored in the summer. They say that there'sthing to do.
- 7 'Do you knowone who lives in London?' 'Yes, a few people.'
- 8 This place is very popular.body likes it.

2 Complete the sentences with an indefinite pronoun or adverb.

- 1 I didn't go this weekend. I stayed at home.
- 2 In the past, you couldn't buy spices in many places, but now you can find them
- 3 Teresa made a cake, but liked it. It wasn't sweet enough.
- 4 What did I do with my MP3 player? I know I put it in this room.
- 5 Here's the menu. Would you like to drink?
- 6 lent me €5 recently, but I can't remember who it was.
- 7 I've eaten at all today. That's why I'm so hungry!
- 8 It's very dark here. I can't see

3.3 ■ Relative pronouns and adverbs: *who, whose, which, that, when, where*

Relative pronouns and adverbs link two ideas.

There is a vending machine. It sells frozen food.

There is a vending machine that sells frozen food.

NOT ~~There is a vending machine that it sells ...~~

The relative pronoun *who* refers to a person, and *which* refers to a thing. The pronoun *that* can refer back to both people and things.

There is a vending machine which / that sells frozen food.

I know someone who / that lives near you.

We can leave out *who, which* or *that* if they are followed by another pronoun or a noun. We can't leave out *who, which* or *that* if they are followed by a verb.

An additive is a thing (which / that) we put in food.

BUT

An additive is a thing which / that is put into food.

We use the relative pronoun *whose* to refer back to a person who owns something.

There's my neighbour. We found his dog.

There's my neighbour whose dog we found.

The relative adverb *when* refers to a time at which something happened.

I was happy when I was a child.

Sunday is the only day when I can relax.

The relative adverb *where* refers to a place in which something happened.

I want to show you the house where I was born.

Britain is one of the few countries where people drive on the left.

1 Choose the correct words. In which sentence can the relative pronoun be left out?

- 1 The place **where / that** we're spending our holidays is near the beach.
- 2 Let's meet in the café **that / where** is in the square.
- 3 Did you meet the boy **who / whose** parents are both chefs?
- 4 Do you know the name of the new girl **who / which** sits next to Jack?
- 5 We're looking forward to the day **when / which** we leave school.
- 6 The shop **that / whose** we buy our school uniforms from is very expensive.
- 7 Saturday is the only day **which / when** I don't have to do homework.
- 8 A concert hall is a place **where / whose** you can listen to live music.
- 9 My grandma remembers a time **that / when** these streets were all countryside.
- 10 The area **where / which** we live is very quiet.

2 Rewrite the sentences that do not need a relative pronoun.

- 1 The girl that lives next door to me is in my class.
.....
- 2 Mrs Taylor isn't a person that I know very well.
.....
- 3 The family whose cat destroyed our flowers are buying a dog.
.....
- 4 The cinema which we go to every week is closing down.
.....
- 5 Our teacher is a person who everyone respects.
.....
- 6 Our teacher is a person who expects a lot of her students.
.....

4.1 ■ Comparative and superlative adjectives

Spelling rules

- For short adjectives, add *-er* to form the comparative and *the + -est* for the superlative.
small → *smaller* → *the smallest*
young → *younger* → *the youngest*
- For short adjectives ending in *-e*, add *-r* or *the + -st*.
large → *larger* → *the largest*
cute → *cuter* → *the cutest*
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-er* or *the + -est*.
hot → *hotter* → *the hottest*
wet → *wetter* → *the wettest*
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-ier* or *the + -iest*.
early → *earlier* → *the earliest*
busy → *busier* → *the busiest*
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *more* or *the most* before the adjective.
modern → *more modern* → *the most modern*
delicious → *more delicious* → *the most delicious*
- Some adjectives are irregular, for example:
good → *better* → *the best*
bad → *worse* → *the worst*
far → *farther / further* → *the farthest / furthest*

Use

We use comparative adjectives to compare two people or things. Comparative adjectives are often followed by *than*.

In the past, houses were darker than they are now.

I think my sister is more intelligent than my brother.

We use superlative adjectives to compare a person or thing with the whole group. We do not use *than* after superlatives.

The bathroom is the smallest room in our house.

This old castle is the most popular tourist attraction in our town.

1 Write the comparative and superlative form of each adjective.

- 1 beautiful
- 2 funny
- 3 nice
- 4 far
- 5 dangerous
- 6 sad
- 7 interesting
- 8 bad
- 9 wide
- 10 clean
- 11 dirty
- 12 famous

2 Study the table and write comparative sentences. Use the adjectives in brackets.

	House A	House B
Location	city centre	countryside
Date of building	1965	1925
Height	20 metres	15 metres

- 1 House A is (noisy) House B.
- 2 House A is (modern) House B.
- 3 House A is (big) House B.
- 4 House B is (quiet) House A.
- 5 House B is (old) House A.
- 6 House B is (small) House A.

3 Complete the sentences with the superlative form of the adjectives below.

- good ■ hot ■ tidy ■ lazy ■ expensive ■ large

- 1 We've got dog in the world. He just lies on the sofa all day.
- 2 room in our house is the living room, but my parents' bedroom is also quite big.
- 3 My computer is thing I own. It cost a lot of money.
- 4 Tom got exam result in the class. He was very happy about it.
- 5 Megan's bedroom is room in the house because she puts all her things away.
- 6 country in the world is Libya. Temperatures reach up to 57.8°C.

4.2 ■ (not) as ... as, too, enough

(not) as ... as

We can use *(not) as + adjective + as* to compare two people or things. The adjective doesn't change and it always comes between *as* and *as*.

- *as ... as* shows that two people or things are the same or equal
- *not as ... as* shows that two people or things are not the same or equal

Our dog is as old as yours. (The two dogs are the same age.)

Danny isn't as funny as Ben. (One of the two boys is funnier than the other.)

Is this necklace as expensive as that bracelet?

too + adjective

We use *too + adjective* to describe something that is more than is necessary, or is not acceptable.

They didn't buy the house because it was too expensive. (It cost more money than they wanted to pay.)

The adjective always comes after *too*.

The infinitive form of the verb can also follow *too + adjective*.

We were too tired to run.

(not +) adjective + enough

We use adjective + *enough* to describe something that is as good, big, fast, etc. as is necessary.

Is your room warm enough? (= Do you need more heating?)

The adjective always comes before *enough*.

NOT ~~enough warm~~

We can add *not* before adjective + *enough* to make a negative.

I can't get to sleep. I'm not tired enough.

The infinitive form of the verb can also follow adjective + *enough*.

Is he old enough to go to university?

1 Write sentences with *as ... as* and *not as ... as*.

- 1 a cottage / a mansion (not big)
.....
- 2 Buckingham Palace / the Tower of London (well-known)
.....
- 3 bicycles / sports cars (not expensive)
.....
- 4 musicians / actors (popular)
.....
- 5 a 10,000-metre race / a 100-metre race (not fast)
.....
- 6 a lake / an ocean (not deep)
.....
- 7 the Sahara Desert in Africa / the Gobi in Asia (dry)
.....
- 8 Mount Fuji / Mount Everest (not high)
.....
- 9 skiing / skating (dangerous)
.....
- 10 the moon / the sun (not far from Earth)
.....

2 Choose the correct words.

- 1 At Christmas, the shops are **crowded enough** / **too crowded**.
- 2 My wardrobe isn't **big enough** / **too big** to put all my clothes in. I need a larger one!
- 3 These days, everything is **too** / **enough** expensive.
- 4 Is the meat ready? Is it **enough tender** / **tender enough**?
- 5 We never use those chairs because they are **not enough** / **too** uncomfortable to sit on.
- 6 Processed food has got **too much** / **enough** sugar and salt in it. It's not healthy.
- 7 I'm very tired. The bus journey was **too long** / **not long enough**.
- 8 The book I need is on the top shelf. I'm **not tall enough** / **too tall** to reach it.
- 9 I can't hear you. Please turn down the music. It's **too** / **enough** loud.
- 10 What time is it? Six o'clock? It's **enough early** / **too early** to get up!

4.3 ■ Verb + infinitive or -ing form

When two verbs appear together in a sentence, the first one can be followed by the infinitive or the *-ing* form of the second.

When I'm older, I want to be a historian. (*want* + infinitive)

I enjoyed reading this book. (*enjoy* + *-ing* form)

It is important to remember the pattern for each verb.

Below are some of the most common.

Verb + infinitive	Verb + -ing form
agree	avoid
decide	can't stand
hope	don't mind
need	enjoy
promise	hate
pretend	like
try	look forward to
want	love
would like	

Note the difference between *like* and *would like*:

Do you like swimming? (= Do you enjoy it in general?)

Would you like to go swimming today? (= Do you want to do it now, or at a specific time?)

1 Match 1-8 to a-h to make sentences.

- 1 What do you like
 - 2 My grandad wanted
 - 3 I can't stand
 - 4 Diana tried to imagine
 - 5 Once I finish school, I hope to
 - 6 Karl says he doesn't mind
 - 7 What do you mean? We never agreed to
 - 8 I'm looking forward to
- a painting the fence. He finds it quite relaxing.
 - b being back home for the holidays.
 - c pay for everyone's food!
 - d to be an archaeologist when he was younger.
 - e work abroad as a journalist.
 - f ironing. It's such a boring job.
 - g doing in your spare time?
 - h sitting in her favourite armchair back at home.

2 Complete the sentences using the infinitive or -ing form of the verb in brackets.

- 1 You should avoid (go) anywhere too hot.
- 2 Leo is hoping (become) famous.
- 3 Lucy and Caroline enjoy (study) at the summer school.
- 4 Why do you want (be) a lawyer?
- 5 We are looking forward to (relax) on our holiday.
- 6 I really hate (get) mosquito bites.
- 7 I'd like (work) abroad next year.
- 8 Take your time. I don't mind (wait).

5.1 Present perfect

We form the present perfect with the auxiliary verb *have* and the past participle of the main verb.

Affirmative and negative			
I We You They	have haven't (= have not)	seen this film.	
He She It	has hasn't (= has not)		
Questions and short answers			
Have	I we you they	seen this film?	Yes, I have. No, I haven't.
Has	he she it		Yes, he has. No, he hasn't.

Use

We use the present perfect:

- to talk about something that happened before now, at an indefinite time in the past.
I've met a lot of famous people in my life.
He's written six books.
They've travelled a lot in Africa and Asia.
- to talk about an action or event that started or happened in the past, but has got a connection with the present. The action or event might be finished or unfinished.
The rain has stopped. We can go out now.
I've made a cake. Would you like some?
She's lost her keys and can't open the door now.
He's lived in this town all his life. (He was born here and he still lives here now.)
- to talk about experiences, especially with *ever* and *never*.
- to talk about recent events.

been and gone

The verb *go* has two past participle forms: *been* and *gone*.

- We use *been* when we know that someone has returned from a journey.
Josh has been to India. (He is back now.)
- We use *gone* when the person has not returned.
Josh has gone to India. (He is still in India.)

ever and never

In present perfect questions, we often use *ever* (= at any time in the past).

Have you ever tried a risky sport?

To express a negative, we can use *never* (= at no time in the past) + affirmative verb.

I've never tried a risky sport.

1 Study the table and complete the sentences using the present perfect.

	take a lot of risks	travel to different countries	have a number of exciting experiences
Lydia	✓	✗	✓
Ryan	✗	✓	✓
Scott	✓	✗	✗

During the past year ...

- Lydia a lot of risks.
- Ryan a lot of risks.
- Lydia and Scott to different countries.
- Ryan to different countries.
- Lydia and Ryan a number of exciting experiences.
- Scott many exciting experiences.

Present perfect and past simple

Present perfect	Past simple
For experiences and actions that happened at an indefinite time in the past, often with <i>ever</i> and <i>never</i> . <i>Have you ever been to Spain?</i> <i>I've never been to Spain.</i> <i>Carrie has stayed at that hotel twice.</i>	For actions that happened at a specific point in the past, usually with time expressions such as <i>ago</i> , <i>yesterday</i> , <i>last week / year</i> , in <i>2009</i> , etc. and in questions with <i>when</i> . <i>When did Lee go to Spain?</i> <i>Lee went to Spain last year.</i>
For finished or unfinished actions and situations that have a connection with the present. <i>I've lived in Germany all my life.</i>	For finished actions and situations that happened in a period of time that has ended. <i>I lived in Germany from 2002 to 2006.</i>

2 Write the correct past simple or present perfect form of the verbs in brackets.

- Mr Franks was well known in this town. He (play) football for the local team until 2012.
- My grandma (be) very happy when we visited her in her new home.
- We (meet) Tim and Helen in the park last week.
- I (not see) a film at the cinema for a few months.
- you ever (wear) fancy dress?
- He didn't pass the exam because he only (write) his name on the paper.
- We (have) a terrible day. I hope tomorrow will be better.
- Mum (not go) to the shops. She's still writing the shopping list.

5.2 ■ Present perfect with *already*, *just* and *yet*

We use *just* before the past participle in affirmative sentences and questions to talk about something that happened immediately before the moment of speaking. **I've just finished making the dinner.**

We use *already* before the past participle in affirmative sentences and questions to talk about something that happened sooner than expected.

Mr Smith has already arrived. He's an hour early.

We use *yet* at the end of the sentence in negative sentences and questions to talk about something that was expected to happen, but which hasn't happened.

Robert hasn't called yet. We're still waiting.

Have you met Billy yet?

1 Write sentences with *just* and the present perfect.

- 1 He / arrive.
.....
- 2 She / see / her name on the list.
.....
- 3 Carol and Ted / get married.
.....
- 4 I / write / an email / to you.
.....
- 5 You / walk / past a very famous person.
.....
- 6 We / finish / our homework.
.....

2 Choose the correct words.

- 1 She's only been here two weeks and she's **yet** / **already** made lots of friends.
- 2 He said he'd contact you. Has he phoned you **yet** / **already**?
- 3 Have they **yet** / **already** decided who's in the team? That was quick!
- 4 I haven't seen that film **yet** / **already**. Is it good?
- 5 'Is John still in the queue for the rollercoaster?' 'No, he's **yet** / **already** been on it.'
- 6 'Could you tell Phil that his dinner is ready?' 'I **yet** / **already** have.'

5.3 ■ Present perfect with *for* and *since*

We use the present perfect + *for* or *since* to say how long a situation has existed.

■ We use *for* with a period of time: *for a few seconds, for a day, for two weeks, for several years.*

She's had this house for many years.

■ We use *since* with a specific time: *since ten o'clock, since Friday, since yesterday, since May, since 2007.*

She's had this house since 2011.

We can use the question *How long ... ?* with the present perfect to ask about the length of time that a present situation has existed.

How long has Jo lived here? (Jo still lives here.)

1 Rewrite the sentences using *for* or *since*. Today is Friday 19 June 2025. Marcia is twenty-five years old.

- 1 Marcia's been here since Monday.
Marcia's been here
- 2 Marcia's parents have lived in New York for two years.
Marcia's parents have lived in New York
- 3 Marcia has had a car since she was eighteen.
Marcia has had a car
- 4 Marcia's twin brothers have been teenagers for ten days.
Marcia's twin brothers have been teenagers
- 5 Marcia's worked at the post office since January.
Marcia's worked at the post office
- 6 Marcia's been engaged for two months.
Marcia's been engaged

2 Complete the questions. Then write true answers.

- 1 Where do you live? How long / you / live there?
.....
- 2 What's the weather like today? How long / it / be cold (sunny, raining, snowing, etc.)?
.....
- 3 What are you wearing? How long / you / have it?
.....
- 4 Who is your best friend? How long / you / know them?
.....
- 5 Do you study geography at school? How long / you / study it?
.....
- 6 What are your favourite animals? How long / you / be interested in them?
.....

3 Complete the sentences with the words below.

■ for ■ since ■ already ■ just ■ ever ■ never ■ yet

- 1 I've known my best friend a long time.
- 2 My sister has tried a risky sport.
- 3 Have you tried trampolining?
- 4 Mike's thirty-two now, and has had a fear of injections his childhood.
- 5 Have they published the exam results ?
- 6 The ground is wet because it has stopped raining.
- 7 It's only September, but they've bought some Christmas presents.

6.1 will and going to

will

Affirmative and negative			
I You He / She / It We They	'll (= will) won't (= will not)		wait here.
Questions and short answers			
Will	I you he / she / it we they	be all right?	Yes, I will. No, I won't.

Use

We use *will* and *won't* (= will not) to express:

- predictions, or future facts that we are certain about, often after the verb *think*.
That plant won't survive for long without water.
I don't think they'll win the competition.
- decisions made at the moment of speaking, offers and promises.
It's very hot in this room. ~ I'll open the window.

going to

Affirmative and negative			
I	'm (= am) 'm not (= am not)		going to work tonight.
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
Questions and short answers			
Am	I		Yes, I am. No, I'm not.
Is	he she it	going to come?	Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Use

We use *be + going to*:

- to describe an intention.
I'm going to start keeping a diary.
- to talk about a future plan.
We are both going to study in the USA next summer.
- to make a prediction about the future based on something we can see in the present.
Look at those clouds. It's going to rain.

Compare:

going to: *They aren't going to stay in London very long.* (This is their plan or intention.)

will / won't: *They won't stay very long.* (I predict this.)

1 Choose the correct words.

- Dana **will / is going to** stay with her French penfriend this summer. She's really excited.
- We need some milk. I'm **going to / 'll** go out and buy some.
- Do you think that we're **going to / 'll** get there in time for the concert?
- Help that boy. He's **going to / will** fall off the wall.
- I can't come out tonight. I'll / 'm **going to** work on my school project.
- Mike thinks that his new school **is going to / will** have better facilities than his old one.
- I've decided that I'll / 'm **going to** live in Italy when I grow up.
- What a mess! **Will you / Are you going to** help me to tidy up?

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

- I don't think the students get lost.
- Sam and I are training really hard this week. We run in the 10-kilometre race on Saturday.
- There's a spelling mistake on our poster. I change it.
- Nobody wants to come to our concert. It be a disaster!
- During the summer, I work at the leisure centre to earn some money.
- Mr Kempton thinks the window cost about €200 to repair.
- I have a party on Saturday. Would you like to come?
- It's Sarah's birthday next week. I think I buy her some flowers.

6.2 First conditional

We use the first conditional to talk about a possible present or future action or situation, and its probable result.

