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# Third Edition
# Solutions
## Pre-Intermediate
## Workbook

Tim Falla  Paul A Davies

Ebook interactive features

Third Edition

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## Pre-Intermediate

Workbook

Tim Falla  Paul A Davies

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# I Introduction

## Vocabulary

## A Likes and dislikes

*I can talk about likes and dislikes.*

**1** **Look at the pictures and complete the chart with the phrases below. Then complete sentences 1–5 with the information from the chart.**

I love  I don't like  I don't mind  I like  I can't stand
I hate  I'm really keen on



_____

_____







_____





_____





_____





_____

_____

1 I can't stand _____ .
2 I'm really keen on _____ .
3 _____ chess.
4 _____ football.
5 _____ video games.

**2** **Complete the dialogue with the phrases below. More than one answer may be possible.**

can't stand  hate  don't mind  quite like  really keen  love
terrible  isn't bad  is great

**Kim** So, are you excited about the start of school?
**Dave** No, I'm not really excited. I [1]_____ school, but it's not my favourite thing in the world.
**Kim** We're very different. I [2]_____ school! I really enjoy learning new things. What subjects do you like?
**Dave** I [3]_____ IT, because I'm interested in computers. And there's one subject I really enjoy – drama. I'm [4]_____ on drama. I think acting [5]_____ .
**Kim** Really? We're very different that way too. I [6]_____ drama. I just get too scared in front of people. What do you think of maths?
**Dave** I really don't like it. Actually, I [7]_____ maths! I just can't understand it. It's [8]_____ !
**Kim** Different again! I like maths, and I enjoy science a lot too.
**Dave** OK, science [9]_____ . It's actually kind of interesting.
**Kim** Well, I'm happy we agree on something ...

**3** **Read definitions 1–9 and match them with the activities below.**



cycling  volleyball  chess  ice hockey  board games
basketball  swimming  drawing  video games

1 a game where you bounce a ball and try to throw it through a hoop _____
2 making pictures with a pencil or pen _____
3 exercising in water _____
4 a game with 32 pieces on a board, including a king and queen _____
5 games with pieces that you play on a table _____
6 games you play on a computer or TV screen _____
7 riding a bike _____
8 a game you play on ice with a long stick _____
9 a game where you hit a ball with your hands over a high net _____

IB

Grammar

# Contrast: present simple and present continuous

*I can distinguish the use of the present simple and present continuous.*

**1 Complete the dialogues with the correct present simple form of the verbs in brackets.**

1 A: _____ (you / go) to the gym every day?
B: No, I _____ (not go) every day. I _____ (go) three times a week.

2 A: _____ (Sam / study) at your school?
B: No, he _____ (not study) there. He _____ (study) at a private school.

3 A: Does your mother _____ (teach) English?
B: Yes, she does. She also _____ (teach) French and Spanish. She _____ (be) very good at languages.

4 A: _____ (your parents / work) in London?
B: No, they don't. They both _____ (work) in Oxford.

5 A: _____ (you / practise) much before you perform a new play?
B: Yes, we _____ (practise) for weeks before the first performance, and the director _____ (make) a lot of changes.

**2 Complete the voice message with the correct present continuous form of the verbs in brackets.**

Hi Steve! It's Sean. How are things? I hope you are well. [1]_____ (you / have) a good time in Hull? I [2]_____ (call) from my grandparents' house in Cornwall. My sister and I [3]_____ (stay) here for a couple of weeks, and we [4]_____ (enjoy) it a lot. I [5]_____ (plan) to study for my exams later, but now I [6]_____ (relax). I'm not totally lazy, though – I [7]_____ (run) every morning. Jake and I [8]_____ (think) about spending a month in Spain. Would you like to go with us? Let me know! Well, the sun [9]_____ (shine) so I think I'll go for a walk. Bye!

**3 Match sentences a–f with the uses of the present tense (1–6).**

1 something that happens regularly ☐
2 verbs not used in continuous tenses ☐
3 something happening at this moment ☐
4 stating a fact or law ☐
5 something happening around this time ☐
6 a future plan ☐

a I am leaving for London at 6 a.m. tomorrow.
b The Earth goes around the sun.
c I always play basketball on Saturdays.
d They are spending a lot of time together these days.
e I need some help with homework.
f Look outside – it's snowing!

**4 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.**

1 Josh _____ at least one point in every game he plays. (score)
2 I _____ that they will give Kate a place on the team. (believe)
3 Susan _____ to finish her homework today. (try)
4 My dad _____ Chinese food tonight. (cook)
5 My brother loves books. He _____ a book every week. (read)
6 I _____ all of my old *Friends* DVDs this week. (watch)
7 Sam _____ before 7 a.m., even on Sundays. (get up)
8 Look out of the window. A big storm _____ ! (come)
9 Lisa usually _____ video games when she gets home. (play)
10 I _____ what you're saying, but I don't agree with it. (understand)

**5 Complete the email with the correct present simple or present continuous form of the verbs in brackets.**

To: lauren@email.com

Hi Lauren

How [1]_____ (be) everything? I hope you [2]_____ (have) a great time at football camp this week. I [3]_____ (enjoy) my summer drama project. Every summer we [4]_____ (put on) a play by Shakespeare, and this year we [5]_____ (work) on *A Midsummer Night's Dream*. It's a great play because it [6]_____ (have) so many different roles. We [7]_____ (practise) about six hours a day and we're performing the play in public next week. I [8]_____ (try) very hard to learn my lines. I [9]_____ (play) two parts in the play, and sometimes I [10]_____ (forget) which part I'm playing! Anyway, I [11]_____ (believe) it will be a great performance. My grandparents [12]_____ (travel) from Leeds next week just to see me in the play. I know you [13]_____ (be) very busy at camp, but I [14]_____ (hope) to hear from you soon.

Take care!

Daisy

IC

Vocabulary

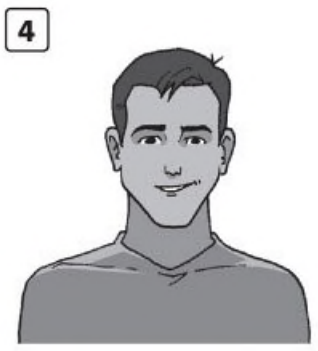
# Describing people

*I can describe people's appearance.*

**1** Look at the pictures and describe the people's hair with the adjectives below. Make sure the adjectives are in the correct order.

curly dark fair long medium-length short straight wavy





1 Maria's got _____ _____ _____ hair.
2 Tom's got _____ _____ _____ hair.
3 Alice's got _____ _____ _____ hair.
4 Sean's got _____ _____ _____ hair.
5 Lara's got _____ _____ _____ hair
6 Alex's got _____ _____ _____ hair.

**2** Match the words below with the descriptions.

boots dress coat gloves hoodie jeans socks T-shirt tie trainers

1 I wear them in winter to keep my feet warm and dry. _____
2 I wear it over my other clothes when it's very cold outside. _____
3 I wear them on my feet, inside my shoes. _____
4 Men often wear one around their necks when they go to work. _____
5 I wear these on my feet when I run or exercise. _____
6 It's like a jacket. It's very soft and warm, and it has a part to cover my head. _____
7 I wear these to cover my lower body. They are dark blue and very strong. _____
8 You can wear this short-sleeved top on its own or under a jumper. It sometimes has pictures or words on it. _____
9 I wear these to cover my hands when the weather is cold. _____
10 A woman wears this. It usually covers her from her shoulders to her knees. _____

**3** Write short descriptions of the people. Describe their hair, facial hair and clothes.






1 _____
_____
_____
2 _____
_____
_____
_____
3 _____
_____
_____
_____
4 _____
_____
_____
_____

**4** Read the notices from a lost property website. Look at the photos and complete the descriptions.

brown dark eyes jacket long moustache scarf shirt short straight tie wavy



I sat next to you on the 6.30 train from Oxford to London. You left your umbrella on the seat. I've got it. You are tall, with [1]_____ [2]_____ [3]_____ hair. You wore a light [4]_____ and a dark [5]_____. Please contact me and I'll return your umbrella.



You were on the 36 bus on Monday at 7.40. You left your glasses on the bus. Please contact me and I'll return them to you. You have [6]_____, [7]_____, [8]_____ hair and brown [9]_____. You have a dark beard and a [10]_____. You wore a stripy [11]_____ and a blue [12]_____.

ID

Grammar

# Articles

*I can correctly use* a / an *and* the *with nouns.*

**1 Match sentences a–f with uses of the article or no article (1–6).**

1 it is clear what we are talking about ☐
2 saying what someone's job is ☐
3 something mentioned for the first time ☐
4 the only one of something ☐
5 a generalisation ☐
6 something mentioned for the second time ☐

a There is **a** strange man in our street.
b Chad has a new car. **The** car is black and silver.
c **The** moon is very bright tonight.
d We meet in **the** café after school.
e Gemma is **a** shop assistant.
f I'm really interested in **(–)** science.

**2 Complete the gaps with *the* or no article (–).**

1 I enjoy walking in _____ rain – it's so peaceful.
2 Some young people don't see _____ point of studying _____ history.
3 I'll meet you at _____ railway station at 6 o'clock.
4 Do you like _____ action films?
5 I don't like to see _____ young children playing _____ violent sports like rugby.
6 It's likely I'll be late for _____ school tomorrow.
7 I love _____ food in this restaurant, but then I always enjoy _____ Italian food.
8 All over _____ world, _____ people have similar problems.

**3 Complete the gaps with *a / an*, *the* or no article (–).**

1 This is _____ school where I study English.
2 She has _____ nice car, but she wants a better one.
3 Do you watch _____ TV often?
4 There is _____ interesting article in _____ newspaper.
5 I want to go to _____ cinema this evening.
6 I like watching _____ baseball.
7 She is in _____ hospital because she had _____ accident.
8 Julie's mum is _____ doctor.
9 It is so nice to see _____ sun again!
10 Is it time to go to _____ bed already?

**4 Complete the gaps with *a / an*, *the* or no article (–).**

Hi Mason,

How are you? Are you enjoying [1]_____ winter holidays? You asked about my school, so I'll tell you a bit about it. It's [2]_____ very old building – they built [3]_____ 'new' part in 1930! It's very nice inside, though. [4]_____ classrooms are bright and clean, and some of them have interactive whiteboards. Of course, everyone wants to use [5]_____ classrooms with [6]_____ new whiteboards! We have lovely playing fields near the school, but there isn't [7]_____ swimming pool.

I looked up your school online, and it looks like [8]_____ very new building from [9]_____ photographs I saw. Do you like it there?

Write to me soon.

Best wishes,

Tom

**5 Complete the sentences with *there is* or *there are*.**

1 _____ three new students in our class.
2 _____ a great drama class at my school.
3 _____ about 50 laptops in our computer lab.
4 I think _____ a good film on at the cinema.
5 _____ only two shows I watch on TV.
6 _____ some really nice clothes in that shop.
7 Ethan, _____ a man here who wants to talk to you.
8 I know _____ an answer to this problem, but I can't find it.
9 _____ people from many different countries in London.
10 I want to go home. _____ a storm coming.

**6 Find and correct the mistakes in the sentences.**

1 It is a first day of school tomorrow. ✗ the
2 They are three students from China in my class this year. ✗ _____
3 I play in football team with classmates from my school. ✗ _____
4 My dad leaves for the work at 7 a.m. every morning. ✗ _____
5 Kelly's sister is an dancer. ✗ _____
6 It is a great film on TV tonight. ✗ _____
7 We have the great computer lab in our school. ✗ _____
8 We have a new car. A car is very fast. ✗ _____
9 I'm giving Maggie the CD of dance music for her birthday. ✗ _____
10 I'm interested in the geography. It's my favourite subject. ✗ _____

# 1 Feelings

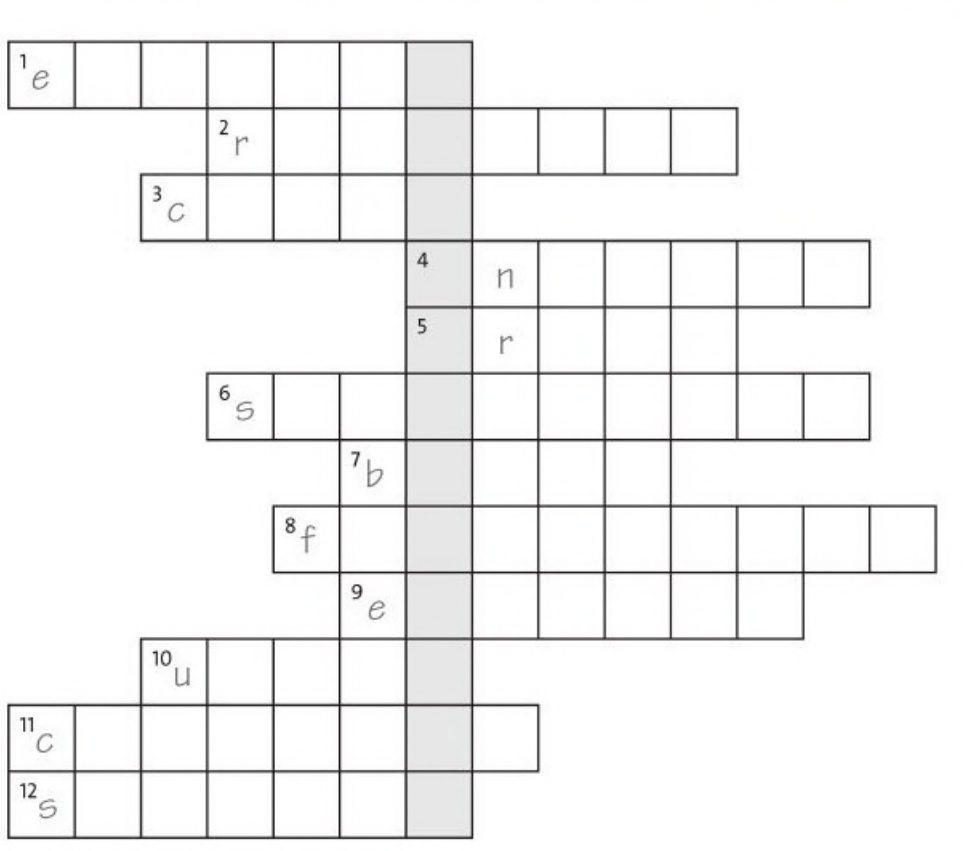
Vocabulary

## A How do you feel?

*I can describe how people are feeling.*

**1** Look at the pictures and complete the puzzle with adjectives to describe feelings.




What is the mystery word? _____

**2** Complete the modifying adverbs. Use *a*, *e*, *i*, *o*, *u* and *y*.

1 ___xtr___m___l___
2 v___r___
3 r___th___r
4 ___ b___t
5 ___ l___ttl___ b___t

**3** Which adjective best describes each person's feelings? Use the adjectives below.

anxious delighted embarrassed frightened proud relieved ~~shocked~~ upset

1 The waiter was really rude to me when I asked for a glass of water. I was a bit *shocked*.
2 I got a new smartphone for my birthday. I was _____ .
3 My dad started to dance at my party and all my friends saw him! I was really _____ !
4 My little brother won a singing competition. I was very _____ .
5 Our dog is very old and is really ill. I think he might die. We're very _____ .
6 I've got a difficult, important exam tomorrow. I'm feeling a little bit _____ .
7 I went on the tallest, fastest ride at the theme park. I was really _____ .
8 I left my mobile on the bus, but someone found it. I was extremely _____ .

**4** 1.02 **Listen. How are the people feeling? Choose from the adjectives below. There are two extra adjectives.**

ashamed cross delighted envious relieved suspicious

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

**5 Complete the sentences with your own words.**

1 I feel confused when _____ _____ .
2 I feel bored when _____ _____ .
3 I feel proud when _____ _____ .
4 I feel excited when _____ _____ .
5 I feel disappointed when _____ _____ .

# 1B

Grammar

## Past simple (affirmative)

*I can use the past simple affirmative.*

**1 Complete the sentences with the past simple affirmative form of the regular verbs below.**

decide die drop look marry move stop study talk want

1 My dad _____ maths at university.
2 We live in Oxford. We _____ here five years ago.
3 Jason _____ at me and smiled.
4 The train _____ at the station and we got off.
5 Jenny _____ on the phone with her friend for over two hours!
6 In the end, we _____ to go on holiday to Italy, not to France.
7 The goalkeeper had the ball, but then he _____ it.
8 My mum _____ my dad in 1988.
9 I _____ to go to the shopping mall, but my mum said no.
10 Sadly, my grandma _____ last year. She was 98.

**2 Complete the sentences. Use the past simple affirmative form of the irregular verbs in brackets.**

1 Emma tried on a green dress and a blue dress in the clothes shop, and _____ (choose) the blue one.
2 I _____ (find) £20 in the street last Saturday.
3 We _____ (go) bowling yesterday evening.
4 Somebody _____ (steal) my smartphone from my schoolbag.
5 The film _____ (begin) at seven and finished at ten.
6 It _____ (take) six hours to drive from London to Edinburgh.
7 Hannah _____ (feel) relieved when she got her exam results.
8 Tom and Matt _____ (be) upset that George didn't invite them to his party.
9 We _____ (get) home at eight o'clock on Sunday.
10 Millie _____ (spend) all her money on computer games.

**3 Complete the texts with the past simple affirmative of the verbs in brackets.**

Callie Rogers [1]_____ (be) just sixteen when she [2]_____ (win) the lottery in 2003. She [3]_____ (give) up her job as a shop assistant and [4]_____ (start) to spend her money. She [5]_____ (take) her family on expensive holidays, [6]_____ (invite) all her friends to big parties every weekend and [7]_____ (have) cosmetic surgery. Ten years later, she [8]_____ (have) just £2,000 left. But she's happy now. 'I [9]_____ (be) too young to win the lottery,' she [10]_____ (say).

Tom Crist [11]_____ (get) a big surprise when he [12]_____ (answer) his phone on 16 December 2013. He [13]_____ (be) a lottery winner, and the prize [14]_____ (be) enormous – $40 million! He [15]_____ (decide) not to tell anyone about the win. He immediately [16]_____ (give) all the money to charities. 'I don't really need that money,' he [17]_____ (say). 'My wife [18]_____ (die) earlier in the year so I [19]_____ (choose) cancer charities that [20]_____ (help) her.'

**4 Correct the verbs in sentences 1–5.**

1 We was at home last night. ✗ _____
2 I droped my phone on the floor. ✗ _____
3 I gived my brother a book for his birthday. ✗ _____
4 My sister studyed maths at university. ✗ _____
5 I spended all my pocket money on sweets. ✗ _____

**5 Write five true sentences about what you did last weekend. Use past simple forms of the verbs below to help you, or your own ideas.**

be get go have phone play study take talk visit watch

1 _____
2 _____
3 _____
4 _____
5 _____

# 1C Listening

## Problems, problems!

*I can listen for gist.*

**Revision:** Student's Book page 11

**1 Choose the correct verb.**

1 We should **do** / **make** a plan for the weekend.
2 Can you **have** / **tell** a word with your sister?
3 You should **give** / **make** her a call and apologise.
4 Don't **keep** / **take** offence. It was only a joke!
5 I **made** / **took** an excuse and left the party early.
6 Is it always wrong to **make** / **tell** a lie?
7 I'm really tired. Can we **do** / **take** a break now?
8 I nearly always **give** / **tell** the truth.

**2 Complete the advice with *should* or *shouldn't* and the verbs below.**

feel go invite listen look ~~open~~ spend tell

1 'It's really hot in here.' 'We *should open* a window.'
2 'My ears are hurting.' 'You _____ _____ to loud music so often.'
3 'I think we're lost.' 'Yes. We _____ _____ at a map.'
4 'I only got 68% in my exam.' 'You _____ _____ disappointed. That's a good mark!'
5 'I really like the girl next door.' 'We _____ _____ her to our party.'
6 'Do you like Reece's new shirt?' 'No – but I don't think you _____ _____ him that.'
7 'My science project isn't very good.' 'Maybe you _____ _____ more time on it.'
8 'I don't feel well.' 'You _____ _____ to bed early.'

**3 Write advice for these problems. Use *I think / I don't think you should* ... and your own ideas.**

1 My best friend gave me a T-shirt for my birthday, but I hate it.

_____

_____

2 I want to go to the cinema this weekend, but I haven't got any money.

_____

_____

3 I borrowed a DVD from my friend, but I've lost it.

_____

_____

**Listening Strategy**

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

**4 1.03 Read the Listening Strategy. Then listen to three short dialogues. For each one, choose the best summary of the general meaning (a or b).**

1 Ellie is upset because
  a she can't take part in the school show.
  b she can't go to a family wedding.
2 Daisy is excited because
  a she likes seeing her cousin.
  b her cousin has got a present for her.
3 James is worried because
  a he isn't ready for his music exam.
  b he can't finish his homework in time.

**5 1.04 Listen to four dialogues (A–D). Match the dialogues with sentences 1–5 below. There is one extra sentence.**

The person with the problem:

1 agrees that it is not necessary to tell the truth about it. ☐
2 agrees to follow the advice, but feels upset. ☐
3 asks for advice, but decides not to follow it. ☐
4 gets angry when their friend gives advice. ☐
5 does not get any advice from their friend. ☐

**6 1.04 Listen again. Complete the missing words in these lines from the dialogues.**

**Dialogue A**

1 I _____ _____ _____ what to do.
2 Oh dear – I _____ _____ problem.

**Dialogue B**

3 You _____ _____ very happy!
4 I _____ _____ right, Daniel.

**Dialogue C**

5 Can I _____ _____ something?
6 Just talk to him – _____ _____ advice.

**Dialogue D**

7 I've got _____ _____ with my Facebook page.
8 No, I _____ _____ you should do that.

# 1D

Grammar

## Past simple (negative and interrogative)

*I can use the past simple to describe events.*

**1 Complete the sentences with the correct negative past simple form of the verbs in brackets.**

1 We _____ (get) to the hotel in time for dinner.
2 Our team _____ (win) the last match of the season.
3 It was a long film, but I _____ (feel) bored.
4 They _____ (spend) all their money on holiday.
5 My aunt _____ (be) at the family wedding last weekend.
6 Our teacher _____ (give) us a lot of homework.
7 It _____ (rain) at all last month.
8 I enjoyed the film, but I _____ (can) understand all of the dialogue.

**2 Complete the first part of each sentence with the correct past simple negative form.**



1 I *didn't go* skiing last winter, I went snowboarding.
2 Einstein _____ in 1965, he died in 1955.
3 The holidays _____ yesterday, they began last week.
4 My grandparents _____ born in Russia, they were born in Germany.
5 I _____ 'thirteen', I said 'thirty'.
6 We _____ the first half of the match, but we saw the second half.
7 At the age of five, I _____ ride a bike, but I could ski.
8 It _____ warm yesterday, but it was sunny.

**3 Make these sentences true for you. Use the past simple affirmative or negative form of the verbs in brackets.**

1 I _____ (can) swim when I was five.
2 Last weekend, I _____ (do) a lot of homework.
3 Five years ago, I _____ (be) a student at this school.
4 Ten years ago, I _____ (live) in a different town.
5 I _____ (make) my own breakfast this morning.
6 I _____ (choose) the clothes I'm wearing now.
7 Last night, I _____ (go) out with my friends.
8 When I was six, I _____ (study) English.

**4 Complete the dialogue with the question words below.**

how often what when where which who why

**Mia** Hi, Henry. [1]_____ did you do at the weekend?
**Henry** I went to the beach on Saturday.
**Mia** That's nice! [2]_____ did you go with?
**Henry** Matt and Alex.
**Mia** Alex West? [3]_____ do you see him?
**Henry** Only two or three times a year. He doesn't live near here any more.
**Mia** [4]_____ does he live now?
**Henry** In London.
**Mia** Does he? [5]_____ part of London?
**Henry** I'm not sure. North London, I think.
**Mia** [6]_____ did he move?
**Henry** I think his mum got a new job. Anyway, [7]_____ did you last see him?
**Mia** Oh, about two years ago.

**5 Put the words in order to make questions. Then write answers that are true for you.**

1 homework / how much / last / did / you / night / do / ?
_____
_____
2 with / travel / did / to / school / you / who / today / ?
_____
_____
3 best / meet / where / you / did / friend / your / ?
_____
_____
4 first / teacher / who / your / was / English / ?
_____
_____

**6 Read the sentences. Then write questions for the given answers.**

1 Jack gave his old bike to his sister.
Q: *What did Jack give his sister*?
A: His old bike.
2 Sam had dinner early because he was hungry.
Q: _____ ?
A: He was hungry.
3 Mason and Tyler went to London together.
Q: _____ ?
A: He went with Tyler.
4 Grace listened to three Lady Gaga CDs.
Q: _____ ?
A: Three.

# 1E

Word Skills

## Adjective endings

*I can use different adjective endings.*

**1 Circle the correct adjective.**

1 Playing volleyball is fun, but it's **tired** / **tiring**.
2 This new computer game is **amazed** / **amazing**!
3 I was **astonished** / **astonishing** that we won the dance competition.
4 'I fell off my chair in the middle of a lesson.' 'How **embarrassed** / **embarrassing**!'
5 My grandma's stories are always **interested** / **interesting**.
6 I read a **shocked** / **shocking** report about smoking.
7 I wasn't **surprised** / **surprising** that he was late.
8 I was so **annoyed** / **annoying** about your comment!

**2 Complete the text with the correct *-ed* or *-ing* adjective formed from the verbs in brackets.**

# A LONG WAY HOME

*Saroo was born in Madhya Pradesh in India. His family were very poor, so when Saroo was just five, he and his brother Guddu found work on trains as cleaners. One day the boys went to work at a station 70 km from home. The job was very* [1]_____ *(tire) for Saroo and he fell asleep at the station. He was so* [2]_____ *(exhaust) that he slept for hours. When he woke up, Guddu was not there. Saroo was* [3]_____ *(shock) and* [4]_____ *(worry). He looked for his brother, but couldn't find him. It was a very* [5]_____ *(frighten) situation for a young child.*

*After two weeks, the police found Saroo, but he could not tell them where his home was – he was too* [6]_____ *(confuse) and he didn't know its name. In the end, the police decided he was officially lost and placed him with an adoption agency. An Australian family called Brierley took him to their home in Tasmania and he grew up with them.*

*As an adult, Saroo Brierley stayed in Australia, but he looked for his home town in India using the photos on Google Earth on his computer. It took months, but Saroo never got* [7]_____ *(bore) with looking. In the end, he found the town. He was* [8]_____ *(delight) and travelled there at once. When he saw his mother again for the first time in 25 years, it was a very* [9]_____ *(move) experience for both of them. Newspapers and TV stations became* [10]_____ *(interest) in Saroo's* [11]_____ *(astonish) story and Saroo himself wrote a book about it in 2012.*

**3 Complete the sentences with *-ed* or *-ing* adjectives formed from the verbs below.**

confuse disgust excite frighten move

1 'This milk has got black bits in it.' 'How _____ !'
2 We all cried at the end of the film – it was so _____ !
3 I enjoyed the book, but I was _____ about the ending. It didn't make sense.
4 I love watching football, it's so _____ !
5 I felt _____ because it was dark in the house and I was alone.

**VOCAB BOOST!**

When you learn a new word, make a note of other related words at the same time. This will help you expand your vocabulary more quickly.

*New word: disappoint (verb)*

*Related words: disappointed / disappointing (adjectives), disappointment (noun)*

Try to add examples. These will help you to remember the meanings.

- *I always try not to disappoint my parents.*
- *I was disappointed with my exam results.*
- *The film was very disappointing.*
- *I didn't like the present, but I tried to hide my disappointment.*

**4 Read the *Vocab boost!* box. Choose ONE of the verbs below. Write down the related adjectives and noun, using a dictionary to help you. Then write example sentences.**

amuse depress entertain relax satisfy

1 verb: _____
Example: _____ .
2 *-ed* adjective: _____
Example: _____ .
3 *-ing* adjective: _____
Example: _____ .
4 noun: _____
Example: _____ .

# 1F

Reading

## A painless operation

*I can understand a text about a medical operation.*

**Revision:** Student's Book page 14

**1 Complete the table.**

| Accidents and injuries | |
|---|---|
| Noun / Phrase | Verb |
| 1 blood | _____ |
| 2 a _____ | burn yourself |
| 3 a cut | _____ your finger |
| 4 a _____ | sprain your ankle |
| 5 an injury | _____ yourself |
| 6 a _____ arm | break your arm |

**2 Complete the sentences with the words below.**

bruise fell over hurt hurts pain slipped

1 I've got a big black _____ where I banged my arm.
2 I've got a _____ in my shoulder.
3 My finger _____ .
4 Joe _____ himself when he was playing football.
5 My mum _____ on the ice and _____ .

**3 Read the text. Are the sentences true (T) or false (F)?**

1 Lenkei took about half an hour to hypnotise himself. ☐
2 Lenkei didn't speak during the operation. ☐
3 All the operations were successful. ☐

**Reading Strategy**

When you do a matching task, follow these steps:

1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
2 Read the task and all the options carefully.
3 Read the paragraphs of the text carefully one by one and match them to the correct option.
4 Check that the extra options do not match any of the paragraphs.

**4 Read the Reading Strategy. Then match the questions below with paragraphs 1–3 of the text. There is one extra question.**

In which paragraph does the writer tell us ...