If you study hard at school, you'll do well.

CONDITION RESULT

If + present simple, will + infinitive

If we put the result clause first, there is no comma.

You'll do well if you study hard at school.

RESULT CONDITION

will + infinitive if + present simple

In a condition clause, *if* is followed by the present simple, even though the verb refers to the future.

If we miss the train, we'll be late for school.

NOT ~~**If we'll miss the train ...**~~

It is possible to use a negative verb in either or both parts of a conditional sentence.

If he doesn't learn to read, he won't do very well.

1 Match 1–6 to a–f to make sentences.

- 1 If you break this law,
- 2 The children won't work well
- 3 You'll easily pass the exam if
- 4 If that man takes those things,
- 5 It will be easier for you to get up on time
- 6 If I don't go home soon,

- a you work hard and do your homework.
- b if you use an alarm clock.
- c you'll pay a fine.
- d I'll get into trouble with my parents.
- e if they're too tired to concentrate.
- f I'll call the police.

2 Write first conditional sentences. Use the correct form of the verbs in brackets.

- 1 If I (have) enough money, I (buy) some new clothes.
- 2 If it (rain), they (not hold) the concert.
- 3 Meg (be) annoyed if we (be) late.
- 4 We (catch) the bus if we (not feel) like walking.
- 5 If they (not leave) now, they (miss) their train.
- 6 You (not get) a good job if you (not do) well in your exams.

6.3 ■ Zero conditional

We use the zero conditional to talk about a general fact that always or usually follows as a logical result of an action. The present simple is used in both parts of the sentence.

If you are tired, you make more mistakes.
 CONDITION RESULT

If / When + present simple, present simple

When the result clause comes first, there is no comma.

You make more mistakes if you are tired.

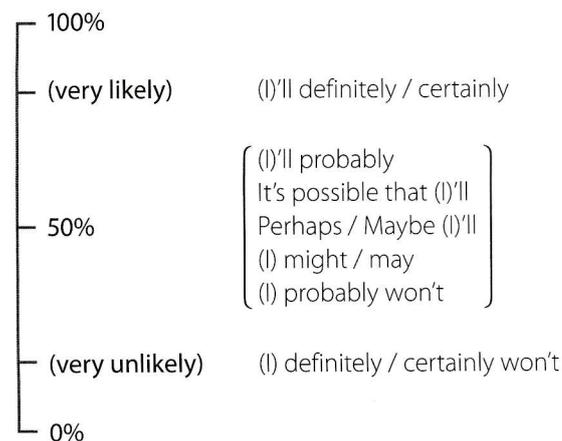
1 Complete the sentences with the correct zero conditional form of the verbs below.

■ learn ■ pay ■ not practise ■ put ■ seem ■ not do

- 1 If you a musical instrument, you don't improve.
- 2 When you a new language, it opens up a new world.
- 3 The world a nicer place when people are polite.
- 4 If a person commits a crime, they for it.
- 5 Children become lazy when they things for themselves.
- 6 When you police officers in schools, it creates a sense of fear.

6.4 ■ Expressing probability

We express levels of certainty about the future using the following expressions:



Compare:

There probably won't be food shortages in twenty years' time. (= It is likely that there won't be.)

People might / may work from home more in five years' time. (= It is likely that they will.)

More and more people will probably work from home in five years' time. (= It is likely that they will.)

1 Write sentences expressing probability. Use the key below.

- xx = definitely won't
- x = probably won't
- x✓ = might / maybe / it's possible that
- ✓ = will probably
- ✓✓ = will definitely

- 1 Max / have a birthday party ✓
- 2 I / go to / football practice / this lunchtime x
- 3 this computer / work / with that cable xx
- 4 I / check my emails / later x✓
- 5 we / spend / Christmas / at home / this year ✓✓
- 6 it / rain / this afternoon x✓
- 7 people / write letters by hand / in twenty years' time x
- 8 I / visit / my friends / at my old school x✓
- 9 Ben and Amy / get married / this year ✓
- 10 my parents / travel to China / in July xx

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

must and mustn't

Must is used with an infinitive without *to*. The forms of *must* are the same for all persons, and there is no auxiliary *do* in questions or negatives.

Affirmative and negative			
I You He / She / It We They	must mustn't (= must not)		wait here.
Questions and short answers			
Must	I you he / she / it we they	wait here?	Yes, I must. No, I mustn't.

Note that the question form *Must I / you / we, etc. ... ?* is not very common. Use *Do I / you / we have to ... ?* instead.

We use *must* when the speaker feels that it is very important for someone to do something.

I must stop eating chocolate and biscuits.

We must hurry up.

The children must go to bed now.

You must be home before it gets dark.

We use *mustn't* when it is very important for someone not to do something.

I mustn't be late for the exam tomorrow.

You mustn't take any dictionaries into the exam.

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

- You be prepared to work hard when you start a business.
- Drivers park their cars in front of this gate.
- People have a ticket or official document to enter the Olympic stadium.
- I go to the dentist tomorrow. My tooth really hurts.
- You bring a translation of your qualifications to the interview so we can check them.
- Students bring tablet computers into the exam. We will take away all electronic equipment.
- You touch any fruit or vegetables in the market. You will have to pay for them.
- You drive so fast. The speed limit is forty kilometres per hour!
- All passengers show their passports at the airport.
- You play loud music after ten o'clock in the evening.

have to and don't have to

Affirmative and negative			
I We You They	have to don't have to		study.
He She It	has to doesn't have to		
Questions and short answers			
Do	I we you they	have to study?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

In affirmative sentences, *have to* is used in a similar way to *must*.

You have to be home before it gets dark.

We usually use *have to* rather than *must* when the situation (not the speaker) makes the action important.

I have to take two buses to school. (This is the journey to school.)

I have to wear a uniform. (This is in the school rules.)

People have to drive on the left in the UK. (That's the law.)

We use *don't have to* when it isn't necessary for someone to do something.

You don't have to bring any food. Lunch will be provided.

Note that while the meaning of *have to* and *must* is almost the same in the affirmative, the meaning of the negative forms is completely different. Compare:

You mustn't pay John - he hasn't done any work yet.

You don't have to pay John - I have already paid him.

We use the question form *Do I / you / we / they have to ... ?* or *Does he / she / it have to ... ?* to ask if it is necessary to do something.

Do we have to do all the work ourselves?

2 Write sentences with the correct form of *have to*.

- I / not / go to bed early / at the weekend.
.....
- An entrepreneur / have some money / to begin a business with.
.....
- You / use the correct currency / when you go to a foreign country.
.....
- University students / not / wear / a uniform.
.....
- Someone who drives / a car / not / travel / by bus.
.....
- You / not / do exams every day of your life.
.....
- My brother / get up / at four o'clock / to go to work.
.....

3 Complete the sentences. Use the words below.

- mustn't ■ don't have to ■ have to ■ must ■ has to
■ must ■ have to ■ have

- 1 Do I do my homework now? I want to go out.
- 2 Paul doesn't help in the garden. Why do I have to do it?
- 3 You and Kim stay. You can go home whenever you want.
- 4 People exercise more. We're all getting less healthy.
- 5 Look after Ben. Remember – you go near the railway line.
- 6 Visitors take their litter away with them.
- 7 Karen lives near the school, so she doesn't to take the bus to get there.
- 8 Jack go soon because he has a dental appointment.

7.2 ■ Second conditional

We use second conditional clauses to describe present and future situations that are imaginary or unreal. The past forms are used to show the situation is different from reality.

If I met an alien,	I'd scream and run away.
CONDITION	RESULT
<i>If + past simple,</i>	<i>would ('d) + infinitive</i>

As with first conditional sentences, the result can come first. In this structure, there is no comma.

I'd scream and run away	if I met an alien.
RESULT	CONDITION
<i>would ('d) + infinitive</i>	<i>if + past simple</i>

In the structure *if* clause + *be*, the form *were* can be used with *I*, *he*, *she* and *it*. We often use *If I were you ...* to give advice to someone. In spoken English, *was* is more frequent.

If I were you, I'd buy a new phone.

If Lily was / were good at languages, she'd learn Chinese.

We can use negatives in either or both parts of the sentence.

If I won a lot of money, I wouldn't waste it.

I wouldn't eat the food if I didn't like it.

In questions, we can start either with the condition or with the result.

What would you do if you were invisible?

If animals could talk, what would they say?

1 Choose the correct words.

- 1 If I **am** / **were** eighteen, I'd learn to drive.
- 2 What **would** / **will** you do if you didn't have to go to school?
- 3 If Sheila **would have** / **had** a dog, she'd take it out for a walk every day.
- 4 I wouldn't tell them about this if I **be** / **were** you.
- 5 If it wasn't raining, I **won't** / **wouldn't** need an umbrella.
- 6 If you **could** / **can** read people's thoughts, what would you do?

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 You (can) become an entrepreneur if you borrowed €2,000.
- 2 If we went by plane, we (get) there quicker.
- 3 If the world's population (stay) the same, we'd still have energy problems.
- 4 English (not be) so important if they didn't speak it in the USA.
- 5 If you had satnav, you (not get) lost all the time.
- 6 If we could go back in time, we (find) the world a very different place.

3 Match the imaginary situations to the imaginary outcomes. Then write conditional sentences. Begin with *If I ...*

- | | |
|----------------------|-----------------------------|
| 1 have lots of money | a be an airline pilot |
| 2 can live anywhere | b buy a big football club |
| 3 make the law | c speak German fluently |
| 4 can have any skill | d choose Paris |
| 5 can have any job | e ban cars |
| 6 be from Germany | f want to make people laugh |

7.3 ■ I wish ...

We use *wish* + past simple when we want to say that we would like a present situation to be different.

I wish I lived in Paris. (I would like to live in Paris, but I don't.)

We can use *were* instead of *was* when the subject of *be* is *I*, *he*, *she* and *it*. We don't use *would*.

I wish Joe were here.

NOT ~~I wish Joe would be here.~~

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish I (know) more English words.
- 2 I wish we (not have) any homework tonight.
- 3 I wish I (be) taller.
- 4 I wish I (go) to a different school.
- 5 I wish we (not live) in this boring place.
- 6 I wish my mum (not be) so strict.

2 Rewrite the sentences saying how you would like the present situation to be different. Use *I wish ...*

- 1 Life is so complicated.
- 2 I don't enjoy sport.
- 3 I can't cook.
- 4 People drive everywhere.
- 5 I'm not good at art.
- 6 My camera doesn't work.
- 7 I don't understand this exercise.
- 8 Sarah is always late.

8.1 Past perfect

Affirmative and negative			
I	had hadn't (= had not)	passed the test.	
You			
He / She / It			
We			
They			
Questions and short answers			
Had	I you he / she / it we they	passed the test?	Yes, I had. No, I hadn't.

We form the past perfect with *had / hadn't* + past participle. Remember that the past participle is often the same as the past simple form. However, many past participles have an irregular form.

Use

We use the past perfect to talk about something that happened before something else in the past.

Marie had left the office when I called her. (Marie left the office, and then I called her.)

We can also use the past perfect to explain a situation or give a reason.

I was nervous because I hadn't driven on the motorway before.

We can use the past perfect together with the past simple to describe two past actions, introduced by *when* or *after*. The verb in the past perfect always refers to the action that happened first.

They took away his medal after he had won it. (He won the medal, and then they took it away.)

When Colin arrived, everyone had gone home. (Everyone went home, and then Colin arrived.)

1 Write the second sentence of each pair. Use the past perfect form of the verb given.

- We arrived too late. The train / just / leave the station
- It was a waste of money. Jo and Ann / buy / the same present for Ben
- Sam was disappointed. He / not win / the competition
- I had to accept the truth. The campaign / not be / successful
- Chloe thanked me. I / congratulate / her on winning the race
- Everyone was very relieved to arrive. The journey / take / a long time

2 Complete the questions with the past perfect form of the verbs in brackets.

- The door was open. someone (be) there before me?
- you (read) the book before you saw the film?
- I saw you at about three o'clock. the exam already (finish) by then?
- Why did Ben come back to the house? he (forget) something?
- Joe and Chloe left the cinema early. they (see) the film before?
- Why was everyone outside the restaurant? it (close) early?
- Mary wasn't at home. Where she (go)?

3 Choose the correct words.

- We were / had been there for ten minutes when the police arrived.
- The reason you nearly fainted was because you didn't eat / hadn't eaten anything.
- Where did Ryan go / had Ryan gone on holiday last summer?
- I didn't go to the theatre that evening because I'd already seen / I already saw the play.
- In 1950, there were / had been two ice rinks in this town.
- We didn't have / hadn't had much money when we were young, but we enjoyed ourselves.
- Tina wasn't / hadn't been very well last night.
- She joined the beginners' group even though she had played / played before.

4 Write one sentence that links the sentence pairs with *because*. Use the past perfect form once in each new sentence.

- We couldn't get in. Keira locked the door.
- Everyone congratulated Mark. He did so well.
- I thought Helen would win the prize. She wrote a brilliant essay.
- Steve didn't have any money. He bought a new pair of running shoes.
- The two athletes left the competition. They cheated.
- I was very happy. I made some progress on my project.
- The telephone wasn't working. You didn't pay the bill.

8.2 ■ *used to*

Affirmative and negative			
I You He / She / It We They	used to didn't use to	swim every day.	
Questions and short answers			
Did	I you he / she / it we they	use to swim every day?	Yes, I did. No, I didn't.

Use

We use *used to* + infinitive to talk about:

- past habits.
When I was young, I **used to play football with my friends every afternoon.**
We **used to go sailing in summer, but now we prefer mountain biking.**
What kind of books did you **use to read as a child?**
- past states or situations.
Jen **used to have very long hair, but she had it cut short last year.**
We **used to live in Chester, but we moved to Newcastle when I was twelve.**
Anna **didn't use to like tea, but now she drinks tea with milk all the time.**

We don't use *used to* for single actions. Compare the following sentences:

We **used to go to the theatre a lot when we lived in London.**
NOT ~~We used to go to the theatre on my tenth birthday.~~
Richard **used to be very handsome when he was young.**
NOT ~~Richard used to be very handsome at the party last night.~~

We can often use the past simple instead of *used to*, but we prefer *used to* when we want to emphasize that the situation today is different.

When Tom was a teenager, he listened to rock music. (He may or may not listen to rock music now.)

When Tom was a teenager, he used to listen to rock music. (He doesn't listen to rock music any more.)

Note that *used to* doesn't have a present tense form. To talk about present habits and situations, we always use the present simple, NOT *use to*.

1 Write statements and questions with the correct form of *used to*.

- 1 we / win / every game of cricket ✗
.....
- 2 my grandparents / vote / in every local election ✓
.....
- 3 the stadium / have / two towers on the roof ?
.....
- 4 Dan / be / very confident about his sporting abilities ✗
.....
- 5 you / be / a very patient person ?
.....
- 6 Ian / spend / every evening at the gym ✓
.....
- 7 Laura's dad / be / a civil servant ?
.....
- 8 Lee / compete / against much bigger boys in races ✓
.....
- 9 how often / Stan and George / play basketball ?
.....
- 10 they / get up / early in the morning ✗
.....

2 Complete the sentences with the verbs below. Use *used to* if possible. If not, use the past simple form of the verb.

- dream ■ buy ■ follow ■ be ■ want ■ build ■ own ■ win
- 1 My parents a shop. It was very successful.
 - 2 James a medal. He was very proud of it.
 - 3 They the new school very quickly.
 - 4 I of this moment, and now it's finally arrived.
 - 5 We the campaign from start to finish.
 - 6 Sarah her cousin a beautiful present when she got married.
 - 7 Back in the 1960s, a lot of students to change the world.
 - 8 That's where the post office over there on the corner.

9.1 ■ Reported speech

We use reported speech when we want to tell someone about something that another person said. Tenses and pronouns change in reported speech if the time and the speaker change.

The tense of the main verb changes in the following ways.

Direct speech	Reported speech
Present simple She said, 'The facts are true.'	Past simple She said that the facts were true.
Present continuous 'I'm watching the news,' I said.	Past continuous I said that I was watching the news.
Present perfect 'I've seen the news,' he said.	Past perfect He said that he had seen the news.
Past simple 'I found my pen,' he said.	Past perfect He said that he had found his pen.
will You said, 'I will come.'	would You said that you would come.

Pronouns and possessive adjectives also change.

'I've seen the news,' he said. → He said that he had seen the news.

'My birthday was very memorable,' said Louise. → Louise said that her birthday had been very memorable.

'We will go to Paris in June,' my parents said. → My parents said that they would go to Paris in June.

We sometimes leave out *that* in reported speech.

'There is a letter for you,' she said. → She said (that) there was a letter for me.

say and tell

We can use *say* or *tell* to introduce reported speech.

■ *say* + (that)

Marisa said (that) she was worried.

She said (that) she had had a bad day.

We never use an object after *say*.

NOT ~~She said me that ...~~

■ *tell* + person + (that)

Tell is always followed by a personal object.

Marisa told me (that) she was worried.

She told me (that) she had had a bad day.

NOT ~~Marisa told that she was worried.~~

There are many other reporting verbs. Some examples are: *announce*, *confirm*, *complain* and *explain*. These verbs are not followed by a personal object.

They announced (that) they were getting married.

NOT ~~They announced me that ...~~

We confirmed (that) the details were true.

She complained (that) the radio didn't work.

He explained (that) it was broken.

1 Complete the reported speech sentences. Use the past simple, past continuous, past perfect or *would / wouldn't*.

- 'Pete doesn't spend more than an hour on his mobile every day,' said Lawrence.
Lawrence said that Pete more than an hour on his mobile every day.
- 'We're watching a chat show,' said Zak.
Zak said that they a chat show.
- 'The wildlife documentary didn't start until 10 p.m.,' said Marie.
Marie said that the wildlife documentary until 10 p.m.
- 'Rob has written a great script for the play,' said Paul.
Paul said that Rob a great script for the play.
- 'The newspaper will publish details of the event,' said the reporter.
The reporter said that the newspaper details of the event.
- 'Zoe isn't watching a sitcom,' said Lara.
Lara said that Zoe a sitcom.
- 'I won't finish the crossword,' said Dad.
Dad said that he the crossword.