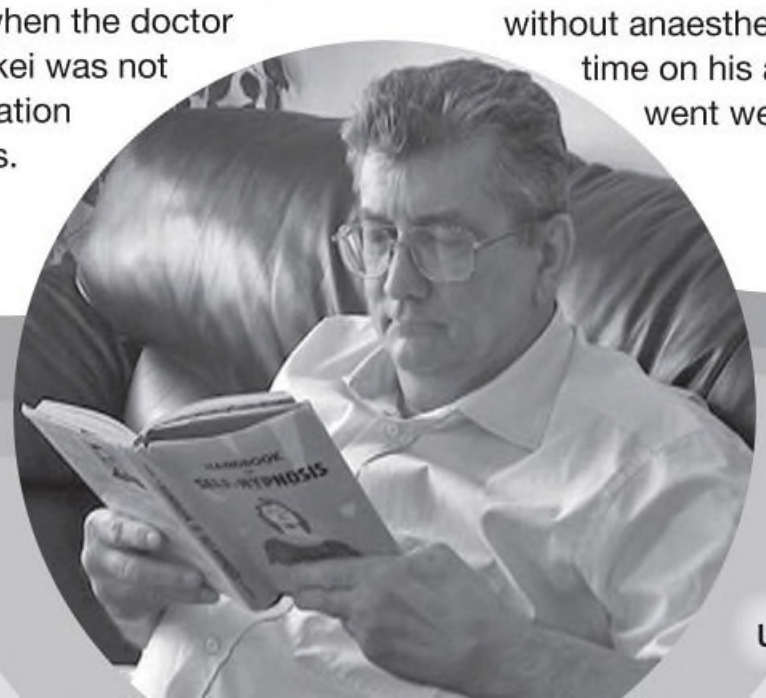
A when the first operation happened? ☐
B why Lenkei needed an operation on his arm? ☐
C what Lenkei did just before the operation on his arm? ☐
D on what part of his body the third operation was? ☐
E when Doctor Llewellyn-Clerk realised that Lenkei was not in pain? ☐
F when Lenkei first hypnotised someone? ☐
G what happens to pain signals in his body while he is hypnotised? ☐
H when Lenkei had his second operation? ☐
I how long the operation on his arm took? ☐
J what the doctor did to Lenkei's arm during the operation? ☐

# It didn't hurt!

[1] In 2008, Alex Lenkei had a problem with the bone in his arm and he needed a serious operation. Normally, with an operation like that, the doctor gives the patient an anaesthetic so that he or she doesn't feel any pain. But Lenkei refused the anaesthetic. Instead, he hypnotised himself and simply told himself that he could not feel any pain. That took about thirty seconds. Then the operation started. According to Mr Lenkei, pain signals do not reach his brain when he is hypnotised.

[2] The doctor, David Llewellyn-Clerk, was a bit worried. He had to take some bone from Lenkei's arm. He watched Lenkei carefully during the operation, as he wasn't sure that Lenkei could feel no pain. 'I didn't think Mr Lenkei could hear us,' said Dr Llewellyn-Clerk, 'but half way through the operation, he said "How's it going?"' That's when the doctor realised that Lenkei was not in pain. The operation lasted 83 minutes.

[3] Mr Lenkei started hypnotising people when he was sixteen and is now an expert. It wasn't his first operation without anaesthetic. In 1996, a friend hypnotised him before a thirty-minute operation on his stomach. Both operations were successful, so Lenkei had a third operation without anaesthetic in 2013, this time on his ankle, which also went well.



# 1G

Speaking

## Narrating events

*I can relate and react to past events.*

**1 Put the words and punctuation marks in the correct order to make phrases for reacting and showing interest.**

1 envious / I'm / so / really / ? / !
Really? I'm so envious!

2 sounds / that / terrifying / !

3 to / cool / a / what / do / thing / !

4 what / really / relief / a / ? / !

5 amazing / that's / !

6 like / sounds / nightmare / a / that / !

7 what / oh / shame / no / a / ! / !

8 kidding / you're / !

9 that / like / sounds / fun / !

10 upsetting / how / !

**2 React to these sentences. Use phrases from exercise 1. More than one answer is possible for each sentence.**

1 I lost my mobile phone!

2 I went scuba diving when I was on holiday.

3 I'm going to be on TV tonight!

4 I got a new moped for my birthday!

5 I left my wallet in a shop, but they returned it to me.

6 I got 95% in my French exam.

**3 Read the forum post about an event and complete the notes.**

**littlehelen** It was the last day of the summer holidays and I was at my friend Alice's house. She said, 'Everyone is wearing fancy dress to school tomorrow to raise money for charity.'

So the next day, I went to school in fancy dress. But it was a joke! No one was wearing fancy dress! I had to go home and change, and I missed the first two lessons.

I was very embarrassed, but Alice thought it was really funny and couldn't stop laughing. The teacher was a bit cross with me and Alice!

1 Set the scene.
Who? Helen, . . .
Where?
When?

2 What happened?
Alice – said tomorrow – fancy dress

3 How did people feel?
Alice – amused – laughed
Helen –
Teacher –

**Speaking Strategy**

Follow a simple structure for narrating events. For example:

1 Set the scene (Where? When? Who?).
2 Say what happened.
3 Say how you (and / or others) felt about it.

**4 Read the Speaking Strategy and the task. Then write notes.**

Tell the story of an event that happened in the school holidays.

1 Set the scene.
Who?
Where?
When?

2 What happened?

3 How did you (and / or other people) feel? Think of at least three adjectives.

**5 Now do the task using your notes from exercise 4.**

# 1H

Writing

## A description of an event

*I can describe an event.*

### Preparation

**1 Rewrite the sentences. Replace the underlined verbs with the phrasal verbs below. Use the correct tense.**

ask for  find out  get over  look at  own up
put back  talk about

1 She often borrows my clothes, but she never <u>confesses</u> to it.

_____

2 I <u>requested</u> a seat by the window.

_____

3 The police officer <u>examined</u> my passport carefully.

_____

4 Are you <u>discussing</u> the World Cup?

_____

5 I <u>discovered</u> where my brother hides his diary.

_____

6 Please <u>return</u> my pen when you borrow it!

_____

7 After his exams, he spent a day in bed just to <u>recover from</u> them.

_____

**Writing Strategy**

When you write a description of an event, remember to say how you and other people felt at the time, and how you all reacted to the events. This will make your anecdote come to life and engage the reader's interest.

**2 Read the Writing Strategy. Then complete the description using the adjectives below to describe the people's feelings.**

guilty  proud  scared  upset

# Confession!

**Joanne**

I once bought a big plastic insect at a joke shop and put it inside my brother's lunch box in the morning. It looked disgusting! I told my friends about the prank – I was [1]_____ of it! My brother didn't say anything about it after school. In fact, he didn't mention it for ages. Then one morning I found the same insect in my bowl of cereal at breakfast. I wasn't [2]_____ at all – it was funny. But when I asked him how he felt when he found it in his lunch box, he didn't smile. In fact he looked a bit [3]_____. 'It was horrible,' he said. 'I screamed. Then everybody laughed at me.' When I heard that, I felt really [4]_____. I don't play tricks on my brother now!

### Writing Guide

**3 Read the task. Then make brief notes in the table below. Use one of the suggestions in the ideas box or your own idea.**

You did something you feel bad about. Write a description of an event with the title 'Confession!'

- Give a short description of what you did.
- Say how you felt at the time.
- Describe how other people reacted.
- Explain why you feel bad about it now.

| Notes |
| --- |
| What did you do? |
| How did you feel at the time? Why? |
| How did other people feel? How did they react? |
| How do you feel about it now? Why? |

**Ideas**

You feel bad because you:

- borrowed something without asking and broke it.
- told somebody a secret your friend told you.
- copied some homework from the internet.
- told somebody about a surprise party and spoiled the surprise.

**4 Write your description. Use your notes from exercise 3.**

**CHECK YOUR WORK**

**Have you ...**

- ☐ covered all four points in the task?
- ☐ included adjectives to describe feelings?
- ☐ checked your spelling and grammar?

# 1 Review Unit 1

## Vocabulary

**1 Complete the sentences with the words below.**

anxious cross disappointed embarrassed envious relieved

1 Ted was very _____ before his exams, but in the end he got excellent marks.
2 I'm so _____ to know that you're OK and that you didn't get hurt in the accident.
3 I work all summer, so I'm _____ of people who can take the summer off.
4 Sam was _____ that he didn't win the race, but he was happy that he took part in it.
5 She was extremely _____ when she forgot the words to the song in front of hundreds of people.
6 I'm sorry I was _____ with you. I had a very bad day.

Mark: / 6

**2 Replace the underlined words in the sentences with the words below.**

bored confused delighted excited frightened suspicious

1 She was <u>scared</u> when her car broke down on a lonely country road at night. _____
2 I am really <u>unsure</u> about his instructions. Now I have no idea what to do! _____
3 The film made us so <u>uninterested</u> that we went home before it finished. _____
4 I'm very <u>enthusiastic</u> about studying abroad next year. _____
5 Alice was <u>very happy</u> that so many of her friends called her on her birthday. _____
6 I don't want to be <u>unwilling to believe</u>, but do you think Alan is telling the truth? _____

Mark: / 6

**3 Complete the sentences with the correct form of the verbs below.**

give have make take (×2) tell

1 You look really tired! You should stop revising and _____ a break.
2 To _____ the truth, I'm a bit bored with this TV programme.
3 Do you think we could _____ a word with the teacher about our homework? I don't really understand it.
4 Don't _____ offence at everything people say. It's better to ignore negative comments.
5 We need to _____ a plan for the party next week, otherwise we won't be prepared.
6 Can you _____ me a call tomorrow? I'll have more time to talk then.

Mark: / 6

**4 Complete the sentences. Choose the correct verb and use the past simple.**

1 'What happened to your hand? It's very red.' 'I _____ (bleed / burn) it while I was cooking.'
2 'Why is your ankle in a bandage?' 'I _____ (trip / sprain) it while I was playing football.'
3 'Why is your arm in a cast?' 'I _____ (fall over / injure) and _____ (break / burn) it while I was hiking.'
4 'What are you doing on the floor?' 'I _____ (slip / trip) over on some spilled water.'
5 'Why is there blood on your coat?' 'I _____ (cut / sprain) my hand this morning!'
6 'Your hand is all blue.' 'I know. I _____ (burn / hurt) it doing karate.'

Mark: / 6

**5 Choose the correct answers.**

1 If you don't _____ help, how can people know you need it?
a ask for b find out c get over
2 I know you're upset now, but I'm sure you'll _____ it in time.
a get on b get over c get back
3 Did you _____ when the test is? I still don't know the date.
a talk about b ask for c find out
4 I know he's embarrassed by what he did, but he needs to _____ his mistakes.
a see to b own up to c look at
5 When you finish using my tablet, please could you _____ on my desk?
a put it back b take it back c get it over

Mark: / 5

## Word Skills

**6 Complete the email with the *-ed* or *-ing* form of the verbs in brackets.**

✉ Hey Lisa!

How are things with you? We're having a great time in Greece. The islands are [1] _____ (fascinate) and the weather is hot and sunny every day. To be honest, we were a little [2] _____ (bore) at first because we weren't sure what to do, and it's [3] _____ (annoy) not to be able to talk to people in their own language or understand what they're saying. But then we met a group of people from Sweden who have lots of ideas for [4] _____ (excite) things to do every day. We went snorkelling today. We were [5] _____ (amaze) by the number of fish we saw, but then it was a bit [6] _____ (disgust) when we ate some of the same fish for lunch afterwards!

We're looking forward to seeing you in September.

Love
Anna

Mark: / 6

# 1 Review Unit 1

## Grammar

**7 Complete the dialogues with the past simple form of the verbs in brackets.**

**Jane** Tim [1]_____ (tell) me about your holiday. Is it true you [2]_____ (go) to Spain?

**Chris** Yes! We [3]_____ (have) a fantastic time. We [4]_____ (visit) some amazing museums, and we [5]_____ (have) some truly amazing food!

**Mike** I [6]_____ (buy) a new tablet yesterday. Someone [7]_____ (steal) my old one out of my bag.

**Laura** That's a shame! You [8]_____ (report) the theft to the police, didn't you?

**Mike** No. I [9]_____ (want) a new tablet anyway, and I actually [10]_____ (spend) less on the new one than the old one.

Mark: ___ / 10

**8 Complete the dialogues with the correct negative or interrogative past simple form of the verbs in brackets.**

1 A [1]_____ (you / go) to the cinema last night?
B No, I [2]_____ (go) in the end. I got home from work so late that there [3]_____ (be) enough time.

2 A They announced the winners of the art competition yesterday. [4]_____ (you / win) a prize?
B No, I [5]_____ (win) anything, but I [6]_____ (expect) to. I'm not very good at art.

3 A [7]_____ (David / tell) you his news when you spoke to him yesterday?
B No, he [8]_____ (say) much – just hello and goodbye.
A Well, he [9]_____ (pass) his exams. Maybe he [10]_____ (want) you to know.

Mark: ___ / 10

## Use of English

**9 Choose the correct answers.**

Pain is not easy to control, and people with conditions that cause constant pain often have [1]_____ hard time – like Denise, for example. She worked as a nurse [2]_____ many years, and she also took part in sports [3]_____ running, hiking and skiing. An old skiing injury annoyed her occasionally, but she [4]_____ it. Then she began to have terrible headaches and she became unable to work [5]_____ of the constant pain. She talked [6]_____ her problem with several doctors, but she didn't [7]_____ out exactly what the problem was. One of the most [8]_____ things about this kind of problem is that people tell her it's 'all in her head' and that she should just [9]_____ over it. Denise sometimes feels very [10]_____, but she tries to stay optimistic and every day she finds new ways to cope with a problem that may never have a cure.

| | | | |
|---|---|---|---|
| 1 | a an extremely | b an extreme | c extremely |
| 2 | a from | b since | c for |
| 3 | a such | b like | c as |
| 4 | a ignores | b is ignoring | c ignored |
| 5 | a because | b due | c reason |
| 6 | a to | b that | c about |
| 7 | a look | b find | c search |
| 8 | a annoying | b annoyed | c annoy |
| 9 | a go | b come | c get |
| 10 | a discouraging | b discouraged | c discourage |

Mark: ___ / 10

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe how people are feeling. | | | |
| I can use the past simple affirmative, negative and interrogative. | | | |
| I can listen for gist. | | | |
| I can use the past simple to describe events. | | | |
| I can use different adjective endings. | | | |
| I can understand a text about an unusual medical condition. | | | |
| I can relate and react to past events. | | | |
| I can write a description of an event. | | | |

# 1 Exam Skills Trainer

## Reading

**Strategy**
Read the text all the way through first so that you get a good general understanding before you try to answer the questions.

**1 Read the Strategy. Then read the text in exercise 2. Choose the best summary (a–c).**

a The text describes what teenagers believe makes them happy.
b The text gives tips for teenagers about different ways to be happy.
c The text gives some information about how young people feel.

**2 Read the text again. Circle the correct answer: *True* (T), *False* (F) or *Doesn't say* (DS).**

**Happiness is ... ? Your survey says ...**

So you're between the ages of thirteen and eighteen. What makes you happy? There have been lots of surveys about teenagers and happiness and they all come to different conclusions. Some surveys say that most young people are happiest when they spend time with their family. Others say it's when they're with friends. Some teenagers think that getting good marks at school and passing exams makes them happy and others feel that it's having a boyfriend or girlfriend that improves their lives. The problem is that there isn't just one thing that makes everyone happy. Happiness is something different for each of us, and what made us happy last week might not make us happy next week!

However, there are some things that can help improve our mood when we're feeling unhappy. Experts believe that exercise can make you a happier person – but how? Exercise releases chemicals in your brain that are related to a feeling of pleasure. Many people who exercise say that the more exercise they do, the more they want to do. Now we know why! In addition to this, exercise is also good for our physical health. So, if we know that we're doing something healthy, that should make us even happier!

There's another surprising idea to help make us happier. Although you might think that eating chocolate is bad for you, it seems that it is good to eat chocolate when we're feeling sad. According to some research, experts say that eating chocolate can make us feel happy. Of course it isn't healthy to eat too much, but chocolate releases chemicals in the same way that exercise does – and for some people it's easier and quicker than running several kilometres or working out in the gym!

It's also important to remember that we can't all be happy all the time. There are times in our lives when things are going well and we feel good. But we can also be happy for brief moments and we should value these as well. For example, perhaps you're sitting on a beach watching the sun on the water, with friends around you, and you feel happy. Remember that moment! Or maybe your dog does something silly that makes you laugh. Remember it! And when you feel sad, go for a run or eat some chocolate – you'll soon cheer up!

1 The surveys show that teenagers and parents have different ideas about happiness. T F DS
2 The things that make us happy never change. T F DS
3 The surveys show that teenagers who do exercise are happier. T F DS
4 When we feel depressed it's good to do something active. T F DS
5 Exercise and eating chocolate can produce similar results. T F DS
6 It's important to value even short moments of happiness. T F DS

## Listening

**Strategy**
Read through the options in the task carefully before listening. Try to predict what kind of text you think you will hear: a conversation, an announcement, part of a talk, part of a radio show, an advert, a telephone message, etc. This will help you to better understand what the text is about.

**3 Read the Strategy. Then read the questions and answers in exercise 4 and try to predict what types of text you are going to hear.**

**4 1.05 You will hear six texts twice. Choose the correct answer (A–D).**

1 What is the speaker giving advice about?
A making life decisions
B studying for tests
C improving your work
D planning your time

2 What is true about Amy?
A She's leaving her family.
B She's starting work.
C She's leaving her home town.
D She's going on holiday.

3 The presenter is asking for opinions about
A a news story.
B a holiday.
C a charity.
D a new lottery.

4 What does Lucy do?
A give advice
B ask about an event
C recommend a style of music
D remind someone about an event

5 What is the speaker advertising?
A the best bands to see in August
B the range of food to buy at music events
C different places to make money in the summer
D the chance to work at a music festival

# 1 Exam Skills Trainer

6 Who is the speaker?

**A** a student discussing schoolwork
**B** a teacher giving advice on a trip
**C** a tour guide welcoming visitors
**D** a weather presenter on television

**Student B**

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw an action film.

## Use of English

**Strategy**

Always read the text all the way through first, ignoring the gaps, to understand the general meaning.

**5 Read the Strategy. Then quickly read through the text in exercise 6. What is the disadvantage of using electronic devices?**

**6 Read the text again and complete it with the correct words. Use only one word for each gap.**

I'm sure that, like most people today, you have and regularly use a wide range of electronic devices – smartphones, tablets, laptops and so on. We rely on these [1]_____ talk to our friends, get information, send pictures and videos and [2]_____ lot more. But [3]_____ you ever think [4]_____ the dangers to your health of using these devices? It seems that more [5]_____ 60% of us listen to music that is too loud, and this can damage our ears. Some people text and message all [6]_____ time, which can cause problems with their fingers and thumbs. Also, because we regularly look [7]_____ small screens, we can sometimes get bad headaches and sore eyes. And people who use desktop computers every day at work can get very bad backs. Finally, there [8]_____ a horrible problem that experts call 'Text neck'. When we text, we look down at our phone, bending our necks. When we do this [9]_____ much, it can cause neck pain and even damage to the spine. Will this information stop us using electronic devices? Probably not. But it might make us think [10]_____ a moment before we pick up our phone or go online.

## Speaking

**Strategy**

When you are doing a role-play task, remember to ask questions, make suggestions, and agree or disagree with your partner. Include all the information in the task.

**7 Decide who is Student A and who is Student B. Read your own role in the exam task. Make a list of ideas and think about ways of suggesting them to your partner. Then do the role-play.**

**Student A**

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw a comedy.

## Writing

**Strategy**

Read the question carefully and make sure you understand what type of text you need to write. Think carefully about how formal or informal your writing needs to be.

**8 Read the Strategy. Then read the exam task and a student's answer. Underline words and phrases that show you that the email was written to a friend.**

You have recently been on holiday with your family. Write an email about it to a friend in Britain. Include the following points:

- where you went
- how you got there
- something interesting you did
- how you felt when you got home
- an invitation to your friend to stay with you for the next school holiday.

Hi David,

How are things? I'm depressed! I went on holiday to the south of France with my family last week and I didn't want to come home! We had a brilliant time.

We travelled by plane to Marseille and then by coach to a seaside town. We stayed in a lovely hotel. It was right on the beach.

One day we went to a small restaurant and we had an amazing meal. We had loads of seafood – delicious! The restaurant was on a hill with a lovely view of the sea. It was really cool.

When we got home yesterday I started to get anxious about my school exams next week. I need to think about another holiday! So, why don't you come and stay with us in the summer? We can have a great time!

Write soon,

Katy

**9 You have recently been to a music event with some friends. Write an email about it to a friend in Britain. Include the points below.**

- type of event and its location
- the atmosphere at the event
- what you enjoyed most
- someone interesting you met
- a request to send you some new music he / she likes.

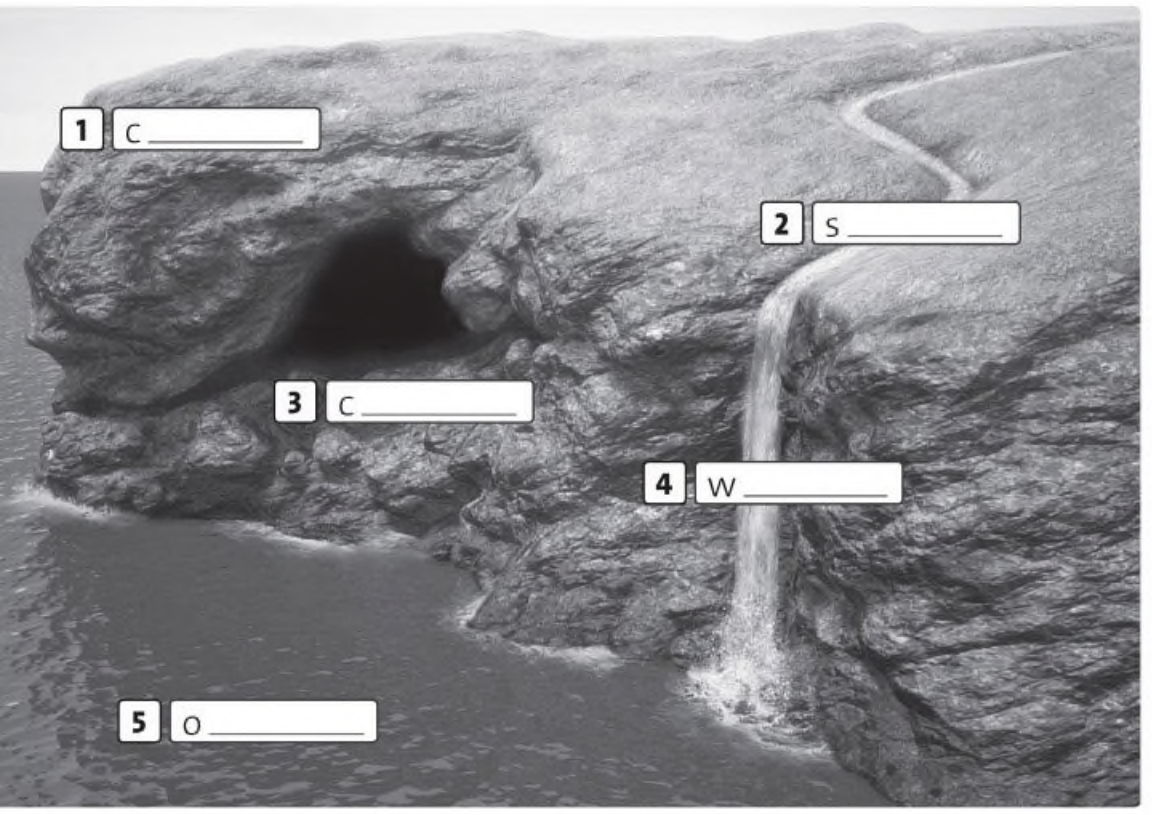
# 2 Adventure

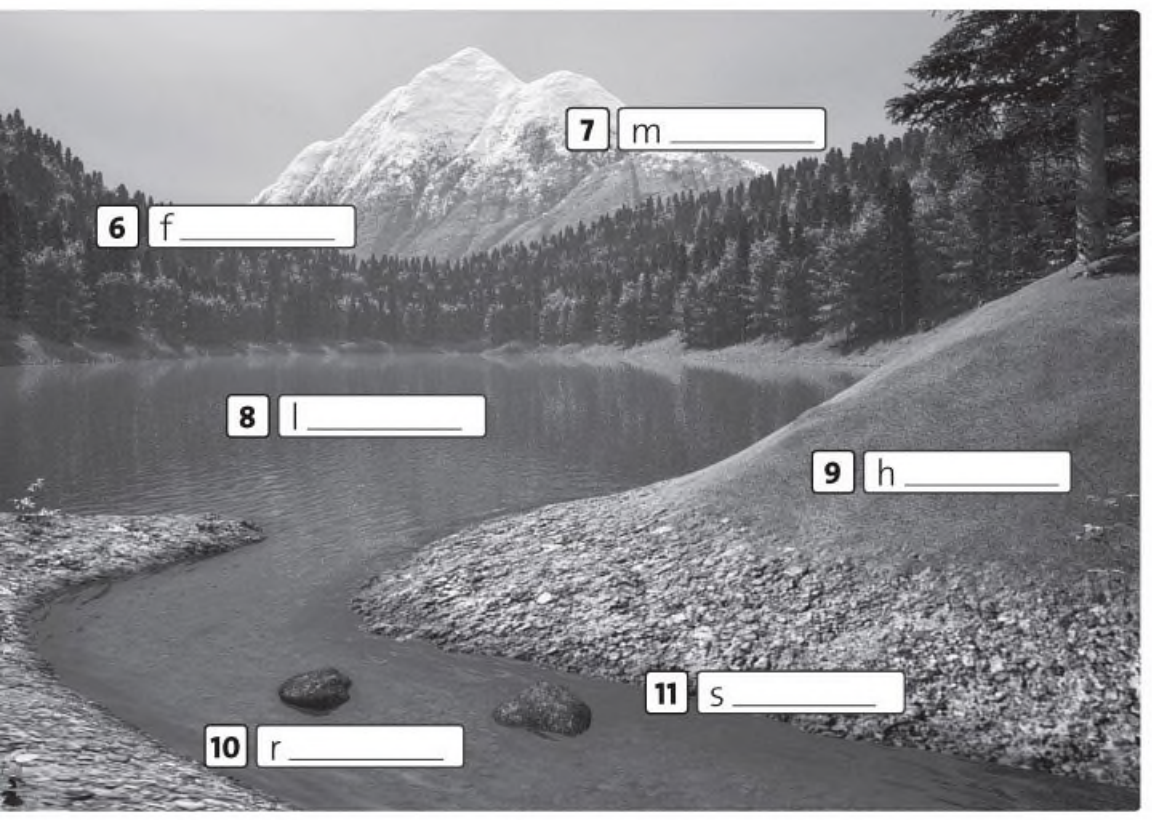
Vocabulary

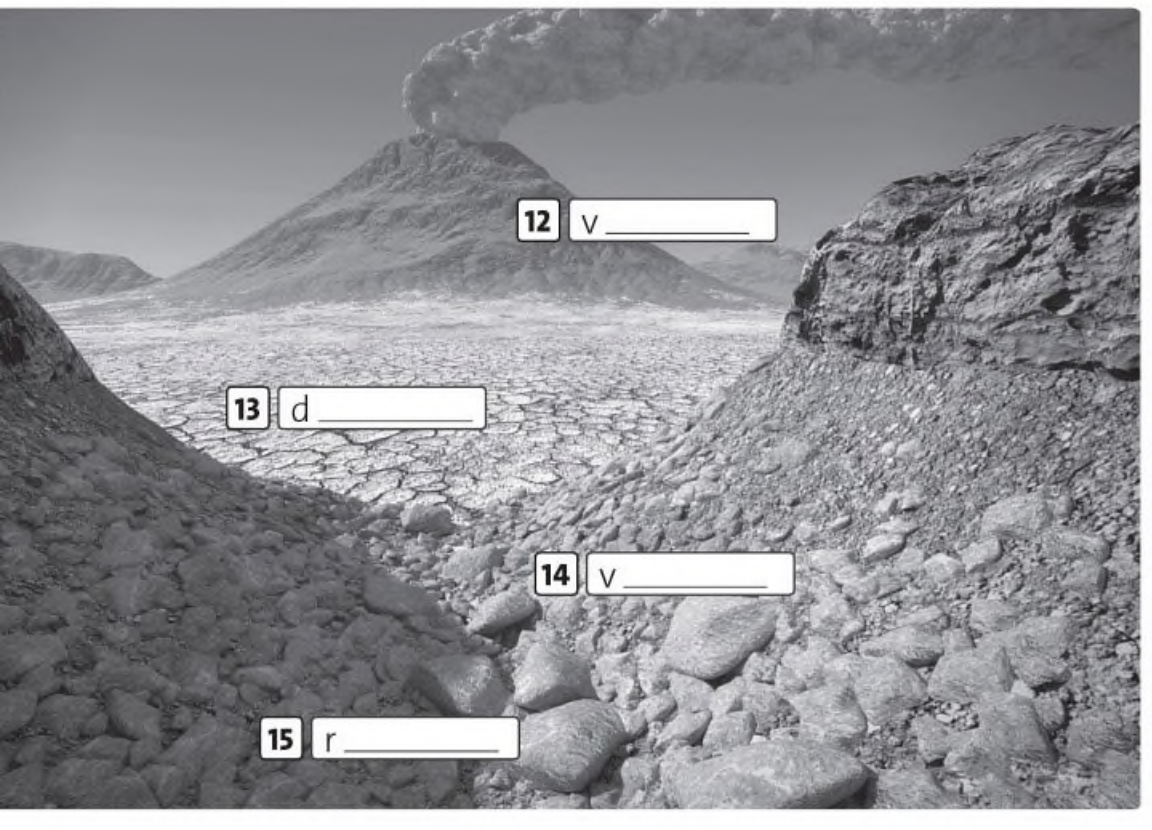
## A Landscapes

*I can describe landscapes.*

**1** Complete the labels.




**2** Put the letters in order to make adjectives that describe landscapes. Then circle the landscape feature that can go with each adjective. Sometimes both are possible.

| Landscape features | |
|---|---|
| **Adjectives** | **Nouns** |
| 1 lalt _____ | river / (mountain) |
| 2 ciy _____ | stream / desert |
| 3 rowran _____ | ocean / river |
| 4 kadr _____ | cave / shore |
| 5 wholsal _____ | lake / valley |
| 6 owl _____ | ocean / waterfall |
| 7 cykor _____ | shore / forest |
| 8 edpe _____ | ocean / waterfall |
| 9 diwe _____ | river / hill |
| 10 peste _____ | volcano / waterfall |

**3** 1.06 **Listen and complete the quiz questions.**

1 In which country is the highest _____ in the world?
2 What's the name of the _____ to the east of Africa?
3 What's the name of the _____ that flows through London?
4 In which country is _____ Baikal?
5 What's the name of the _____ that run along the west coast of South America?
6 In which country is the _____ Vesuvius?
7 What's the name of the _____ in southern Africa?
8 In which two continents is the Great Rift _____ ?
9 Which famous American city is on the _____ of Lake Michigan?
10 In which European country is the Black _____ ?

**4** Answer the questions in exercise 3. Use the internet to help you.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____ and _____
9 _____
10 _____

# 2B Grammar

## Past continuous

*I can use the past continuous.*

**1 Complete the sentences with the past continuous form of the verbs in brackets.**

1 Yesterday at 6 p.m. we _____ (have) dinner.
2 Harry _____ (not listen) so he didn't know how to do the exercise.
3 Kate _____ (lie) on the beach and Anna _____ (eat) an ice cream.
4 Sam and Ryan _____ (smile) and Nancy _____ (take) a photo of them.
5 Why _____ you and Zoe _____ (argue)?
6 Hannah was annoyed because a man on the train _____ (talk) loudly on his mobile.
7 At 1 a.m. Fred _____ still _____ (chat) with his friends on Facebook.
8 My eyes were closed, but I _____ (not sleep).

**2 Write sentences. Use the past continuous.**

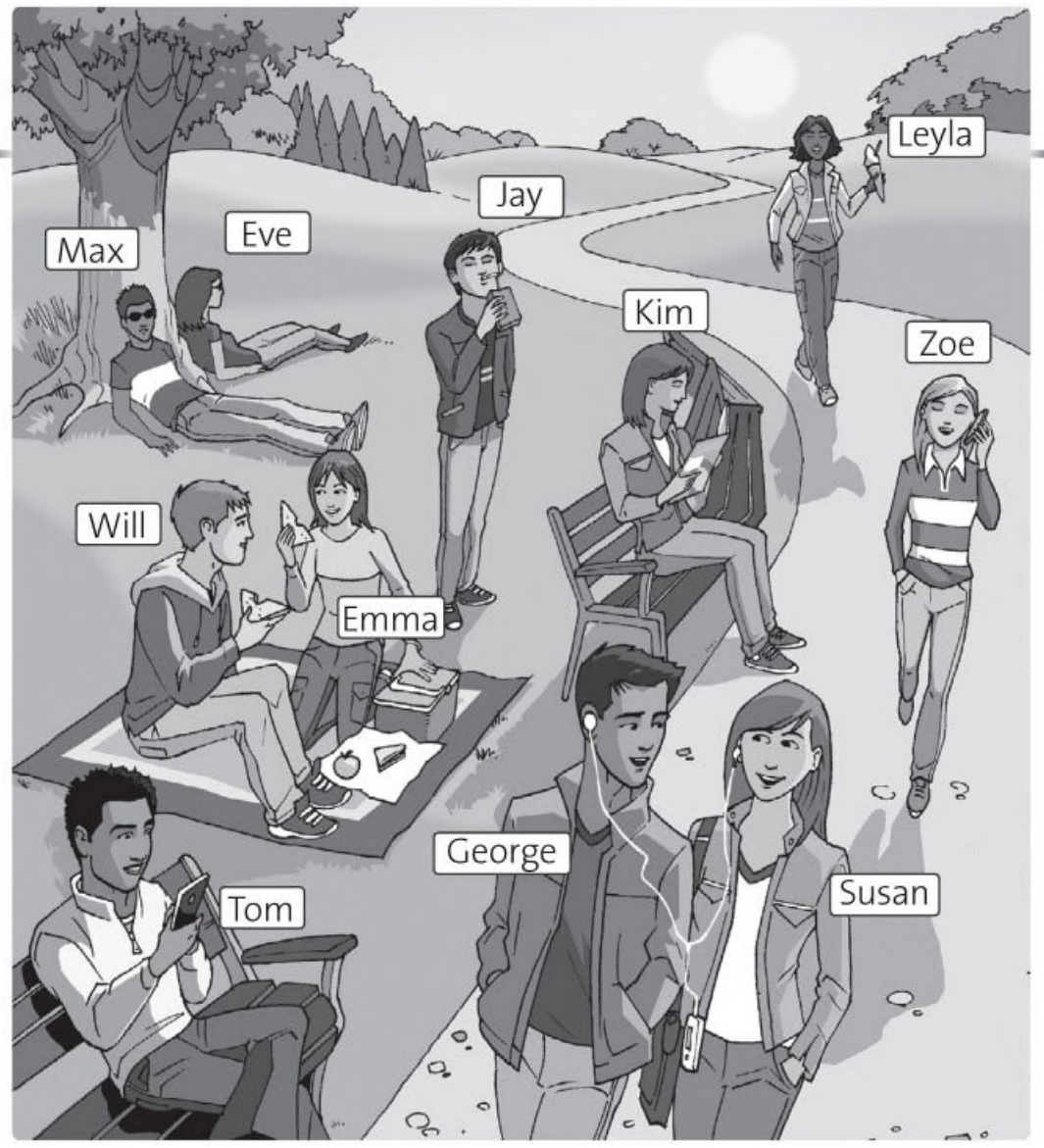
1 Jake / ride / his bike
*Jake was riding his bike.*
2 the sun / shine ?
_____
3 it / not rain
_____
4 where / he / go ?
_____
5 he / not wear / a helmet
_____

**3 Complete the text with the past continuous form of the verbs below.**

carry follow hurry leave rain stand wear not wear



When I got off the coach in London, the weather was awful. It [1]_____ and there was a cold wind. A short, fat man, who [2]_____ a hat and [3]_____ a small briefcase, got off after me. It was five o'clock and lots of people [4]_____ work and [5]_____ to catch the bus or the Underground. I [6]_____ a raincoat so I went into a department store and bought a cheap umbrella. When I came out, the short, fat man from the bus [7]_____ outside the department store. [8]_____ he _____ me?




**4 What was happening at the park yesterday afternoon? Complete the sentences, using the verbs and phrases below. Use the past continuous.**

eat an ice cream drink fruit juice have a picnic listen to music phone someone read a magazine shine sunbathe ~~text~~

1 Tom *was texting*.
2 Will and Emma _____.
3 Kim _____.
4 Max and Eve _____.
5 George and Susan _____.
6 Jay _____.
7 Leyla _____.
8 Zoe _____.
9 The sun _____.

**5 Write questions with *you* in the past continuous. Then write true answers.**

~~1.30 p.m. yesterday~~ 10.30 p.m. yesterday
on this day last year 3 a.m. this morning
7.30 p.m. yesterday 8.30 a.m. this morning

1 *What were you doing at 1.30 p.m. yesterday?*
*I was …* _____.
2 _____?
_____.
3 _____?
_____.
4 _____?
_____.
5 _____?
_____.
6 _____?
_____.

# 2C

Listening

## Adrenaline junkies

*I can listen for key words and antonyms.*

**1 USE OF ENGLISH Read the text about BASE jumping and choose the correct answers (a–c) to complete gaps 1–5.**

| | | | |
|---|---|---|---|
| 1 | a alike | b like | c similar |
| 2 | a However | b Otherwise | c Instead |
| 3 | a part | b place | c off |
| 4 | a thanks | b because | c according |
| 5 | a invented | b decided | c thought |

# BASE jumping

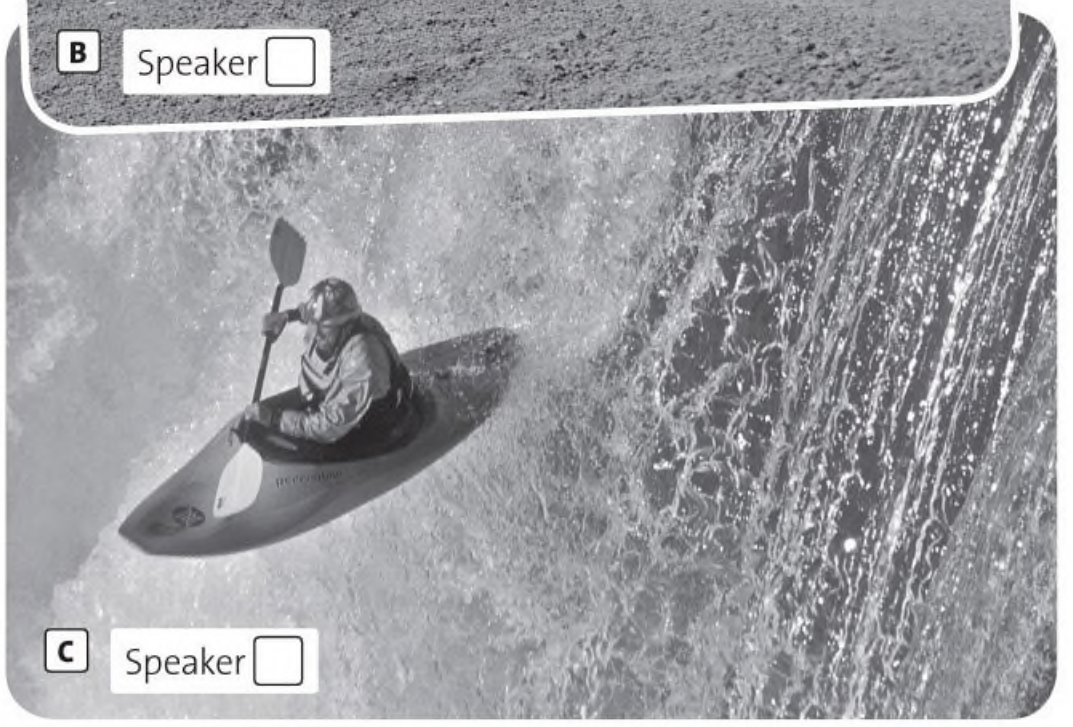
BASE jumping is an extreme sport. It is [1]_____ to skydiving, but there are important differences. Firstly, the jumps are much lower – usually no more than six hundred metres. And secondly, there is no aircraft. [2]_____ , participants jump from some kind of bridge, building or cliff. The first BASE jump took [3]_____ in 1912 in New York, when Frederick Law jumped from the Statue of Liberty. In the 1960s and 70s, the sport became more popular, partly [4]_____ to film-maker Carl Boenish. He made documentaries about BASE jumping and also [5]_____ of the name. He died in 1984 while he was jumping in Norway. BASE jumping is a thrilling experience, but it is very risky too.



A Speaker ☐



B Speaker ☐



C Speaker ☐

**Listening Strategy**

The information that you need to understand in the recorded text may be expressed differently in the task.

- Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns and verbs.
- Also listen out for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.
  *It's rather cold today.* » *It isn't very warm today.*
  *We won the match.* » *We didn't lose the match.*

**2 1.07 Read the Listening Strategy. Then listen to Alex talking about wingsuit flying. Write the words he uses instead of the underlined words.**

1 He spent a long time trying to find the right sport.
‘ _____ ’

2 He disliked team games when he was a teenager.
‘ _____ ’

3 He thinks wingsuit flying is a great feeling.
‘ _____ ’

4 Unfortunately, it is expensive.
‘ _____ ’

**3 1.08 Listen to three other people talking about the extreme sports in the photos above. Match speakers 1–3 with photos A–C.**

**4 1.08 Listen again. Are these sentences true (T) or false (F)? To help you, listen for synonyms or antonyms of the underlined words.**

**Speaker 1**

1 When he first saw the sport, he thought it looked impossible. ☐
2 He thinks the sport feels worse when you're actually doing it. ☐

**Speaker 2**

3 She wanted a sport that was physically difficult. ☐
4 She often thinks about the risks involved in her sport. ☐

**Speaker 3**

5 He was familiar with the sport before he went to Nicaragua. ☐
6 He found the experience not very exciting. ☐

# 2D

Grammar

## Contrast: past simple and past continuous

*I can distinguish the use of the past simple and the past continuous.*

**1 Choose the correct tense to complete the sentences.**

1 Jake looked at the weather outside: it was grey, but it **didn't rain** / **wasn't raining**.
2 You didn't answer when I phoned you this morning. What **did you do** / **were you doing**?
3 Lucy switched off her computer, **put on** / **was putting on** her coat and **left** / **was leaving** the office.
4 She closed the window because some children **made** / **were making** a lot of noise outside.
5 When I told my friends about the robbery, they **didn't believe** / **weren't believing** me.
6 She didn't hear the doorbell because she **had** / **was having** a shower.

**2 Complete the sentences. Use the past simple form of one verb and the past continuous form of the other.**

1 I _____ (see) Henry as I _____ (cycle) to the sports centre.
2 While we _____ (prepare) the picnic, it _____ (start) to rain.
3 All my friends _____ (leave) the party when I _____ (arrive).
4 As we _____ (walk) by the river, we _____ (hear) a shout.
5 We _____ (not eat) very much while we _____ (stay) in that hotel.
6 I _____ (drink) my dad's coffee while he _____ (not look).
7 She _____ (drop) her new phone as she _____ (put) it in her pocket.
8 I _____ (meet) a really interesting person while I _____ (wait) for the bus.

**3 Complete the text with the past simple or past continuous form of the verbs in brackets.**

In January 2014, a doctor from New Zealand [1] had (have) a frightening experience with a shark – but his calm reaction [2]_____ (make) him the star of news reports around the world.

James Grant [3]_____ (fish) with friends one Saturday when a shark attacked him. He [4]_____ (not see) anything, but he [5]_____ (felt) a sudden pain in his leg. At first, he thought that his friends [6]_____ (play) a prank on him. He [7]_____ (turn) around – but nobody [8]_____ (be) behind him. Then he [9]_____ (realise) what [10]_____ (happen).

Luckily, James [11]_____ (carry) a knife so he [12]_____ (use) it to fight off the shark. Then he [13]_____ (get) out of the water and [14]_____ (look) at his leg. The bites were 5 cm long and they [15]_____ (bleed) a lot. James [16]_____ (clean) his leg. Then he and his friends [17]_____ (go) to a nearby café! While they [18]_____ (enjoy) a drink, somebody [19]_____ (give) James a bandage because his leg [20]_____ (bleed). He [21]_____ (go) to hospital for some treatment, but on Monday he was back at work.

**4 Complete the second sentence so that it has a similar meaning to the first.**

1 I hurt my finger while I was playing the guitar.
I was playing the guitar when I hurt my finger.
2 I was walking home when it started to rain.
While I _____.
3 She broke her leg while she was learning to ski.
She was learning _____.
4 He was making lunch when he suddenly felt ill.
As he _____.
5 She was telling me about her party when she started to laugh loudly.
She started _____.
6 I lost my wallet while I was shopping.
While I _____.
7 As the band were playing their first song, all the lights went out.
The band were playing _____.

**5 Complete the sentences with your own ideas. Use the past simple or past continuous.**

1 As I was getting off the bus, _____.
2 We were trying to find our hotel when _____.
3 An amazing thing happened as _____.

# 2E Word Skills

## Word building

*I can understand parts of speech and dictionary entries.*

**1 Write the noun form of these verbs. Some are the same as the verb.**

| Verb | Noun |
|---|---|
| 1 complete | completion |
| 2 achieve | |
| 3 need | |
| 4 dream | |
| 5 argue | |
| 6 fail | |
| 7 translate | |
| 8 erupt | |
| 9 rescue | |

**2 Complete the text with the noun form of the verbs in brackets. You may need the plural form.**

Last year, at the age of seventeen, Mike Perham became the youngest sailor to complete a [1]_____ (circumnavigate) of the world alone. But this year, two sixteen-year-old girls are beginning separate [2]_____ (attempt) to beat his record. Last year, a thirteen-year-old Dutch girl, Laura Dekker, was finishing her [3]_____ (prepare) for the same journey when a children's court stopped her. Now aged fourteen, she's trying again. It seems that many teenagers today aren't interested in the normal forms of [4]_____ (entertain) and [5]_____ (relax), like video games and sports. They want [6]_____ (experience) that can really excite their [7]_____ (imagine) and also help with the [8]_____ (develop) of personal skills. So they choose [9]_____ (explore). Their amazing [10]_____ (accomplish) certainly look good on their CVs when it's time to find [11]_____ (employ). But for most of them, that probably isn't the main [12]_____ (motivate).

**3 Study the dictionary entries. Then answer the questions below.**

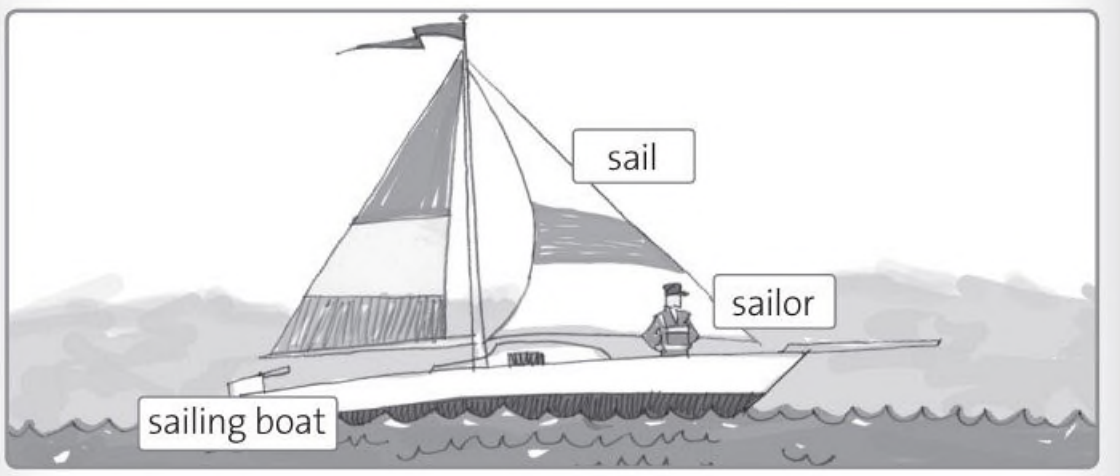
**explore** /ɪkˈsplɔː/ *verb* to travel around a place, etc. in order to learn about it: *They went on an expedition to explore the River Amazon.* ◆ (figurative) *We need to explore* (= look carefully at) *all the possibilities before we decide.* > **exploration** *noun* [U]

**explorer** /ɪkˈsplɔːrə/ *noun* [C] a person who travels around a place in order to learn about it

1 Which noun is countable? _____
2 Which noun is uncountable? _____
3 Which noun has no definition? _____
(Note: related nouns sometimes have no definition if the meaning is clear without one.)
4 Which entry has example sentences? _____
5 Why are there two examples, not one?
_____
_____
6 Which entry has no information about pronunciation? _____

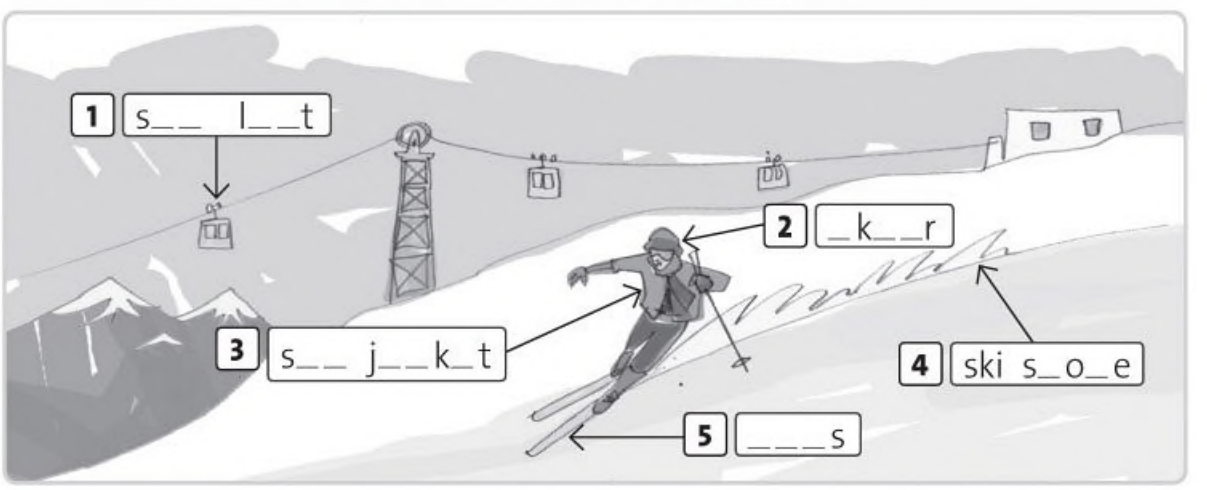
**VOCAB BOOST!**

Sometimes pictures with labels can help you record and learn related words.




Verbs
sail – She sailed to America.
go sailing – We went sailing last summer.

**4 Read the *Vocab boost!* box. Then complete the labels and add any other words you can. Use a dictionary to help you.**



# 2F

Reading

## Staying alive

*I can understand a survival story.*

**Revision:** Student's Book page 25

**1 Match the pairs of adjectives with similar meanings. Put them in the correct columns.**

~~astonishing~~ bad big disgusting exhausted filthy good hungry sad stunning tasty terrifying tiny

| Simple adjective | Extreme adjective |
|---|---|
| surprising | [1] astonishing |
| [2] | delicious |
| beautiful | [3] |
| [4] | awful |
| unpleasant | [5] |
| [6] | starving |
| small | [7] |
| [8] | brilliant |
| frightening | [9] |
| [10] | tragic |
| dirty | [11] |
| [12] | huge |
| tired | [13] |

**2 Read the text. Underline five extreme adjectives from exercise 1.**

**Reading Strategy**

When you do a task with gapped sentences in a narrative text, look carefully at the sentence before each gap and think about what is likely to happen next. Then look at the options and see which of the sentences matches your ideas. Finally, check that the text reads smoothly with your chosen sentence in place.

**3 Read the Reading Strategy. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.**

**A** During this time, Steven saw nine ships.
**B** Water was coming in and the boat was sinking fast.
**C** But he couldn't swim back to the yacht.
**D** It contained lots of useful information about surviving at sea.
**E** He was planning to sail to the Caribbean.
**F** Some men were fishing near Steven's raft.
**G** Alone in the life raft, Steven travelled slowly across the Atlantic Ocean.

**4 Read the text again, including the missing sentences. Are the sentences true (T) or false (F)? Write the paragraph (A–E) which contains the answer.**

1 Steven wanted to sail to the Canary Islands. T or F? ☐ Paragraph? ☐
2 Steven's nightmare started four days into the trip. T or F? ☐ Paragraph? ☐
3 Steven managed to get some useful things from the sinking yacht. T or F? ☐ Paragraph? ☐
4 Steven ate birds and fish in order to survive. T or F? ☐ Paragraph? ☐
5 Steven didn't reach the Caribbean. T or F? ☐ Paragraph? ☐

# Alone at sea

**A** On 29 January 1982, Steven Callahan left the Canary Islands in a small yacht. [1]_____ But a week later, during an awful storm, something (probably a whale) hit the yacht and made a huge hole in it. [2]_____ He had to act quickly!

**B** Steven got into an inflatable life raft and just had time to get a sleeping bag, a first-aid kit, some food, maps, and a torch from the yacht before it sank. He also managed to get a copy of a book called *Sea Survival*. [3]_____ But he couldn't rescue the radio from the yacht.

**C** [4]_____ His food ran out after a few days so he had to survive by catching sea-birds, fish and flying fish. He drank rain water which he caught in the raft.

**D** After about two months at sea, the raft was 3,300 km from the place where the yacht sank. [5]_____ But unfortunately they didn't see him. He was beginning to think that he might not survive. He was starving, exhausted, weak and very thin.

**E** Finally, after 76 days, some fishermen saw the sea-birds that were flying around the raft and took Steven to the island of Guadeloupe. After his terrifying experience, he was finally in the Caribbean!



# 2G

Speaking

## Photo description

*I can describe and speculate about a photo.*

**1** **Label pictures 1–9 with the words below.**

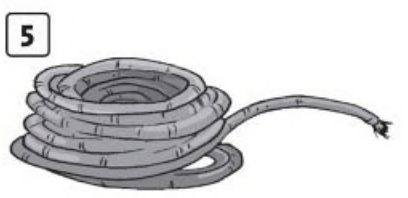
boots dinghy helmet life jacket paddles poles rope rucksack safety harness

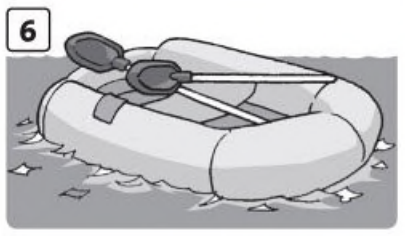
1 

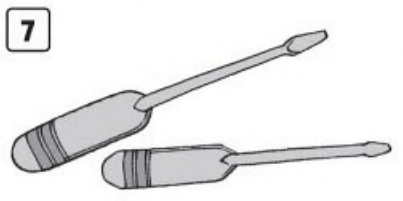
2 

3 

4 

5 

6 

7 

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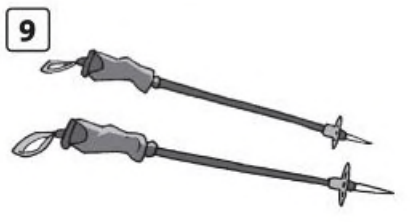
9 

**2** **Which pieces of equipment from exercise 1 do you use for ...**

1 rock climbing? _____

_____

2 kayaking? _____

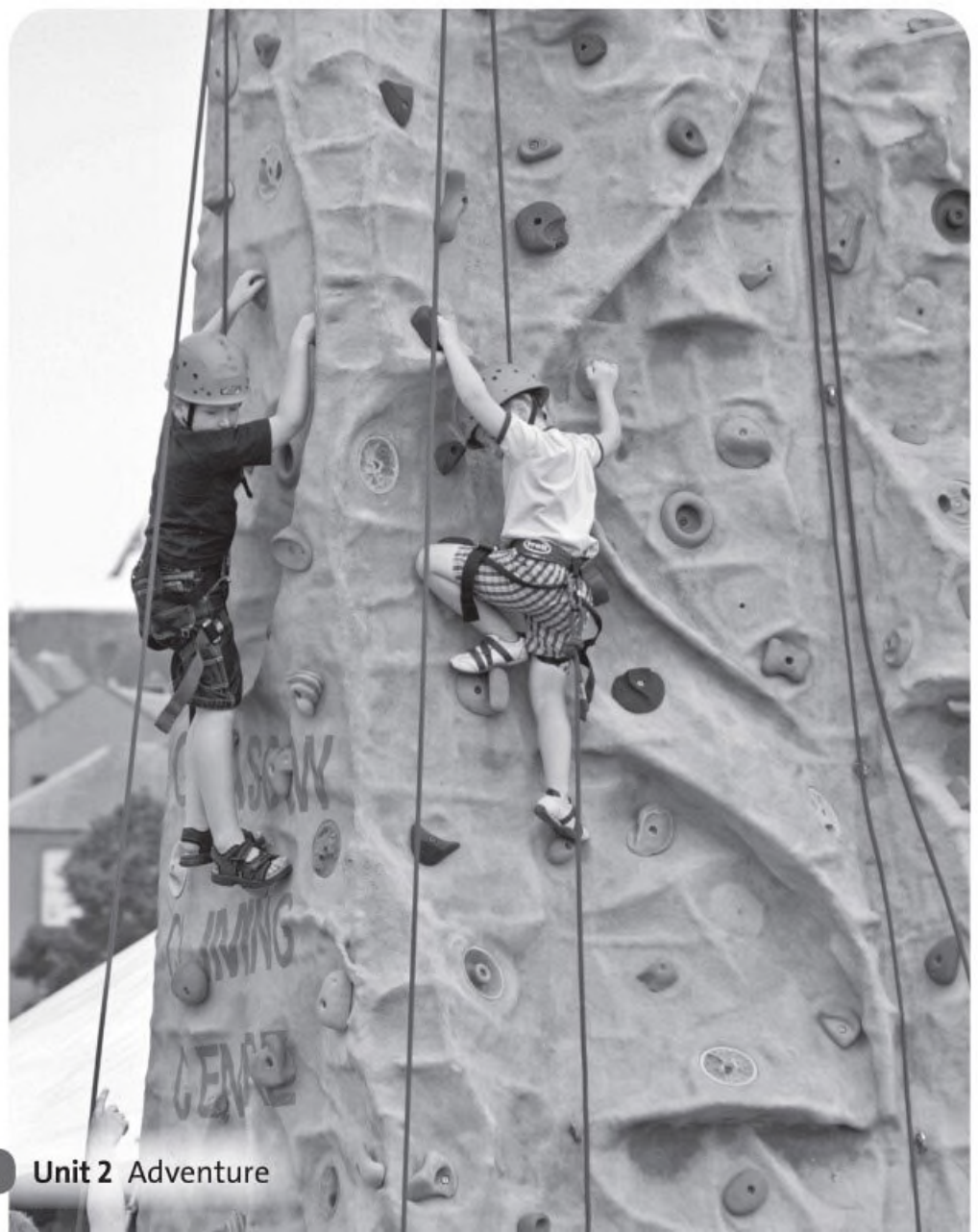
_____

3 walking / hiking? _____

_____

**3** **Choose the correct words to complete the sentences about the photo below.**

1 The photo **seems** / **shows** two children on a climbing wall.
2 They **look** / **look as if** quite young.
3 The boy **on** / **at** the left is looking down.
4 **At** / **In** the background, there are some buildings.
5 It looks **as** / **like** if the boys are having a good time.



**4** **Read the Speaking Strategy. Then write five sentences to describe the photo below. Use phrases from exercise 3.**

**Speaking Strategy**

Make sure your photo description has a simple structure. Start by saying what the photo shows in general (Who? What? Where?). Then mention interesting details. You can finish with a personal comment or some speculation.



1 (general description) _____

_____

2 (details ×3) _____

_____

3 (speculation / comment) _____

_____

**5** **Read the examiner's questions in the task and make notes.**

Describe the photo and answer the questions.

1 Why do some people enjoy doing risky sports?
2 Is doing risky sports the best way to see spectacular scenery, in your opinion? Why? / Why not?

1 _____

_____

_____

2 _____

_____

_____

**6** **Now do the task using your notes from exercises 5 and 6.**

# 2H

Writing

## An invitation

*I can write an invitation and a reply.*

## Preparation

**1** Label the photos with the words below.

abseiling jet-skiing kayaking kite surfing mountain biking orienteering quad biking rock climbing



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

**Writing Strategy**

In an informal text, you can use common abbreviations like *e.g.* and *etc.* You should use short forms like *I'm* and *don't*, not full forms (*I am* and *do not*).