2 Complete the sentences with the correct pronouns and possessive adjectives.

- 'I'm waiting for a package,' said Steve.
Steve said that was waiting for a package.
- 'We'll wait for you both outside,' said Karen and Jack.
Karen and Jack said that would wait for outside.
- 'You've passed your exam!' said my teacher.
My teacher said that had passed exam.
- 'Your sister doesn't look like you,' said Marta.
Marta said that sister didn't look like
- 'Everyone had a great time at your birthday party,' said Nick.
Nick told me that he had had a great time at birthday party.
- 'Jim didn't walk home with his usual friends,' said Karl.
Karl said that Jim hadn't walked home with usual friends.

3 Complete the sentences with *said* or *told*.

- Everyone that the special effects in the film were spectacular.
- Caroline that her mother spoke several languages.
- The head of the theatre company her that she would be a good actress.
- The man the newspaper's editor that he was going to complain about the article.
- We that we didn't want the story to appear in the middle of the paper.
- I my friends that I was going to be on a reality TV show.

9.2 ■ Question tags

A question tag is a short question that we sometimes add at the end of a statement.

- After an affirmative statement, the question tag is negative.

He's part of the film crew, isn't he?

- After a negative statement, the question tag is affirmative.

War films aren't very interesting, are they?

The verb used in the question tag depends on the verb that is used in the statement. If there is an auxiliary verb, we repeat the auxiliary verb and add a pronoun. The tense for the auxiliary verb matches the tense used in the statement.

The film set is very convincing, isn't it?

The actors weren't very good, were they?

Leah won't be late, will she?

You haven't seen Tom, have you?

If there is no auxiliary verb, we use the auxiliary verb *do / does* for a present simple verb, or *did* for a past simple verb.

Lauren likes costume dramas, doesn't she?

You finished the crossword, didn't you?

The intonation used in question tags affects the meaning.

- We use rising intonation when we aren't sure if what we are saying is true, and we want the other person to confirm it.

You don't like romantic comedies, do you?

- We use falling intonation when we are sure that what we are saying is true, and we want the other person to agree with us.

Sarah hasn't started taking acting lessons, has she?

1 Choose the correct words.

- 1 Ellen's finished all her exams, **isn't / doesn't / hasn't** she?
- 2 You won the art prize this year, **haven't / didn't / won** you?
- 3 Everyone enjoyed the film, **didn't / did / don't** they?
- 4 We won't make the same mistake next year, **will / do / make** we?
- 5 I'm not doing anything wrong, **do / don't / am I**?
- 6 Shaun loves science fiction, **does / doesn't / isn't** he?
- 7 It's a beautiful day today, **aren't / is / isn't** it?
- 8 You will come to the theatre with us tonight, **aren't / don't / won't** you?
- 9 The first broadcast by the BBC was in 1922, **didn't / wasn't / am** it?
- 10 The programme about the history of the BBC hasn't started yet, **has / does / is** it?
- 11 We haven't missed the train, **have / did / haven't** we?
- 12 You will call me, **will / won't / don't** you?

2 Complete the sentences with question tags. Use one of the verbs in A and one of the pronouns in B in each sentence.

A ■ have ■ can ■ isn't ■ doesn't ■ haven't ■ do ■ can't ■ is

B ■ you ■ you ■ they ■ it ■ I ■ we ■ she ■ he

- 1 They've chosen Antoinette to be in the school play,?
- 2 You and Tania can swim,?
- 3 Tom isn't writing the whole script,?
- 4 You haven't thought about this very much,?
- 5 We can't use that as a headline,?
- 6 The exam's going to be very hard,?
- 7 Sally likes costume dramas,?
- 8 I don't look very good in this,?

3 Write statements with question tags for these situations.

- 1 You want confirmation that the train leaves at six o'clock.
.....?
- 2 You want someone to confirm that you aren't far from the station.
.....?
- 3 You want someone to confirm that Paul will be at the party.
.....?
- 4 You want confirmation that Amanda has finished with the computer.
.....?
- 5 You want someone to agree that Mark is going to win the race.
.....?
- 6 You want confirmation that the film doesn't start until eight o'clock.
.....?
- 7 You want someone to agree that it's very hot in the room.
.....?
- 8 You want someone to confirm that George and Samantha aren't American.
.....?
- 9 You want someone to agree that Lionel Messi is the best football player.
.....?
- 10 You want confirmation that Andrea has a red car.
.....?
- 11 You want someone to confirm that the exam will start at one o'clock.
.....?
- 12 You want someone to agree that Isabel's hair looks very nice.
.....?

10.1 ■ The passive

The passive is formed with *be* + past participle of the main verb.

We use the passive:

- when we are more interested in the action than in the person or thing that performs the action.
English is spoken by over 1.8 billion people around the world.
America was discovered in 1492.
- when we don't know who performs the action, or when it is clear from the context who performs the action.
These cars are made in Japan.
My camera was stolen.

When we want to say who performs an action in a passive sentence, we use the preposition *by*.

active: *John Logie Baird invented the television.*

passive: *The television was invented by John Logie Baird.*

Passive verbs have the same tenses as active verbs, and the rules for tense usage are the same.

Present simple passive

present simple of *be* + past participle

Affirmative	
This bag is made of real leather.	
The children are paid very little.	
Negative	
The boy isn't paid a good wage.	
The clothes aren't sold directly to shops.	
Questions and short answers	
Is this bag made of leather?	Yes, it is. No, it isn't.
Are lemons grown in Greece?	Yes, they are. No, they aren't.

The present simple passive is often used to describe a general process.

The clothes are washed and ironed. Then they are hung up in the shop.

Past simple passive

past simple of *be* + past participle

Affirmative	
A lot of money was donated.	
The clothes were made in China.	
Negative	
The price wasn't reduced.	
We weren't given anything to eat.	
Questions and short answers	
Was all the money donated?	Yes, it was. No, it wasn't.
Were the clothes washed?	Yes, they were. No, they weren't.

We use the past simple passive to talk about specific actions.

On Thursday, the clothes were washed and ironed.

Note that some verbs in English, such as *give*, *send* and *tell*, can have two objects. Usually the first object is a person and the second is a thing.

John gave Mary some flowers.

They sent me a long letter.

Elsa told the children a story.

In the passive, we often make the person subject of the sentence, not the thing.

Mary was given some flowers.

I was sent a long letter.

The children were told a story.

1 Complete the sentences with the past participle form of the verbs in brackets.

- 1 The price tags are (take) off straight away.
- 2 The banners were (carry) through the streets.
- 3 Fur is still (wear), although many people protest about it.
- 4 The clothes were (throw) away even though they were not damaged.
- 5 The boy was (wake) at 4 a.m. to begin work.
- 6 Cocoa trees are (grow) in countries like Brazil and Ghana.

2 Complete the sentences with *is*, *are*, *was* or *were*.

- 1 The clothes exported to other countries and they are then sold for a higher price.
- 2 The bridge built in only six months.
- 3 In this country, I think children given too much pocket money nowadays.
- 4 This T-shirt made of cotton.
- 5 The children told to work in the factory. They didn't have a choice.
- 6 During a demonstration, slogans often shouted.

3 Rewrite the sentences in the passive without *by*. Use the present or past simple passive.

- 1 Someone stole my mobile phone yesterday.
.....
- 2 Everyone finished lunch by 2 p.m.
.....
- 3 We freeze food products to conserve them.
.....
- 4 They publish daily newspapers every day.
.....
- 5 People met us at the station.
.....
- 6 The postman delivers the post before nine o'clock.
.....
- 7 My parents gave me an alarm clock for my birthday.
.....
- 8 Someone cleans the office every night.
.....

10.2 ■ Present perfect passive

present perfect of *be* + past participle

Affirmative	
A petition has been signed.	
Comments have been posted.	
Negative	
The mine hasn't been closed.	
The clothes haven't been worn.	
Questions and short answers	
Has the tag been removed?	Yes, it has. No, it hasn't.
Have the coats been hung up?	Yes, they have. No, they haven't.

1 Complete the sentences. Use the present perfect passive form of the verbs in brackets.

- The pesticides (ban), but people still use them.
- The process (explain) to everyone, but not everyone understood.
- The streets (clean). There isn't any litter.
- The money (not find). The police are still looking for it.
- Our team (not award) a gold medal. We came second.
- a complaint (make) about the noise?

2 Complete the sentences. Use the present perfect passive form of the verbs below.

■ hear ■ not close ■ not find ■ make ■ sell

- The car is British, but the engines in Germany for the last few years.
- Her school yet, but most of the students are already at different schools.
- you about Marie? She's going to be on TV!
- This Italian brand of trainers in the UK since the 1990s. It's popular with British students.
- The man went missing last night, and he still

10.3 ■ Future passive

will + *be* + past participle

Affirmative	
The clothes will be cleaned tomorrow.	
Negative	
The environment won't be protected.	
Questions and short answers	
Will the clothes be sold here?	Yes, they will. No, they won't.

1 Complete the sentences. Use the future passive form of the verbs below.

■ not know ■ use ■ track ■ not provide ■ not fix ■ exhibit

- For the next two months, the artist's work in the Branson Museum.
- In the future, global changes more closely.
- Pens in the exam, so remember to take your own.
- All the money that our company donated for the new campaign.
- My computer is broken, and unfortunately it before Monday.
- The results of the experiment for a few months.

2 Complete the second sentence so it has got a similar meaning to the first sentence. Use the future passive.

- Someone will write the report.
The report
- Someone will bring the cake in at the end of the meal.
The cake in at the end of the meal.
- They'll cut down large parts of the rainforest to make roads.
Large parts of the rainforest to make roads.
- They won't publish the book until next year.
The book until next year.
- We'll hang coats next to the jackets and trousers.
The coats next to the jackets and trousers.
- They'll catch the thief soon.
The thief soon.

3 Rewrite the sentences in the future passive. Use *by* to say who will perform the action.

- Two of the managers will interview you.
.....
- A doctor will perform the operation on John's knee.
.....
- The construction company won't design the motorway.
.....
- Will the journalist email the article? (✓)
.....
- Jessica will send the foreign students an information pack.
.....
- Will the secretary book the train tickets? (✗)
.....

Pronunciation insight 1

Present simple -s endings

All third person (*he, she, it*) present simple forms of English verbs end in -s. This final -s is pronounced in three different ways:

- /s/ as in *works*
- /z/ as in *plays*
- /ɪz/ as in *chooses*

1 **3.21** Listen and match each group of verbs 1-3 to the pronunciation of the -s endings a-c.

- | | | | | |
|-----------|----------|---------|---------|---------------|
| 1 comes | stays | shows | prefers | a /s/ |
| 2 changes | finishes | matches | passes | b /z/ |
| 3 meets | laughs | makes | sleeps | c /ɪz/ |

2 **3.22** Listen and check your answers to exercise 1. Then listen again and repeat.

3 **3.23** Listen and tick (✓) the correct box.

	/s/	/z/	/ɪz/
1 arrives		✓	
2 brushes			
3 escapes			
4 closes			
5 goes			
6 takes			

4 **3.24** Listen and check your answers to exercise 3. Then listen again and repeat.

5 Choose the correct pronunciation to complete the rules.

- We pronounce the -s ending /s/ /z/ /ɪz/ if the verb ends in one of the following sounds:
 /s/ Example *miss* /mɪs/
 /z/ Example *lose* /luːz/
 /ʃ/ Example *crash* /kræʃ/
 /tʃ/ Example *catch* /kætʃ/
 /dʒ/ Example *manage* /ˈmænɪdʒ/
- If the verb ends in any other voiceless consonant sound, we pronounce the ending /s/ /z/ /ɪz/.
Example *ask* /ɑːsk/
- If the verb ends in any other voiced consonant sound or a vowel sound, we pronounce the ending /s/ /z/ /ɪz/.
Example *rain* /reɪn/

6 **3.25** Write sentences in the third person singular. How is the -s ending pronounced? Listen and check your answers.

- I leave home at eight o'clock. My sister / 8.30
My sister leaves home at 8.30. /z./
- I use a computer for chatting. Max / playing games
..... /...../
- We always eat healthy food. Anna / crisps
..... /...../
- We wear jeans to school. My brother / a uniform
..... /...../
- I wash my hair twice a week. Olivia / every day
..... /...../
- I speak English and French. My boyfriend / Polish
..... /...../

Pronunciation insight 2

Past simple -ed endings

All past simple forms of regular English verbs end in -ed. This final -ed is pronounced in three different ways:

- /t/ as in *worked*
- /d/ as in *played*
- /ɪd/ as in *wanted*

1 **3.26** Listen and tick (✓) the words you hear.

- | | |
|--------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> finish | <input type="checkbox"/> finished |
| 2 <input type="checkbox"/> show | <input type="checkbox"/> showed |
| 3 <input type="checkbox"/> chat | <input type="checkbox"/> chatted |
| 4 <input type="checkbox"/> hope | <input type="checkbox"/> hoped |
| 5 <input type="checkbox"/> respect | <input type="checkbox"/> respected |
| 6 <input type="checkbox"/> talk | <input type="checkbox"/> talked |
| 7 <input type="checkbox"/> try | <input type="checkbox"/> tried |
| 8 <input type="checkbox"/> introduce | <input type="checkbox"/> introduced |

2 **3.27** Listen to the past simple forms of the regular verbs. Match each group 1-3 to the pronunciation of the -ed endings a-c.

- | | | | | |
|-----------|--------|---------|---------|---------------|
| 1 called | lived | named | smiled | a /t/ |
| 2 crossed | helped | laughed | touched | b /ɪd/ |
| 3 mended | needed | tasted | waited | c /d/ |

3 **3.28** Listen and check your answers to exercise 2. Then listen again and repeat.

4 Choose the correct pronunciation to complete the rules.

- We pronounce the -ed ending /t/ /d/ /ɪd/ if the verb ends in the sounds /d/ or /t/. Example *repeat* /rɪˈpi:t/
- If the verb ends in any other voiceless consonant sound, we pronounce the ending /t/ /d/ /ɪd/.
Example *ask* /ɑːsk/
- If the verb ends in any other voiced consonant sound or a vowel sound, we pronounce the ending /t/ /d/ /ɪd/.
Example *rain* /reɪn/

5 **3.29** Complete the table with the verbs below. Listen and check your answers. Then listen again and repeat.

- arrived ■ dropped ■ decided ■ happened ■ included
- invited ■ learned ■ listened ■ looked ■ moved
- noticed ■ reached ■ shouted ■ stopped ■ visited

/d/	/t/	/ɪd/
arrived	dropped	decided
.....
.....
.....
.....

6 **3.30** Choose the odd one out. Then listen and repeat.

- started completed liked attracted
- organized stayed received escaped
- cried passed walked announced
- cleaned travelled carried watched
- connected recorded sighed wasted
- practised pushed shopped queued

Intonation in *wh-* and *yes / no* questions

In English, there are two main types of questions. We use *wh-* questions to ask for information. These questions contain a question word (*who, what, where, why, how, which, etc.*)

We use *yes / no* questions to ask for *yes* or *no* answers. These questions do not contain question words.

1 Complete the second question in each pair with the question words below. Use each question word only once.

■ how long ■ how many ■ when ■ where ■ who ■ why

- 1 Are you afraid of spiders?
..... are you afraid of them?
- 2 Have you ever been to New York?
..... did you go there?
- 3 Is she going on holiday this summer?
..... is she going to stay?
- 4 Has he written any books?
..... books has he written?
- 5 Do you live in a bungalow?
..... have you lived there?
- 6 Did you go to the concert last night?
..... did you go with?

2 3.40 Listen to the questions in exercise 1 and complete the rules for intonation. Write up or down. Then listen again and repeat.

- 1 At the end of *wh-* questions, the voice goes
- 2 At the end of *yes / no* questions, the voice goes

3 3.41 Write questions for the underlined parts of the sentences. Listen and check. Then listen again and repeat. Pay attention to the intonation.

- 1
No, I've never done a bungee jump.
- 2
I've known my best friend for ten years.
- 3
I learned how to ski when I was six.
- 4
Yes, I really enjoyed go-karting last weekend.
- 5
I go rock climbing in the mountains.
- 6
Yes, I do. I really like windsurfing.
- 7
No, I can't. I've never ridden a horse.
- 8
I'm writing to my friend Tom.

Diphthongs and rhyming words

A diphthong is a combination of two vowel sounds pronounced together, for example, /eɪ/ as in *play* /pleɪ/ and /əʊ/ as in *cold* /kəʊld/.

The first vowel sound is always longer than the second. There are eight diphthongs in English, but one of them is hardly ever used. Many native speakers use /ɔ:/ instead of /ʊə/. For example, *poor* is usually pronounced /pɔ:/ instead of /pʊə/.

1 3.42 Study the sound symbols. Listen and write the example word for each diphthong. Then listen again and repeat.

- | | |
|--------------|--------------|
| 1 /eɪ/ | 5 /eə/ |
| 2 /aɪ/ | 6 /ʊə/ |
| 3 /ɔɪ/ | 7 /əʊ/ |
| 4 /ɪə/ | 8 /aʊ/ |

2 Read words 1–7 aloud and write the correct diphthong for each word. Then match words 1–7 to a rhyming word a–g.

- | | |
|-----------------|---------|
| 1 /...../ crowd | a grey |
| 2 /...../ phone | b hair |
| 3 /...../ try | c here |
| 4 /...../ day | d high |
| 5 /...../ noise | e loud |
| 6 /...../ wear | f shown |
| 7 /...../ year | g toys |

3 3.43 Listen and check your answers to exercise 2. Then listen again and repeat.

4 3.44 Complete the sentences with a rhyming pair of words in exercise 2. Then listen and check.

- 1 The child had some that made a lot of
- 2 It was a cloudy, and the sky was
- 3 My grandparents have that they hate their new
- 4 The boys wanted to to jump very
- 5 There was a big, so the party was
- 6 It's been a since we moved
- 7 I'll do my and find something nice to

Strong and weak forms of *must, have to* and *should*

When we speak fast, we make some words weak. The weak words are not stressed, and they have often got the vowel sound /ə/. This is the most common vowel sound in English. Example:

a bigger number
/ə/ /ə/ /ə/

Modal verbs of obligation and advice, such as *must, have to* and *should*, are often weak in fast speech.

1 Complete the sentences with the correct form of *have to*.

- 1 The meeting is cancelled. You go.
- 2 We were late. We hurry.
- 3 Ivan has an exam tomorrow. He study.
- 4 The museum was free. They pay.
- 5 My bike is broken. I walk to school tomorrow.
- 6 We are on holiday now. We work.