**2** **Read the Writing Strategy. Then complete the invitation and the reply with the abbreviations below.**

e.g. etc. p.m. PS RSVP

To: andy@email.com

Hi Andy,

I hope you are well.

I'm having a party on Saturday evening to celebrate the end of our exams. We're meeting in the park at six [1]_____ and playing some games, [2]_____ football, volleyball and basketball. Then we're having a picnic. I am providing the drinks for everybody, but please bring something to eat.

I hope you can come. [3]_____ before Friday, please!

Mike

[4]_____ Do not forget to bring some food!

To: mike@email.com

Dear Mike,

Thanks for the invitation, but unfortunately I cannot make it. We're going away for the weekend on Saturday morning.

Are you around next week? It would be nice to meet up. We can chat, look at photos from the party, [5]_____ .

See you soon!

Andy

**3** **Underline three more full forms in exercise 2. Write the full forms and the short forms below.**

| | | |
|---|---|---|
| 1 | *you are* | *you're* |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |

## Writing Guide

**4** **Write an invitation to a party. Include these points:**

- Give the reason, date, time and place of the party.
- Say what activities you are planning and what the person needs to bring, wear, etc.

**5** **Imagine you are Andy. Write a reply to Mike's invitation to meet up.**

- Say why you cannot meet him.
- Suggest another activity at a later date.

**CHECK YOUR WORK**

**Have you ...**

- ☐ covered all the points in exercise 4 and in exercise 5?
- ☐ used short forms rather than full forms?
- ☐ used an abbreviation from exercise 2?
- ☐ checked your spelling and grammar?

# 2 Review Unit 2

## Vocabulary

**1 Complete the sentences with the words below. Use each word only once.**

cave desert forest hill mountain river volcano waterfall

1 There isn't much rain in the _____ so not many plants can grow.
2 The highest _____ in Western Europe is Mont Blanc.
3 The _____ in London is called the Thames.
4 He likes dark places, so exploring a _____ is perfect for him.
5 Mount Vesuvius is an active _____ that may cause a lot of destruction one day.
6 We walked to the top of a small _____ to enjoy the view of the town.
7 It's easy to get lost in a _____ because the trees make it hard to see where you are.
8 Water from the stream fell from the cliff and created a beautiful _____ .

Mark: / 8

**2 Complete the sentences with the words below.**

dark deep icy narrow shallow steep tall wide

1 The water here is so _____ that it is impossible to swim to the bottom.
2 The river is very _____ – it takes twenty minutes to swim to the other side.
3 The path was so _____ that we had to walk one behind the other.
4 The trees in the forest are very _____ – some are 70 metres to the top.
5 We couldn't see because the cave was so _____ .
6 The hills around here aren't very _____ so they are easy to climb.
7 The stream is quite _____ so it's easy to walk through the water.
8 He doesn't like walking to school in very cold weather because the footpaths are _____ .

Mark: / 8

**3 Complete the words below with the correct letters. Then put them in the correct column. You can use the words more than once.**

1 b_ _ts 2 h_lm_t 3 l_f_ j_ck_t 4 p_ddl_s
5 s_f_ty h_rn_ss

| Mountain biking | Kayaking | Orienteering | Rock climbing |
|---|---|---|---|
| | | | |

Mark: / 5

**4 Complete the sentences with extreme adjectives that have the same meaning as the words in brackets.**

1 The house was _____ but comfortable. (very small)
2 We were _____ at the end of the walk, and happy to be back at camp. (very tired)
3 The storm was _____, but we tried to be brave. (very frightening)
4 I'm _____ ! Is there anything to eat? (very hungry)
5 The climber's death was _____. He was so young. (very sad)
6 The campsite was _____ when we arrived. It was a horrible mess! (very dirty)
7 The view from the top of the mountain was _____ . (very beautiful)
8 We couldn't continue because a _____ rock was in the road. (very big)

Mark: / 8

## Word Skills

**5 Complete the sentences using the noun or verb form of the word given in brackets.**

1 The _____ of the new stadium will be next September. (complete)
2 It's wonderful to _____ life in another country – you can learn so much about the world. (experience)
3 The books he wrote about famous mountain climbers are his greatest _____ . (achieve)
4 She _____ to go running every day to prepare for the race. (need)
5 I don't know what the _____ was about, but they're friends again now. (argue)
6 Cars and lorries _____ over the bridge all day. (thunder)
7 Firefighters _____ their lives every day to save people and buildings. (risk)
8 I'm not sure what her _____ is, but she really wants to succeed. (motivate)
9 The _____ for our trip were quick because we only planned to stay for two nights. (prepare)
10 He is famous for his _____ as a mountain climber. (accomplish)

Mark: / 10

# 2 Review Unit 2

## Grammar

**6 Complete the dialogues with the past continuous form of the verbs in brackets.**

1 A [1]_____ (you / talk) on the phone at ten last night? I [2]_____ (try) to call you.
B No, I [3]_____ (not talk) on the phone. I [4]_____ (take) a walk and my phone was in the house.

2 A [5]_____ (you / play) on the beach when the storm started?
B No, we [6]_____ (eat) lunch in the restaurant. It was quite frightening. When we started eating the sun [7]_____ (shine) and the next minute the wind [8]_____ (blow) and it [9]_____ (rain) hard.

3 A [10]_____ (you / sleep) in class this morning?
B No, I [11]_____ (not sleep)! I [12]_____ _____ (try) to memorise irregular verbs for the test.

4 A What [13]_____ (Kate / do) in the head teacher's office this afternoon? Was she in trouble?
B No, nothing like that. She [14]_____ (answer) questions about the theatre group's new play.

Mark: ___ / 14

**7 Complete the paragraph from a story. Use the past simple or past continuous form of the verbs in brackets.**

When they [1]_____ (set out) from the hotel at eight in the morning, the sun [2]_____ (shine). They [3]_____ (walk) along the path when suddenly Emily [4]_____ (stop) and asked, '[5]_____ (you / hear) something strange?' Anna replied, 'I [6]_____ (not hear) anything. What do you mean?' A moment later, the sun [7]_____ (not shine) and the sky was black. 'It's a tornado!' Anna said. 'We need to go indoors – fast!'

Mark: ___ / 7

## Use of English

**8 Complete the second sentence so that it has a similar meaning to the first sentence. Write between two and five words for each sentence, including the word in brackets.**

1 My phone rang during dinner last night. (eating)
My phone rang while we _____ last night.
2 Mike wasn't at school today. (come)
Mike _____ school today.
3 I had a bad night's sleep last night. (well)
I _____ last night.
4 Do you want to go for a coffee? (about)
What _____ for a coffee?
5 I think that girl looks nervous. (as)
That girl _____ she's feeling nervous.

Mark: ___ / 5

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe landscapes. | | | |
| I can use the past continuous. | | | |
| I can listen for key words and antonyms. | | | |
| I can distinguish the use of the past simple and the past continuous. | | | |
| I can understand parts of speech and dictionary entries. | | | |
| I can understand a survival story. | | | |
| I can describe and speculate about a photo. | | | |
| I can write an invitation and a reply. | | | |

# 3 On screen

Vocabulary

## A Films and TV programmes

*I can talk about films and TV programmes.*

**1** **Find ten kinds of film or TV programme in the word square → and ↓. Circle them and write them below.**

1 g_____ s_____
2 d_____
3 r_____ c_____
4 r_____ s_____
5 p_____ d_____
6 a_____ f_____
7 c_____ s_____
8 t_____
9 s_____ o_____
10 s_____

| W | M | P | P | E | R | I | O | D | D | R | A | M | A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | D | R | K | H | U | T | G | Y | N | M | R | O | P |
| R | O | M | A | N | T | I | C | C | O | M | E | D | Y |
| F | C | I | C | H | A | T | S | H | O | W | A | U | H |
| L | U | B | T | R | L | T | H | R | I | L | L | E | R |
| I | M | T | I | E | C | G | F | R | L | C | I | G | F |
| M | E | S | O | A | P | O | P | E | R | A | T | F | D |
| F | N | S | N | B | A | D | E | O | M | R | Y | A | G |
| G | T | V | F | A | B | T | B | P | U | G | S | S | A |
| A | A | S | I | T | C | O | M | E | H | S | H | N | S |
| F | R | E | L | W | G | E | G | A | S | W | O | H | G |
| L | Y | I | M | G | A | M | E | S | H | O | W | M | L |

**2** **Identify the kinds of TV programme and film. Choose from the words below.**

animation comedy fantasy film horror film musical news bulletin science fiction film western

This kind of film or TV programme:

1 usually has stories which take place in the future. _____
2 often has characters with magical or supernatural powers. _____
3 often has cowboys and Native Americans. _____
4 often has frightening characters like vampires or ghosts. _____
5 includes singing and dancing. _____
6 tells you about important events in the world. _____
7 includes cartoon characters, usually made with computers. _____
8 makes you laugh. _____

**3** **Which words from exercises 1 and 2 are TV programmes only, never films? Which could be either films or TV programmes?**

Only TV: *chat show*, _____, _____, _____, _____, _____

TV or film: *comedy*, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____

**4** **Complete the adjectives for describing films. Use *a*, *e*, *i*, *o*, *u* and *y*. Tick (✓) eight adjectives that usually have a positive meaning when describing film and cross (✗) six that usually have a negative meaning.**

1 b*o*r i ng ☐
2 __xc__t__ng ☐
3 f__nn__ ☐
4 gr__pp __ng ☐
5 c__nf__s__ng ☐
6 c__nv__nc__ng ☐
7 __mb__rr__ss__ng ☐
8 __m__g__n__t__v__ ☐
9 sp__c t__c__l__r ☐
10 __nr__ __l__st__c ☐
11 sc__r__ ☐
12 __nt__r__st__ng ☐
13 m__v__ng ☐
14 v__ __l__nt ☐

**5** 1.09 **Listen to Anna and David discussing a film which they watched. Choose the correct answer.**

1 Anna and David saw
  **a** an action film.
  **b** a war film.
  **c** a thriller.
2 **a** Anna and David both liked the film.
  **b** One of them liked the film.
  **c** Neither of them liked the film.

**6** 1.09 **Listen again. Complete the table with adjectives from exercise 4. (Sometimes the people have different opinions, and sometimes their opinions are the same.)**

| | Anna's opinion | David's opinion |
|---|---|---|
| characters | 1 | 2 |
| special effects | 3 | 4 |
| soundtrack | 5 | 6 |
| scenes | 7 | 8 |

# 3B Grammar

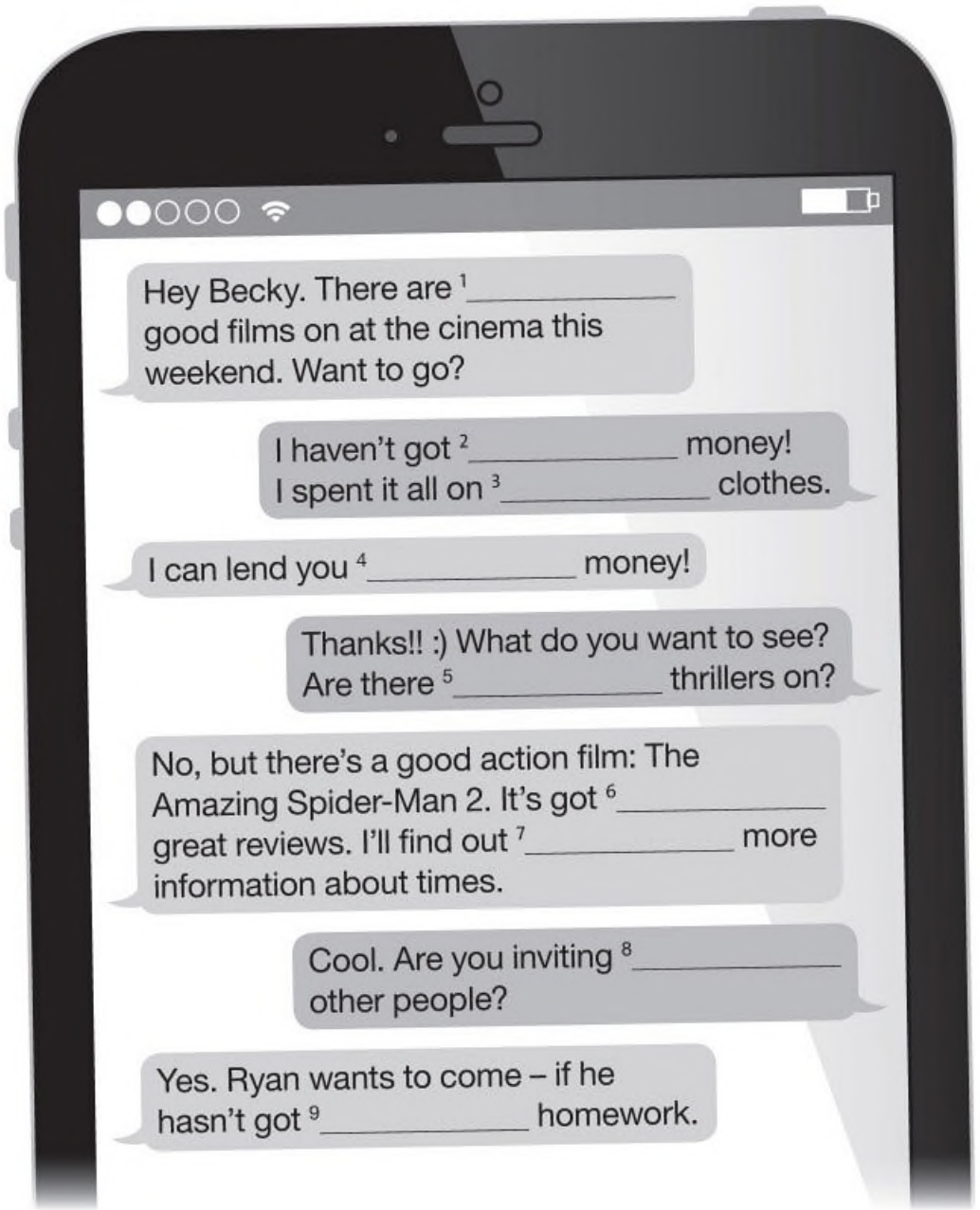
## Quantity

*I can talk about quantities.*

**1 Choose the correct words to complete the sentences.**

1 I've got **some** / **any** homework to finish this evening.
2 There are **some** / **any** fruit trees in our garden.
3 Have you got **some** / **any** pets?
4 **Some** / **Any** people play video games every day.
5 We haven't got **some** / **any** bread. Can you buy some?
6 Is there **some** / **any** ice on the road?
7 There weren't **some** / **any** special effects in the film.

**2 Complete the text messages with *some* or *any*.**




**3 Complete the sentences with *a few* or *a little*.**

1 I saw Harry _____ hours ago.
2 I only want _____ water. I'm not very thirsty.
3 I bought _____ CDs on Saturday.
4 There are _____ good cafés in our town.
5 Please spend _____ time tidying your room.
6 I only speak _____ French.
7 I went to London with _____ friends.

**4 Complete the questions with *How much* or *How many*.**

1 _____ films do you see at the cinema each month?
2 _____ time do you spend watching TV each day?
3 _____ text messages do you send each day?
4 _____ money do you spend on DVDs and video games each month?
5 _____ televisions are there in your home?

**5 Answer the questions in exercise 4.**

1 _____
2 _____
3 _____
4 _____
5 _____

**6 Complete the video game review with the words and phrases below. Use each word or phrase only once.**

a few  a little  any  how many  how much  many  much  some




# MEGAPOLIS

I really enjoyed this game. The aim is to build a city, but there are a lot of problems to solve along the way. [1]_____ houses, hotels, roads and factories can you build? [2]_____ money and energy do you need to build them? Players use money called 'megabucks'. You start with just [3]_____ megabucks, so you must spend them carefully. It's difficult to build a city on your own, so [4]_____ players work together. For example, if you have only got [5]_____ energy, you can borrow or buy [6]_____ electricity from a neighbour. But selfish and greedy players don't make [7]_____ friends. If they haven't got [8]_____ money or energy, no one helps them and they can't finish their city. So it's best to be friendly to the other players!

# 3C

Listening

## Advertising

*I can predict what I'm going to hear.*

**1** Match slogans 1–6 with types of product A–F.

1 **What's in your wallet?**

2 BEAUTIFUL KIT FOR THE BEAUTIFUL GAME

3 **Get in. Get happy.**

4 GET BACK THE LIPS YOU WERE BORN WITH.

5 The lighter way to enjoy chocolate.

6 **Eat fresh.**

A sports clothes ☐
B cosmetics ☐
C credit cards ☐
D cars ☐
E sweets ☐
F fast food ☐

**Listening Strategy**

In listening tasks, the instructions and questions usually give you some idea of the kind of topic and the type of language you are going to hear. Reading them carefully before you listen will help you to 'tune in'.

**2** **Read the Listening Strategy. You are going to hear adverts for four products. Circle the word (a–c) you are most likely to hear in each advert.**

| | | | |
|---|---|---|---|
| **A sports clothes** | **a** motorway | **b** race | **c** beach |
| **B cosmetics** | **a** elegant | **b** risky | **c** convincing |
| **C a car** | **a** script | **b** engine | **c** station |
| **D fast food** | **a** anxious | **b** tired | **c** hungry |

**3** 1.10 **Now listen to the adverts and write the products.**

Advert 1 is for _____.
Advert 2 is for _____.
Advert 3 is for _____.
Advert 4 is for _____.

**4** 1.10 **Listen again. Which words from exercise 2 did you hear?**

**5** **You are going to hear four dialogues. Read sentences A–E and match each one to a phrase (1–5) you are likely to hear. Use the underlined words to help you.**

A The speakers start by agreeing, but then disagree.
B One speaker is complaining about something he bought.
C One speaker is trying to persuade someone to go out for the evening.
D One speaker is giving directions to the nearest cinema.
E One speaker is narrating an amusing event that happened.

1 Go straight on at the ... ☐
2 I really think you should ... ☐
3 I don't think you're right about ... ☐
4 It's just not good enough ... ☐
5 A few moments later, ... ☐

**6** 1.11 **Now listen and match the four dialogues with sentences A–E in exercise 5. There is one extra sentence.**

**Dialogue 1:** sentence _____
**Dialogue 2:** sentence _____
**Dialogue 3:** sentence _____
**Dialogue 4:** sentence _____

**7** 1.11 **Listen again. Check your answers to exercise 6 by listening for phrases 1–5 in exercise 5.**

**8** **Write slogans to advertise these products.**

A _____
B _____
C _____









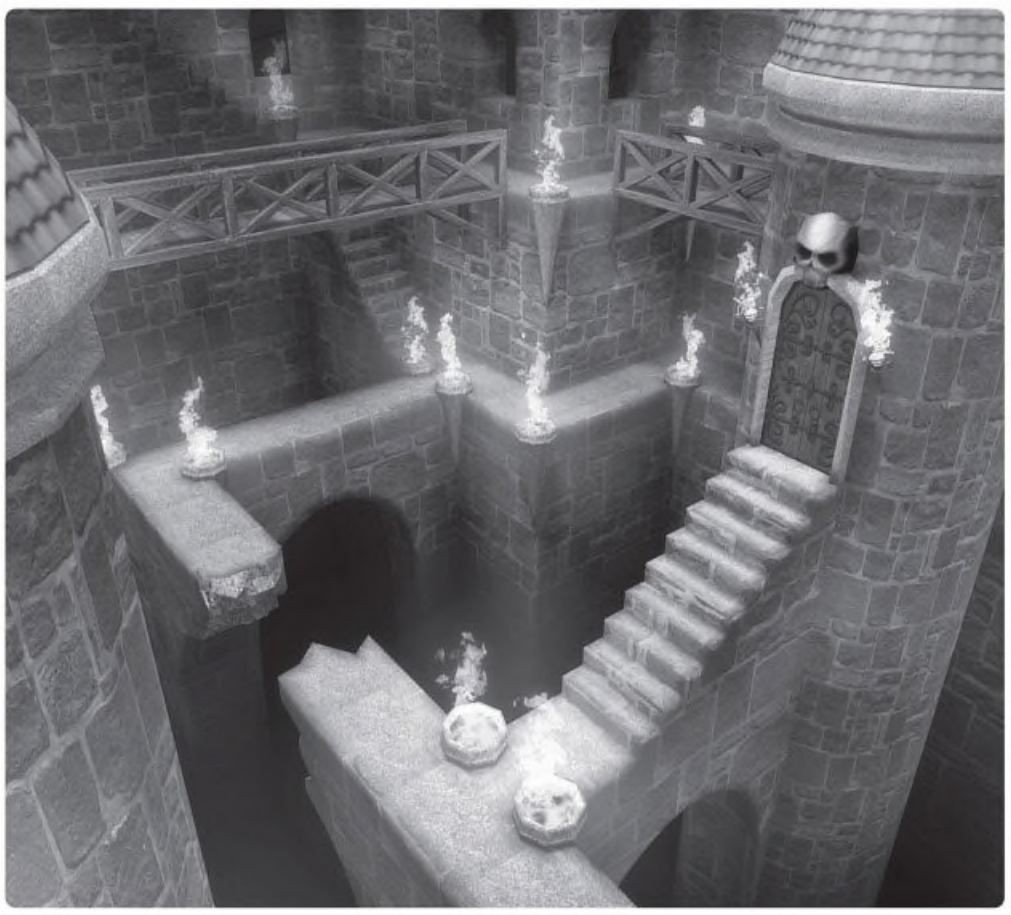
# 3D

Grammar

## *must, mustn't* and *needn't / don't have to*

*I can talk about prohibition and necessity.*

**1** Choose the correct verbs to complete the dialogue.

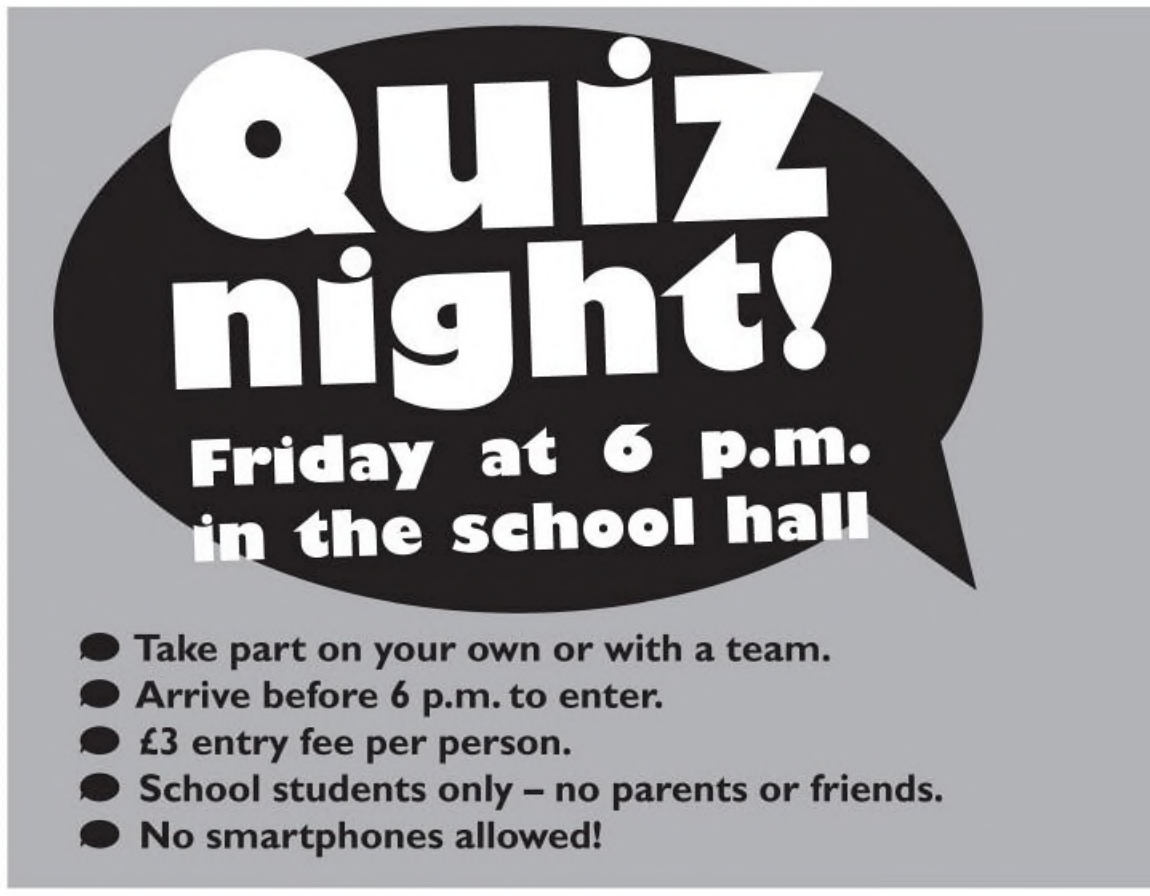


**Alice** Is this your new video game?
**Ryan** Yes, it is. You [1]**must / needn't** try it. It's great!
**Alice** How do I play?
**Ryan** First, you [2]**have to / mustn't** escape from the castle.
**Alice** How? Down the stairs?
**Ryan** Stop! You [3]**don't have to / mustn't** open that door!
**Alice** Oh! Too late! Am I dead?
**Ryan** Yes. But you [4]**don't have to / must** start again. Just press 'B' to continue.
**Alice** OK, thanks. What now?
**Ryan** You [5]**have to / needn't** climb out of the window. But slowly! You [6]**don't have to / must** be careful.
**Alice** Oh no. I'm dead again. I'm not very good at this.
**Ryan** Well, we [7]**have to / needn't** play this game. I've got lots of others ...
**Alice** No, no. I [8]**mustn't / needn't** give up. Do I press 'B' again?

**2** **Complete the sentences with *mustn't* or *don't / doesn't have to*.**

1 He's a brilliant student – he _____ work hard to get good marks.
2 You can stay up late, but you _____ make a lot of noise and wake up your sister.
3 We _____ forget the name of our hotel.
4 She always pays by credit card so that she _____ carry a lot of money with her.
5 You _____ tell Jack about the party – it's a secret!
6 The bus leaves at 9 a.m. exactly, so you _____ be late.
7 We _____ wear a uniform to school, but we _____ wear jeans or trainers.

**3** Look at the advert for the quiz night. Then complete the sentences with *must / have to*, *mustn't* or *don't have to / needn't*. Sometimes more than one answer is possible.




1 You _____ be part of a team.
2 You _____ arrive after 6 o'clock.
3 You _____ pay £3 to enter the quiz.
4 You _____ be a student at the school.
5 You _____ use a smartphone during the quiz.

**4** **Decide whether *must* or *have to* is better in these sentences.**

1 The new Bond film is fantastic. You **have to / must** see it!
2 I'm not very good at this video game. I **have to / must** practise.
3 This app is quite expensive because you **have to / must** pay extra for each new level.
4 Jack was upset about missing the film night. We **have to / must** invite him next time.
5 You can't buy that game in shops any more – you **have to / must** download it from the website.

**5** **Write sentences about rules at school. Use *have to*, *must* and *needn't* and the ideas below. If you can, add your own ideas.**

arrive at school on time  be quiet in the corridors
eat snacks in class  hand in homework on time
have lunch in the canteen  use a mobile phone in class
wear a school uniform

_____
_____
_____
_____
_____
_____
_____

# 3E

Word Skills

## Negative adjective prefixes

*I can form and use adjectives with negative prefixes.*

**1 Write the opposite of the adjectives by adding a negative prefix: *dis-*, *il-*, *im-*, *in-* or *un-*.**

1 satisfied _____
2 tidy _____
3 correct _____
4 legible _____
5 visible _____
6 kind _____
7 believable _____
8 polite _____

**2 Complete the text about illegal downloads. Use the adjectives in brackets with or without a negative prefix.**

In the USA, around 200 million [1] illegal (legal) music downloads take place every year, in spite of laws to stop them. In the UK, the figure is about 100 million – the second highest in the world. The music industry complains that these downloads are [2] _____ (fair) to artists because they stop them earning money from their work. It is [3] _____ (possible) to know exactly how much money artists and record companies are losing because many people who download illegally do not have any money to spend. However, one thing is [4] _____ (certain): overall, the industry is earning a lot less than it earned a few years ago.

Record companies pay for adverts telling people that downloading music without paying is as [5] _____ (acceptable) and [6] _____ (honest) as stealing from a shop. If you're a [7] _____ (loyal) fan, they suggest you buy a [8] _____ (legal) version of a song or album from iTunes or another website. But the adverts are [9] _____ (likely) to work because people see the music industry as rich and powerful compared to them. Most do not see sharing music online as [10] _____ (responsible).

In fact, the number of illegal downloads is now going down, but that's not because of the warnings. For people who are [11] _____ (patient) to hear the latest tracks, streaming services like Spotify now offer a simple and [12] _____ (safe) way to enjoy them without the need for downloads at all.



**3 Complete the sentences with the adjectives below, with or without a negative prefix.**

honest legal patient polite possible safe

1 Police are investigating an _____ file-sharing site in the Philippines.
2 It was very _____ of him to arrive an hour late for dinner.
3 I get very _____ if I have to wait more than a few minutes for a download.
4 You don't have to pay before the excursion; it's _____ to pay at the end.
5 You mustn't climb on that wall; it's _____ .
6 You can believe everything she tells you; she's always completely _____ .

**Dictionary Skills Strategy**

You can often find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) of adjectives in a learner's dictionary.

**4 Study the dictionary entries. Then answer the questions below.**

**caring** /'keərɪŋ/ *adj* showing that you care about other people: *I want to live in a caring society* SYN **kind** OPP **uncaring**

**considerate** /kən'sɪdərət/ *adj* **considerate (of sb) (to do sth)** careful not to upset people; thinking of others: *It was very considerate of you to offer me your coat.* SYN **thoughtful** OPP **inconsiderate**

1 What is a synonym for *caring*? _____
2 What is a synonym for *considerate*? _____
3 Do both adjectives have antonyms beginning with a negative prefix? _____
4 Which dictionary entry has information about which preposition you use with the adjective? _____

**VOCAB BOOST!**

When you record a new adjective, make a note of synonyms and antonyms at the same time. Antonyms often begin with a negative prefix.