2 3.45 Listen and check your answers to exercise 1. Note the pronunciation of *to* in fast speech. Is it strong /tu:/ or weak /tə/? Then listen again and repeat.

3 3.46 Study the strong and weak forms of the verbs below. Which verbs have a silent letter? Which letter is silent? Listen and repeat.

	must	mustn't	should	shouldn't
strong	/mʌst/	/'mʌsənt/	/ʃʊd/	/'ʃʊdənt/
weak	/məst/		/ʃəd/	

4 3.47 Listen to the sentences. Write *S* if the underlined verb is strong and *W* if it is weak.

- 1 He upset her. He must apologize.
- 2 It's a secret. You mustn't tell anyone.
- 3 A Must you leave so soon?
B Yes, I must. I have to get the last bus.
- 4 It's late. You should go home.
- 5 You're ill. You shouldn't be here.
- 6 A Should I wear a suit for the interview?
B Yes, you should. You need to look smart.

5 Read the rules and choose the correct answers.

- 1 In fast speech, we usually use the of *must* and *should*.
a strong form b weak form
- 2 We always use the of *must* and *should* in short answers.
a strong form b weak form
- 3 *Mustn't* and *shouldn't* have only got a
a strong form b weak form

6 3.47 Listen and repeat the sentences in exercise 4. Pay attention to the pronunciation of *must* and *should*.

Contractions: *had* or *would*

A contraction is a short form of a word or group of words, for example *'ll* (= will), *don't* (= do not), *isn't* (= is not). The apostrophe (') shows that one or more letters have been left out.

Some contractions have more than one meaning. For example, *'d* could mean *had* or *would*. It is easy to confuse them, but you can use the context and your knowledge of grammar to help you decide which one is correct.

1 3.48 Study the underlined words in sentences 1–3. Does *'d* mean *had* or *would*? Match 1–3 to a–c. Then listen and repeat.

- 1 I'd read all the books about Harry Potter before I watched the films.
 - 2 I'd love to meet J.K. Rowling.
 - 3 If I could talk to her, I'd ask her about her new book.
- a second conditional
b past perfect
c *would* + verb + infinitive

2 3.49 Sometimes it can be difficult to hear *'d* in a sentence. Listen and choose the sentences that you hear. Then listen again and repeat. Try to make the *'d* as clear as possible.

- 1 a He invited all his friends to the party.
b He'd invited all his friends to the party.
- 2 a I trained for six hours every day.
b I'd trained for six hours every day.
- 3 a We told you about the competition.
b We'd told you about the competition.
- 4 a She lost her umbrella.
b She'd lost her umbrella.
- 5 a They lived near Buckingham Palace.
b They'd lived near Buckingham Palace.
- 6 a We won the swimming race.
b We'd won the swimming race.

3 Add *'d* once to each sentence. Does it mean *had* or *would*?

- 1 If I were the Queen of England, I live in Buckingham Palace.
.....
- 2 She didn't have any money because she lost her wallet.
.....
- 3 They like to live in a big city.
.....
- 4 If he knew your phone number, he phone you.
.....
- 5 We love to go sightseeing this afternoon.
.....
- 6 I missed the bus, so I had to walk to school.
.....

4 3.50 Listen and check your answers to exercise 3. Then listen again and repeat.

Use of contractions

We often use contractions in conversation and in informal writing, like emails and letters to friends. We do not use them in formal letters.

1 **3.51** Read the rules about contractions and complete the examples. Listen and check your answers. Then listen again and repeat.

- We often contract the forms of *be*, *have* and *will* after pronouns.
I¹..... tired.
They²..... been ill.
We³..... call you tonight.
- After names, nouns, question words and indefinite pronouns, we can only use the contraction 's.
Lucy⁴..... gone out.
My sister⁵..... studying.
What⁶..... the time?
Somebody⁷..... coming.
- We often use contractions with *not*, especially in question tags.
He lives abroad,⁸..... he?
You've seen the film,⁹..... you?
- We can't contract *am not*. In question tags, we use *aren't* instead.
I'm late,¹⁰..... I?
- We do not use contractions in affirmative short answers or in positive question tags.
A Are you Dutch?
B Yes, I¹¹.....
A He isn't here,¹²..... he?
B No, he left.

2 Rewrite seven of the sentences using contractions. In which sentences is it not possible to use contractions? Why?

- 1 It will be a disaster.
.....
- 2 They are not coming, are they?
.....
- 3 Everyone is complaining about the food.
.....
- 4 A Have you finished? B Yes, I have.
.....
- 5 I am wrong, am I not?
.....
- 6 The head teacher is going to talk to us.
.....
- 7 Where are your books?
.....
- 8 They will be late, will they not?
.....
- 9 You did not use to have short hair, did you?
.....
- 10 Ella would like to go swimming.
.....

3 **3.52** Listen and check your answers to exercise 2. Then listen again and repeat the sentences.

The passive: pronunciation of *be*

To form the passive, we use the correct form of the verb *be* and the past participle of the main verb. The pronunciation of the verb *be* in affirmative passive sentences is different from its pronunciation as a main verb or in short answers to questions.

1 **3.53** Complete the sentences with the words below. Then listen and check.

- has been stolen ■ was invented ■ is produced
- have been sold ■ are made ■ were reduced

- 1 A lot of silk in Asia.
- 2 Jeans of denim.
- 3 The television by a Scottish engineer in the 1920s.
- 4 The shoes I bought last week to ten euros in the sales.
- 5 My expensive Swiss watch!
- 6 I want to buy a new coat, but all the coats

2 **3.54** Study the strong and weak forms of *be*. Then listen and repeat.

	strong	weak
is	/ɪz/	/z/ or /s/
are	/ɑ:/	/ə/
was	/wɒz/	/wəz/
were	/wɜ:/	/wə/
has been	/hæz bi:n/	/həz bɪn/
have been	/hæv bi:n/	/həv bɪn/

3 **3.53** Listen to the sentences in exercise 1 and choose the correct answer. Then listen and repeat.

We use the of *be* in affirmative passive sentences.

- a strong form b weak form

4 Complete the text about Minis with the correct form of *be*.

The first Mini¹..... made by the British Motor Corporation in 1959. The car²..... designed by Sir Alec Issigonis and his design³..... used until the year 2000. The most popular model of the car was the Mini Cooper, which⁴..... driven by many famous celebrities in the 1960s and 70s. Important car races⁵..... won by the Mini, too, such as the Monte Carlo Rally. Today, Minis⁶..... manufactured in the UK, but the company⁷..... owned by BMW. The factories⁸..... modernized and the design⁹..... improved since the German company took over. Millions of Minis¹⁰..... sold over the years, and the Mini is still one of the world's most popular cars.

5 **3.55** Listen and check your answers to exercise 4. Then practise reading the text aloud. Pay attention to your pronunciation of the passive verb forms.

Unit 1

(play) **adventure video games** (n) /ədˌventʃə(r)ˈvɪdiəʊ geɪmz/ *Shall we play adventure video games tonight?*

afraid (of sb / sth) (adj) /əˈfreɪd/ feeling fear; frightened: *Are you afraid of dogs?*

anxious (about sb / sth) (adj) /ˈæŋksjəs/ worried and afraid: *I'm anxious about my exam.*

ashamed (of sb / sth) (adj) /əˈʃeɪmd/ feeling guilty or embarrassed about sb / sth or because of sth you have done: *He was ashamed of his old clothes.*

bake (cakes) (v) /beɪk/ to cook in an oven in dry heat: *On my birthday he baked a cake.*

birthday card (n) /ˈbɜːθdeɪ kɑːd/ *We sent her a birthday card and a present.*

(make) breakfast (n) /ˈbrekfəst/ *We make breakfast for our parents at weekends.*

brush your teeth (v) /brʌʃ/ *Always brush your teeth twice a day.*

bus ticket (n) /ˈbʌs tɪkt/ *I don't have enough money for a bus ticket.*

car keys (n) /ˈkɑː(r)kiːz/ *He was angry with her for losing the car keys.*

check (your phone) (v) /tʃek/ to find out if sb / sth is there: *I checked my phone for messages.*

check out (new bands) (v) /tʃek aʊt/ to look at sb / sth, especially to find out if you like them or it: *I'm going to check out some new bands at the festival.*

comb your hair (v) /kəʊm jə(r)ˈheə(r)/ to make your hair tidy using a comb: *He combed his hair before the interview.*

computer game (n) /kəmˈpjʊ:tə(r) geɪm/ *He adores computer games.*

computer program (n) /kəmˈpjʊ:tə(r)ˈprəʊgræm/ *Learn how to write a computer program.*

concert ticket (n) /ˈkɒnsət tɪkt/ *He bought the concert tickets online.*

credit card (n) /ˈkredit kɑːd/ *Can I pay by credit card?*

(do a) crossword (n) /ˈkrɒswɜːd/ a word game in which you have to write the answers to clues (= questions) in square spaces, which are arranged in a pattern: *I love doing the crossword in the newspaper.*

do your best (v) /duː jə(r)ˈbest/ to do all or the most that you can: *I did my best to help her.*

do your hair (v) /duː jə(r)ˈheə(r)/ to make your hair tidy: *My mum always does my hair for me before I go out.*

have a drink (n) /hæv əˈdrɪŋk/ *Can I have a drink please?*

(watch) DVDs (n) /ˌdiː viːˈdiːz/ *Shall we stay in and watch DVDs tonight?*

excited (about sth) (adj) /ɪkˈsaɪtɪd/ feeling or showing happiness and enthusiasm; not calm: *Are you getting excited about your holiday?*

(do) exercise (n) /ˈeksəsaɪz/ *I do twenty minutes' exercise every morning.*

(do sb a) favour (n) /ˈfeɪvə(r)/ something that helps sb: *Please do me a favour and open the door.*

fed up (with sb / sth) (adj) /ˌfedˈʌp/ bored or unhappy; tired of sth: *I'm fed up with watching TV. Let's go out.*

get away (v) /get əw'eɪ/ to go on holiday, often to relax: *I'm hoping to get away for a few days soon.*

get home (v) /get 'həʊm/ to arrive at or reach your home: *When do you usually get home?*

get off (sth) (v) /get 'ɒf/ to leave a bus, train, etc.; to climb down from a bicycle, horse, etc.: *I got off the bus at the wrong stop.*

get on (sth) (v) /get 'ɒn/ to climb onto a bus, train, bicycle, horse, etc.: *I got on just as the train was about to leave.*

get on (with sb) (v) /get 'ɒn/ to have a friendly relationship with sb: *I get on well with my brother.*

get ready (for sth) (v) /get 'redi/ to prepare for sth: *Just give me five minutes to get ready.*

get through (v) /get 'θruː/ to manage to complete sth difficult or unpleasant: *She got through her final exams easily.*

get to (v) /'get tə/ to arrive at or reach a place: *I'll get to work in ten minutes.*

go out (v) /gəʊ 'aʊt/ to leave the place where you live or work for a short time, especially in order to do sth enjoyable: *She often goes out in the evening.*

(do) good (n) /gʊd/ sth that will help sb / sth: *I want to do good by helping elderly people.*

hang out (with friends) (v) /hæŋ 'aʊt/ to spend time relaxing, especially with other people: *After school I hang out with friends.*

(do) homework (n) /'həʊmwɜːk/ *I can't be bothered to do my homework now.*

(do the) housework (n) /'haʊswɜːk/ work to take care of a home, for example cleaning and washing clothes: *Don't have to do all the housework. I'll help you.*

ID card (n) /ˌaɪˈdiː kɑːd/ *The police officer asked to see my ID card.*

interested (in sb / sth) (adj) /ˌɪntrəstɪd/ wanting to know or hear more about sb / sb; enjoying or liking sth/sb: *They weren't interested in my opinion.*

(make) jewellery (n) /'dʒuːəlri/ objects such as rings, etc. that are worn as personal decoration: *Gold is used for making jewellery.*

(make a) journey (n) /'dʒɜːni/ an act of travelling from one place to another, usually on land: *We made the journey to Cardiff by car.*

keen on sb / sth (adj) /kiːn/ very interested in sb / sth: *He's very keen on jazz.*

key ring (n) /'kiː rɪŋ/ a ring on which you keep keys: *He had two keys on his key ring.*

keyboard (n) /'kiːbɔːd/ *Sue tapped away at her keyboard.*

laptop (n) /'læptɒp/ *Moiria took her laptop to Korea.*

learn (a language) (v) /lɜːn/ to get knowledge, a skill, etc.: *I'd like to learn another language at college.*

make a choice (v) /ˌmeɪk əˈtʃɔɪs/ to choose between two or more people or things: *David had to make a choice between moving house and losing his job.*

make a difference (to sth) (v) /ˌmeɪk əˈdɪfrəns/ to have an effect (on sb / sth): *Marriage made a big difference to her life.*

make an excuse (v) /ˌmeɪk ən ɪk'skjuːs/ to give a reason (that may or may not be true) in order to explain your behaviour: *He made an excuse for not doing his homework.*

make friends (with sb) (v) /ˌmeɪk 'frendz/ to be / become a friend (of sb): *Tony is shy and finds it hard to make friends.*

make a meal (v) /ˌmeɪk əˈmiːl/ *Can you make a meal for your family tonight?*

make a mess (v) /ˌmeɪk əˈmes/ to make a thing or place dirty or untidy: *You can paint the door, but don't make a mess!*

make a mistake (v) /ˌmeɪk ə mɪ'steɪk/ to think or do sth wrong: *Try not to make any mistakes in your essays.*

mobile phone (n) /ˌməʊbaɪl 'fəʊn/ *You shouldn't drive while using a mobile phone.*

(read a) novel (n) /'nɒvl/ a book that tells a story about people and events that are not real: *'Oliver Twist' is a novel by Charles Dickens.*

organize (a party) (v) /'ɔːgənaɪz/ to plan or arrange an event, activity, etc.: *I'm organizing a party for my birthday.*

parking ticket (n) /'pɑːkɪŋ tɪkt/ a piece of paper that orders you to pay money as a punishment for parking your car where it is not allowed: *If you park here you will get a parking ticket.*

(make a) phone call (n) /'fəʊn kɔːl/ *I have to make a phone call before the meeting.*

proud (of sb / sth) (adj) /praʊd/ feeling pleased and satisfied about sth that you own or have done: *She is very proud of her new car.*

(have a) sandwich (n) /'sænwɪtʃ, -wɪdʒ/ *I think I'll just have a sandwich rather than a full meal.*

shopping bag (n) /'ʃɒpɪŋ bæɡ/ *Can you help me carry these shopping bags?*

shopping centre (n) /'ʃɒpɪŋ sentə(r)/ a place where there are many shops: *The new shopping centre will soon be open.*

shopping list (n) /'ʃɒpɪŋ lɪst/ a written list of things that you want to buy: *Can you put butter on your shopping list?*

(use) social networking sites (n) /ˌsəʊʃl 'netwɜːkɪŋ saɪts/ *How many social networking sites do your friends use?*

(do a) sport (n) /spɔːt/ *John did a lot of sport this summer.*

support a team (v) /səˈpɔːt əˈtiːm/ to have a particular sports team that you like more than any other: *Which football team do you support?*

take the bus (v) /teɪk ðəˈbʌs/ to use a bus to make a journey: *We'll take the bus – it won't cost much.*

(do) water sports (n) /'wɔːtə(r) spɔːts/ sports such as sailing and waterskiing: *I love doing water sports in the summer.*

Unit 2

across (prep) /əˈkrɒs/ *He walked across the field.*

along (prep) /əˈlɒŋ/ *She ran along the road.*

art gallery (n) /ˈɑːt gæləri/ a building or room where works of art are shown to the public: *Paris is famous for its art galleries.*

away (from sb / sth) (prep) /əˈweɪ/ *She ran away from the house.*

awful (adj) /ˈɔːfl/ very bad or unpleasant: *It was an awful film. I hated it.*

beautiful (adj) /ˈbjʊ:tɪfl/ *Those flowers are beautiful.*

belong to sb (v) /bɪˈlɒŋ/ to be owned by sb: *That book doesn't belong to you.*

boring (adj) /ˈbɔːrɪŋ/ not at all interesting: *That lesson was so boring!*

borrow sth (from sb / sth) (v) /ˈbɒrəʊ/ to take or receive sth from sb / sth that you intend to give back, usually after a short time: *Could I borrow your pen please?*

bright (adj) /braɪt/ having a lot of light: *It was a bright sunny day.*

bus station (n) /ˈbʌs steɪʃn/ a place where buses begin and end journeys: *The bus leaves the bus station at 9.30 a.m.*

busy (adj) /ˈbɪzi/ full of people, movement and activity: *The town centre was so busy that you could hardly move.*

casino (n) /kəˈsiːnəʊ/ *My sister has played cards at a famous casino in Las Vegas.*

cave (n) /keɪv/ a large hole in the side of a cliff (= a high steep area of rock) or hill, or under the ground: *When it started to rain, we ran to shelter in a cave.*

cheap (adj) /tʃiːp/ charging low prices: *We stayed in a cheap hotel.*

chilly (adj) /tʃɪli/ too cold to be comfortable: *It's a chilly morning. You'll need a coat.*

church (n) /tʃɜːtʃ/ a building where Christians go to worship: *They go to church every Sunday.*

cinema (n) /ˌsɪnəmə, -mə/ a place where you go to see a film: *What's on at the cinema now?*

clean (adj) /kliːn/ not dirty: *The whole house was beautifully clean.*

cliff (n) /klɪf/ a high, very steep area of rock, especially one next to the sea: *The cliffs by the sea are very beautiful.*

concert hall (n) /ˈkɒnsət hɔːl/ *The city has a rich cultural life, with many theatres and concert halls.*

crowded (adj) /ˈkraʊdɪd/ full of people: *The town was crowded with Christmas shoppers.*

dangerous (adj) /ˈdeɪndʒərəs/ likely to cause injury or damage: *The strong currents in the sea here are extremely dangerous for swimmers.*

desert (n) /ˈdezət/ a large area of land, usually covered with sand, that is hot and has very little water and very few plants: *The desert extends over a huge area of the country.*

deserted (adj) /dɪˈzɜːtɪd/ empty, because all the people have left: *There was no sign of life in the deserted house.*