**5 Read the *Vocab boost!* box. Use a dictionary to find one synonym and one antonym of each adjective.**

1 **pleasant** SYN _____ OPP _____
2 **fortunate** SYN _____ OPP _____
3 **courteous** SYN _____ OPP _____
4 **probable** SYN _____ OPP _____

# 3F

Reading

## Disaster alert!

*I can understand a text about a smartphone app.*

**Revision:** Student's Book page 37

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

cause do express get have make provide take part in use

1 I often _____ online games like *Minecraft* with my friends.
2 Video games can _____ many benefits, such as improving memory and creativity.
3 The scientists _____ a lot of research on the topic and published the results yesterday.
4 I prefer to _____ a smartphone rather than a computer.
5 Video games can sometimes _____ a positive effect on teenagers.
6 The amount of violence in video games can _____ concern for a lot of parents.
7 Newspapers sometimes claim that video games are bad for children, and parents often _____ the same opinion.
8 Playing computer games in groups can help you to work together with other people and to _____ decisions more quickly.
9 Do you think playing computer games helps you to _____ better grades?

**2 Read the text and answer the questions.**

1 What does Jenny do? _____
2 Which country did she visit? _____
3 What kind of natural disaster did Jenny experience in 2011?

**Reading Strategy**

When you do a multiple-choice task, decide whether each question is about the whole text or a specific part. If it is about a specific part, find the relevant sentences in the text and underline them.

**3 Read the Reading Strategy. Then read the text again and choose the correct answers.**

1 According to the text, most people
  **a** don't value apps very highly.
  **b** don't know what the main benefits of apps are.
  **c** use apps mainly for fun and social situations.
  **d** think apps are useless in dangerous situations.
2 The main purpose of the Safety Tips app is to
  **a** prevent an earthquake like the one in 2011.
  **b** warn people who are visiting Japan about earthquakes.
  **c** warn Japanese people about earthquakes.
  **d** warn business people about earthquakes.
3 Jenny had problems
  **a** because no one told her what to do after an earthquake.
  **b** because she couldn't understand the advice on Japanese media.
  **c** because there was no information for tourists about what to do in an earthquake.
  **d** because her Japanese colleagues didn't know what to do.
4 At the moment, the app
  **a** is available in a number of languages.
  **b** is available at airports and tourist information centres.
  **c** warns about earthquakes but not about tsunamis.
  **d** is in English, with Japanese phrases.

# STAYING SAFE




When you ask most people about the benefits of apps on their smartphone, they say they use them to play games, surf the net, keep in touch with people and organise social events. But Jenny Harlow, a scientist from London, has got an app that does something much more important: it warns her when she is in danger. The app is called Safety Tips and it gives users real-time earthquake and tsunami warnings. The Japan Tourist Agency had the idea for the app after the 2011 earthquake in Japan, when many foreign tourists in the country were confused about what was happening and what they should do. Jenny was on a business trip to Japan when the earthquake struck. 'Although there are a lot of earthquakes in Japan, it was the first time I experienced one. All the warnings and information on the internet, radio and TV were in Japanese, and I couldn't understand. It was really confusing and I didn't know what to do.' She had to rely on Japanese colleagues to help her.

The Safety Tips app sends an alert to users when a major earthquake happens, and also tells them if a tsunami is likely to arrive at the coast. The app gives lots of tips about what to do, where to go and how to stay safe, as well as a list of useful Japanese phrases such as 'Is this an earthquake?' and 'Is it safe here?' Importantly, all the information is in English, and there are plans to add other languages. The Japan Tourist Agency plans to advertise the app at airports and tourist information centres in Japan. In order to get the app, people visit a website and download it. 'I'm coming to Japan again next year and I will definitely watch out for alerts from the app,' says Jenny.

# 3G Speaking

## Reaching an agreement

*I can discuss and agree on a video game to play.*

**1** **Write the phrases 1–10 in the correct groups (A–C) below.**

1 I adore / I can't stand ... ☐
2 That's agreed, then. ☐
3 I think ... will be better / more fun, etc. ☐
4 I'd rather / I'd prefer (to) ... ☐
5 I'm / I'm not a big fan of ... ☐
6 OK, I agree. ☐
7 I'm / I'm not keen on ... ☐
8 Let's / Shall we settle on ... ☐
9 That's a great idea. ☐
10 I quite fancy / I don't really fancy ... ☐

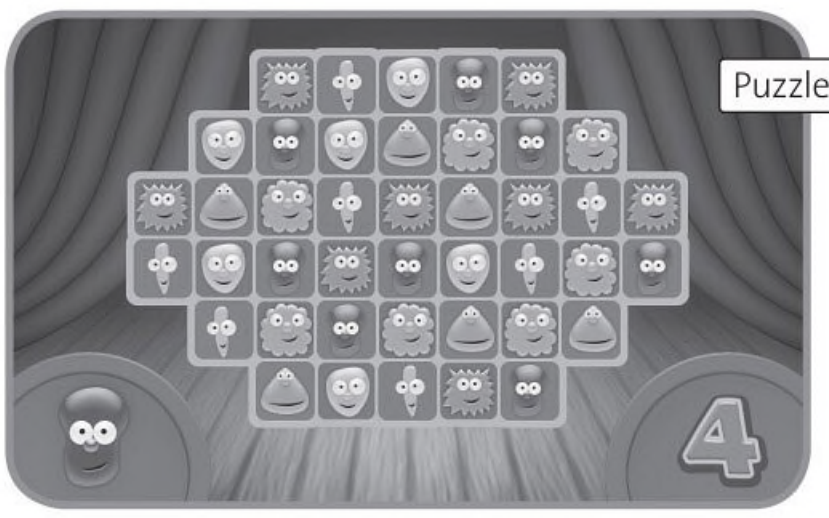
**A Expressing likes and dislikes**

**B Expressing a preference**

**C Reaching an agreement**

**2** 1.12 **Read the task below. Then listen to a student doing the task. Which game did they choose?**

You and a friend are deciding which video game to play after school. Decide together which game you will play, which house you will go to and if you will invite any other people.



Puzzle game



Driving game

**3** 1.12 **Listen again. Tick (✓) the phrases in exercise 1 that they use.**

**Speaking Strategy**

In the exam, you will have about one minute to read the task. Use this time to 'think in English', identifying key words and phrases that you could use in the conversation.

**4** **Read the Speaking Strategy. Then do the task in exercise 2 using the video games below. Write notes.**



Combat game



Dance game

My choice: _____

Why? _____

Play the game where? Why?

Invite other people? Why? / Why not?

**5** **Now do the task in exercise 2, using your notes from exercise 4.**

# 3H

Writing

## An informal letter

*I can write an informal letter.*

### Preparation

**1 Complete the social activities with *a*, *e*, *i*, *o*, *u* and *y*.**

1 g__ for a b__k__ r__d__
2 g__ sh__pp__ng
3 m__ __t fr__ __nds __n t__wn
4 pl__ __ b__sk__tb__ll
5 h__v__ a c__ff__ __
6 l__st__n to m__s__c
7 pl__ __ t__bl__ t__nn__s

**2 Complete the invitations by writing the first word of each phrase and adding a social activity from exercise 1. Use the infinitive without *to* or the *-ing* form.**

1 _____ don't we _____?
2 _____ you fancy _____?
3 _____ about _____?
4 _____ you like to _____?

**3 Read the Writing Strategy opposite. Then write the missing words to complete the letter below.**

[1]_____ Lily,

Thanks for your letter. How [2]_____ you? I had a great weekend. Lauren came over and we watched the third Hobbit film on DVD. I saw the second film last year and I loved it.

I enjoyed the film, but I didn't think it was brilliant. There are some exciting scenes, but it's really long and I got a bit bored by the end.

Before the film, we made pizzas and popcorn. We ate them while we were watching the film. (The pizza was a bit burned!)

Would you like to go shopping next weekend? I need to buy a birthday present for my dad, but I want to find some clothes for me at the same time. How about meeting for lunch too?

Anyway, that's all for [3]_____. Write again [4]_____.

[5]_____ wishes,

Paige

**4 Circle the aspects of the film that Paige talks about.**

acting characters ending plot scenes
script special effects length

**Writing Strategy**

When you write a letter to a friend or relative:

- Start with: *Dear* [*Jake*],.
- Begin the main part of the letter with a short introduction. You can use phrases like: *How are you? Sorry I didn't reply sooner. Thanks for your letter.*
- Write in paragraphs.
- Do not use very formal language in your letter.
- Use contractions (*it's*, *there's*, etc.).
- Finish the main part of the letter with a short paragraph. You can use phrases like: *That's all for now. I'd better go now. Write again soon.*
- End the letter with *Love*, or *Best wishes*, and your first name.

**5 Read the task below. Underline the parts of Paige's letter which give extra information about each of the four points.**

You and a friend watched a film at your house recently.
Write a letter to another friend in which you:

- Say what film you watched.
- Give your personal opinion of the film.
- Mention something else you did on that occasion.
- Suggest an activity to do with the friend you are writing to.

### Writing Guide

**6 Write a letter for the task in exercise 5. Remember to include extra information for each point. Do not copy ideas from the model in exercise 3.**

_____ (greeting)
_____ (introduction)
_____ (what film?)
_____
_____ (your opinion)
_____
_____
_____ (another activity)
_____
_____
_____
_____ (an invitation)
_____
_____ (final paragraph)
_____ (close the letter)
_____ (sign your name)

**CHECK YOUR WORK**

**Have you ...**

- ☐ included extra information for each point?
- ☐ followed the correct layout for a letter?
- ☐ checked your spelling and grammar?

# 3 Review Unit 3

## Vocabulary

**1 Complete the sentences with the film and TV genres below. Use each genre only once.**

action film animation chat show period drama documentary fantasy film game show horror film musical news bulletin romantic comedy talent show

1 We watched a _____ on TV last night about climate change. It had a lot of new statistics and was quite scary.
2 The final *Lord of the Rings* film is a good example of a well-made _____ .
3 That _____ was too much for me. When the ghost started killing everyone in the house, I couldn't watch any more.
4 'What's your favourite _____ ?' 'I absolutely love *The Sound of Music*.'
5 In a modern _____ like *Guardians of the Galaxy*, it's difficult to tell which stunts are real and which are created on a computer.
6 *Frozen* is one of the most popular _____s of all time, among adults as well as children.
7 There are so many great singers on this _____ that I can't guess who will win.
8 They stopped the regular programme for a _____ about the earthquake.
9 I enjoy this _____ because they interview interesting guests and talk about amusing topics.
10 No one ever wins the whole million pound prize on this _____ . I wonder if it's even possible.
11 I don't want to watch another _____ ! It's always the same old story of a man and woman who fall in love even though they are a totally unlikely couple.
12 *Pride and Prejudice* is a _____ that takes place in the early 1800s, but it tells a love story that never gets old.

Mark: ___ / 12

**2 Choose the correct words to complete the sentences.**

1 That vampire film was extremely _____ . I had my eyes closed half of the time!
a scary b unrealistic c moving
2 It was an action film, but it was so _____ that I nearly fell asleep.
a exciting b convincing c boring
3 Reality shows can be so _____ ! People do such stupid things!
a embarrassing b spectacular c gripping
4 For a comedy, that film wasn't very _____ . I didn't laugh once.
a moving b interesting c funny
5 The plot wasn't very interesting, but the special effects were _____ !
a unrealistic b spectacular c violent
6 That thriller was so _____ . I couldn't take my eyes off the screen for a second!
a scary b gripping c confusing
7 That film was so _____ I couldn't stop crying!
a thrilling b moving c imaginative

Mark: ___ / 7

**3 Complete the film review with the words below. Use each word only once.**

acting actors characters ending plot scenes script soundtrack

This film has a lot of famous [1]_____ and the [2]_____ they play are really interesting, but unfortunately this isn't a good film. The [3]_____ – based on a story by Joseph Paul – isn't very exciting. The [4]_____ has some very unnatural lines and some of the [5]_____ are quite long and boring. Moreover, the [6]_____ of the film doesn't make sense! I'm sure there was a better way to finish the story. The [7]_____ is excellent, though; all of the actors do a very good job. But probably the best thing in the film is the [8]_____ . It's a collection of great old songs and modern hits.

Mark: ___ / 8

## Word Skills

**4 Complete the sentences choosing the correct word in brackets, using a negative prefix.**

1 I can't believe Sara was so _____ about her plans. I had no idea that she wanted to do that. (believable / honest)
2 I'm sorry my handwriting is so _____ . I'm the only one who can read it. (legible / possible)
3 You can have strong opinions, but there's no need to be _____ ! (polite / legal)
4 It was _____ of him to spend all the money in their bank account. (satisfied / responsible)
5 It's _____ to cross the road here. (safe / visible)
6 The director was so _____ with the actors that he fired all of them. (correct / satisfied)
7 The film is about a man who becomes _____ to everyone but his cat. (visible / legible)
8 It was totally _____ to criticise her work in front of everyone in the office. (appropriate / patient)
9 Your bedroom is so _____ ! There are books and clothes all over the floor! (kind / tidy)

Mark: ___ / 9

# 3 Review Unit 3

## Grammar

**5 Complete the dialogues with *how much, how many, much, many, not much, not many, a few, a little* or *a lot of*.**

1 A [1]_____ people are invited to the party?
B Kate said she didn't want [2]_____ people there, so I only invited [3]_____ of her close friends.

2 A [4]_____ did this cost? It looks expensive!
B It didn't cost [5]_____ at all. The shop had so [6]_____, they were trying to sell them quickly.

3 A [7]_____ cheese do we have?
B I'm afraid we only have [8]_____. There's [9]_____ pasta either, so maybe it's time to go shopping.

4 A We've got [10]_____ time before the film starts. Let's buy some sweets. What types do you like?
B [11]_____, really. Only chocolates. Just buy [12]_____ sweets for yourself. I haven't got [13]_____ money anyway.

5 A [14]_____ money do you have on you?
B Just [15]_____ coins . Why?
A I need to buy milk. It probably won't cost [16]_____.

Mark: ___ / 16

**6 Rewrite the underlined parts of the sentences with *must, have to, don't have to,* or *mustn't* and a subject.**

1 To be an extra in the TV show, <u>it is necessary to be</u> in the studio before 7 a.m.
*To be an extra in the TV show, you have to be in the studio before 7 a.m.*

2 <u>You don't need to come</u> to the meeting, but we'd like it if you did.
_____

3 <u>Do not enter</u> this room under any circumstances.
_____

4 <u>It's really necessary for me to finish</u> this homework before we go out.
_____

5 <u>It's a terrible idea to criticise</u> people when you don't know all the facts.
_____

6 <u>There's no need for me to get up</u> early tomorrow. We have a day off school.
_____

7 Her agent says that <u>it's necessary for her to audition</u> for the part because it's a great opportunity.
_____

8 <u>Don't watch</u> that film! It will upset you too much.
_____

Mark: ___ / 7

## Use of English

**7 Complete the text with the correct form of the words in brackets.**

Did you see the new Swedish (SWEDEN) drama *The Black Rock* on Channel 6 last night? If not, then you absolutely *must* watch it when it's rerun. It was a [1]_____ (SPECTACLE) example of Scandinavian film-making at its very best, and I'm sure it will win plenty of awards next year. I was impressed from the beginning and I simply couldn't stop watching – even to answer the phone! The plot was very clever and [2]_____ (IMAGINE), without being too complicated. The story starts when a dead woman is found in a river after a music festival. I'm not going to say any more! Actor Stieg Martinsson was extremely [3]_____ (CONVINCE) as the detective who has to find the two murderers. He is an [4]_____ (LIKELY) hero who has problems with his marriage and his children. I should warn viewers that there is some [5]_____ (VIOLENT) in the drama, but it isn't excessive. You can see the second part of the series next Thursday. Don't miss it! It's [6]_____ (POSSIBLE) to stop watching once you start!

Mark: ___ / 6

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can talk about films and TV programmes. | | | |
| I can talk about quantities. | | | |
| I can predict what I'm going to hear. | | | |
| I can talk about prohibition and necessity. | | | |
| I can form and use adjectives with negative prefixes. | | | |
| I can understand a text about video games and their health effects. | | | |
| I can role-play ideas for free-time activities. | | | |
| I can write an informal letter. | | | |

# 2 Exam Skills Trainer

## Reading

**Strategy**
When you have completed the task, read the text again carefully and make sure you have made the right choices about where to put the missing sentences.

**1 Read the Strategy. Then read the text below. The two sentences in bold are both in the wrong place. Where should they be?**

**Extract from *Gulliver's Travels***

**When I left college, I continued my studies and became a doctor.** I was born in Nottinghamshire and was the third of five sons. My father was not a rich man, but he was able to send me to Cambridge University, where I studied for three years. But I always wanted to travel, and so I made several voyages as a ship's doctor. When I married my wife Mary, however, I planned to stay at home for a while. **I decided to go to sea again, and this time I joined a ship sailing to the islands in the South Pacific Ocean.** But after a few years I discovered I was not earning enough money from my patients. We started our journey from Bristol on May 4th, 1699.

**2 Read the text below. Match sentences A–H with gaps 1–7. There is one extra sentence.**

**Extract from *Gulliver's Travels***

We sailed across the Atlantic, round the coast of Africa and into the Indian Ocean. But before we could reach the Pacific, a violent storm hit us and drove us to the north-west of Tasmania. [1]_____ Some of the sailors and I managed to get a boat into the water, and we rowed away to look for land. But when we were too tired to row any more, a great wave hit our small boat, and we all fell into the sea. [2]_____

The wind and waves pushed me along as I struggled to keep my head above water. [3]_____ Luckily, just then my feet touched the ground. I walked out of the sea and on to a beach, where there was no sign of any people or houses. I was so exhausted that I lay down and went to sleep.

When I woke up next morning, and tried to get up, I could not move. I was lying on my back and my whole body, my arms and legs were strongly fastened to the ground. [4]_____ The sun began to grow hot, and I was very uncomfortable. Soon I felt something alive moving along my leg and up my body to my face, and when I looked down, I saw a very small human being, only fifteen centimetres tall. He had a bow and arrow in his hands, and there were forty more of these little men following him. [5]_____ They all jumped back, very frightened, and some hurt themselves by falling off my body. Meanwhile, I was struggling to unfasten myself, but just as I managed to pull my left arm free of the ropes, I felt a hundred arrows land on my free hand, and more arrows on my face and body. This was very painful, and made me cry aloud. I lay quietly, to see what would happen next.

[6]_____ An official climbed up there to speak to me. Although I could not understand his language, I understood that they would be friendly towards me – if I did not try to harm them. By now I was extremely hungry, so I used sign language to beg the official for food. He seemed to understand me, because immediately ladders were put against my sides and little men climbed up with baskets of food and drink. [7]_____ In just one mouthful I ate three of their meat dishes and three of their loaves of bread.

A I do not know what happened to my companions, but I suppose they were all drowned.
B When they saw I was no longer struggling, they quickly built a platform next to my head.
C I became very tired and soon felt I could not swim any more.
D Even my hair, which was long and thick, was tied to the ground.
E I was so surprised that I gave a great shout.
F The sky was a cloudless blue and the sea was very calm.
G They were surprised at how much I could eat and drink.
H The wind drove our ship on to a rock, which broke the ship in half.

## Listening

**Strategy**
When you are asked to match statements to recordings that you hear, there is always one extra sentence that you don't need. This sentence will partly match at least one of the recordings, but it will not be completely correct. Make sure you understand why it is not the right answer.

**3 Read the Strategy. Then read the audio script and choose the correct sentence (A or B) to describe it.**

'Welcome to the show, and what a great show we have today! In a moment I'd like to welcome our special guest, singer and songwriter Eliza Swain. She's going to talk to us about her latest album and also her European tour next month. After that, we go to Mitch Jackson, who will tell us the top five films to watch right now. And they are amazing ... I know, I've seen them all. Later on in the programme, we have Lucy Kyle with some great fashion tips. But first, let's welcome Eliza to the show.'

A The speaker presents a music show.
B The speaker presents an entertainment show.

**4 1.13 You will hear five speakers talk about entertainment. You will hear the recording twice. Match sentences A–E with recordings 1–5. There is one extra sentence.**

A We learn about somebody's life. _____
B The speaker is making an announcement to competitors. _____
C The speaker wants to advertise a summer job opportunity. _____
D The speaker is still studying at school. _____
E We learn about the history of some popular stories. _____
F The speaker is describing a festival. _____

# 2 Exam Skills Trainer

## Use of English

**Strategy**
When you have finished the task, read the whole text through again and check that the options you have chosen make sense. Check carefully for tense and general meaning.

**5 Read the Strategy. Then read the text and choose the correct options (A–C) to complete the gaps.**



### Young Explorer

In December 2011, sixteen-year-old Amelia Hempleman-Adams became the youngest person ever to reach the South Pole on skis. During the expedition, she [1]_____ seventeen nights on the ice with her father and eight other explorers. Temperatures were freezing, and it was difficult to rest as [2]_____ were twenty-four hours of daylight. As a result, Amelia only slept for a [3]_____ hours every night. But it was an amazing adventure for Amelia. [4]_____ her school friends were studying for 'A' levels, she was skiing her way into the history books! Amelia took lots of homework with her. However, she didn't do very [5]_____! The books were too heavy to transport and they [6]_____ to take them out. Also, she was too tired at the end of a day's skiing to [7]_____ about school work, which isn't surprising! So why did she [8]_____ in such an exhausting trip? Amelia comes from a family of explorers. Her father is the famous British adventurer David Hempleman-Adams. David has made around thirty trips to the Arctic himself. [9] _____ an adventurous father, Amelia has two adventurous sisters, Camilla and Alicia. Alicia, aged eight, became the youngest person to stand at the North Pole, and Camilla, aged fifteen, became the youngest person to ski to the North Pole. Even their holidays were an adventure, because they went to so many exciting places. When Amelia was seven, they travelled [10] _____ America in a caravan. And when she was nine, they went to Japan and climbed Mount Fuji!

| | | | |
|---|---|---|---|
| 1 | A took | B spent | C made |
| 2 | A it | B there | C they |
| 3 | A lot | B little | C few |
| 4 | A During | B Through | C While |
| 5 | A much | B lot | C many |
| 6 | A needed | B must | C had |
| 7 | A make | B think | C look |
| 8 | A take part | B take off | C take place |
| 9 | A Not only | B As well as | C Even though |
| 10 | A over | B into | C across |

## Speaking

**Strategy**
Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.

**6 Read the Strategy. In pairs, read the exam task and the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.**

**Student A**
You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest asking someone in your family to drive you there.

**Student B**
You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest taking public transport.

## Writing

**Strategy**
Plan your email carefully. Focus on developing each point, but also try not to include extra information that is not in the instructions for the task.

**7 Read the Strategy. Then look at the exam task and the notes that a student has made for it. Match the notes with the points in the instructions for the task. Cross out any unnecessary notes.**

You and your friends went hiking in the mountains and you nearly had an accident. Write an email to a friend in which you:

1 Describe the place.
2 Describe how you avoided an accident.
3 Give your personal opinion of the experience.
4 Invite your friend to go with you next time.

- beautiful scenery 1
- Mark pulled me back ___
- got very foggy ___
- went with friends from school ___
- exciting, memorable ___
- went hiking in the mountains ___
- started out early ___
- plan to go again soon ___
- got too near edge of cliff ___
- taught me a lot ___
- had sandwiches and coffee at midday ___
- beautiful sunshine later, saw some deer ___

**8 You and a group of students made a film about your school. Write an email to a friend in which you:**

- Explain whose idea it was and why you wanted to make it.
- Describe what is shown in the film.
- Give your personal opinion of the experience.
- Invite your friend to come round to watch the film.

# 4 Our planet

Vocabulary

## A Weather

*I can describe the weather.*

**1** Complete the adjectives that describe the weather in the pictures.



It's [1]thundery and [2]c_____.



It's [3]s_____ and [4]f_____.



It's [5]f_____ and [6]i_____.



It's [7]s_____ and [8]w_____.



It's hot and [9]s_____.



It's cold and [10]r_____.

**2** Write the nouns for the adjectives in exercise 1.

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

**3** Complete the text with the words below.

blow claps flashes raindrops storm clouds sunshine thunderstorm

There was a terrible [1]_____ yesterday evening. We saw big, dark grey [2]_____ in the distance. Then a strong wind started to [3]_____ and it began to rain heavily – huge [4]_____ fell from the sky. We got incredibly wet! There were [5]_____ of lightning and loud [6]_____ of thunder. It was quite scary. But then the storm passed and there was bright [7]_____ !

**4** Number the adjectives in order from hottest (1) to coldest (7).

☐ cold ☐ hot ☐ sweltering ☐ cool
☐ mild ☐ warm ☐ freezing

**5** Write the temperatures in words.

1 –5° It's minus five.
2 26°C It's twenty-six degrees Celsius.
3 –15° _____
4 14°C _____
5 –7°C _____
6 32° _____

**6** 1.14 Listen to people describing the weather. Complete each sentence with one word from exercises 1, 2 or 3.

1 a It was rainy all morning.
  b It was _____ in the afternoon.
2 a There was thick _____ .
  b There was _____ on the road.
3 a Most of the day the sky was _____ .
  b It was mild and _____ .
4 a There was _____ on the grass.
  b In the afternoon it was _____ and _____ .

**7** Write a paragraph describing the weather one day last week. Write 15–30 words.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

# 4B Grammar

## Comparison

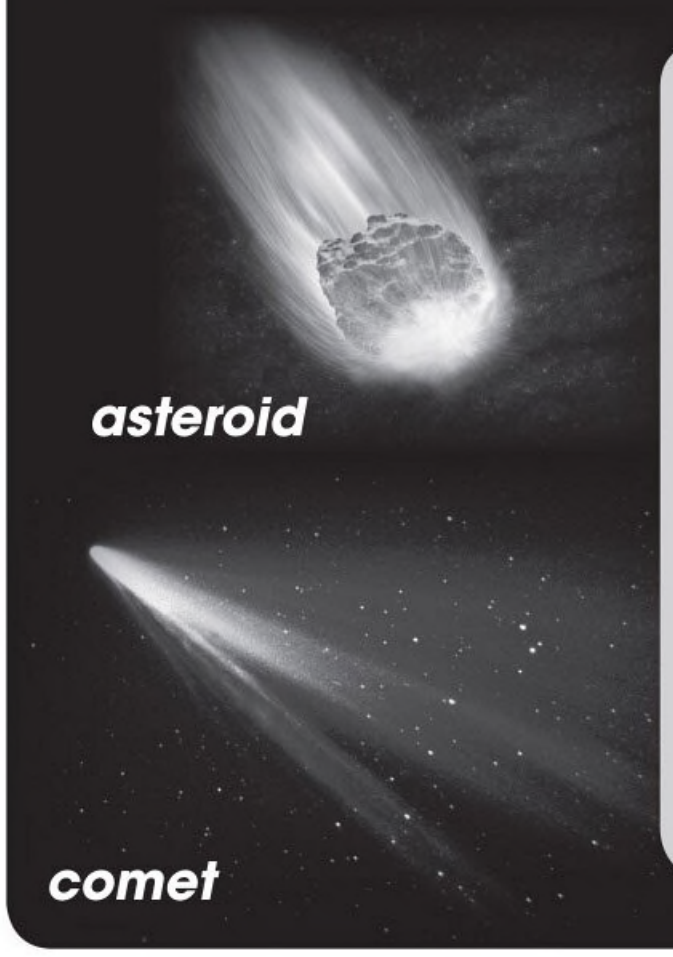
*I can make comparisons.*

**1** Complete the table with the comparative forms.

| Adjective | Comparative |
|---|---|
| **Short adjectives** | |
| tall | 1 |
| large | 2 |
| hot | 3 |
| early | 4 |
| **Long adjectives** | |
| powerful | 5 |
| spectacular | 6 |
| **Irregular adjectives** | |
| good | 7 |
| bad | 8 |
| far | 9 |
| **Quantifiers** | |
| few | 10 |
| much / many | 11 |
| little | 12 |

**2** Complete the fact file. Use the comparative form of the words in brackets.

# FACT FILE: COMETS AND ASTEROIDS




Comets are made of ice and pieces of rock. Asteroids are made of rock and metal, and are [1]_____ (heavy).

Most comets are much [2]_____ (big) than most asteroids.

You can find asteroids [3]_____ (close) to the sun than comets. If comets get too close to the sun, they melt. So you can only find comets much [4]_____ (far) from the sun, where it is [5]_____ (cold) and ice doesn't melt.

Comets are [6]_____ (bright) than asteroids because they have long, white tails.

Comets are [7]_____ (rare) than asteroids. There are hundreds of millions of asteroids in our solar system, but far [8]_____ (few) comets – only about 4,000. For this reason, asteroids are [9]_____ (dangerous), as one of them is [10]_____ (likely) to hit the Earth.

**3** Compare the weather in the two cities. Write sentences with *as ... as* and *not as ... as*.

| London | Edinburgh |
|---|---|
|  |  |
| 15°C | 15°C |
|  |  |

1 Edinburgh isn't as sunny as London. (sunny)
2 _____ (warm)
3 _____ (cloudy)
4 _____ (bright)
5 _____ (wet)
6 _____ (windy)
7 _____ (dry)

**4** Complete the sentences with *as*, *more*, *much* or *than*.

1 Mist isn't as thick _____ fog.
2 The weather today is _____ wetter _____ yesterday.
3 'Is a hurricane _____ powerful than a thunderstorm?' 'Yes, it's _____ stronger.'
4 The moon isn't _____ bright _____ the sun.
5 Are hurricanes more dangerous _____ tornadoes?
6 'I think maths is much _____ interesting _____ geography.'
'Do you? I don't think it's _____ interesting as geography, but it's _____ more useful.'

# 4C Listening

## Eyewitness

*I can identify the context of a dialogue or monologue.*

**Revision:** Student's Book page 43

**1 Match the words below with definitions 1–10.**

avalanche drought earthquake epidemic famine flood forest fire mudslide tsunami volcanic eruption

1 A(n) _____ is when the ground shakes and buildings collapse.
2 A(n) _____ is when hot rocks, fire and steam suddenly come out of the ground.
3 A(n) _____ is when water covers the ground in places which are usually dry.
4 A(n) _____ is when snow and ice fall quickly down a mountain.
5 A(n) _____ is a long period of time without enough food in a region.
6 A(n) _____ is a very large and long wave following an earthquake under the ocean.
7 A(n) _____ is when there is no rain for a long time.
8 A(n) _____ is a fire that spreads quickly through a large area of trees.
9 A(n) _____ is when a serious disease spreads to lots of people.
10 A(n) _____ is when a large quantity of wet earth suddenly falls down the side of a hill.

**2 Label photos A and B with the natural disaster words from exercise 1.**



A _____



B _____

**Listening Strategy**

It is important to be able to identify the context of the listening, i.e. who is speaking, where and when they are speaking, and what the situation is. This is not always obvious, so listen carefully for clues to help you.

**3 1.15 Read the Listening Strategy. Then listen to two dialogues and answer the questions. Write the clues which gave you the answers.**

**Dialogue 1**

1 Where are they? _____
Clues: _____
2 What natural disaster caused the damage? _____
Clues: _____

**Dialogue 2**

3 What kind of natural disaster are they discussing?
_____
Clues: _____
4 What time of day is it? _____
Clues: _____

**4 1.16 Listen to four extracts. Match each extract with a natural disaster from exercise 1.**

1 Natural disaster: _____
2 Natural disaster: _____
3 Natural disaster: _____
4 Natural disaster: _____

**5 1.16 Listen again and choose the correct answers.**

1 The dialogue takes place
a in a shopping centre.
b in the street.
c in a supermarket.
2 The disaster happened while the speaker
a was on holiday in Japan.
b was in a business meeting.
c was in a Japanese lesson.
3 The speaker first went to Africa
a about three years ago.
b about two years ago.
c before university.
4 The man who is giving information about Mount Bagana is
a a guest at the hotel.
b an employee at a tourist information office.
c an employee of the hotel.

# 4D

Grammar

## Superlative adjectives, *too* and *enough*

*I can use different structures to make comparisons.*

**1 Complete the facts with the superlative form of the adjectives in brackets and the correct answer, a, b or c.**

1 The _____ (high) mountain in Europe is ☐.
**a** Elbrus **b** Everest **c** Kilimanjaro

2 The _____ (far) planet from the Sun is ☐.
**a** Earth **b** Mercury **c** Neptune

3 The _____ (deep) ocean is ☐.
**a** the Arctic **b** the Atlantic **c** the Pacific

4 The _____ (sunny) part of England is ☐.
**a** the north **b** the south **c** the centre

5 The _____ (polluted) city in the world is ☐.
**a** New York **b** New Orleans **c** New Delhi

6 The _____ (common) cause of a tsunami is ☐.
**a** an earthquake **b** a volcanic eruption **c** a storm

7 The country with the _____ (long) coast is ☐.
**a** Russia **b** China **c** Canada

8 The _____ (large) island in the world is ☐.
**a** Great Britain **b** Greenland **c** Iceland

9 The _____ (dry) continent in the world is ☐.
**a** Antarctica **b** Australia **c** Africa

**2 Complete the sentences with the correct superlative form of the adjectives in brackets. Then circle *in* or *of*.**

1 Birmingham is one of the _____ (large) cities **in** / **of** England.

2 Crocodiles are one of the _____ (dangerous) animals **in** / **of** the world.

3 The special effects are the _____ (bad) part **in** / **of** the film *Terminator 2*.

4 In Australia, the _____ (hot) month **in** / **of** the year is usually February.

5 The Dorchester is one of the _____ (expensive) hotels **in** / **of** London.

**3 Rewrite the sentences using *too* or *enough* and the adjective in brackets. Do not change the meaning.**

1 This game isn't easy enough for me. (difficult)
This game is too difficult for me.

2 We're too young to go on holiday alone. (old)
_____

3 This bed is too hard. (soft)
_____

4 This film isn't interesting enough. (boring)
_____

5 It isn't warm enough to go to the beach. (cold)
_____

6 His family were too poor to go on holiday. (rich)
_____



**4 Complete the dialogue. Use *too* or *enough* with the adjective in brackets or the superlative form.**

**Kate** Now we join Brett Simpson for the [1]_____ (late) news about the wildfires. Brett, what's happening?

**Brett** Well, the police aren't allowing us to get [2]_____ (close) to the fires, but I can feel the heat from here.

**Kate** How are the people in the area reacting? It isn't one of the [3]_____ (rich) parts of the country, is it?

**Brett** No, it isn't. Some people are [4]_____ (lucky) to have relatives in other cities, so they're leaving. But many are [5]_____ (old) or [6]_____ (ill) to travel. They're waiting and hoping.

**Kate** What's the [7]_____ (good) thing other people can do to help?

**Brett** Well, I asked the police that question. They said the [8]_____ (helpful) thing is to stay away from the area. Thousands of people are coming here just to have a look. This is one of the [9]_____ (big) and [10]_____ (spectacular) fires for decades. But these people are getting in the way of the emergency services and their work. And their job is [11]_____ (difficult) without that!

**Kate** What is the [12]_____ (likely) cause of the fire?

**Brett** It's [13]_____ (early) to say. Sometimes lightning can start a fire like this, if the trees are [14]_____ (dry). But of course, humans are the [15]_____ (probable) cause.

# 4E

Word Skills

## Phrasal verbs

*I can understand and use a variety of phrasal verbs.*

**Revision:** Student's Book page 45

**1 Match words from box A with words from box B to make compound nouns. Write them below.**

| A | B |
|---|---|
| ~~climate~~ fossil global greenhouse ice rain renewable sea surface | caps ~~change~~ energy forest fuels gases level temperature warming |

1 *climate change*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

**2 Complete the sentences with the particles below. You need to use three of them more than once. Are the sentences true (T) or false (F)? Check your answers at the bottom of the page.**

down off on out up with

1 Factories and power stations give _____ greenhouse gases. ☐
2 When we cut _____ trees, we increase the amount of $CO_2$ in the atmosphere. ☐
3 The world's oceans are slowly heating _____ . ☐
4 The world's supply of gas is likely to run _____ in the next ten years. ☐
5 The EU recently decided to close _____ all the nuclear power stations in Europe. ☐
6 Solar energy works better in places where you can rely _____ good weather. ☐
7 Scientists recently came _____ _____ a car engine that uses only $CO_2$. ☐
8 Many types of animals and plants are dying _____ because the Earth is getting warmer. ☐



**3 Write the phrasal verbs which can replace the underlined words. Choose from the list below.**

carry on come up with give up go up look after put off set off use up

1 I need to <u>think of</u> a good excuse for not handing in my homework. _____
2 I'm trying to <u>stop eating</u> junk food. _____
3 After running ten kilometres, she was too tired to <u>continue</u>. _____
4 He left his job so he could <u>take care of</u> his sons. _____
5 Please don't <u>finish</u> all the milk – I need some for my breakfast tomorrow. _____
6 The number of people with smartphones is continuing to <u>rise</u>. _____
7 We should <u>delay</u> the meeting because nobody can come that day. _____
8 Don't stay up late! We need to <u>leave</u> early tomorrow. _____

**VOCAB BOOST!**

There are hundreds of phrasal verbs in English and many of them are very common. They are easier to learn in small groups. Here are two options:

1 Learn phrasal verbs related to the same topic.

<u>Travel</u>

*break down = (a car, a bus, etc.) stop working*
*go back = return*
*head for = travel in a certain direction*
*set off = leave*
*take off = (a plane) leave the ground, go up in the air*

2 Learn phrasal verbs with the same base verb.

<u>look</u>

*look after = take care of*
*look around = explore*
*look into = study, examine*
*look up = find in a dictionary or other reference work*

**4 Use a dictionary to find four phrasal verbs with the base verb *turn*. Include short definitions.**

1 _____ = _____
2 _____ = _____
3 _____ = _____
4 _____ = _____

Exercise 2
1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 T

# 4F

Reading

## Survival story

*I can understand a survival story.*

**Revision:** Student's Book page 47

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

approach head land reach spin take off

1 A snow storm was _____, so we went inside.
2 The plane _____ from London at 9 a.m. yesterday and _____ in Paris an hour later.
3 It was very late when we _____ Oxford.
4 The plane was _____ towards Australia when it disappeared.
5 The helicopter began to _____ out of control.

**2 Read the text, ignoring the gaps. Answer the questions.**

1 What kind of natural disaster did Diana and Pete experience?

_____

2 Where were they when they realised there was a problem?

_____

3 Where was Monica?

_____

4 In which room did Monica and Diana hide?

_____

5 Where did Pete hide?

_____

6 How many people died in the disaster?

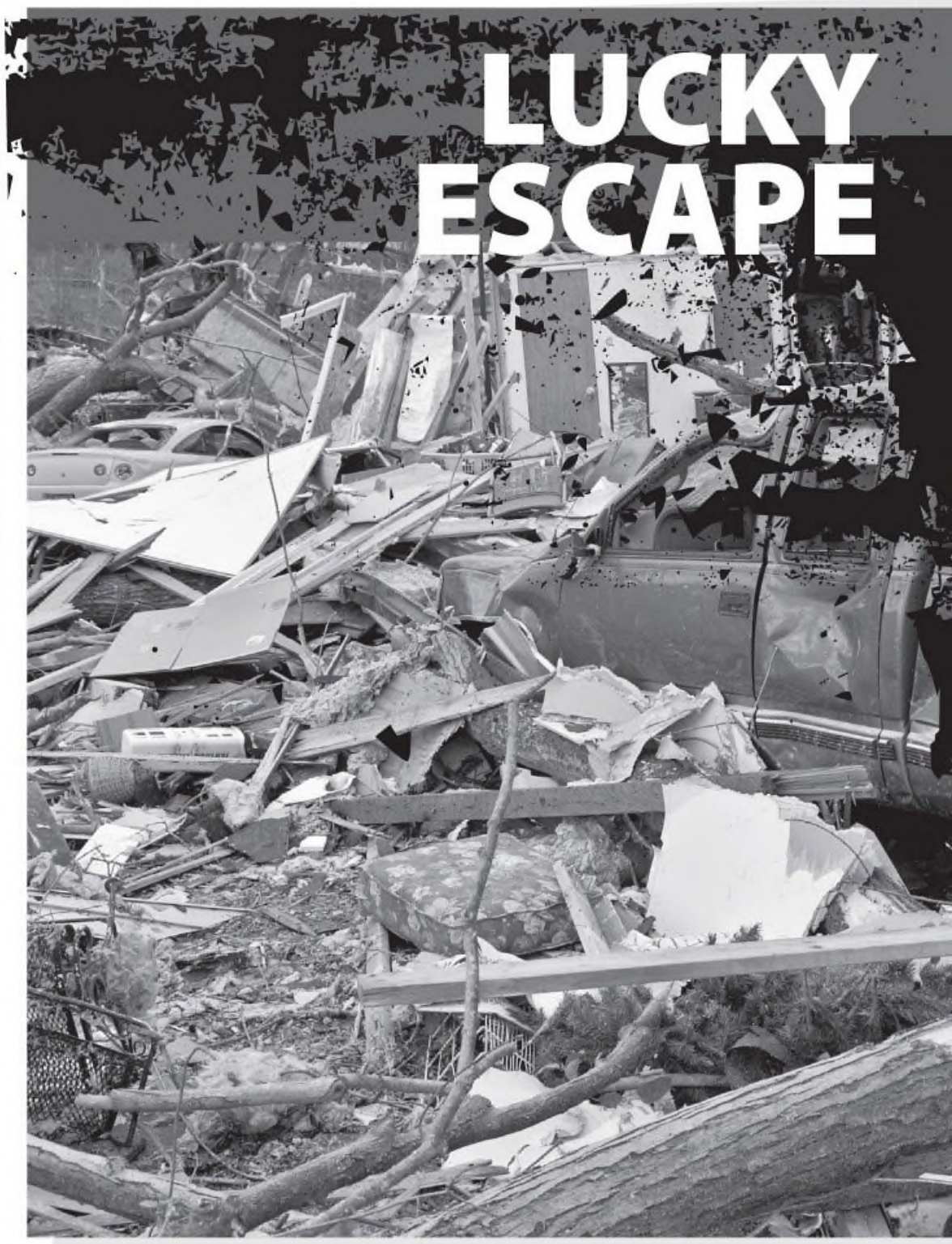
_____

**Reading Strategy**

To help you decide which phrases fit which gaps, think about the grammar of each sentence. For example, is first word in the gap a verb? Or is a different kind of word needed?

**3 Read the Reading Strategy. Then match the phrases (A–I) with gaps 1–8 in the text. Check that each phrase fits the grammar of the sentence. There is one extra phrase.**

A spinning around in the air
B bring her home
C ran back to their house
D which warned them that
E were not as lucky
F without looking back
G holding their maths books
H realised where he was
I to leave the school




One Monday afternoon in May 2013, Diana Palmore was at home with her husband, Pete, when they heard loud sirens [1]_____ a tornado was approaching the town. Diana's daughter Monica was at the local school and Diana decided to go and [2]_____ before the tornado reached the town. She ran as fast as she could to the school. In her classroom, Monica and her classmates were sitting under their desks, [3]_____ on their heads. Diana ran in and took Monica. But the tornado was much closer now and it was too dangerous [4]_____. So they hid in a bathroom. When the tornado hit, it ripped the roof from the school. Monica and Diana looked up and saw cars and trees [5]_____ above the school. 'It was very scary. The whole school was shaking,' said Monica.

When the storm passed, Monica and her mum [6]_____, but it was in ruins. They couldn't find Pete. But they could hear him shouting for help. Then they saw his hand and [7]_____ – in a cupboard under the stairs. He couldn't breathe, so they had to get him out quickly. Moments after they pulled him out, the whole house collapsed. The family survived a terrifying experience with only small injuries. But other people in the town [8]_____ as the Palmores. Twenty-four people died in the tornado.

# 4G

Speaking

## Photo comparison

*I can describe, compare and contrast photos.*

**1 Complete the phrases with the words below. Tick the phrases that are used for describing differences.**

both can contrast first obvious
photos second theme Unlike

1 Both _____ show ... ☐
2 In _____ to the first photo, the second photo ... ☐
3 In _____ photos, there are ... ☐
4 In the first photo ... , but in the _____ photo, ... ☐
5 One _____ difference is (that) ... ☐
6 The common _____ in the photos is ... ☐
7 The _____ photo shows ... , whereas the second photo shows ... ☐
8 _____ the first photo, the second photo shows ... ☐
9 You _____ see ... in both photos. ☐

**2 Look at photos A and B and complete the description with the words below.**

children country enjoying fun judging jumping
must see shows throwing wearing

The first photo [1]_____ two little girls. They are in the [2]_____, walking on a path. It [3]_____ be raining because the path is very wet and muddy. In the second photo I can [4]_____ a man and a woman. They are playing in the snow.

Both photos show two people having [5]_____ in bad weather. In the first photo, the girls are [6]_____ in a puddle. In the second photo, the man is [7]_____ a snowball at the woman. You can see trees in both photos. In both photos, the people are [8]_____ warm coats. The obvious difference is that they are [9]_____ in the first photo, but adults in the second. [10]_____ by their expressions, I'd say they are [11]_____ themselves.


A


B

**Speaking Strategy**

When you do a photo comparison task, follow these steps:

1 Describe each photo in general (e.g. mention the people, where they are, speculate about what is happening, etc.).
2 Describe any obvious differences or similarities between the photos.
3 Speculate about how the people in the photo are feeling, or what they are thinking or saying.

**3 Read the Speaking Strategy and the task. Then write notes for your answer.**

Describe and compare the two photos, C and D.


C


D

1 First photo: Description _____

_____

_____

2 Second photo: Description _____

_____

_____

3 Obvious differences and similarities _____

_____

_____

4 How are the people feeling? _____

_____

_____

**4 Now do the task from exercise 3 using your notes.**

# 4H Writing

## An article

*I can write an article about a global issue.*

## Preparation

**1 Complete the zero conditional sentences with the correct form of the verbs in brackets.**

1 If you _____ (burn) coal, it _____ (give) off greenhouse gases.
2 A rainbow often _____ (appear) if the sun _____ (come) out when it's raining.
3 If an earthquake _____ (happen) under the ocean, it sometimes _____ (cause) a tsunami.
4 If a hurricane _____ (form) over the Indian Ocean, they _____ (call) it a typhoon.
5 If you _____ (eat) ice, it _____ (make) your body cold.
6 Floods _____ (happen) if it _____ (rain) a lot more than usual for a long time.

**Writing Strategy**

When you are expressing your opinions and the opinions of others, give your text a clear structure. For example:

- In one paragraph, give your opinion with two or three arguments that support it.
- In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counter-argument).

**2 Read the Writing Strategy. Then read the task below and the model text. Decide where the second paragraph should begin: A, B or C.**

The second paragraph should begin at ☐.

**'Young people are doing more to prevent global warming than older people.' Do you agree?**

I do not believe that this is true. Adults make the most important decisions about global warming, not young people. For example, governments have to decide between fossil fuels and renewable energy. [A] Furthermore, adults decide how 'green' their lifestyle at home should be: Do they buy a big or small car? Do they live in a big or small house? And so on. [B] Having said that, young people are often better at remembering to recycle plastic bottles and other containers. What is more, children walk and cycle more often than adults and this causes less pollution. [C] However, they probably walk and cycle more because they are too young to drive, not because they care about the environment! So all in all, I do not think young people are doing more than older people.

**3 Add two phrases below to each group (A–D). Then tick (✓) the phrases that are in the model text.**

As I see it, ... Having said that, ... However, ...
In my opinion, ... Moreover, ... Nevertheless, ...
On the other hand, ... To be honest, ... What is more, ...

**A Expressing an opinion**

I think / I don't think that ... ☐
_____ ☐
_____ ☐

**B Presenting an opposing opinion**

There are people who believe that ... ☐
_____ ☐
_____ ☐

**C Presenting a counter-argument**

In spite of this, ... ☐
_____ ☐
_____ ☐

**D Making an additional point**

Furthermore, ... ☐
_____ ☐
_____ ☐

## Writing Guide

**4 Read the task and make a plan.**

'Individuals can do more to stop global warming than governments.' Do you agree?

Paragraph 1 (my opinion)
- Argument 1: _____
- Argument 2: _____

Paragraph 2 (opposing view)
- Argument 1: _____
- Argument 2: _____
- Counter-argument: _____

**5 Write an article like the one in exercise 2. Use your notes from exercise 4 and include phrases from exercise 3.**

**CHECK YOUR WORK**

Have you ...

- ☐ covered all the arguments in your plan?
- ☐ used phrases from exercise 3?
- ☐ checked your grammar and spelling?

# 4 Review Unit 4

## Vocabulary

**1 Complete the sentences with the correct words related to the words in bold.**

1 The sky is full of **clouds**. It's very *cloudy*.
2 It's **snowing**! Did you know that every _____ is a different shape and pattern?
3 It's a **frosty** morning. There's _____ all over the car.
4 There were **showers** yesterday. It was a _____ day.
5 This is a **sunny** climate. The sun _____ every day.
6 I like _____ weather. Things look pretty in the **mist**.
7 What a **thunderstorm**! Did you hear that big _____ of thunder?
8 This is a **windy** area. The _____ blows all the time.
9 There was a **hailstorm** this morning and now there is _____ on the ground.
10 It's very **foggy** this morning. Be careful – _____ is really dangerous when you're driving.
11 It's **icy** today. There's a lot of _____ on the roads.

Mark: ___ / 10

**2 Complete the sentences with the words below. Use each word only once.**

cold cool freezing hot mild sweltering

1 The temperature was –20°C. It was _____ !
2 San Diego has a _____ climate. The average temperature is 23°C.
3 It was a _____ day, it was so hot we couldn't go out.
4 The city is warm in the summer, but it's always pleasantly _____ by the sea.
5 It's too _____ in this house. It's only 10°C!
6 It's a bit _____ in the classroom. Let's open the window.

Mark: ___ / 6

**3 Choose the correct answers to complete the sentences.**

1 We gave money to a charity to provide food during the _____ .
a hurricane b famine c mudslide
2 After the dry summer, heavy rain caused _____ in the mountains.
a mudslides b eruptions c epidemics
3 I was on the twentieth floor during the _____ . The whole building was shaking!
a tsunami b famine c earthquake
4 After a year with no rain, there was a serious _____ .
a drought b tsunami c flood
5 Mount Vesuvius is famous for its many _____ .
a epidemics b forest fires c volcanic eruptions
6 We can't control this _____ without medicine.
a forest fire b epidemic c avalanche

Mark: ___ / 6

**4 Complete the texts with the words below.**

approached headed landed reach spun took off

**A** The plane [1]_____ from the airport and rose into the air. A few minutes later, the pilot noticed a problem with one of the engines. He turned round and [2]_____ back to the airport. Luckily, the plane [3]_____ safely on the ground.

**B** As the car [4]_____ the red traffic light, it slowed down. But there was ice on the road and it [5]_____ round and round. We were standing on the pavement nearby, but luckily the car didn't [6]_____ us – it stopped just two metres away.

Mark: ___ / 6

**5 Choose the correct words to complete the sentences.**

1 The **road sign** / **pedestrian crossing** informed us that we were near a school and should drive slowly.
2 I saw a **billboard** / **shop sign** advertising a pop concert.
3 The **fire hydrant** / **lamp post** outside my flat shines light into my sitting room.
4 It's a good idea not to drive to town this week because of the **pedestrian crossing** / **road works**.
5 For some reason, the drivers often pass this **traffic light** / **bus stop** without picking up passengers.
6 It's annoying when people ride their bikes on the **pavement** / **street corner**.

Mark: ___ / 6

## Word Skills

**6 Replace the underlined words with the phrasal verbs below.**

carry on close down come up with give up look after put off use up wake up to

1 Can you <u>take care of</u> the baby while I go shopping? _____
2 Do you think you can <u>stop using</u> your car for a month? _____
3 They <u>delayed</u> leaving their house in spite of the approaching forest fire. _____
4 We need to <u>think of</u> some new ways to save water. _____
5 How did you <u>finish</u> all the sugar? It was a new bag! _____
6 They decided to <u>continue</u> looking for survivors. _____
7 They had to <u>shut</u> their business because of the storm damage. _____
8 People need to <u>become aware of</u> reality and stop using so many natural resources. _____

Mark: ___ / 8

# 4 Review Unit 4

## Grammar

**7 Write comparative sentences and questions.**

1 New York / cold / Los Angeles
New York is colder than Los Angeles.
2 The Atlantic Ocean / stormy / the Mediterranean
_____
3 Hawaii / as beautiful / Tahiti
_____
4 Manchester / not as big / London
_____
5 earthquakes / as dangerous / mudslides?
_____
6 hailstorms / frequent / tornadoes
_____
7 Rome / hot / Cairo?
_____
8 storms / not as scary / hurricanes
_____
9 hailstones / big / snowflakes?
_____
10 London / not as sunny / Madrid
_____

Mark: ___ / 9

**8 Complete the sentences with the superlative form of the words in brackets.**

1 It was one of _____ forest fires in history. (bad)
2 That was _____ exam of the term! (difficult)
3 Lake Baikal is _____ lake in the world. (deep)
4 This year's flood was _____ in a decade. (destructive)
5 That documentary about storms was _____ film ever! (good)
6 Because it was still raining, it was _____ mudslide rescue in years. (hard)
7 Organising firefighters is one of _____ tasks I can think of. (complicated)
8 He has some of _____ theories about natural disasters! (silly)
9 The tsunami did very little damage to those residential areas because they are _____ from the sea. (far)

Mark: ___ / 9

## Use of English

**9 Complete the text with the words below. There are two extra words.**

enough more out than the too very

I live on the coast and one of [1]_____ best views in the area is from my village and over the fields to the sea. Sometimes in the morning it's [2]_____ foggy to see very far, but when it's clear [3]_____ , there's more to see than just fields and sea these days. Last year, the government built some wind turbines to produce electricity. Many people think they make the view uglier [4]_____ it was before, but in my opinion they're a good thing. We're going to run [5]_____ of fossil fuels eventually and in my opinion these machines are very elegant.

Mark: ___ / 5

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!

★★ = I sometimes find this difficult.

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe the weather. | | | |
| I can make comparisons. | | | |
| I can identify the context of a dialogue or monologue. | | | |
| I can use different structures to make comparisons. | | | |
| I can understand and use a variety of phrasal verbs. | | | |
| I can understand a text about a paraglider. | | | |
| I can describe, compare and contrast photos. | | | |
| I can write an article about a global issue. | | | |

# 5 Ambition

Vocabulary

## A Jobs

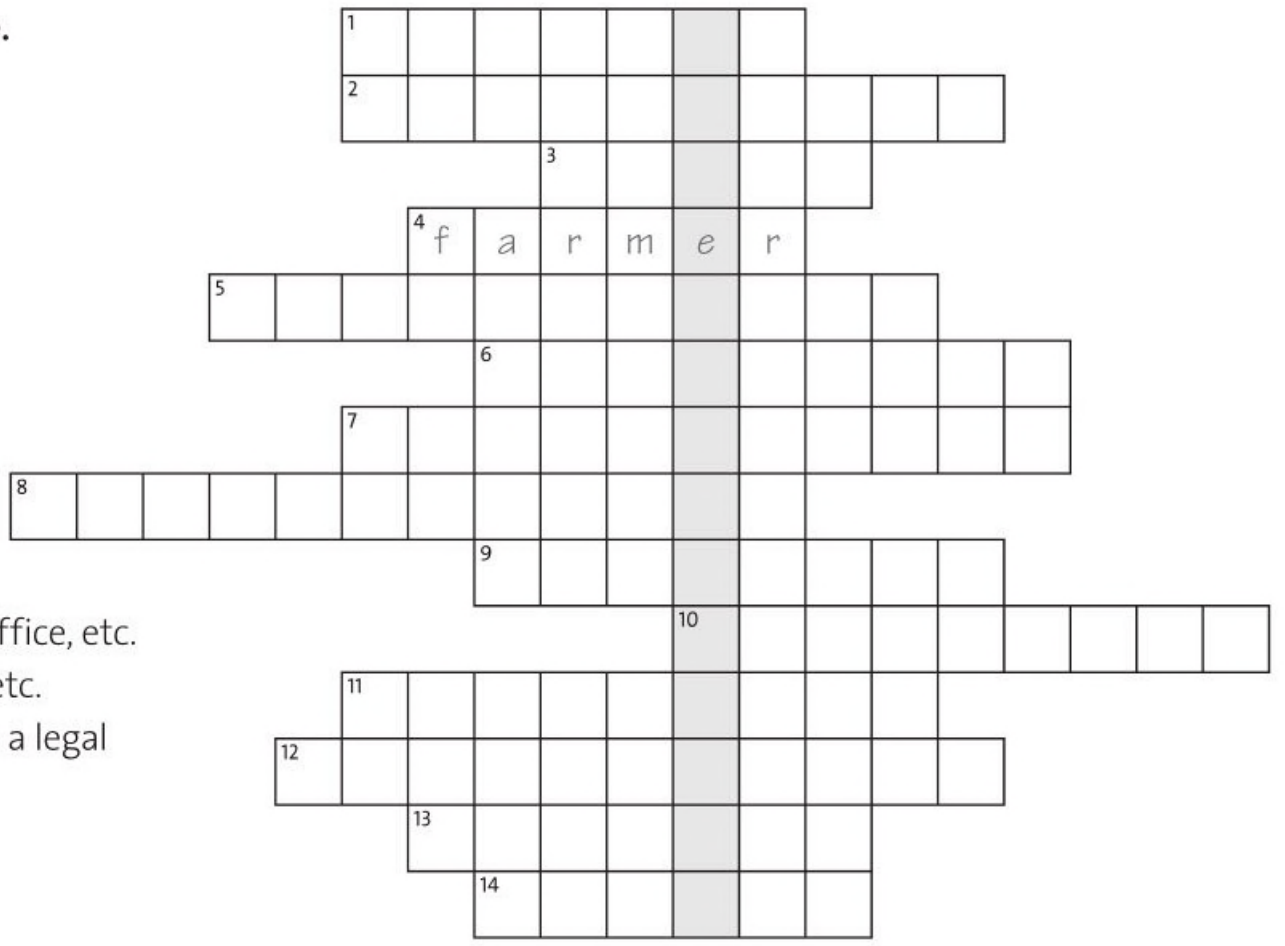
*I can talk about jobs and work.*

**1 Read the definitions and complete the puzzle.**

This person:

1 helps people to look after their teeth.
2 writes computer software.
3 flies an aeroplane.
4 often looks after cows and other animals.
5 cuts people's hair.
6 helps people who are injured or ill in an emergency.
7 trains a person or team to make them better at a sport.
8 deals with people who arrive at a hotel, an office, etc.
9 designs and builds road, bridges, machines, etc.
10 helps people when they buy a house or have a legal problem.
11 designs buildings.
12 helps people to choose a holiday.
13 cleans people's offices, houses, etc.
14 brings food and drink to tables in a restaurant or café.

**What is the secret job?** _____




**2 Complete the work activities with the words below. Use each word or phrase only once.**

alone children a computer customers your feet
five hours indoors a lot a lot of money outdoors
the phone phone calls the public a team a uniform

1 travel _____
2 be on _____
3 serve _____
4 work _____
_____
_____
5 wear _____
6 deal with _____
7 be part of _____
8 work nine-to-_____
9 work long _____
10 make _____
11 answer _____
12 work with _____
13 earn _____
14 use _____

**3 Complete the adjectives for describing jobs with *a, e, i, o, u* and *y*. Then use them to complete the table.**

1 ch a ll e ng i ng
2 b__ dl__ p__ __d
3 cr__ __t__ v__
4 r__ p__ t__ t__ v__
5 r__ w__ rd__ ng
6 str__ ssf__ l
7 t__ r__ ng
8 v__ r__ __d
9 w__ ll p__ __d

| Positive ☺ | Negative ☹ |
|---|---|
| challenging | |
| | |
| | |
| | |

**4 1.17 Listen to three people talking about their jobs. What are the jobs? Choose two adjectives from exercise 3 which you think best describe each job.**

| Job | Adjective 1 | Adjective 2 |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

# 5B

Grammar

## *will* and *going to*

*I can make predictions, plans, offers and promises.*

**1 Match sentences 1–5 with the decisions, offers and promises (a–e). Complete a–e with *will* or *won't* and the verbs below.**

be carry have help lose

1 This bag is very heavy. ☐
2 See you at eight o'clock. ☐
3 You can borrow my phone. ☐
4 I can't do this maths calculation. ☐
5 What would you like to drink? ☐

**a** I _____ it for you.
**b** OK. I _____ late!
**c** Show it to me and I _____ you.
**d** I _____ lemonade, please.
**e** Thanks! I _____ it.