dirty (adj) /'dɜ:ti/ not clean: *Your hands are dirty. Go and wash them!*

down (prep) /daʊn/ *We ran down the hill.*

ears (n) /ɪə(r)/ *Elephants have large ears.*

expensive (adj) /ɪk'spensɪv/ costing a lot of money: *The meal was very expensive.*

eyes (n) /aɪ/ *She's got blue eyes.*

famous (adj) /'feɪməs/ known about by many people: *Marilyn Monroe was a famous actress.*

fantastic (adj) /fæn'tæstɪk/ very good; excellent: *She's a fantastic swimmer.*

fascinating (adj) /'fæsnɪeɪtɪŋ/ very attractive or interesting: *Chinese culture is fascinating to me.*

feel (v) /fi:l/ to notice or experience sth using your sense of touch: *I felt something crawling up my back.*

football stadium (n) /'fʊtbɔ:l ,steɪdɪəm/ *The players stopped outside the football stadium to sign autographs.*

forest (n) /'fɒrɪst/ a large area of land covered with trees: *A lot of Canada is covered in forest.*

friendly (adj) /'frendli/ behaving in a kind and open way: *My neighbours are very friendly.*

happen to sb / sth (v) /'hæpən/ to be what sb / sth experiences: *What do you think has happened to Julie? She should have been here an hour ago.*

hear (v) /hɪə(r)/ *I didn't hear you knock!*

hearing (n) /'hɪərɪŋ/ *Her hearing isn't very good so you need to speak louder.*

hill (n) /hɪl/ a high area of land that is not as high as a mountain: *Their house is at the top of the hill.*

historic (adj) /hɪ'stɔ:rɪk/ famous or important in history: *Rome is a historic city.*

hope (for sth) (v) /həʊp/ to want sth to happen or be true: *She's hoping for a bike for her birthday.*

hospital (n) /'hɒspɪtəl/ *My brother is in hospital – he's broken his leg.*

hot (adj) /hɒt/ having a high temperature: *Can I open the window? I'm really hot.*

into (prep) /'ɪntə , 'ɪntu/ *Come into the house.*

lake (n) /leɪk/ a large area of water that is surrounded by land: *We all swam in the lake.*

learn (from sb / sth) (v) /lɜ:n/ *It's important to learn from your mistakes.*

leisure centre (n) /'leɪzə sentə(r)/ a public building where you can do sports and other activities in your free time: *Shall we meet outside the leisure centre before we go swimming?*

library (n) /'laɪbrəri/ a room or building that contains a collection of books, etc. that can be looked at or borrowed: *My library books are due back tomorrow.*

lively (adj) /'laɪvli/ full of energy, interest, excitement, etc.: *The town is quite lively at night.*

long (adj) /lɒŋ/ *She has long black hair.*

market (n) /'mɑ:kɪt/ a place where people go to buy and sell things: *There is a fruit and vegetable market in the town.*

messy (adj) /'mesi/ dirty or untidy: *I need to tidy my bedroom – it's so messy!*

modern (adj) /'mɒdn/ of the present or recent times: *Pollution is one of the major problems in the modern world.*

mountain (n) /'maʊntən/ a very high hill: *Which is the highest mountain in the world?*

narrow (adj) /'nærəʊ/ having only a short distance from side to side: *The bridge is too narrow for two cars to pass.*

nice (adj) /naɪs/ *Did you have a nice time?*

nose (n) /nəʊz/ *We breathe in through our nose.*

old (adj) /əʊld/ *This house is quite old.*

out (of sth) (prep) /aʊt/ *She took her purse out of her bag.*

over (prep) /'əʊvə(r)/ *The horse jumped over the fence.*

past (prep) /pɑ:st/ *He walked straight past me.*

peaceful (adj) /'pi:sfəl/ calm and quiet: *It's so peaceful here.*

plain (n) /pleɪn/ a large area of flat land with few trees: *Many kinds of birds and animals live on the Great Plains of the American Midwest.*

police station (n) /pə'li:s steɪʃn/ a building where a police service is based, and which contains offices and a small prison: *A man is being held at the police station.*

polite (adj) /pə'laɪt/ having good manners and showing respect for others: *The shop assistant was very helpful and polite.*

popular (adj) /'pɒpjələ(r)/ liked by many people or by most people in a group: *Brighton is a popular seaside town.*

pretty (adj) /'prɪti/ attractive and pleasant to look at or hear: *Rachel looks really pretty in that dress, doesn't she?*

prison (n) /'prɪzn/ a building where criminals are kept as a punishment: *He was sent to prison for robbing a bank.*

quiet (adj) /'kwaɪət/ without much activity or many people: *The streets are very quiet on Sundays.*

railway station (n) /'reɪlweɪ steɪʃn/ a building on a railway line where trains stop so that passengers can get on and off: *Is this the way to the railway station?*

rainy (adj) /'reɪni/ having or bringing a lot of rain: *It was a cold, rainy day.*

safe (adj) /seɪf/ not likely to cause danger, harm or risk: *It's not safe to walk home at night here.*

sand dune (n) /'sænd dju:n/ a hill of sand by the sea or in the desert: *We sat on a sand dune and watched the boats.*

school (n) /sku:l/ *They're building a new school in our area.*

sea (n) /si:/ *Do you live by the sea?*

see (v) /si:/ *It was so dark that we couldn't see.*

short (adj) /ʃɔ:t/ *I'm too short to reach the top shelf.*

sight (n) /saɪt/ the ability to see: *My grandmother has very poor sight.*

sighted (adj) /'saɪtɪd/ having the ability to see: *Some blind people have a sighted guide.*

skatepark (n) /'skeɪtpɑ:k/ *Oscar met his friends at the skatepark every weekend.*

skin (n) /skɪn/ the natural outer covering of a human or animal body: *He has dark skin.*

smell (n) /smel/ *Dogs have a very good sense of smell.*

smell (v) /smel/ *He could smell something burning.*

smelly (adj) /'smeli/ having a bad smell: *This cheese is very smelly!*

sports centre (n) /'spɔ:ts sentə(r)/ *Our town has a new sports centre.*

stormy (adj) /'stɔ:mi/ used for talking about very bad weather, with strong winds, heavy rain, etc.: *Due to the stormy weather, it was a bumpy flight.*

sunny (adj) /'sʌni/ having a lot of light from the sun: *The weather will be sunny but cold.*

taste (n) /teɪst/ the ability to recognize the flavour of food or drink: *I've got a bad cold and I seem to have lost my sense of taste.*

taste (v) /teɪst/ to notice or recognize the flavour of food or drink: *Can you taste the garlic in this?*

tasty (adj) /'teɪsti/ having a good flavour: *The spaghetti was in a tasty sauce.*

taxi rank (n) /'tæksi rænk/ a place where taxis park while they are waiting for customers: *We waited at the taxi rank.*

theatre (n) /'θɪətə(r)/ *How often do you go to the theatre?*

think (about sb / sth) (v) /θɪŋk/ *What are you thinking about?*

through (prep) /θru:/ *We drove through the centre of London.*

tidy (adj) /'taɪdi/ arranged with everything in good order: *Her room is very tidy.*

tiring (adj) /'taɪərɪŋ/ making you want to rest or sleep: *City life can be very tiring.*

tongue (n) /tʌŋ/ the soft part inside your mouth that you can move. You use your tongue for speaking, tasting things, etc.: *He ran his tongue nervously over his lips.*

touch (n) /tʌtʃ/ one of the five senses: the ability to feel things and know what they are like by putting your hands or fingers on them: *The sense of touch is very important to blind people.*

towards (prep) /tə'wɔ:dz/ *I saw Ken walking towards the station.*

tramline (n) /'træmlaɪn/ a kind of public transport system which uses buses that move along special rails in the road: *The city has a modern tramline.*

under (prep) /'ʌndə(r)/ *The dog crawled under the gate and ran into the road.*

underground (n) /'ʌndəgraʊnd/ a railway system under the ground: *Shall we walk or go on the underground?*

university (n) /,ju:nɪ'vɜ:səti/ an institution that provides the highest level of education, in which students study for degrees and in which academic research is done: *My sister is at university studying chemistry.*

unpopular (adj) /ʌn'pɒpjələ(r)/ not liked by many people: *Her methods made her very unpopular with the staff.*

up (prep) /ʌp/ *The monkey climbed up the tree.*

valley (n) /'væli/ the low land between two mountains or hills, which often has a river flowing through it: *The village was at the bottom of a valley.*

wait (for sb / sth) (v) /weɪt/ *If I'm a bit late, can you wait for me?*

warn sb (about sb / sth) (v) /wɔ:n/ to tell sb about sth unpleasant or dangerous that exists or might happen, so that they can avoid it: *He warned me about the danger of walking home alone at night.*

waterfall (n) /'wɔ:təfɔ:l/ a river that falls from a high place, for example over a rock, etc.: *There was a beautiful waterfall nearby.*

wide (adj) /waɪd/ measuring a lot from one side to the other: *We drove down a wide road.*

windy (adj) /'wɪndi/ with a lot of wind: *They set out on a cold, windy afternoon.*

young (adj) /jʌŋ/ *She has a young son.*

Unit 3

additive (n) /'ædətɪv/ a substance that is added to sth in small amounts for a special purpose: *Organic foods don't contain any additives.*

artificial (adj) /,ɑ:tɪ'fɪʃl/ not genuine or natural but made by people: *This orange juice contains no artificial flavourings.*

bag (n) /bæg/ *She brought some sandwiches in a plastic bag.*

bottle (n) /'bɒtl/ *They drank two bottles of water.*

box (n) /bɒks/ a container made of wood, cardboard, metal, etc. with a flat stiff base and sides and often a lid: *Put the books in a cardboard box.*

calorie (n) /'kæləri/ *A fried egg contains about 100 calories.*

can (n) /kæn/ a metal container in which food or drink is kept without air so that it stays fresh: *She opened a can of beans.*

carbohydrate (n) /,kɑ:bəʊ'haɪdreɪt/ one of the substances in food, for example sugar, that gives your body energy: *Athletes need a diet that is high in carbohydrate.*

carbon footprint (n) /,kɑ:bən 'fʊtprɪnt/ a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company: *I'm trying to reduce my carbon footprint.*

carton (n) /'kɑ:tɒn/ a small container made of cardboard or plastic: *Shall we buy a carton of orange juice?*

cooked (adj) /kʊkt/ *I like cooked carrots better than raw ones.*

delicious (adj) /dɪ'lɪʃəs/ having a very pleasant taste or smell: *This soup is absolutely delicious.*

disgusting (adj) /dɪs'gʌstɪŋ/ very unpleasant: *What a disgusting smell!*

eat (v) /i:t/ *Do you want something to eat?*

eco-friendly (adj) /,i:kəʊ 'frendli/ not harmful to the environment: *Solar power is an eco-friendly kind of energy.*

energy-efficient (adj) /,enədʒi ɪ'fɪʃnt/ able to work well without wasting fuel or energy: *My new car is very energy-efficient.*

fat (n) /fæt/ the soft white substance under the skins of animals and people: *I don't like meat with lots of fat on it.*

food miles (n pl) /'fu:d maɪz/ a measurement of the distance that food travels from the producer to the consumer and the fuel that this uses: *Do you think about the food miles when you buy bananas?*

fresh (adj) /fref/ (used especially about food) produced or picked very recently; not frozen or in a tin: *I always buy fresh fruit.*

frozen (adj) /'frəʊzn/ (used about food) stored at a low temperature in order to keep it for a long time: *You can keep frozen vegetables for a very long time.*

global warming (n) /,gləʊbl 'wɔ:miŋ/ the increase in the temperature of the earth's atmosphere, caused by the increase of certain gases: *What are the effects of global warming on our climate?*

greenhouse gases (n) /,grɪn'haʊs 'gæsɪz/ harmful gases in the air which cause the warming of the earth's atmosphere: *We have to reduce emissions of greenhouse gases.*

grow (v) /grəʊ/ (used about plants) to exist and develop in a particular place; to make plants grow by giving them water, etc.: *We grow vegetables in our garden.*

healthy (adj) /'helθi/ helping to produce good health: *I try to have a healthy diet.*

jar (n) /dʒɑ:(r)/ a container with a lid, usually made of glass and used for keeping food, etc. in: *I can't unscrew the lid of this jar.*

mineral (n) /'mɪnərəl/ Plants take minerals and other nutrients from the soil.

natural (adj) /'nætʃrəl/ existing in nature; not made or caused by humans: *I prefer to see animals in their natural habitat rather than in zoos.*

nutrient (n) /'nju:triənt/ a substance that is needed to keep a living thing alive and healthy: *Our bodies need a lot of different nutrients.*

organic (adj) /ɔ:'gænik/ (used about food or farming methods) produced by or using natural materials, without artificial chemicals: *We grow organic vegetables.*

package (v) /'pækɪdʒ/ to cover sth, or a number of things, in paper or thin plastic, or in a box: *Nicely packaged goods sell quickly.*

packet (n) /'pækɪt/ a small box, bag, etc. in which things are packed to be sold in a shop: *We ate a packet of biscuits.*

plain (adj) /pleɪn/ simple in style; not decorated or complicated: *My dad only eats plain food.*

processed (adj) /'prəʊsesɪd/ treated, for example with chemicals, in order to preserve, change, etc.: *Processed cheese lasts longer than fresh cheese.*

produce (v) /prə'dju:z/ to grow or make sth by a natural process: *This region produces most of the country's wheat.*

protein (n) /'prəʊti:n/ a substance found in food such as meat, fish and eggs. It is important for helping people and animals to grow and be healthy: *Vegetarians have to make sure they eat enough protein.*

raw (adj) /rɔ:/ not cooked: *Raw vegetables are good for your teeth.*

recycle (v) /,ri:'saɪkl/ to put used objects and materials through a process so that they can be used again: *Aluminium cans can be recycled.*

recycling centre (n) /ri:'saɪklɪŋ sentə(r)/ *We always take our empty bottles to the recycling centre.*

refrigerate (v) /rɪ'frɪdʒəreɪt/ to make food, etc. cold in order to keep it fresh: *It is important to refrigerate all meat products.*

rubbish dump (n) /'rʌbɪʃ dʌmp/ a place where you can take rubbish and leave it: *We took the old furniture to the rubbish dump.*

salt (n) /sɔ:lt/ a common white substance that is found in sea water and the earth. Salt is used in cooking for flavouring food: *Add a little salt and pepper.*

sour (adj) /'saʊə(r)/ having a sharp taste like that of a lemon: *This sauce is quite sour.*

spicy (adj) /'spaɪsi/ containing a lot of spice (= a substance, especially a powder, made from a plant and used to give flavour to food): *Do you like spicy food?*

sugar (n) /'ʃʊgə(r)/ a sweet substance that you get from certain plants: *Do you take sugar in tea?*

sweet (adj) /swi:t/ containing, or tasting as if it contains, a lot of sugar: *I like sweet things.*

tender (adj) /'tendə(r)/ (used about food) soft and easy to cut or bite: *The meat should be nice and tender.*

throw away (v) /'θrəʊəweɪ/ to get rid of rubbish or sth that you do not want: *I threw his letters away.*

tough (adj) /tʌf/ difficult to cut and eat: *This steak is rather tough.*

transport (v) /'trænspɔ:t/ vehicles that you travel in; a method of travel: *I travel to school by public transport.*

tube (n) /tju:b/ You need to buy a tube of toothpaste.

unhealthy (adj) /ʌn'helθi/ likely to cause illness or poor health: *Do children eat too much unhealthy food?*

vitamin (n) /'vɪtəmi:n/ Oranges are rich in vitamin C.

Unit 4

a bit (adv) /bɪt/ slightly, a little: *I was a bit annoyed with him.*

attic (n) /'ætɪk/ the space or room under the roof of a house: *There's a lot of junk up in the attic.*

balcony (n) /'bælkəni/ Our house has got a small balcony.

block of flats (n) /,blɒk ɒv 'flæts/ a building that contains many sets of rooms that are used as homes by different people: *She lived in a block of flats in the middle of the city.*

bring about (v) /brɪŋ ə'baʊt/ to cause sth to happen: *A new government cannot bring about instant change.*

bungalow (n) /'bʌŋɡələʊ/ a house that is all on one level, without stairs: *My grandmother lives in a bungalow.*

caravan (n) /'kærəvæn/ a large vehicle that is pulled by a car or a horse. You can sleep, cook, etc. in a caravan when you are travelling or on holiday: *Have you ever been on holiday in a caravan?*

castle (n) /'kɑ:sl/ a large building with high walls and towers, built to defend people against attack: *The hotel used to be a castle.*

cellar (n) /'selə(r)/ an underground room that is used for storing things: *We keep our washing machine in the cellar.*

chimney (n) /'tʃɪmni/ a structure through which smoke or steam is carried up and out through the roof of a building: *Smoke poured out of the factory chimneys.*

clean (the bath) (v) /kli:n/ to make sth free from dust or dirt by washing or rubbing it: *Don't forget to clean the bath!*

cottage (n) /'kɒtɪdʒ/ a small and usually old house, especially in the country: *We rented a cottage by the sea.*

detached house (n) /dɪ,tætʃt 'haʊs/ a house that is not joined to any other house: *There are a few detached houses here.*

do the dishes (v) /du: ðə 'dɪʃɪz/ to wash the plates, knives, forks, etc. after a meal: *I'll cook and you can do the dishes.*

downstairs (n) /,daʊn'steəz/ towards or on a lower floor of a house or building: *Dad's downstairs, in the kitchen.*

easily (adv) /'i:zəli/ without difficulty: *He passed the test easily.*

extremely (adv) /ɪk'stri:mli/ very: *Listen - this is extremely important.*

find out (v) /faɪnd aʊt/ to get some information; to discover a fact: *Have you found out how much the tickets cost?*

fortunately (adv) /'fɔ:tʃənətli/ by good luck: *Fortunately the traffic wasn't bad so I got to school on time.*

front door (n) /frʌnt dɔ:(r)/ the main entrance to a house: *Open the front door.*

full-time (adj) /'fʊl taɪm/ (done or working) for all the normal period of work: *He has a full-time job.*

garage (n) /'gærɑ:ʒ; ɪdʒ/ The house has a double garage.

get up (v) /get 'ʌp/ What time do you have to get up in the morning?