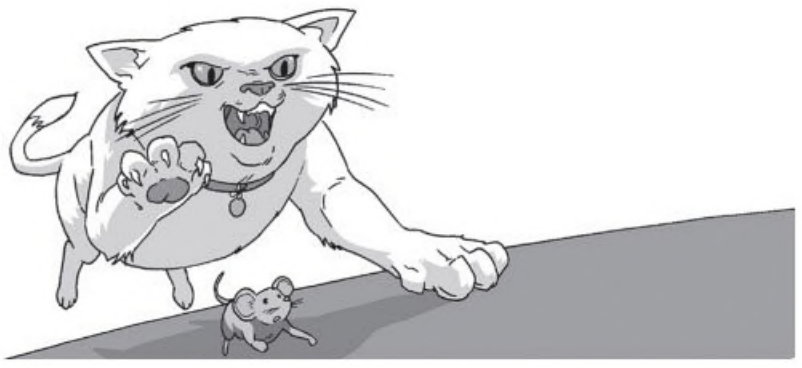
**2 Circle *will* or *going to* to complete the predictions.**

1 I don't think Chelsea **will** / **are going to** win the Champions League next year. Their team isn't strong enough.
2 Look at those clouds. It **'ll** / **'s going to** snow.
3 Kat hasn't done any revision. She **won't** / **isn't going to** pass her exams.
4 That car is going much too fast! It **'ll** / **'s going to** crash!
5 I **will** / **am going to** email you tonight – I promise!
6 Jack's holding a tennis racket. He **'ll** / **'s going to** play tennis!

**3 Look at the pictures and complete the predictions with the affirmative or negative form of *going to*.**



**1** She _____ fall.



**2** The cat _____ catch the mouse.



**3** They _____ arrive on time.

**4 Complete the mini-dialogues. Use *will* or *going to* and the verbs below.**

buy close have sleep text visit

**Kate** Are you going to Kim's party tonight?
**Toby** I'm not sure. I [1] _____ you this afternoon and let you know.

**Zoe** We've run out of milk.
**Marcus** I know. I [2] _____ some this afternoon. It's already on the shopping list.

**Alex** The blue jeans are £20 and the black ones are £22.
**Issy** I [3] _____ the blue ones, please.

**Fred** What are you doing in the summer holidays?
**Emily** I [4] _____ my cousin in the USA.

**George** It's freezing in here!
**Amy** OK, I [5] _____ the window.

**Kelly** Have you got any plans for Sunday morning?
**Darren** Yes, I [6] _____ all morning!



**4** He _____ have lunch.




**5** He _____ win.

# 5C Listening

## Changing jobs

*I can use signpost phrases to predict what I'm going to hear next.*

**Revision:** Student's Book page 55

**1 Look at the jobs and answer the questions.**

builder estate agent gardener
journalist locksmith photographer
pizza delivery man / woman police officer
stunt performer surfing instructor
video game developer

Which job is connected with ...

1 flowers and plants? _____
2 selling houses? _____
3 a water sport? _____
4 fast food? _____
5 cameras? _____
6 copying keys? _____
7 fighting crime? _____
8 film and TV? _____
9 computers and entertainment? _____
10 construction? _____
11 writing for newspapers? _____

**Listening Strategy**

Some words and phrases can help you to predict what is coming next in a listening. For example, if you hear *however*, you know that it will be followed by a contrasting point. Listen out for 'signposts' like these that help you understand the structure of the listening.

**2 Read the Listening Strategy. Then choose the correct words and phrases to complete the sentences.**

1 Being a surfing instructor sounds great, but **as I see it** / **not only that**, it's quite repetitive.
2 Stunt performers have to do a lot of dangerous things, **moreover** / **such as** falling off buildings.
3 Photographers often travel around a lot, **although** / **for example** some of them work in a studio.
4 Gardeners are not well paid, but **as a result** / **in spite of this**, many of them love their job.
5 Estate agents do badly during recessions, and **nevertheless** / **that's because** fewer people buy houses.
6 Being a builder is hard work. **However** / **What is more**, you're often on your feet all day.

**3 Read the sentences and choose the correct ending, a or b.**

1 Being a sports coach isn't well paid. On the other hand,
   **a** it can be quite repetitive.
   **b** it can be very rewarding.
2 Farm workers have a physically demanding job. In other words,
   **a** it's often very tiring.
   **b** it's often quite varied.
3 My uncle wanted to be an engineer. However,
   **a** he worked hard and got the qualifications.
   **b** he couldn't afford to get the qualifications.
4 My aunt paid for her degree by getting various part-time jobs; for example,
   **a** she worked as a cleaner every evening.
   **b** she studied hard and did well in her exams.
5 My grandfather worked as a police officer, a paramedic, a farm worker ... What I mean is,
   **a** gardener was the job he liked best.
   **b** he did a variety of different jobs during his life.

**4 1.18 Listen to an interview with a female lorry driver called Sally Stone. What did she do before she became a lorry driver?**

**a** She went to college. ☐
**b** She worked as a hairdresser. ☐
**c** She worked at her dad's company. ☐

**5 1.18 Read the sentences below. Then listen again. Are the sentences true (T) or false (F)?**

1 Sally is a qualified hairdresser. ☐
2 Sally decided to become a lorry driver because it is easier than hairdressing. ☐
3 Sally and her father work in the same job sector. ☐
4 Sally took the driving test only once. ☐
5 Sally says most men are surprised to see a woman driving a lorry. ☐
6 Sally thinks that female lorry drivers are safer than male lorry drivers. ☐

# 5D

Grammar

## First conditional

*I can talk about a future situation and its consequences.*

**1 Order the words in a–f and then match them with 1–6 to make first conditional sentences.**

1 If you don't finish your homework in time, ☐
2 She probably won't finish her degree ☐
3 He'll do an hour's revision in the morning ☐
4 If she needs money over the summer, ☐
5 If he decides to become an engineer, ☐
6 If I pass all of my exams, ☐

a at university / apply / a place / for / he'll
_____.

b teacher / happy / be / our / won't
_____.

c starts / if / well / her / business / new / doing
_____.

d wakes / up / enough / if / early / he
_____.

e parents / give / will / me / my / a reward
_____.

f a / she'll / job / get / part-time
_____.

**2 Complete the first conditional sentences. Use the present simple or the *will* form of the verbs in brackets.**

1 If we _____ (not get) to the shops soon, they _____ (be) closed.
2 If you _____ (not be) ready by seven o'clock, I _____ (go) without you.
3 It _____ (not take) long to tidy the house if we all _____ (help).
4 They _____ (not give) you your money back if you _____ (not show) them the receipt.
5 If the phone _____ (ring), _____ (you / answer) it?
6 If the bus _____ (be) full again, I _____ (be) really cross.
7 What _____ (you / do) if you _____ (not find) your keys?
8 If people _____ (buy) all their food at the supermarket, the smaller shops _____ (close).
9 You _____ (find) a summer job if you _____ (keep) looking.
10 If the weather _____ (be) fine tomorrow, we _____ (go) for a bike ride.

**3 Complete the dialogue using the first conditional.**

**Sarah** Do you fancy going to the café later?
**Claire** No thanks. If I go to the café, I [1]_____ (fail) my exam on Monday.
**Sarah** Really? What do you mean?
**Claire** If I go to the café, I [2]_____ (see) Cathy. If I see Cathy, she [3]_____ (invite) me to her party. If she [4]_____ (invite) me to her party, I'll stay out late on Saturday. If I stay out late on Saturday, I [5]_____ (sleep) all Sunday morning. If I sleep all Sunday morning, I [6]_____ (not do) any revision. If I [7]_____ (not do) any revision, I [8]_____ (fail) my exam on Monday!

**4 Now write a dialogue like the one in exercise 3. Use the chain of ideas below.**

go shopping → spend all my money → have to stay in on Friday night → not see Connor → he / not invite me to barbecue → not see his sister again

**Susie** Would you like to go shopping later?
**Dave** I can't. If I go shopping, I won't see Connor's sister again.
**Susie** Really? What do you mean?
**Dave** If I go shopping, I'll spend all my money.
If I _____
_____
_____
_____
_____
_____
_____
_____

**5 Complete these first conditional sentences with your own ideas.**

1 If I feel unwell in the morning, _____
_____.
2 If I get hungry in the middle of the night, _____
_____.
3 If it rains a lot tomorrow, _____
_____.
4 I'll feel very upset if _____
_____.
5 My friends will be amazed if _____
_____.
6 I'll be really happy if _____
_____.

# 5E

Word Skills

## Prefixes

*I can use and understand a range of prefixes.*



# COLLEGE drop-out

James Cameron is one of Hollywood's most successful directors. His [1]_____-award winning films include *The Terminator*, *Titanic* and *Avatar*. When he isn't directing, he works as a scientist and explores the deepest parts of the ocean in a [2]_____marine. But he [3]_____achieved as a physics student, leaving university without a degree. After working as a lorry driver, he then worked in special effects before becoming a director. Some [4]_____-colleagues describe him as a difficult person to work with. However, others say that he is just a perfectionist who tries to [5]_____manage every aspect of his films and sometimes [6]_____reacts when things go wrong.

**1** Complete the text with the prefixes below.

ex micro multi over sub under

**2** Complete the sentences with the prefixes below.

co mini mis multi over post re semi

1 My dad is _____-retired – he still works two or three mornings a week.
2 The company lost millions because of _____management at the highest level.
3 Six of my _____-workers have lost their jobs in the past year.
4 My last proper holiday from work was four years ago, although I've had a few _____-breaks.
5 If we can't find the right person for the job, we'll just have to _____-advertise.
6 She finished her university degree and then did a _____graduate qualification.
7 She never stops for lunch: she just drinks coffee and takes _____vitamin pills!
8 I don't want to sound _____confident, but I'm sure I'll be good at this job.

**3** Complete the second sentence so that it means the same as the first. Use one word only, beginning with a prefix from exercise 1 or 2.

1 You cooked this meat for too long.
You *overcooked* this meat.
2 Our team did not perform well enough last season.
Our team _____ last season.
3 I met a former school friend in a café in town.
I met an _____ in a café in town.
4 She's an expert in history after World War II.
She's an expert in _____ history.
5 I'm sorry, I typed your name incorrectly.
I'm sorry, I _____ your name.
6 They bought the house, but sold it again a year later.
They bought the house, but _____ it a year later.
7 Ben Stiller wrote *Zoolander* with two other writers.
Ben Stiller and two other writers _____ *Zoolander*.

**VOCAB BOOST!**

You can use mind maps for groups of words that are connected. Mind maps are particularly useful for people who have a visual memory.




**4** Read the *Vocab boost!* box. Add these words and phrases to the mind-map for jobs.

answer the phone badly-paid gardener hairdresser lorry driver paramedic programmer receptionist repetitive serve customers tiring well-paid

# 5F

Reading

## The worst jobs in the world?

*I can understand a text about difficult jobs.*

**Revision:** Student's Book page 58

**1 Complete the collocations in the sentences. Use the words below.**

an advertisement  an application  the day  a degree
a job  a job  the job  a team

1 My brother has left school and is looking for _____. He'd like to work in a hotel.
2 I noticed _____ for an interesting job in the newspaper.
3 I sent in _____ for a holiday job at a fast-food restaurant.
4 They offered my mum _____ in a department store, but she decided not to take it.
5 My sister joined _____ of programmers who work on video games.
6 My brother has _____ in engineering from Cambridge University.
7 During the summer holidays I worked at a theme park and had _____ of selling ice cream.
8 Joe took _____ off work so that he could visit his mum, who is ill.

**Reading Strategy**

When you complete gap-fill sentences about a text, the words you need to write are in the text. However, the words immediately before or after the gap may be different. Think carefully about the meaning and look for synonyms and paraphrases.

**3 Read the Reading Strategy. Then complete the sentences with information from the text.**

1 Jeff Haslam's job is to keep the _____ clear in London. [1 word]
2 Jeff has a _____ on his helmet because he works in the dark. (1 word)
3 Charlie Radley spends a week at a time on his _____ _____. (2 words)
4 Charlie wants to get a different _____ in the next year or two. (1 word)
5 Sandy Smith first found out about her job on _____ _____. (2 words)
6 Lumberjacks have to work _____ _____ but do not earn a lot of money. (2 words)

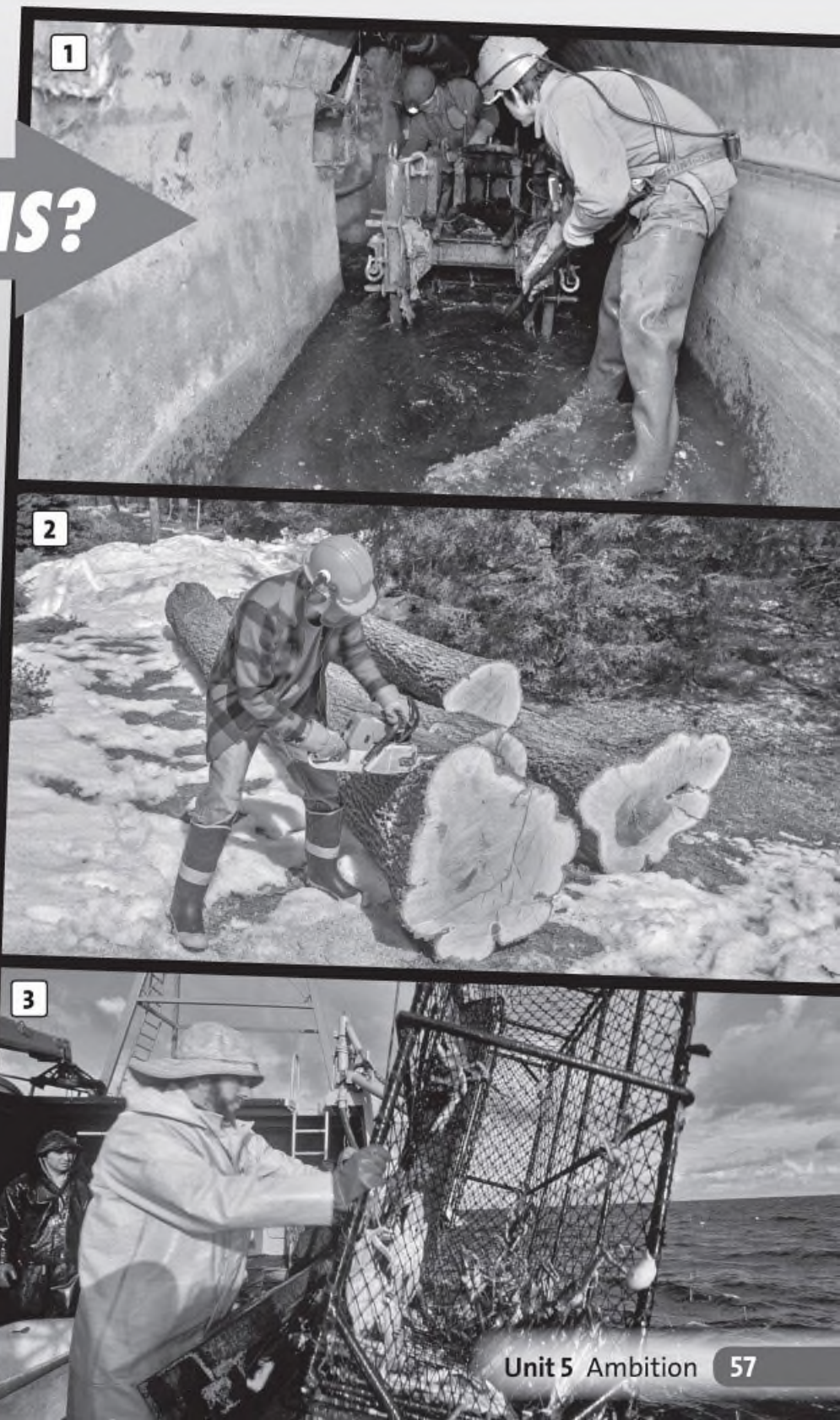
**2 Look quickly at texts A–C. Match each text with the correct photo (1–3).**

# WOULD YOU WANT TO DO THIS?

**A** Jeff Haslam spends a lot of his time underground. He works in London's sewers – the tunnels under the roads that carry away waste water … and other, much dirtier things! His job is to keep the sewers clear. 'We work in teams of six,' says Jeff. 'It's very dirty work. And of course we work in the dark.' He has to wear special clothes, a mask and a helmet with a light. 'The most difficult thing is clearing the fat and oil from the sewers under the Chinese and Indian restaurants,' he says. 'Last month we removed 1,000 tonnes of fat!'

**B** Many people like to work outdoors, but few would like Charlie Radley's job. Charlie lives in Alaska and works on a fishing boat. Each fishing trip lasts about a week. 'It's extremely cold and often stormy,' says Charlie, 'so we wear warm, waterproof clothes.' Charlie can earn a lot of money if they catch a lot of fish, but if they don't, he earns very little. 'I'll do this job for a year or two more,' says Charlie, 'then I'm going to look for another job – something warmer and drier!'

**C** Sandy Smith is a lumberjack – somebody who cuts down trees. Sandy noticed an advertisement for lumberjacks on the internet. Lumberjacks work long hours and are not very well paid, but as Sandy likes to work outdoors, she decided to apply for the job. 'It's a very dangerous job,' says Sandy. 'We work with big, dangerous machines, and we're always a long way from the nearest hospital – so I'm always very careful!'



# 5G

Speaking

## Choosing a job

*I can compare and contrast different part-time jobs.*

**Revision:** Student's Book page 60

**1 Complete the definitions with the words below.**

enthusiastic flexible friendly
good at communicating honest patient
physically fit reliable

1 If you're _____, you don't get cross if you have to wait.
2 If you're _____, you talk clearly and people find you easy to understand.
3 If you're _____, you don't get tired easily.
4 If you're _____, you tell the truth.
5 If you're _____, you get on well with people.
6 If you're _____, you have a very positive attitude to work.
7 If you're _____, you're able to do lots of different things.
8 If you're _____, people can trust you to do things.

**2 Which qualities from exercise 1 do you think you have? Write three.**

I think I'm _____, _____ and _____.

**3 1.19 Read the task below. Then listen to a candidate doing the task and tick the job he chooses.**

You want a part-time job in order to earn some money while you're at school. Discuss the two job advertisements with a member of staff at the job agency. Decide which job you will apply for and why.

**Part-time waiter** needed to work in our popular city-centre café. Hours: 6 – 10 p.m. Mon – Fri. £6.50 an hour plus tips. ☐ ☆ Save job

**Gardener** needed to work part-time at Highfleet Hall. Hours: 8 a.m. to 3 p.m. Sat and Sun. £6.50 an hour. ☐ ☆ Save job

**Speaking Strategy**

When you discuss a topic and give reasons for your opinions, try to include some complex sentences. For example, use words like *although / even though*, *nevertheless* and *however* to make contrasts.

**4 1.19 Read the Speaking Strategy. Then listen again and complete the sentences with the words below.**

although even though however nevertheless

1 I know it's only four hours a day. _____, it's at the end of the day when I am already tired.
2 I enjoy working outside _____ the weather is often bad.
3 _____ the hours are quite long, they're all at the weekend.
4 The money is slightly better too. _____, I'm sure the other job is right for me.

**5 You are going to do the task in exercise 3. Look at the two jobs below and make notes.**



**Sports coach** needed to work at our weekend activity camps. Hours: 10 a.m. – 6 p.m. Sat and Sun. £6.50 an hour.



**Receptionist** needed to work evenings at the Gallery of Modern Art. Hours: 7–10 p.m. Mon – Fri. £8.00 an hour.

Which job do you prefer? _____

Why this job? _____

_____

_____

Why not the other job? _____

_____

_____

**6 Now do the task in exercise 3, using your notes from exercise 5.**

# 5H

Writing

## An application letter

*I can write a letter applying for a job.*

### Preparation

**1 Put elements 1–6 in the correct places (A–F) in the letter.**

1 the address the letter is going to
2 the writer's name
3 the writer's address
4 the date
5 the writer's signature
6 the person the letter is going to

A ___
B ___
C ___
D ___

Dear Sir or Madam,

**Application for the post of receptionist**

I noticed the advertisement for a receptionist on your website and [1]___ the post.

In the autumn I am going to study French and Spanish at university. [2]___ a job where my languages will be useful.

[3]___ working in a hotel. Last summer [4]___ a waiter in a hotel restaurant. Furthermore, I believe I possess the personal qualities necessary for the post. I am friendly and reliable. [5]___ with guests in French and Spanish.

I am enclosing my CV and a reference from a teacher. [6]___ start work on 1 July.

I look forward to hearing from you.

Yours faithfully,

E ___
F ___

**2 Complete gaps 1–6 in the letter with these phrases.**

a I am looking for
b I am also able to communicate
c I have some experience of
d I am writing to apply for
e I will be able to
f I worked as

**3 Complete the summary of the letter.**

The writer is applying for the job of [1]_____. He saw the advert [2]_____. He thinks that his [3]_____ will be useful for the job. He has experience of working as a [4]_____. He thinks he is [5]_____ and [6]_____. He is sending his [7]_____ and a reference with the letter and can start work on [8]_____.

### Writing Guide

**Writing Strategy**

When you write a formal letter:

- Start with: *Dear* (*Mrs White*), if you know the name of the person, or *Dear Sir or Madam,* if you do not.
- You can include a subject line at the start, similar to the subject line of an email.
- Write in paragraphs. One-sentence paragraphs are fine for opening or closing an application letter.
- Do not use colloquial language or short forms (*I'm*, *there's*, etc.).
- Finish with *Yours sincerely*, if you used the person's name at the start, or *Yours faithfully*, if you did not.

**4 Read the Writing Strategy above and the job advertisement below. Write a letter applying for the job. Follow the paragraph plan below.**

Friendly and hard-working **sales assistant** required for busy music shop. July and August only. 9.00 a.m. – 5.30 p.m. six days a week. Apply enclosing your CV.

**Paragraph plan**

A what the job is and how you found out about it
B why you are interested in the job
C why you are the right person for the job
D what you are sending with the letter and when you can start work
E what you would like to happen next

**CHECK YOUR WORK**

**Have you ...**

- ☐ laid out the letter correctly?
- ☐ used appropriate language?
- ☐ checked your grammar and spelling?

# 5 Review Unit 5

## Vocabulary

**1 Match the jobs with the statements.**

architect cleaner dentist paramedic pilot receptionist sales assistant sports coach travel agent

1 'I design beautiful houses and large buildings.' _____
2 'I greet people when they first come into our offices.' _____
3 'I wash and vacuum floors, take out the rubbish and keep things tidy.' _____
4 'I can help you find the right clothes to suit you.' _____
5 'I think that being in charge of an aeroplane full of people can be stressful, but I love my job.' _____
6 'I do everything I can to help the players on my football team succeed.' _____
7 'I need to stay calm in emergencies and do everything I can to help people who are hurt.' _____
8 'Strong teeth are important to your health – and my job is to look after them.' _____
9 'I help people to find just the right holiday for them.' _____

Mark: ___ / 9

**2 Complete the sentences with the words below.**

badly-paid creative repetitive rewarding stressful tiring well-paid

1 My job as a solicitor is so _____ that I can't always relax after work.
2 I am so _____ that I don't have enough money to go out with my friends.
3 As a hairdresser, I'm on my feet all day. It's really _____ !
4 I work on the same machine in a factory every day, and it becomes very _____ .
5 It's very _____ to be a teacher and see my students improve every day.
6 You might think a musician's work is always _____ , but there is a lot of repetition too.
7 Bankers are usually very _____ , and some people think they earn too much money.

Mark: ___ / 7

**3 Complete the sentences with the words below.**

answer deal earn (×2) on my feet travel wear work

1 I am an international businesswoman. I'm almost never at home because I _____ a lot. I don't mind, though, because I _____ a lot of money.
2 As a receptionist, I _____ the phones and _____ with the public.
3 I'm a doorman in a hotel, so I have to _____ a uniform, and I _____ long hours.
4 I am a cook in a fast-food restaurant, so I'm _____ all day. I don't _____ a lot, but I enjoy the job.

Mark: ___ / 8

**4 Match the jobs below with definitions 1–9.**

builder estate agent groundskeeper journalist photographer pizza delivery man police officer stunt performer video game developer

This person:

1 helps people buy and sell houses. _____
2 constructs houses and other buildings. _____
3 writes about current events for the media. _____
4 takes care of a big outdoor area such as a football pitch. _____
5 performs difficult physical tricks for films and TV. _____
6 takes pictures with a camera. _____
7 makes sure people follow the law. _____
8 designs fun digital entertainment. _____
9 takes a type of fast food to people's houses. _____

Mark: ___ / 9

**5 Complete the text with the words below.**

have join looking for offer noticed sent in take

No one likes [1]_____ a job, but when you're unemployed, that's all you can do. This is my second experience of unemployment in ten years. A lot of things were different the first time. Then, when I [2]_____ an interesting advertisement in the paper or online, I completed and [3]_____ an application. Then I waited. Nowadays, I 'network'. I use social media to tell people in good companies what I can do. They don't usually [4]_____ me a job, but they often know about available jobs. I always explain that I want to [5]_____ a team and that I rarely [6]_____ a day off sick. I mention the fact that I [7]_____ a degree in English. I usually say that I'm flexible and a team player, and this seems to help a lot.

Mark: ___ / 7

# 5 Review Unit 5

## Word Skills

**6 What are the sentences about? Add a prefix to the words in bold to make one word with the same meaning as the sentence.**

1 He was her **husband**, but now he isn't. _____
2 We are **workers** in the same company. _____
3 We took a small **bus** to the hotel. _____
4 There is an extremely small **processor** in your phone. _____
5 I hope they don't **interpret** what I say in the wrong way. _____
6 He is a great performer. He's **talented** in many ways. _____
7 We need to **do** this again – it isn't right. _____
8 Don't **work** too much! _____

Mark: ___ / 8

## Grammar

**7 Complete the sentences with *will* or *going to* and the verbs in brackets.**

1 The sky is so black! It _____ . (rain)
2 Are you busy? I _____ the phone for you. (answer)
3 I've decided that I _____ for a year before I start university. (travel)
4 Yes, take the job. I don't think you _____ it. (regret)
5 I promise I _____ you every day while I'm away. (text)
6 I can't keep quiet. I _____ my boss what I think. (tell)

Mark: ___ / 6

**8 Combine the two ideas to make first conditional sentences.**

1 (I / be so happy) (I / get the job)
_____
2 (it / be badly paid) (I / not take the job)
_____
3 (he / have to move to London) (he / accept the job?)
_____
4 (you / have your own office) (you / get a promotion)
_____
5 (your parents / give you some money) (you / buy a house?)
_____
6 (she find a better job) (she / leave the company)
_____

Mark: ___ / 6

## Use of English

**9 Choose the correct answers.**

Tom finished university last June, and now he is [1]_____ for a job. He has a good degree and he's ready to work hard, but of [2]_____ it isn't easy to find a job when you don't have much experience. Some friends suggested that he should try to get a job teaching English in another country, and he [3]_____ about it. He knows that he will have to leave his friends, and he will have to work long [4]_____ , but he is definitely going to apply to some schools in southern Europe. If he is accepted, he [5]_____ the job for a year and see if he likes it.

| | | | |
|---|---|---|---|
| 1 | a looking | b trying | c finding |
| 2 | a certain | b sure | c course |
| 3 | a thinks | b is thinking | c thought |
| 4 | a hours | b times | c periods |
| 5 | a is taking | b takes | c will take |

Mark: ___ / 5

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can talk about jobs and work. | | | |
| I can make predictions, plans, offers and promises. | | | |
| I can use signpost phrases to predict what I'm going to hear next. | | | |
| I can talk about a future situation and its consequences. | | | |
| I can use and understand a range of prefixes. | | | |
| I can understand a text about people's ideal jobs. | | | |
| I can role-play a conversation about holiday jobs. | | | |
| I can write a letter applying for a job. | | | |

# 3 Exam Skills Trainer

## Reading

**Strategy**

Sometimes you need to match questions with paragraphs in a reading text. Read each paragraph quickly before you look at the options and try to think what question the paragraph is answering. Then look at the options to see if your idea is there.

**1 Read the Strategy. Then read the paragraph below and think of a question that it might answer.**

Although four out of five wildfires are caused by people, nature also plays a part. Dry weather, hot temperatures and strong winds combine. Then all you need is a spark in the form of lightning, a broken power line, or a burning campfire. The fire can then last for weeks and spread across thousands of kilometres of land.

**2 Read the text and match the interview questions A–F with paragraphs 1–4. There are two extra questions.**

A What is the most dangerous part of being a firefighter?
B What is the most important personal quality for a firefighter?
C How physically fit do you have to be?
D How did you become a firefighter?
E Why did you decide to become a firefighter?
F What other skills do you need?




1 _____

I'm Jack Gomez, and I'm a firefighter in California. I remember watching an interview with a firefighter pilot when I was a child. He'd been fighting a fire for about five days. He was exhausted, but he was still there, talking about how many lives were being saved. He was so optimistic and committed that I thought that I wanted to do the same thing. And I never changed my mind.

2 _____

I did a training camp to get my wildfire qualification card – you can't fight fires in the US without one. I learned how to light controlled fires, and how to put them out again. I also learned how to use all the equipment. The camp was really hard, but I passed first time – which was a big relief to me! After that I applied for a job, and I was lucky enough to get one.