go up (v) /gəʊ 'ʌp/ to become higher in price, level, amount, etc.: *I can't go up there. I'm afraid of heights.*

grow up (v) /grəʊ 'ʌp/ to develop into an adult: *What do you want to be when you grow up?*

happily (adv) /'hæpɪli/ willingly: *I would happily give up my job if I didn't need the money.*

helpfully (adv) /'helpfəli/ in a helpful way: *She helpfully suggested that I try the local library.*

hoover (the floor) (v) /'hu:və(r)/ to clean a carpet, etc. with a machine that sucks up the dirt: *The bedroom floor needs to be hoovered.*

incredibly (adv) /ɪn'kredəbli/ very: *We have had some incredibly strong winds recently.*

do the ironing (v) /du: ði 'aɪənɪŋ/ to use an iron to make clothes, etc. smooth: *I usually do the ironing on Sunday evening.*

labour-saving (adj) /'leɪbə(r) ,seɪvɪŋ/ reducing the amount of work needed to do sth: *Do you use labour-saving devices in the kitchen?*

lay the table (v) /leɪ ðə 'teɪbl/ to arrange knives, forks, plates, etc. on the table: *Can you lay the table for dinner please?*

load (the washing machine) (v) /ləʊd/ to put a large quantity of sth into or onto sb / sth: *I'll load the washing machine and you can do the ironing.*

look after sb / sth (v) /lʊk 'ɑ:ftə(r)/ to be responsible for or take care of sb / sth / yourself: *Can you look after the children tonight?*

luckily (adv) /'lʌkɪli/ it is a result of good luck that: *Luckily, I remembered to bring some money.*

make your bed (v) /meɪk jə(r) 'bed/ to arrange the sheets, etc. so that your bed is tidy and ready for you to sleep in: *I make my bed every morning.*

mansion (n) /'mænjən/ a very large house: *He lives in a mansion.*

modern-day (adj) /'mɒdn deɪ/ of the present time: *Modern-day gadgets are very efficient.*

necessarily (adv) /,nesə'serəli/ used to say that sth cannot be avoided or has to happen: *The number of tickets available is necessarily limited.*

not very (adv) /nɒt veri/ He's not very tall.

old-fashioned (adj) /,ɔ:ld 'fæʃənd/ usual in the past but not now: *That word sounds a bit old-fashioned.*

open-plan (adj) /əʊpən 'plæn/ (used about a large area inside a building) not divided into separate rooms: *My mum works in an open-plan office.*

quickly (adv) /'kwɪkli/ The cooker's on fire! Do something quickly!

quite (adv) /kwaɪt/ The film's quite good.

rather (adv) /'rɑ:ðə(r)/ quite: *It was a rather nice day.*

really (adv) /'ri:əli/ I'm really tired.

roof (n) /ru:f/ the part of a building, vehicle, etc. which covers the top of it: *The roof was damaged by the storm.*

(take out the) rubbish (n) /'rʌbɪʃ/ things that you do not want any more; waste material: *It's your turn to take out the rubbish.*

semi-detached house (n) /,semi dɪtætʃt 'haʊs/ a house that is joined to another house with a shared wall on one side forming a pair of houses: *Do you live in a semi-detached house?*

show off (v) /ʃəʊ ɒf/ to try to impress people by showing them how clever you are: *John was showing off in front of his friends.*

skylight (n) /'skaɪlaɪt/ a small window in a roof: *My bedroom has a skylight, so I can see the stars at night.*

slightly (adv) /'slɑ:li/ a little: *I'm slightly older than her.*

stairs (n) /steə(r)s/ She ran up the stairs.

Wordlist

step (n) /step/ one of the surfaces on which you put your foot when you are going up or down stairs: *Hold onto the handrail – these steps are very slippery.*

surprisingly (adv) /sə'praɪzɪŋli/ in a way that causes surprise; it is surprising that: *Surprisingly, not many people got the correct answer.*

tent (n) /tent/ a small structure made of cloth that is held up by poles and ropes. You use a tent to sleep in when you go camping: *We could pitch our tents in that field.*

terraced house (n) /terəst 'haʊs/ forming part of a line of similar houses that are all joined together: *There are lots of terraced houses in many big cities.*

three-bedroomed (adj) /'θri: bedrʊmd/ *We live in a three-bedroomed house.*

tire out (v) /taɪə(r) aʊt/ to make sb/yourself very tired: *The long country walk tired us all out.*

two-storey (adj) /tu: stɔ:ri/ having two floors or levels: *They live in a two-storey house.*

unfortunately (adv) /ʌn'fɔ:tʃənəli/ in a way that is unlucky; it is unlucky that: *I'd like to help you but unfortunately there's nothing I can do.*

unsurprisingly (adv) /ʌnsə'praɪzɪŋli/ in a way that is not surprising; it is not surprising that: *Unsurprisingly, everyone is talking about the football match.*

upstairs (n) /ʌp'steɪz/ to or on a higher floor of a building: *She's sleeping upstairs.*

very (adv) /'veri/ *Sue was very rude.*

Unit 5

adolescent (n) /ˌædə'lesnt/ a young person who is no longer a child and not yet an adult, between the ages of about 13 and 17: *The book was written for children and adolescents.*

adult (n) /'ædʌlt/ a person or an animal that is fully grown: *This film is suitable for both adults and children.*

amaze (v) /ə'meɪz/ to surprise sb very much; to be difficult for sb to believe: *It amazes me that anyone could be so stupid!*

amazed (adj) /ə'meɪzd/ *I was amazed by the change in his attitude.*

amazing (adj) /ə'meɪzɪŋ/ *I've got an amazing story to tell you.*

angry (adj) /'æŋɡri/ feeling or showing anger: *My parents will be angry with me if I get home late.*

argue (v) /'ɑ:gju:/ to say things, often angrily, that show that you do not agree with sb about sth: *I never argue with my parents about money.*

argument (n) /'ɑ:gjʊmənt/ an angry discussion between two or more people who disagree with each other: *Sue had an argument with her father about politics.*

baby (n) /'beɪbi/ a very young child: *I'm going to have a baby.*

bad (adj) /bæd/ *I'm afraid I've got some bad news for you.*

big (adj) /bɪɡ/ *This dress is too big for me.*

boiling (adj) /'bɔɪlɪŋ/ (informal) very hot: *Open a window – it's boiling in here.*

brave (adj) /breɪv/ ready to do things that are dangerous or difficult without showing fear: *This may hurt a little, so try and be brave, said the dentist.*

break down (v) /breɪk daʊn/ (used about a vehicle or machine) to stop working: *Akram's car broke down this morning.*

carry on (v) /kæri ɒn/ to continue: *She intends to carry on studying next year.*

child (n) /tʃaɪld/ *A group of children were playing in the park.*

cold (adj) /kəʊld/ *Take your coat. It's cold outside.*

come across sb / sth (v) /kʌm ə'krɒs/ to meet or find sb / sth by chance: *I came across this book in a second-hand shop.*

cowardly (adj) /'kəʊədli/ having no courage and being afraid in dangerous or unpleasant situations: *He was too cowardly to tell the truth.*

decide (v) /dɪ'saɪd/ to think about two or more possibilities and choose one of them: *You'll have to decide what to do.*

decision (n) /dɪ'sɪʒn/ a choice or judgement that you make after thinking about various possibilities: *Have you made a decision yet?*

develop (v) /dɪ'veləp/ to grow slowly, increase, or change into sth else; to make sb / sth do this: *Over the years, she's developed her own singing style.*

development (n) /dɪ'veləpmənt/ the process of becoming bigger, stronger, better, etc., or of making sb / sth do this: *There are frequently new developments in science.*

dishonest (adj) /dɪs'ɒnɪst/ that you cannot trust; likely to lie, steal or cheat: *Beware of dishonest traders in tourist areas.*

elderly (man / woman) (adj) /'eldəli/ (used about a person) old: *He got up to let an elderly woman sit down.*

embarrass (v) /ɪm'bærəs/ to make sb feel uncomfortable or shy: *You embarrassed me in front of them!*

embarrassed (adj) /ɪm'bærəst/ *I felt so embarrassed when I dropped my glass.*

embarrassing (adj) /ɪm'bærəsɪŋ/ *He asked her an embarrassing question.*

encourage (v) /ɪn'kʌrɪdʒ/ to give hope, support or confidence to sb: *The teacher encouraged her students to ask questions.*

encouragement (n) /ɪn'kʌrɪdʒmənt/ the act of giving hope, support or confidence to sb: *Kim gave me a lot of encouragement.*

enjoy (v) /ɪn'dʒɔɪ/ *I really enjoyed that meal.*

enjoyment (n) /ɪn'dʒɔɪmənt/ *She gets a lot of enjoyment from teaching.*

excite (v) /ɪk'saɪt/ to make sb feel happy and enthusiastic or nervous: *Don't excite the baby too much or we'll never get him off to sleep.*

excited (adj) /ɪk'saɪtɪd/ *Are you getting excited about your holiday?*

exciting (adj) /ɪk'saɪtɪŋ/ *Berlin is one of the most exciting cities in Europe.*

extroverted (adj) /'ekstrəvɜ:tɪd/ confident and full of life, and preferring being with other people to being alone: *She's an extroverted person who loves going to parties.*

freezing (adj) /'fri:zɪŋ/ very cold: *It's absolutely freezing outside.*

frighten (v) /'fraɪn/ to make sb / sth afraid or shocked: *That programme about the rise in the crime rate really frightened me.*

frightened (adj) /'fraɪnd/ *He was frightened of spiders.*

frightening (adj) /'fraɪnɪŋ/ *That horror film was frightening!*

funny (adj) /'fʌni/ *That's the funniest thing I've heard in ages!*

furious (adj) /'fjʊəriəs/ very angry: *He was furious with her for losing the car keys.*

generous (adj) /dʒenərəs/ happy to give more money, help, etc. than is usual or expected: *It was generous of your parents to lend us that money.*

give up (v) /ɡɪv ʌp/ to stop trying to do sth; to accept that you cannot do sth: *They gave up once the other team had scored their third goal.*

go down (v) /ɡəʊ daʊn/ to become lower in price, level, etc.; to fall: *The number of people out of work went down last month.*

hard-working (adj) /'hɑ:d wɜ:kɪŋ/ working with effort and energy: *He has always been hard-working and conscientious.*

hilarious (adj) /hɪ'leəriəs/ extremely funny: *That joke was hilarious!*

honest (adj) /'ɒnɪst/ (used about a person) telling the truth and never stealing or cheating: *We need an honest person for this.*

hot (adj) /hɒt/ *It's hot today, isn't it?*

huge (adj) /hju:dʒ/ very big: *The film was a huge success.*

impress (v) /ɪm'pres/ to make sb feel admiration and respect: *She's always trying to impress people with her new clothes.*

impression (n) /ɪm'preʃn/ an idea, a feeling or an opinion that you get about sb / sth: *What's your first impression of the new director?*

intend (v) /ɪn'tend/ to plan or mean to do sth: *I'm afraid I spent more money than I had intended.*

intention (n) /ɪn'tenʃn/ *Our intention was to leave early.*

kind (adj) /kaɪnd/ caring about others; friendly and generous: *Everyone's so kind here!*

lazy (adj) /'leɪzi/ (used about a person) not wanting to work: *Don't be lazy. Come and give me a hand.*

mean (adj) /mi:n/ wanting to keep money, etc. for yourself rather than let other people have it: *He won't lend you money – he's much too mean.*

middle-aged (man / woman) (adj) /'mɪdl 'eɪdʒd/ (used about a person) being between about 40 and 60 years old: *My parents are middle-aged.*

quiet (adj) /'kwaɪət/ with very little or no noise: *Keep quiet – I'm on the phone!*

ridiculous (adj) /rɪ'dɪkjələs/ very silly or unreasonable: *They're asking a ridiculous price for that house.*

senior citizen (n) /,si:niə(r) 'sɪtɪzn/ an older person, especially sb who has retired from work: *We need more housing for senior citizens.*

serious (adj) /'sɪəriəs/ needing to be treated as important, not just for fun: *Don't laugh, it's a serious matter.*

set out (v) /set aʊt/ to leave on a journey: *They set out at dawn.*

shy (adj) /ʃaɪ/ nervous and uncomfortable about meeting and speaking to people; showing that sb feels like this: *She's very shy with strangers.*

silly (adj) /'sɪli/ appearing ridiculous, so that people will laugh: *I'm not wearing that hat – I'd look silly in it.*

small (adj) /smɔ:l/ *That dress is too small for you.*

solution (n) /sə'lju:ʃn/ a way of solving a problem, dealing with a difficult situation, etc.: *He found a solution to the problem.*

solve (v) /sɒlv/ *The government is trying to solve the problem of inflation.*

stop off (v) /stɒp ɒf/ to stop during a journey to do sth: *We stopped off to see some friends before coming home.*

surprise (v) /sə'praɪz/ to make sb feel surprised: *It wouldn't surprise me if you get the job.*

surprised (adj) /sə'praɪzd/ *I was very surprised to see Cara there. I thought she was still abroad.*

surprising (adj) /sə'praɪzɪŋ/ *It's surprising how many adults can't read or write.*

talkative (adj) /'tɔ:kətɪv/ liking to talk a lot: *He was very talkative.*

teenager (n) /'ti:neɪdʒə(r)/ *The group's music is very popular with teenagers.*

(in your) teens (n) /ti:nz/ the period of sb's life between the ages of 13 and 19: *Sarah is in her teens.*

terrible (adj) /'terəbl/ very unpleasant; causing great shock or injury: *What a terrible thing to do!*

tiny (adj) /'taɪni/ very small: *The tiny insect is only one millimetre in length.*

toddler (n) /'tɒdlə(r)/ a young child who has only just learnt to walk: *My little sister is still a toddler.*

turn back (v) /tɜ:n bæk/ to return the same way that you came: *We've come so far already; we can't turn back now.*

(in your) twenties (n) /'twentɪz/ the period of sb's life between the ages of 20 and 29: *She was in her early twenties.*

unkind (adj) /ʌn'kaɪnd/ unpleasant and not friendly: *That was an unkind thing to say.*

young person (n) /'jʌŋ pɜ:sn/ a teenager: *There isn't much for young people to do in this town.*

Unit 6

arrest (v) /ə'rest/ *The man was arrested for carrying a weapon.*

blue (adj) /blu:/ *His eyes were bright blue.*

bully (v) /'bʊli/ to use your strength or power to hurt or frighten sb who is weaker or to make them do sth: *Don't try to bully me into making a decision.*

charge (v) /tʃɑ:dʒ/ to accuse sb officially of doing sth which is against the law: *He has been charged with robbery.*

cheat (v) /tʃi:t/ to act in a dishonest or unfair way in order to get an advantage for yourself: *Paul was caught cheating in the exam.*

classroom (n) /'klɑ:sru:m/, /'kla:srum/ *There is a ban on mobile phones in the classroom.*

cold (adj) /kəʊld/ *Take your coat. It's cold outside.*

commit (a crime) (v) /kə'mɪt/ to do sth bad or illegal: *The boy had committed a crime.*

(appear in) court (n) /kɔ:t/ the place where legal trials take place and crimes, etc. are judged: *He will appear in court tomorrow.*

(give a) detention (n) /dɪ'tenʃn/ the punishment of being kept at school for a time after other students have gone home: *The teacher gave her a detention for being late.*

drab (adj) /dræb/ not interesting or attractive: *It was a drab old coat.*

expel (v) /ɪk'spel/ to force sb to leave a country, school, club, etc.: *The boy was expelled from school for fighting.*

fight (v) /faɪt/ to use physical strength, guns, weapons, etc. against sb / sth: *My younger brothers were always fighting.*

(pay a) fine (n) /faɪn/ a sum of money that you have to pay for breaking a law or rule: *You'll have to pay a fine if you park your car there.*

glass-clear (adj) /glɑ:s klɪə(r)/ as clear as glass: *I travel to where the green leaves burn, / To where the ocean's glass-clear and blue ...*

green (adj) /ɡri:n/ *These bananas aren't ripe yet – they're still green.*

grey (adj) /ɡreɪ/ *He was wearing a grey suit.*

happy (adj) /'hæpi/ *I was really happy to see Mark again yesterday.*

head teacher (n) /hed 'ti:tʃə(r)/ the teacher in charge of a school: *The head teacher is leaving at the end of term.*

illegal (adj) /ɪ'li:gl/ not allowed by the law: *It is illegal to drive a car without insurance.*

illiterate (adj) /ɪ'lɪtərət/ not able to read or write: *Their parents were illiterate.*

immature (adj) /ɪ,mə'tʃʊə(r)/ (used about a person) behaving in a way that is not sensible and is typical of people who are much younger: *He's too immature to take his work seriously.*

imperfect (adj) /ɪm'pɜ:fɪkt/ *You will lose marks if your spelling is imperfect.*

impolite (adj) /ɪ,ɪmpə'laɪt/ rude: *She's a very impolite woman.*

impossible (adj) /ɪm'pɒsəbl/ *That horse is impossible to control.*

irrational (adj) /ɪ'ræʃənl/ not based on reason or clear thought: *He has an irrational fear of spiders.*

irresponsible (adj) /ɪ,rɪ'spɒnsəbl/ not thinking about the effect your actions will have; not sensible: *It is irresponsible to let small children go out alone.*

legal (adj) /'li:gl/ allowed by law: *It is not legal to drive a car without insurance.*

literate (adj) /'lɪtərət/ able to read and write: *Candidates must be literate and have basic maths skills.*

mature (adj) /mə'tʃʊə(r)/ behaving in a sensible adult way: *Is she mature enough for such responsibility?*

narrow (adj) /'nærəʊ/ having only a short distance from side to side: *The bridge is too narrow for two cars to pass.*

noticeboard (n) /'nəʊtɪsbɔ:d/ a board on a wall for putting written information where everyone can read it: *I'll put the timetable up on the noticeboard.*

perfect (adj) /'pɜ:fɪkt/ completely good; without faults or weaknesses: *The car is two years old but it is still in perfect condition.*

play truant (v) /pleɪ 'tru:ənt/ to stay away from school without permission: *The teacher knew that Joe had been playing truant.*

playground (n) /'pleɪgraʊnd/ an area of land where children can play: *Some girls were skipping in the playground.*

playing field (n) /'pleɪɪŋ fi:ld/ *We play rugby on the school playing field.*

polite (adj) /pə'laɪt/ having good manners and showing respect for others: *The assistants in that shop are always very helpful and polite.*

possible (adj) /'pɒsəbl/ *The doctors did everything possible to save his life.*

(spend time in) prison (n) /'prɪzn/ a building where criminals are kept as a punishment: *He found it hard to get a job because he had spent time in prison.*

punish (v) /'pʌnɪʃ/ to make sb suffer because they have done sth bad or wrong: *The children were severely punished for telling lies.*

rational (adj) /'ræʃnəl/ *There must be a rational explanation for why he's behaving like this.*

responsible (adj) /rɪ'spɒnsəbl/ (used about a person) that you can trust to behave well and in a sensible way: *Mai is responsible enough to take her little sister to school.*

school canteen (n) /sku:l kæn'ti:n/ *I'm having lunch in the school canteen today.*

school uniform (n) /sku:l 'ju:nɪfɔ:m/ *Do you have to wear a school uniform?*

science laboratory (n) /'saɪəns lə,bɒrətɪ/ *We did an experiment in the science laboratory.*

sports hall (n) /'spɔ:ts hɔ:l/ *They played basketball in the sports hall.*

staffroom (n) /'stɑ:fru:m, 'stɑ:frum/ a room in a school where teachers can go when they are not teaching: *The teachers were drinking coffee in the staffroom.*

suspend (v) /sə'spend/ to send sb away from their school, job, position, etc. for a period of time, usually as a punishment: *He was suspended from school for a week for stealing.*

swear (v) /swea(r)/ to use rude or bad language: *It's rude to swear.*

sweet-scented (adj) /swi:t 'sentɪd/ having a pleasant smell: *But in his mind's eye he could see / Sweet-scented jasmine clinging to the walls ...*

textbook (n) /'tekstbʊk/ *Most of his essay was copied from the textbook.*

timetable (n) /'taɪmteɪbl/ a list that shows the times at which sth happens: *I misread my timetable and missed the lesson.*

get into trouble (v) /'trʌbl/ to get into a situation which is dangerous or in which you may be punished: *You'll get into trouble if you don't do your homework.*

unhappy (adj) /ʌn'hæpi/ *They're unhappy at being left out of the team.*

unthinkable (adj) /ʌn'θɪŋkəbl/ impossible to imagine or accept: *It was unthinkable that he would never see her again.*

unusual (adj) /ʌn'ju:ʒuəl/ not expected or normal: *It's unusual for Joe to be late.*

usual (adj) /'ju:ʒuəl/ happening or used most often: *He got home later than usual.*

vandalize (v) /'vændəlaɪz/ to damage sb else's property on purpose and for no reason: *All the garages in this area have been vandalized.*

warm (adj) /wɔ:m/ having a pleasant temperature that is fairly high, between cool and hot: *It's quite warm in the sunshine.*

(give a) warning (n) /'wɔ:nɪŋ/ something that tells you to be careful or tells you about sth, usually sth bad, before it happens: *Your employers can't dismiss you without giving you a warning.*

Unit 7

accent (n) /'æksent, 'æksənt/ *He speaks with a strong Scottish accent.*

advert (n) /'ædvɜ:t/ a piece of information in a newspaper, on TV, a picture on a wall, etc. that tries to persuade people to buy sth, to interest them in a new job, etc.: *The advert is directed at young people.*

architecture (n) /'ɑ:kɪtektʃə(r)/ the style or design of a building or buildings: *I don't really like modern architecture.*

area (n) /'eəriə/ the size of a surface, that you can calculate by multiplying the length by the width: *The area of the room is 35 square metres.*

calculate (v) /'kælkjuleɪt/ to find sth out by using mathematics to work sth out: *It's difficult to calculate how long the project will take.*

climate (n) /'klaɪmət/ what are the effects of global warming on our climate?

company (n) /'kʌmpəni/ a business organization selling goods or services: *She applied to several companies for a job.*

country¹ (n) /'kʌntri/ *There was snow over much of the country during the night.*

country² (n) /'kʌntri/ *Do you live in the town or the country?*

culture (n) /'kʌltʃə(r)/ *People of many different cultures live in the city.*

currency (n) /'kʌrənsi/ the system or type of money that a particular country uses: *The currency of Argentina is the peso.*

customer (n) /'kʌstəmə(r)/ a person who buys goods or services in a shop, restaurant, etc.: *She served the customer quickly.*

decrease (v) /dɪ'kri:z/ to become or to make sth smaller or less: *Profits have decreased by 15%.*

dialect (n) /'di:əlekt/ *When he moved to Yorkshire, he found it hard to understand the local dialect.*

digital camera (n) /'dɪdʒɪtəl kæmərə/ *With a digital camera you can take as many pictures as you like.*

divide (v) /dɪ'vaɪd/ to separate into different parts: *The house is divided into flats.*

double (v) /'dʌbl/ to become or to make sth twice as much or as many; to multiply by two: *The price of houses has almost doubled.*

e-book reader (n) /i: bʊk 'ri:ðə(r)/ *She got 40 books on her e-book reader.*

end¹ (n) /end/ *I'm going on holiday at the end of October.*

end² (n) /end/ an aim or purpose: *They were prepared to do anything to achieve their end.*

estimate (v) /'estɪmeɪt/ to calculate the size, cost, etc. of sth approximately, before you have all the facts and figures: *She estimated that the work would take three months.*

ethnic group (n) /'eθnɪk grʊp/ *It's illegal to discriminate against any religious or ethnic group.*

figure¹ (n) /'fɪgə(r)/ an amount (in numbers) or a price: *The unemployment figures are lower this month.*

figure² (n) /'fɪgə(r)/ the shape of the human body: *She's got a beautiful slim figure.*

fluent speaker (n) /'flu:ənt 'spi:kə(r)/ a person who is able to speak a foreign language easily and accurately: *Jane's a fluent Russian speaker.*

foreign language (n) /'fɔ:rən 'læŋgwɪdʒ/ the system of communication in speech and writing that is used by the people of a country that is not your own: *She speaks five foreign languages in addition to English.*

founder (n) /'faʊndə(r)/ a person who starts a new institution or organization: *There is a painting of the founder of our school in the hall.*

games console (n) /geɪmz 'kɒnsəʊl/ *He always has the latest games consoles.*

geography (n) /dʒɪ'ɒɡrəfi/ *We're studying the geography of Asia.*

halve (v) /hɑ:v/ to reduce by a half; to make sth reduce by a half: *Shares in the company have halved in value.*

HD TV (n) /'eɪtʃ di: ti: 'vi:/ *Our new HD TV has a very big screen.*

headquarters (n) /'hedkwɔ:təz/ the place from where an organization is controlled; the people who work there: *Where is/are the firm's headquarters?*

history (n) /'hɪstri/ *The book was about British and European history.*

increase (v) /ɪn'kri:s/ to become or to make sth larger in number or amount: *She increased her speed to overtake the lorry.*

invention (n) /ɪn'venʃn/ a thing that has been made or designed by sb for the first time: *The electric car is a useful invention.*

location (n) /ləʊ'keɪʃn/ a place or position: *Several locations have been suggested for the new office block.*

MP3 player (n) /ɪ,em pi: 'θri: pleɪə(r)/ *I've got hundreds of songs on my MP3 player.*

multiply (v) /'mʌltɪplaɪ/ to increase or make sth increase by a very large amount: *Our profits have multiplied over the last two years.*

native speaker (n) /ˌneɪtɪv 'spi:kə(r)/ a person who speaks a language as their first language and has not learnt it as a foreign language: *All our Spanish teachers are native speakers.*

official language (n) /ə,ɪfɪl 'læŋgwɪdʒ/ *Chile's official language is Spanish.*

partner (n) /'pɑ:tənə(r)/ one of the people who owns a business: *I'm afraid I can't sign these papers without my business partner's approval.*

population (n) /ˌpɒpjʊ'eɪʃn/ *What is the population of your country?*

present¹ (n) /'preznt/ the time now: *I'm rather busy at present. Can I call you back later?*

present² (n) /'preznt/ *The book was a present from my sister.*

product (n) /'prɒdʌkt/ *The company has just launched a new product.*

race¹ (n) /reɪs/ one of the groups into which people can be divided according to the colour of their skin, their hair type, the shape of their face, etc.: *People of many different races live together in this country.*

race² (n) /reɪs/ a competition between people, animals, cars, etc. to see which is the fastest or to see who can achieve sth first: *Let's have a race to the end of the road.*

religion (n) /rɪ'lɪdʒən/ *I never discuss politics or religion.*

research (n) /rɪ'sɜ:tʃ/, /'ri:sɜ:tʃ/ detailed and careful study of sth to find out more information about it: *We are carrying out market research to find out who our typical customer is.*

satnav (n) /'sætneɪv/ (satellite navigation) *All our company's drivers have satnav.*

second¹ (n) /'sekənd/ *She can run 100 metres in just over 11 seconds.*

second² (adv) /'sekənd/ *2nd: I came second in the competition.*

slang (n) /slæŋ/ *'Hop it!' is slang for 'Go away!'*

smartphone (n) /'smɑ:t'fəʊn/ *You can use your smartphone to access the internet.*

tablet computer (n) /ˌtæblət kəm'pjʊ:tə(r)/ *A tablet computer is different from a laptop in that it has a touchscreen.*

time¹ (n) /taɪm/ *I phoned them three times.*

time² (n) /taɪm/ *As time passed and there was still no news, we got more worried.*

time zone (n) /'taɪm zəʊn/ *The flight from England to Japan crosses several time zones.*

translation (n) /trænz'leɪʃn/ *A translation of each word is given in brackets.*

way¹ (n) /weɪ/ a particular method, style or manner of doing sth: *What is the best way to learn a language?*

way² (n) /weɪ/ the route you take to reach somewhere; the route you would take if nothing were stopping you: *Can you tell me the way to James Street?*

Unit 8

achieve (a goal) (v) /ə'tʃi:v/ to gain sth, usually by effort or skill: *She's willing to do anything to achieve her goal.*

boxing ring (n) /'bɒksɪŋ rɪŋ/ *The two men stood at opposite corners of the boxing ring.*

brilliance (n) /'brɪljəns/ very great cleverness, skill or success: *Everyone talks about her brilliance at maths.*

brilliant (adj) /'brɪljənt/ very clever, skilful or successful: *That's a brilliant idea!*

campaign for / against sb / sth (v) /kæm'peɪn/ *Local people are campaigning for lower speed limits in the town.*

capital (n) /'kæpɪtl/ *Rome is the capital of Italy.*

change (the world) (v) /tʃeɪndʒ/ to become different or to make sb / sth different: *If we worked hard enough we could change the world.*

changing room (n) /'tʃeɪndʒɪŋ ru:m/ a room for changing clothes in, for example before or after playing sport: *The footballers were getting dressed in the changing room.*

civil servant (n) /ˌsɪvəl 'sɜ:vənt/ a person who works for the civil service (= all government departments, except the armed forces): *He's been a civil servant for 25 years.*

climbing wall (n) /'klaɪmɪŋ wɔ:l/ a wall at a sports centre where you can practise climbing: *She was very tired when she got to the top of the climbing wall.*

compete (in sth) (v) /kəm'pi:t/ to try to win or achieve sth, or to try to be better than sb else: *The world's best athletes compete in the Olympic Games.*

confidence (n) /'kɒnfɪdəns/ the feeling that you are sure about your own abilities, opinion, etc.: *I didn't have the confidence to tell her I thought she was wrong.*

confident (adj) /'kɒnfɪdənt/ *You should feel confident about your own abilities.*

congratulate sb (on sth) (v) /kɒn'grætʃuleɪt/ to tell sb that you are pleased about sth they have done: *Colin congratulated Sue on passing her driving test.*

difference (n) /'dɪfrəns/ the way that people or things are not the same or the way that sb / sth has changed: *What's the difference between this computer and that cheaper one?*

different (adj) /'dɪfrənt/ *Cricket is quite different from baseball.*

distance (n) /'dɪstəns/ *The map tells you the distances between the major cities.*

distant (adj) /'dɪstənt/ a long way away in space or time: *Rob loves visiting distant countries.*

dream of sth (v) /dri:m əv/ to imagine sth that you would like to happen: *I've always dreamt of winning lots of money.*

economy (n) /ɪ'kɒnəmi/ the operation of a country's money supply, commercial activities and industry: *There are signs of improvement in the economy.*

election (n) /ɪ'lekʃn/ (the time of) choosing a Member of Parliament, President, etc. by voting: *In America, presidential elections are held every four years.*

empire (n) /'empaɪə(r)/ *Julius Caesar ruled over a huge empire.*

fight (for sb / sth) (v) /faɪt/ to try very hard to get or keep sth: *We must fight for our rights.*

final score (n) /ˌfaɪnl 'skɔ:(r)/ the number of points, goals, etc. at the end of a game or competition: *What was the final score?*

find a way (v) /faɪnd ə 'weɪ/ to discover or think of a method of doing or achieving sth: *You must find a better way of organizing your time.*

finish line (n) /'fɪnɪʃ laɪn/ a line showing the end of a race: *Everyone cheered the winner as he crossed the finish line.*

football match (n) /'fʊtbɔ:l mætʃ/ an organized game of football: *Are you going to watch the football match tonight?*

football pitch (n) /'fʊtbɔ:l pɪtʃ/ a special area of ground where you play football: *The crowd ran onto the football pitch.*

goalkeeper (n) /'gəʊlki:pə(r)/ (in sports such as football, etc.) the player who stands in front of the goal and tries to stop the other team from scoring: *The goalkeeper made a magnificent save.*

gold medal (n) /gəʊld 'medl/ the prize for first place in a sports competition: *How many gold medals did we win in the 2012 Olympics?*

golf course (n) /'gɒlf kɔ:s/ *There are eighteen holes on a golf course.*

government (n) /'gʌvənmənt/ the group of people who rule or control a country: *The governments involved met in Geneva.*

gym (n) /dʒɪm/ a room or hall with equipment for doing physical exercise: *The school has built a new gym.*

half-time (n) /ha:f 'taɪm/ (in sport) the period of time between the two halves of a match: *Arsenal were behind at half-time.*

ice rink (n) /'aɪs rɪŋk/ a large area of ice, or a building containing a large area of ice, which is used for skating: *The road was so slippery that it was like an ice rink.*

ice skates (n) /'aɪs skeɪts/ boots with thin sharp metal parts on the bottom that are used for moving on ice: *Her ice skates were very expensive.*

importance (n) /ɪm'pɔ:təns/ the quality of being important: *The decision was of great importance to the future of the business.*

important (adj) /ɪm'pɔ:tnt/ having great value or influence; very necessary: *Tomorrow will be the most important day of my life!*

independence (n) /ˌɪndɪ'pendəns/ (used about a person, country, etc.) the state of being free and not controlled by another person, country, etc.: *In 1947 India achieved independence from Britain.*

independent (adj) /ˌɪndɪ'pendənt/ *Most former colonies are now independent nations.*

intelligence (n) /ɪn'telɪdʒəns/ *Exams don't always measure intelligence.*

intelligent (adj) /ɪn'telɪdʒənt/ *All their children are very intelligent.*

monarchy (n) /'mɒnəki/ the system of government or rule by a king or queen: *Should Britain abolish the monarchy?*

patience (n) /'peɪjəns/ the quality of being able to stay calm and not get angry, especially when there is a difficulty or you have to wait a long time: *I've got no patience with people who don't even try.*

patient (adj) /'peɪjnt/ *It won't be long now. Just be patient.*

politician (n) /ˌpɒlə'tɪʃn/ *Politicians of all parties supported the war.*

praise sb (for sth) (v) /preɪz/ to say that sb / sth is good and should be admired: *The firefighters were praised for their courage.*

prepare (for sth) (v) /preɪ'peə(r)/ to get ready or to make sb / sth ready: *Bo helped me prepare for the exam.*

president (n) /'prezɪdənt/ *The crowd was awaiting the appearance of the President.*

(make) progress (n) /'prɒɡres/ movement forwards or towards achieving sth: *Anna's making progress at school.*

put your mind to sth (v) /pʊt jɔ:(r) maɪnd tə/ to decide you want to achieve sth and give this all of your attention: *You could be a great tennis player if you put your mind to it!*

racecourse (n) /'reɪskɔ:s/ a place where horse races take place: *The race was held at a famous racecourse.*

racing track (n) /'reɪsɪŋ træk/ a piece of ground, often in a circle, for cars to have races on: *The cars sped around the racing track.*

rise to the challenge (v) /raɪz tə ðə 'tʃælɪndʒ/ to show that you are able to deal with a problem, etc. successfully: *Hannah had never written a newspaper article before, but she rose to the challenge.*

running shoes (n) /'rʌnɪŋ ʃu:z/ *I can't find my running shoes!*

running track (n) /'rʌnɪŋ træk/ a piece of ground, often in a circle, for people to have races on: *The running track was wet so the race was cancelled.*

scoreboard (n) /'skɔ:bɔ:d/ a large board that shows the score during a game, competition, etc.: *What are the numbers on the scoreboard?*

solve (a problem) (v) /sɒlv/ to find a way of dealing with a problem or difficult situation: *The government is trying to solve the problem of inflation.*

stadium (n) /'steɪdiəm/ *The stadium was full of cheering people.*

succeed (in sth / in doing sth) (v) /sək'sɪ:d/ to manage to achieve what you want; to do well: *A good education will help you succeed in life.*

swimming pool (n) /'swɪmɪŋ pu:l/ *My dream house would have a huge garden and a swimming pool.*

take advantage (of sth) (v) /teɪk əd'vɑ:ntɪdʒ/ to make good or full use of sth: *We should take full advantage of these low prices while they last.*
tennis court (n) /'tenɪs kɔ:rt/ *This tennis court has a very uneven surface.*
violence (n) /'vaɪələns/ behaviour which harms or damages sb / sth physically: *Is there too much violence on TV?*
violent (adj) /'vaɪələnt/ *The demonstration started peacefully but later turned violent.*
winter sports (n) /'wɪntə(r) 'spɔ:ts/ *My favourite winter sports are skiing and ice hockey.*
world record (n) /wɜ:ld 'rekɔ:d/ *Who holds the world record for high jump?*

Unit 9

action film (n) /'ækʃn fɪlm/ a film in which lots of dangerous and exciting things happen, such as fights or car chases: *Would you classify it as an action film or a thriller?*
advertising (n) /'ædvətaɪzɪŋ/ information which is intended to persuade people to buy or support sth: *The magazine gets a lot of money from advertising.*
animated film (n) /'ænimetɪd fɪlm/ *These days, most animated films are made using computers.*
article (n) /'ɑ:tɪkl/ *There's an article about Mexico in today's paper.*
arts and entertainment (section) (n) /,ɑ:ts ənd entə'teɪnmənt/ a section of a newspaper that is about films, theatre, books, TV programmes etc.
blockbuster (n) /'blɒkbʌstə(r)/ a book or film with an exciting story which is very successful and popular: *What is the name of Steven Spielberg's latest blockbuster?*
broadcast (on the internet / the radio / TV) (v) /'brɔ:dkɑ:st/ to send out internet, radio or TV programmes: *The BBC World Service broadcasts to most countries in the world.*
broadsheet (n) /'brɔ:dfɪt/ a newspaper with large pages which mainly reports serious news: *Broadsheets are not as popular as tabloids.*
business and finance (section) (n) /'bɪznəs ənd 'fɑ:məns/ a section of a newspaper which is about business and the economy
cartoon (n) /kɑ:'tu:n/ a film that tells a story by using moving drawings *Homer Simpson is a famous cartoon character.*
cast (n) /kɑ:st/ all the actors in a play, film, etc.: *The entire cast was / were excellent.*
chat show (n) /tʃæt ʃəʊ/ a TV or radio programme on which well-known people are invited to talk about themselves: *George Clooney was a guest on the chat show last night.*
classified ads (n) /'klæsɪfaɪd 'ædz/ small advertisements that you put in a newspaper if you want to buy or sell sth, etc.: *If you need a babysitter, you could look at the classified ads.*
confirm (the details / the facts / a rumour) (v) /kən'fɜ:m/ to say or show that sth is true; to make sth definite: *Please confirm your telephone booking in writing.*
convincing (adj) /kən'vɪnsɪŋ/ able to make sb believe sth: *Her explanation for her absence wasn't very convincing.*
costume drama (n) /'kɒstju:m drɑ:mə/ *My favourite costume drama is 'Downton Abbey'.*
crew (n) /kru:/ the group of people who work together to make a film or TV programme: *There were two sound engineers and a camera operator in the crew.*
crosswords and games (section) (n) /,krɒswɜ:dz ənd 'geɪmz/ a section of a newspaper which has crosswords (= a word game in which you have to write the answers to questions in square spaces, which are arranged in a pattern), games and puzzles (= a game that makes you think a lot)
documentary film (n) /,dɒkjə'mentri fɪlm/ *Did you see that documentary film about Sri Lanka?*
domestic news (n) /dɒ.mes.tɪk 'nju:z/ news which is about the country that it is reported in; not foreign or international news: *When I get a newspaper I usually read the domestic news first.*
dull (adj) /dʌl/ not interesting or exciting; boring: *Life is never dull in the city.*

editor (n) /'edɪtə(r)/ the person who is in charge of all or part of a newspaper, magazine, etc. and who decides what should be included: *Who is the editor of 'The Times'?*
editorial (n) /,edɪ'tɔ:riəl/ an article in a newspaper, usually written by the editor, giving an opinion on an important subject
entertaining (adj) /,entə'teɪnɪŋ/ interesting and amusing: *She was always so funny and entertaining.*
fantasy film (n) /'fæntəsi fɪlm/ a film that is about imaginary places, animals, events, things, etc.: *My favourite fantasy film is 'Alice in Wonderland'.*
film set (n) /'fɪlm set/ the place or area where filming is done: *The actors arrived at the film set very early in the morning.*
the front page (n) /ðə frʌnt 'peɪdʒ/ the first page of a newspaper: *Have you seen the front page of today's paper?*
gather (evidence / information / news) (v) /'gæðə(r)/ to bring many things together: *They have gathered a lot of information on the subject.*
gossip column (n) /'gɒsɪp ,kɒləm/ a part of a newspaper or a magazine where you can read about the private lives of famous people
headline (n) /'hedlɪn/ the title of a newspaper article printed in large letters above the story: *Click on the link to read the latest headlines.*
health and beauty (section) (n) /,helθ ən 'bju:tɪ/ a section of a newspaper which is about how to look good and be healthy
historical drama (n) /hɪ'stɔ:rikl drɑ:mə/ a film or TV programme that is set at a particular time in history: *I would love to act in a historical drama!*
horoscopes (n pl) /'hɒrəskəʊps/ a section of a newspaper with statements about what is going to happen to a person in the future, based on the position of the stars and planets when they were born: *Do you believe in horoscopes?*
horror film (n) /'hɒrə(r) fɪlm/ a film about frightening or shocking things, such as ghosts, monsters, etc.: *What's the scariest horror film you've seen?*
humorous (adj) /'hju:mərəs/ amusing or funny: *It's a very humorous book.*
impressive (adj) /ɪm'presɪv/ causing a feeling of admiration and respect because of the importance, size, quality, etc. of sth: *The way he handled the situation was most impressive.*
international news (n) /ɪntə'næʃnəl 'nju:z/ news which is about issues which affect two or more countries: *I always read the international news first.*
interview (a celebrity / person / politician) (v) /'ɪntə'vju:/ to ask sb questions about their opinions, private life, etc. *Next week, I will be interviewing Spielberg about his latest movie.*
investigate (a crime / problem / story) (v) /ɪn'vestɪgeɪt/ to try to find out all the facts about sth: *The police are investigating the murder.*
journalist (n) /'dʒɜ:nəlɪst/ a person whose job is to collect and write about news *Journalists were crowding around the police station.*
letters from the readers (n pl) /,letəz frəm ðə 'ri:dəz/ comments and questions that have been sent to the newspaper by the people who read it; the section of a newspaper where these are shown: *We've had many letters from the readers on this subject.*
memorable (adj) /'memərəbl/ worth remembering or easy to remember: *The concert was a memorable experience.*
musical (n) /'mju:zɪkl/ *Did you get to see a musical when you were in London?*
news bulletin (n) /'nju:z ,bulətɪn/ a short news report on TV or radio: *The next news bulletin on this channel is at 9 o'clock.*
plot (n) /plɒt/ the series of events which form the story of a novel, film, etc.: *The play had a very weak plot.*
predictable (adj) /prɪ'dɪktəbl/ that was or could be expected to happen: *The film was boring – the plot was too predictable!*

publish (a magazine / a newspaper / a novel) (v) /'pʌblɪʃ/ to prepare a book, magazine, etc. and make it available to the public in print or on the internet: *This dictionary was published by Oxford University Press.*
reality show (n) /ri'æləti ʃəʊ/ a TV programme that is based on real people (not actors) in real situations, presented as entertainment: *Reality shows give ordinary people a chance to become famous.*
report (a crash / an event / a murder) (v) /ri'pɔ:t/ (in a newspaper or on the TV, radio or internet) to write or speak about sth that has happened: *The paper sent a journalist to report on the events.*
review (n) /ri'vju:/ a newspaper or magazine article, or an item on TV or radio, in which sb gives an opinion on a new book, film, play, etc.: *The film got bad reviews.*
romantic comedy (n) /rəʊ,mæntɪk 'kɒmədi/ an amusing film about a relationship between two people who are or fall in love with each other: *'When Harry Met Sally' is my favourite romantic comedy.*
scene (n) /si:n/ one part of a book, play, film, etc. in which the events happen in one place: *The first scene of 'Hamlet' takes place on the castle walls.*
science-fiction film (n) /,saɪəns 'fɪkʃn fɪlm/ a film about imaginary events that take place in the future *Fans of science-fiction films absolutely love 'Blade Runner'.*
script (n) /skɪpt/ the written form of a play, film, speech, etc.: *Who wrote the script for the film?*
sitcom (n) /'sɪtkɒm/ a funny programme on TV that shows the same characters in different amusing situations each week: *It's America's most popular sitcom.*
soap opera (n) /'səʊp ,ɒpə/ a story about the lives and problems of a group of people, which continues several times a week on TV or radio: *She never misses an episode of her favourite soap opera.*
soundtrack (n) /'saʊndtræk/ the recorded sound and music from a film or computer game: *This film has a very good soundtrack.*
special effects (n) /,speʃl 'ɪfektz/ sounds or images in a film or TV programme which are added or changed after filming, often using a computer: *The special effects were amazing!*
spectacular (adj) /spek'tækjələ(r)/ very impressive to see: *The view from the top of the hill is quite spectacular.*
sports coverage (n) /'spɔ:ts ,kʌvərɪdʒ/ reported news about sports events: *The sports coverage during the Olympics was excellent.*
sports section (n) /'spɔ:ts ,sekʃn/ a section of a newspaper that is about sports events
tabloid (n) /'tæblɔɪd/ a newspaper with small pages, often with a lot of pictures and short articles, especially ones about famous people: *You shouldn't believe everything you read in the tabloids.*
television guide (n) /'telɪvɪʒn gaɪd/ a section of a newspaper that shows the times at which TV programmes will be shown: *Have we got the television guide for this week?*
thriller (n) /'θrɪlə(r)/ a play, film, book, etc. with a very exciting story, often about a crime: *Everyone was talking about the gripping new spy thriller by John le Carré.*
war film (n) /'wɔ:(r) fɪlm/ a film that is set at a time in history when a war was taking place: *Do you think war films can really show the horrors of war?*
weather forecast (n) /'weðə(r) fɔ: kɑ:st/ a description of the weather that is expected for the next few days: *The weather forecast is good for tomorrow.*
western (n) /'westən/ a film or book about life in the past in the west of the United States: *There are a lot of westerns on the television late at night.*
wildlife documentary (n) /'waɪldlaɪf dɒkju'mentri/ a film or a TV or radio programme that gives facts or information about animals, plants, etc. *Did you see the wildlife documentary about polar bears?*

Unit 10

air conditioning (n) /'eə kən,dɪfɪnɪŋ/ the system that keeps the air in a room, building, etc. cool and dry: *Our classroom has no air conditioning – it's very warm!*

ban (v) /bæn/ to officially say that sth is not allowed, often by law: *The government has banned the import of products from that country.*

(carry a) banner (v) /'bænə(r)/ a long piece of cloth with words or signs on it, which can be hung up or carried on two poles: *The demonstrators carried banners saying 'Stop the War'.*

(join a) campaign (n) /kæm'peɪn/ a plan to do a number of things in order to achieve a special aim: *They joined a campaign to raise awareness about global warming.*

(post a) comment (n) /'kɒment/ something that you write on a website that gives your opinion or feeling about sth: *I posted a comment about reducing our carbon footprint.*

(make a) complaint (n) /kəm'pleɪnt/ a statement that you are not satisfied with sth: *You should make a complaint to the company that made the machine.*

conserve (v) /kən'sɜːv/ to avoid wasting sth: *You should conserve your energy as we've still a long way to walk.*

cotton (n) /'kɒtən/ a natural cloth or thread made from the thin white hairs of the cotton plant: *He's got a lot of cotton T-shirts in his wardrobe.*

cotton field (n) /'kɒtən fi:ld/ an area of land where cotton plants are grown: *Working in the cotton fields was very tiring.*

cut down (v) /kʌt daʊn/ to make sth fall down by cutting it: *They cut down my favourite tree in the park.*

(go on a) demonstration (n) /,dɛmə'n'streɪʃn/ a public protest for or against sb / sth: *They went on a demonstration against the rise in university fees.*

denim (n) /'denɪm/ a thick cotton cloth (often blue) that is used for making clothes, especially jeans: *I bought a new denim jacket.*

destroy (v) /dɪ'strɔɪ/ to damage sth so badly that it can no longer be used or no longer exists: *The building was destroyed by fire.*

discount shop (n) /'dɪskaʊnt ʃɒp/ a shop that sells things at lower prices than most other shops: *The discount shop in our town sells cheap clothes.*

donate (money) (v) /dəʊ'neɪt/ to give money or goods to an organization, especially one for people or animals who need help: *She donated a large sum of money to Cancer Research.*

end (n) /end/ the furthest or final part of sth; the place or time where sth stops: *She couldn't wait to hear the end of the story.*

endless (adj) /'endləs/ very large in size or amount and seeming to have no end: *The possibilities are endless.*

export company (n) /'eksɜːpt ,kʌmpəni/ a business organization that sends goods to another country for sale: *My mum works for a big export company.*

factory worker (n) /'fæktəri 'wɜːkə(r)/ a person who works in a factory: *Factory workers are often expected to work at night.*

fur (n) /fɜː(r)/ the skin and hair of an animal that is used for making clothes, etc.; a piece of clothing that is made from this: *Many people think it is wrong to wear fur nowadays.*

go on strike (v) /gəʊ ɒn ,straɪk/ to stop work as a protest: *Union members voted to go on strike.*

hang up (v) /hæŋ ʌp/ to put sth on a hook: *Give me your coat so I can hang it up.*

harm (n) /hɑːm/ damage or injury: *Peter ate some of those berries but they didn't do him any harm.*

harmful (adj) /'hɑːmfʊl/ causing harm: *Traffic fumes are harmful to the environment.*

harmless (adj) /'hɑːmləs/ not able or not likely to cause damage or injury; safe: *You needn't be frightened – these insects are totally harmless.*

help (n) /help/ *Do you need any help with that?*
helpful (adj) /'helpfʊl/ giving help: *Ask Mr Brown. He's always very helpful.*

helpless (adj) /'helpləs/ unable to take care of yourself or do things without the help of other people: *The ship was helpless against the power of the storm.*

hope (n) /həʊp/ the feeling of wanting sth to happen and thinking that it will: *What hope is there for the future?*

hopeful (adj) /'həʊpfʊl/ believing that sth that you want will happen: *He's very hopeful about the success of the business.*

hopeless (adj) /'həʊpləs/ giving no hope that sth / sb will be successful or get better: *Most of the students are making progress, but Michael is a hopeless case.*

lace (n) /leɪs/ cloth that is made of very thin threads sewn in patterns with small holes in between: *The cloth had a decorative lace edge.*

leather (n) /'leðə(r)/ the skin of animals which has been specially treated. Leather is used to make shoes, bags, coats, etc.: *These shoes have leather soles.*

linen (n) /'lɪnɪn/ a type of strong cloth that is made from a natural substance from a plant: *I bought some cream linen trousers.*

look around (v) /lʊk ə'raʊnd/ to look at many things (before buying sth): *She looked around but couldn't find anything she liked.*

nylon (n) /'naɪlɒn/ a very strong artificial material that is used for making clothes, rope, brushes, etc.: *My tights are made out of nylon.*

(sign a) petition (n) /pə'tɪʃn/ a written document, signed by many people, that asks a government, etc. to do or change sth: *More than 50,000 people signed the petition protesting about the new road.*

pick up (v) /pɪk ʌp/ to take hold of and lift sb / sth: *Lucy picked up the child and gave him a cuddle.*

power (n) /'paʊə(r)/ the ability to control people or things or to do sth: *The aim is to give people more power over their own lives.*

powerful (adj) /'paʊəfʊl/ having a lot of control or influence over other people: *The president is very powerful.*

powerless (adj) /'paʊələs/ without strength, influence or control: *I stood and watched him struggle, powerless to help.*

price tag (n) /praɪs tæg/ a label on sth that shows how much you must pay: *How much is this T-shirt? I can't find the price tag.*

protect (v) /prə'tekt/ to keep sb / sth safe; to defend sb / sth: *Parents try to protect their children from danger as far as possible.*

protest (against a decision) (v) /prə'test/ to say or show that you do not approve of or agree with sth, especially publicly: *Students have been protesting against the government's decision.*

put on (v) /pʊt ɒn/ to dress yourself in sth: *Put on your coat!*

reduce (v) /rɪ'djuːs/ to make sth less or smaller in quantity, price, size, etc.: *I bought this shirt because the price was reduced from £50 to £25.*

second-hand shop (n) /,sekənd 'hænd ʃɒp/ a shop that sells things which have already been used or owned by sb else: *I got some books at the second-hand shop.*

sell out (v) /sel aʊt/ to sell all of sth so that no more is / are available to be bought: *I'm afraid we've sold out of bread.*

silk (n) /sɪlk/ the soft smooth cloth that is made from threads produced by a silkworm: *This shirt is real silk.*

(shout a) slogan (n) /'sləʊɡən/ a short phrase that is easy to remember and that is used in politics or advertising: *The protestors were shouting anti-government slogans.*

success (n) /sək'ses/ the fact that you have achieved what you want; doing well and becoming famous, rich, etc.: *Hard work is the key to success.*

successful (adj) /sək'sesfʊl/ having achieved what you wanted; having become popular, rich, etc.: *Every one of his records has been successful.*

support (v) /sə'pɔːt/ to help sb / sth by saying that you agree with them or it, and sometimes giving practical help such as money: *Several large companies are supporting the project.*

survive (v) /sə'vaɪv/ to continue to live or exist in or after a difficult or dangerous situation: *More than a hundred people were killed in the crash and only five passengers survived.*

sweatshop (n) /'swetʃɒp/ a place where people work for low wages in poor conditions: *I hope my trainers weren't made in a sweatshop.*

take off (v) /teɪk ɒf/ to remove sth, especially clothes: *Come in and take your coat off.*

thought (n) /θɔːt/ the power or process of thinking: *I need to give this problem some thought.*

thoughtful (adj) /'θɔːtfl/ thinking about what other people want or need: *It was very thoughtful of you to send her some flowers.*

thoughtless (adj) /'θɔːtləs/ not thinking about what other people want or need or what the result of your actions will be: *She is always making thoughtless remarks.*

try on (v) /traɪ ɒn/ to put on a piece of clothing to see if it fits you properly: *Can I try these jeans on, please?*

use (n) /juːs/ the purpose for which sth is used: *This machine has many uses.*

use up (v) /juːz ʌp/ to use sth until no more is left: *Who used up all the bread?*

useful (adj) /'juːsfl/ having some practical use; helpful: *I gained useful experience from that job.*

useless (adj) /'juːsləs/ that does not work well, that does not achieve anything: *This new machine is useless.*

velvet (n) /'velvɪt/ a type of cloth made of cotton or other material, with a soft thick surface on one side only: *My sister won't let me borrow her velvet dress!*

wool (n) /wʊl/ the soft thick hair of sheep: *The sweater is 50% wool and 50% acrylic.*