3 _____

One of the things you have to do in the early days is the pack test. This consists of a five-kilometre walk while carrying a backpack that weights twenty kilograms. You must be able to complete it in forty-five minutes or less without jogging or running. This shows how strong you are. If you can't do this, how can you carry the heavy fire equipment, or fight fires in difficult conditions for hours at a time?

4 _____

You can be out alone in vast forests and national parks, and sometimes the smoke is so thick that you can hardly see. So it's important to be able to know where you're going, to be able to map read, and to use a compass. Also, you must know how to put up a tent, cook outdoors, drive a truck, and have other basic survival skills.

## Listening

**Strategy**

Before you listen, read the sentences carefully and try to think about what sort of information you need to listen for. It might be a name, a number, a place, a date, an object, or something else.

**3 Read the Strategy. Then read the sentences in exercise 4 and write what kind of information you need to listen for.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

**4 1.20 Listen to the recording twice and complete the gaps in the sentences with 1–3 words.**

1 The teacher is talking to students who are in their _____ year at school.
2 Students will make university applications in _____.
3 After their exams, some students might take a year off to work _____.
4 There will be additional classes for the students about careers and _____.
5 The first talk is about banks and will be given by _____.
6 The speaker advises some students to get a _____.
7 Any students' parents who would like to help should phone: _____.
8 Students should go to _____ on Monday to hear the talk about banks.

# 3 Exam Skills Trainer

## Use of English

**Strategy**
When you have finished, check your work. Read the completed sentences carefully and make sure that the meaning is the same as in the first sentences.

**5 Read the Strategy. Then complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in brackets.**

1 I'm too short to reach that book on the top shelf. (not)
I'm _____ to reach that book on the top shelf.
2 The manager had a good idea about the new project. (came)
The manager _____ a good idea about the new project.
3 Jack really wants a job in advertising. (keen)
Jack _____ find a job in advertising.
4 We only ate a few sandwiches so there are a lot left. (eat)
We _____ sandwiches so there are a lot left.
5 It's raining, but Kelly is still going for a swim. (spite)
Kelly is still going for a swim _____ rain.

## Speaking

**Strategy**
When you compare two pictures, you can describe what is happening, and you can also speculate about what might be happening, or what you think has just happened / might happen next.

**6 Read the Strategy. Then complete the phrases you can use to speculate with the words below.**

expect judging maybe me probably say

1 I _____ he's well-paid.
2 _____ by his expression, I'd _____ he's preparing for an important meeting.
3 To _____, he looks as if he's stressed, but _____ he's just concentrating.
4 He's _____ feeling stressed.

**7 Read the exam task and talk about the pictures.**

These two photos show people doing different jobs. Compare and contrast the photos. Include the following points:

- the places and the activities
- the people and their feelings
- what might happen next.

Answer the questions.

- Which job would you prefer? Why?
- What job do you want to have when you are older? Why?







## Writing

**Strategy**
Remember to address all the points given in the task and think carefully about how formal or informal your writing needs to be.

**8 Read the Strategy. Then read the exam task and tick (✓) the points 1–8 that you could include in your application.**

1 A friend told me about the job. ☐
2 My friend is also applying. ☐
3 I'm not a very sporty person. ☐
4 I've done baby-sitting a lot in the past. ☐
5 I'm not free in August. ☐
6 My interests include football and tennis. ☐
7 We did First Aid training at school last year. ☐
8 My plans are to do sports science at university in the autumn. ☐

**9 Read the advertisement and write your application. Include the points below.**

- how you found out about the job
- your current situation
- why you would be suitable
- a request for further information

Do you like sport? Are you interested in working with children? We are looking for teenagers to help run sports and games for children during the summer holidays. Enthusiasm, a sense of fun and the ability to work well in a team are all important.

Please send your application by email to info@marstonleisure.com.

# 6 Tourism

Vocabulary

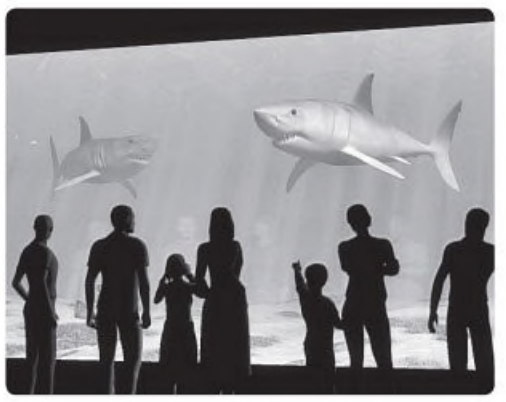
## A Worth a visit

*I can describe visitor attractions.*

**1** Complete the visitor attractions.



1 f_____



2 a_____



3 m_____



4 w_____
p_____



5 h_____



6 c_____



7 c_____



8 s_____



9 r_____



10 t_____

**2** Answer the questions with the words below.

aquarium botanical gardens museum palace theme park tower national park

Where can you ...

1 enjoy nature and see exotic plants? _____
2 learn about interesting old objects? _____
3 see where members of the royal family live? _____
4 go on exciting rides? _____
5 get a great view of a city? _____
6 see fish and sharks? _____
7 see unusual trees, plants and flowers? _____

**3** 1.21 **Listen to four tourists booking excursions. Which type of attraction from exercises 1 and 2 does each tourist decide to visit?**

Tourist 1 _____
Tourist 2 _____
Tourist 3 _____
Tourist 4 _____ Time: _____

**4** 1.21 **Listen again. Complete the sentences with the adjectives below. There are four extra adjectives.**

atmospheric beautiful busy crowded disappointing expensive impressive peaceful remote romantic spectacular touristy

1 **a** I imagine it's quite _____ .
**b** The ruins are far more _____ at night.
2 **a** The market looks _____ .
**b** The market isn't as _____ on Fridays.
3 **a** All the temples are more _____ these days.
**b** And the excursion is quite _____ , I'm afraid: £30.
4 **a** The evening excursion is much less _____ .
**b** And it's more _____ , in my opinion.

# 6B

Grammar

## Present perfect

*I can talk about recent events.*

**1 Complete the sentences with the verbs in brackets. Use the present perfect.**

1 Poor Jeff. He _____ (break) his arm.
2 Look! The sun _____ (come out).
3 John _____ (not visit) Italy.
4 Oh dear. I _____ (lose) my dictionary.
5 We _____ (not finish) our homework.
6 Harry _____ (not read) the *Hunger Games* books, but he'd like to.

**2 Complete the postcard with the present perfect form of the verbs below.**

be be buy go not go not rain take visit




Dear Amy,

We [1]_____ in the USA for two weeks. The weather [2]_____ fantastic – it [3]_____ once! We [4]_____ two cities – San Diego and Los Angeles. Now we're in San Francisco. It's a great city. We [5]_____ shopping, and I [6]_____ some clothes. I [7]_____ lots of photos, which I'll upload to my blog later. We [8]_____ to Alcatraz island yet – we're going there tomorrow. I'm really looking forward to it!

Love, Rose

AIR MAIL

Amy White
20 Oxford Road
Abingdon
UK

**3 Hannah is on holiday in Greece. Write questions and answers about the things she has and has not done.**

1 visit Athens ✗
2 spend lots of money ✓
3 go windsurfing ✓
4 read lots of books ✗
5 swim in the sea ✓
6 send many postcards ✗

1 Has she visited Athens? No, she hasn't.
2 _____ ? _____ .
3 _____ ? _____ .
4 _____ ? _____ .
5 _____ ? _____ .
6 _____ ? _____ .

**4 Choose *been* or *gone*.**

1 'Where's Dad?' 'He's **been** / **gone** to work.'
2 Joe has **been** / **gone** to town. He'll be back at about six.
3 'Have you ever **been** / **gone** surfing?' 'No, but I'd like to try it.'
4 You're late. Where have you **been** / **gone**?
5 I'd love to visit Paris again. I haven't **been** / **gone** there for years.
6 Joe was here a moment ago, but now he's **been** / **gone**.

**5 Complete the sentences with *for* or *since*.**

1 I've had this watch _____ my birthday.
2 Kate has known Pete _____ ten years.
3 We've been in Italy _____ last Tuesday.
4 I've lived in Newport _____ I was born.
5 I haven't been well _____ a few days.
6 My parents have been married _____ 1990.
7 I haven't seen Mark _____ a long time.

**6 Write questions with *How long?* Use the words in brackets. Then write two answers: one with *for* and one with *since*.**

1 I work as a tourist information officer. I started working there a year ago. (you / be)
How long have you been a tourist information officer?
For a year. / Since last year.
2 I bought this motorbike in 2012. (you / have)
_____
_____
3 Liam met Susan three years ago. (Liam / know)
_____
_____
4 Harry moved to Bath in 2010. (Harry / live)
_____
_____
5 Jo and Lizzie are sixteen and started learning English when they were ten. (they / study)
_____
_____
6 My brother started at Cardiff University in September. (he / be)
_____
_____

# 6C Listening

## Check your ticket!

*I can understand and use emphatic stress.*

**Listening Strategy**

Notice the way that speakers emphasise certain words to stress an alternative or to correct what someone has said:

'Would you like a double room or a single room?'
'A double room, please.'

'Does the plane arrive at nine?' 'No, it arrives at five.'

'Dave's in Paris.' 'No, he isn't. He's in Rome.'

**1** 1.22 **Read the Listening Strategy. Then listen and underline the stressed word in the sentences below.**

1 Actually, I ordered the chicken pasta.
2 I need two seats near the front of the plane.
3 No, there's a bus to the cathedral.
4 I'd rather go to the castle first.
5 The market is very touristy.

**2** 1.22 **Listen again. Decide which sentence came before each sentence in exercise 1: a or b. Only one option makes sense with the stressed words.**

1 a Here's your chicken curry, madam. ☐
  b Here's your vegetable pasta, madam. ☐
  Actually, I ordered the chicken pasta.
2 a I've booked you two seats near the middle of the plane. ☐
  b I've booked you a seat near the front of the plane. ☐
  I need two seats near the front of the plane.
3 a Do we have to walk to the cathedral? ☐
  b Is there a bus to the palace? ☐
  No, there's a bus to the cathedral.
4 a Let's go to the castle later. ☐
  b Let's go to the museum first. ☐
  I'd rather go to the castle first.
5 a The market is a good place to visit, isn't it? ☐
  b The whole city is really touristy, isn't it? ☐
  The market is very touristy.

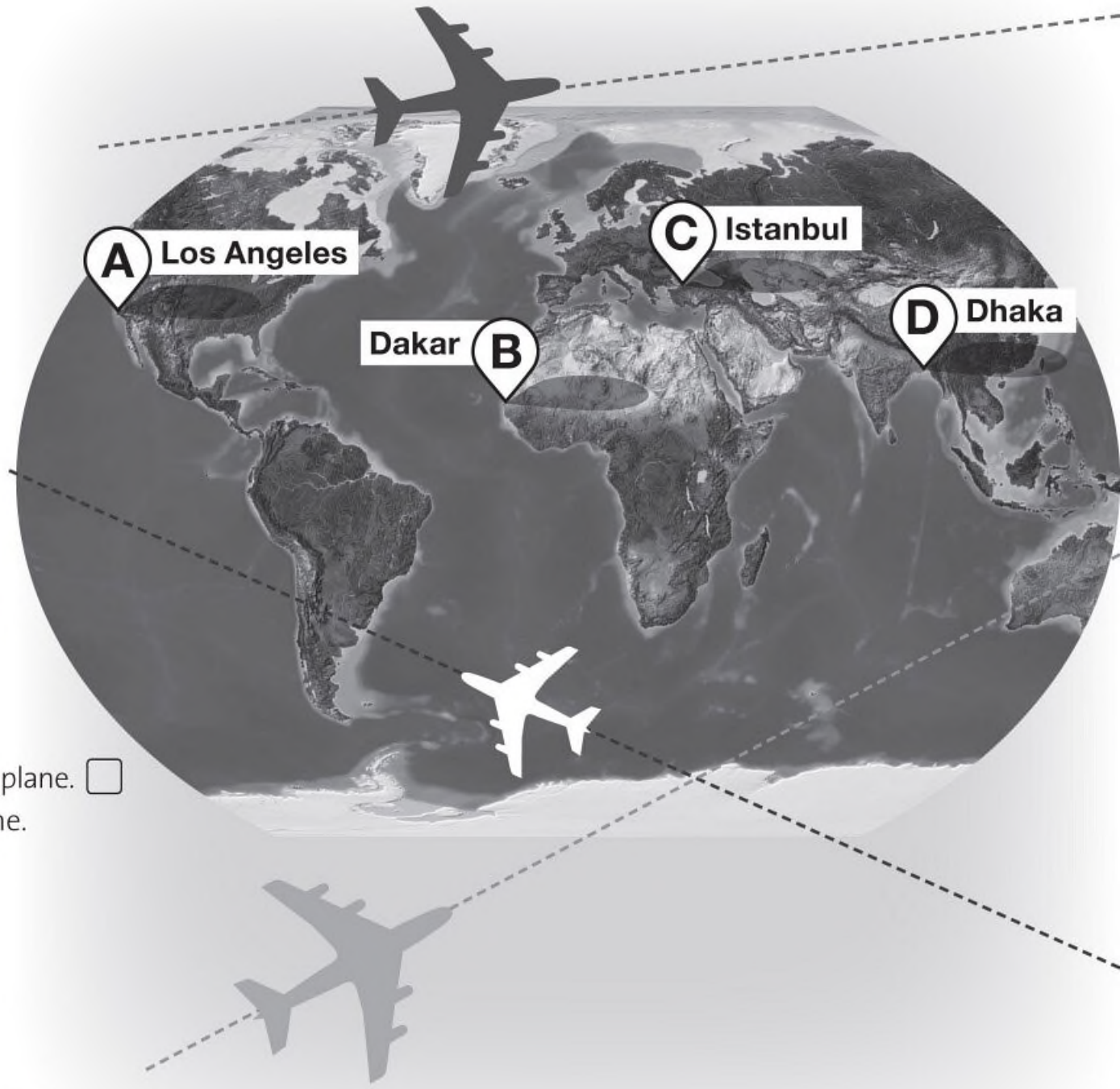
**3** **Read the mini-dialogues and underline the word you need to stress in each of B's lines.**

1 A Did you get a new smartphone for your birthday?
  B No, I got a new camera for my birthday.
2 A Did you have a good time in Egypt last month?
  B We went to Morocco last month.
3 A Did you book a double room for three nights?
  B No, I booked a single room for three nights.
4 A Shall we go by taxi or by bus?
  B Let's go by taxi.
5 A I think the zoo is closed in December.
  B No, I checked – it's open in December.

**4** 1.23 **Listen and check your answers to exercise 3.**

**5** 1.24 **Listen to a true story. Look at the map and identify the route Sandy Valdivieso and her husband flew. Is it 1, 2, 3 or 4?**

1 They flew from A to B to C to D.
2 They flew from A to C to D to B.
3 They flew from A to C to D to C to B.
4 They flew from A to C to D to C to A.




**6** 1.24 **Listen again. Are the sentences true (T) or false (F)?**

1 Sandy Valdivieso and her husband wanted to visit Africa, not Asia. ☐
2 Their journey went wrong because an employee made a mistake at the airport in Istanbul. ☐
3 They realised something was wrong as soon as the plane left Istanbul. ☐
4 They saw the location of the plane on a map while they were flying. ☐
5 They were in Bangladesh for more than twelve hours. ☐
6 Turkish Airlines don't agree that they made a mistake. ☐

# 6D

Grammar

## Contrast: past simple and present perfect

*I can distinguish the use of the past simple and the present perfect.*

**1 Choose the correct verb form (a or b) in the sentences.**

1 ___ to the west coast of Ireland? It's beautiful.
**a** Did you ever go **b** Have you ever been

2 I ___ a lot of interesting cities in my life, but I think New York is my favourite.
**a** 've visited **b** visited

3 I ___ Mexican food a few times, but it's too spicy for me.
**a** 've tried **b** tried

4 You should get your postcard soon. I ___ it a week ago.
**a** 've posted **b** posted

5 My dad ___ about two hundred photos on this holiday so far.
**a** has taken **b** took

6 ___ any souvenirs when you were in Canada?
**a** Have you bought **b** Did you buy

**2 Complete the email. Use the present perfect or past simple form of the verbs in brackets.**

To: anna@email.com

Dear Anna,

I'm on a coach tour of Europe with my parents. So far we [1]_____ (visit) two cities – Paris and Amsterdam. We [2]_____ (start) the tour in Paris. [3]_____ you _____ (go) there? It's beautiful. The first day we [4]_____ (go) up the Eiffel Tower. The view was incredible. I [5]_____ (never / see) anything like it.

Now we [6]_____ (arrive) in Florence, in Italy. Yesterday we [7]_____ (explore) the old town on foot. Then we [8]_____ (climb) up the Campanile, which is a really tall tower. There were 414 steps, but it was worth it.

Next, we're going to Rome. I [9]_____ (read) all about it last night and am really looking forward to it. I hope you're enjoying the summer. The weather here [10]_____ (be) fantastic.

Love
Daisy

photo1 ▼



**3 Complete the sentences with *has / have been, has / have gone* or *went*.**

1 Lucy isn't at home. She's *gone* to the sports centre.
2 We haven't had a holiday this year, but last year we _____ to Brazil.
3 We've got plenty of food – I _____ to the supermarket yesterday.
4 She knows Madrid very well. She _____ there lots of times since she moved to Spain.
5 I love water sports. I _____ surfing in lots of different countries.
6 I hope Toby is enjoying the summer. He _____ to Italy for six weeks.

**4 Complete the mini-dialogues. Use the correct present perfect or past simple form of the verbs in brackets.**

1 **A** _____ ever _____ (you / have) a holiday in Turkey?
**B** Yes, I _____ . I _____ (spend) two weeks there last year.
**A** Which cities _____ (you / visit)?
**B** Only two. We _____ (start) in Istanbul and then _____ (travel) to Izmir.

2 **A** _____ ever _____ (you / try) an extreme sport?
**B** No, I _____ . But I _____ (learn) to ski last winter.
**A** Really? _____ (you / enjoy) it?
**B** Yes, I _____ . In fact, yesterday I _____ (book) my next skiing holiday!

3 **A** _____ ever _____ (you / go) on a coach tour?
**B** Yes, we _____ . We _____ (go) across the USA by coach last July.
**A** How long _____ (it / take)?
**B** Three weeks. We _____ (stop) at lots of interesting places on the way.

4 **A** _____ ever _____ (you / eat) insects?
**B** Yes, I _____ . I _____ (buy) a bag of insects as a snack in Thailand. But I _____ (not enjoy) them very much.

# 6E

Word Skills

## Compounds

*I can understand and use a range of compounds related to travel.*

News Jet2.com

At Manchester Airport, an eleven-year-old boy has managed to walk through all the security [1]_____ and fly to Rome. He did not have a passport or a boarding [2]_____ .

According to news reports, Liam Corcoran was with his mother in a nearby shopping [3]_____ when he decided to go off on his own. He went to Manchester Airport, where he succeeded in reaching the departure [4]_____ without having a ticket or any other kind of document. Because it was high [5]_____ , the airport was extremely crowded and nobody noticed him. He boarded a Jet2 flight to Rome and the plane took off. During the flight, a few other passengers in economy [6]_____ became suspicious about the boy and told the cabin [7]_____ . The captain then radioed the airport and confirmed that they had an extra passenger!




**1 Complete the text with the words below.**

centre checks class crew lounge pass season

**2 Match the two halves of the compounds.**

| | |
|---|---|
| 1 flight | a belt |
| 2 low | b room |
| 3 passport | c attendant |
| 4 first | d season |
| 5 flight | e number |
| 6 online | f check-in |
| 7 seat | g control |
| 8 hand | h class |
| 9 baggage | i luggage |
| 10 single | j carousel |

**3 Complete the sentences with the compounds in exercise 2.**

1 As his four-year-old son sat down on the _____ _____, it started to move.
2 Our _____ _____ is EZY 8512.
3 He doesn't always sit in _____ _____, even though he owns the airline.
4 I asked the _____ _____ for a pair of headphones.
5 You can keep your _____ _____ under the seat in front of you.
6 When several flights land at the same time, there are long queues at _____ _____.
7 When you're travelling alone, it's cheaper to book a _____ _____.
8 Using _____ _____ can save you time at the airport.
9 Hotels are a lot cheaper during _____ _____.
10 You must wear your _____ _____ when the plane is taking off and landing.

**VOCAB BOOST!**

When you record new nouns, look for compounds which include those nouns. You can sometimes find these compounds under the same dictionary entry, but sometimes they have their own entries.

**4 Read the *Vocab boost!* box. Study the dictionary extract below and answer the questions.**

1 How many compounds are there in total? _____
2 How many separate entries are there? _____

**baggage** /'bægɪdʒ/ *noun* [U] bags, suitcases, etc. used for carrying sb's clothes and things on a journey: **excess baggage** (= baggage weighing more than the airline's allowed limit) ◆ *I went to wait for my suitcase at baggage reclaim.* SYN **luggage**
**baggage room (US)** = left-luggage office

**5 Use a dictionary to find compounds that include these words.**

1 bus: _____
_____
2 tourist: _____
_____
3 air: _____
_____

# 6F

Reading

## Holidays without parents

*I can understand a text about a holiday without parents.*

**Revision:** Student's Book page 69

**1** **Complete the holiday-related compound nouns. Use the words below. Which of them are written as one word?**

back camp pen sun sun sun travel travel

1 _____guide
2 _____burn
3 _____friend
4 _____cream
5 _____pack
6 _____glasses
7 _____site
8 _____programme

**2** **Read the texts. Are the sentences true (T) or false (F)?**

1 Sam's parents chose his holiday. ☐
2 Sam had a frightening experience. ☐
3 The weather was good during Harriet's holiday. ☐
4 Harriet's holiday was shorter than she expected. ☐

**Reading Strategy**

Do not assume that because a multiple-choice option contains words from the text, it is correct. Focus on meaning, not on individual words.

Treat each option as a true or false task in order to find the option that is true.

**3** **Read the Reading Strategy. For questions 1–4, choose the correct option (a–d).**

1 When Sam's brother was twelve, he and his cousin
  **a** did not enjoy their trip together.
  **b** had a terrible holiday, but got over it quickly.
  **c** went camping near the River Thames.
  **d** went canoeing with his parents.
2 On Sam's first holiday without his parents, he
  **a** walked all the way to the Lake District.
  **b** had to hitch-hike across some mountains.
  **c** kept warm, but couldn't keep dry.
  **d** ate less food than he wanted to eat.
3 Harriet
  **a** went on holiday with six friends.
  **b** has been on one holiday without her mum and dad.
  **c** arranged accommodation before the holiday.
  **d** had a miserable time from the start of the holiday.
4 The holiday taught Harriet
  **a** that it's best to take a map with you when you go backpacking.
  **b** never to go backpacking in Britain.
  **c** why backpacking in Britain in March isn't popular.
  **d** to check the weather forecast before a holiday.

***Have you ever been on holiday without your parents? Would you like to? Read this before you decide ...***

### SAM

I come from a strange family. My parents have always believed that we should learn to look after ourselves from an early age. That included holidays. I remember my poor brother went on a canoeing trip on the River Thames with a cousin when they were both just twelve years old. They had a miserable time and have never really recovered from the experience. When I was fifteen, they decided I was old enough to go on holiday with just my best friend. 'You're going to hitch-hike to the Lake District with a tent and a backpack; you're going to camp, up in the mountains, for a week; and then – if you're still alive – you're going to hitch-hike back again.' So we hitch-hiked for hundreds of kilometres, we camped, we got cold and wet and scared, and couldn't afford to buy enough food. But, against the odds, we survived.




### HARRIET

I've been on a number of holidays without my parents, but the first holiday was two years ago, when I was sixteen. Six of us decided to go backpacking in Wales during the school holidays. I booked cheap hotels before we left. The first two days were fine. But at the end of the second day, we lost our way. It was pouring with rain and it was getting dark. We eventually came to a farmhouse and knocked on the door. We were so dirty and wet that they didn't let us into the house. We had to wait in the garage! But they let us phone the hotel. Anyway, the hotel manager kindly sent a car for us. But the next day it was still raining so we decided to take the train home. I've learned why no one goes backpacking in Britain in March – it rains non-stop and the fields are covered in deep mud. I've never had such a miserable time! My holidays since then have been in warm places with dry weather!

# 6G Speaking

## Planning a holiday

*I can discuss and plan a holiday trip.*

**1 Complete the tourist attractions with *a*, *e*, *i*, *o* and *u*.**

1 m__n__m__nt
2 m__s__c__l
3 s__f__r__ p__rk
4 f__st__v__l
5 c__rn__v__l
6 ch__rch
7 c__nc__rt
8 sq__ __r__
9 th__ __tr__
10 __ld t__wn
11 r__st__ __r__nt
12 p__rk
13 sh__pp__ng d__str__ct
14 __p__r__ h__ __s__

**2 Put the phrases into the correct groups.**

Do you fancy ... ? Either suggestion is fine by me.
I don't mind. I don't think that's a great idea.
I like that idea. I'd rather not. It would be nice ...
I'm not sure about that. I'm not very keen on that idea.
Let's do that. Shall we ... ? Yes. Why not?
That sounds like a great idea. That's a really good plan.
They're both good ideas. We could always ... Let's ...
What a good idea! What about ... ? Why don't we ... ?

**Making suggestions**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

**Accepting a suggestion**

7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____

**Declining a suggestion**

14 _____
15 _____
16 _____
17 _____

**Expressing no preference**

18 _____
19 _____
20 _____

**3 Complete the sentences with the words below.**

about buy nice park repeat
say town walk worth

1 The nicest restaurant is in the _____ centre.
2 What _____ the hotel near the station?
3 There's a _____ little hotel in the Old Town.
4 It's near the cathedral, which is also _____ a visit.
5 Sorry, did you _____ 'Indian restaurant'?
6 Could you _____ that, please?
7 The cathedral near the _____ is very historic and atmospheric.
8 We can _____ or we can take the tram.
9 We could always _____ a travel card.

**4 1.25 Listen to two people discussing a trip to a city. Choose the correct answers.**

1 They choose the **more expensive** / **cheaper** hotel.
2 There are a number of restaurants that serve **local** / **foreign** food.
3 They decide **to buy** / **not to buy** a travel card.

**Speaking Strategy**

If you don't understand something someone has said, don't panic! Ask for clarification. You can use these phrases:

*Sorry, did you say ... ?* *Could you repeat that, please?*
*Pardon?* *Sorry, what does 'tourist attraction' mean?*

**5 Read the Speaking Strategy and the task below. Then make notes on each of the four points.**

You are planning a trip with a friend to a famous town in your country. Discuss the trip with your friend and agree on:

- places to stay
- interesting buildings, monuments, etc.
- ways to travel around
- good restaurants

1 Are there any good places to stay? How much do they cost? Where are they? _____
_____
2 What interesting buildings or monuments are there to see?
_____
_____
3 What's the best way to get around? _____
_____
4 Are there any good places to eat? Type of food? Where?
First recommendation: _____
_____
Second recommendation: _____
_____

**6 Now do the task from exercise 5 using your notes.**

# 6H

Writing

## A holiday blog

*I can write a holiday blog post.*

### Preparation

**1 Complete the collocations with the verbs below.**

buy eat go go hire lie play visit

1 _____ for a walk / for a bike ride / on a boat trip
2 _____ souvenirs
3 _____ a castle / a mosque / a museum
4 _____ a car / a kayak / a bike
5 _____ table tennis / beach volleyball
6 _____ abseiling / mountain biking / surfing / shopping / kayaking
7 _____ on a beach
8 _____ out

**2 Read the blog post. Find two more activities you can add to 1–8 in exercise 1.**

7.35 pm @Sam2020

Having a great time on our cycling tour of Provence in the South of France. We arrived on Saturday after a long journey on the train from London. We've cycled about 150 km since Saturday morning and I'm exhausted! Danny is tired too, but he's fitter than I am. The countryside is beautiful, but there are lots of hills!! The weather has been warm and sunny – maybe a little too hot for me. We've stayed at a different place every night so far. Two nights ago we stayed at a farm, and last night we stayed in a small hotel. Staying in a castle tonight, which is amazing! Tomorrow, we're visiting a lake. It's quite a long way from here, in the mountains. We'll stay there all afternoon and go swimming. Looking forward to it! I'll post again in two days.

**Writing Strategy**

In informal style (e.g. in emails, blogs and postcards) we can omit sentence subjects *I* and *we*.

*Must go now!* *Wish you were here!*

With the present continuous, we can also omit the auxiliaries *am* and *are*.

*Having a great time in Italy!*

However, only do this once or twice in a text. Do not omit every instance of *I* and *we*.

**3 Read the Writing Strategy. Then find these sentences in the blog post. What word or words did the writer omit from the start?**

1 _____ having a great time on our cycling tour ...
2 _____ staying in a castle tonight ...
3 _____ looking forward to it!

**4 Read the sentences below. Cross out the words which could be omitted to make them more informal.**

1 I wish I could stay here longer!
2 I'm taking lots of photos to show you.
3 I'll see you soon!

**5 Read the task. Then prepare to write your blog post by inventing answers to questions 1–5 below.**

You are on holiday with a friend, touring around a country. Write a blog entry with information about:

- where you are touring and how you are travelling
- the weather
- some places you have stayed
- something you plan to do in the next few days.

1 Where are you touring?
2 How are you travelling?
3 What is the weather like?
4 Where have you stayed?
5 What are your plans?

### Writing Guide

**6 Write your blog post using your notes from exercise 5.**

**CHECK YOUR WORK**

**Have you ...**

- ☐ included all the information in your plan?
- ☐ omitted the first word(s) from one or two sentences to make the style more informal?
- ☐ checked your spelling and grammar?

# 6 Review Unit 6

## Vocabulary

**1 What tourist attractions would these people like to see? Match the attractions below to the people (1–8).**

aquarium botanical gardens harbour market palace national park temple theme park

1 Your friend loves old buildings and stories of kings and queens. _____
2 Your cousin likes watching boats coming and going. _____
3 Your mother wants to shop for local goods. _____
4 Your friend enjoys going on fast, scary rides. _____
5 Your aunt is interested in rare plants and flowers. _____
6 Your brother wants to see exotic fish and sea creatures. _____
7 Your uncle likes visiting religious buildings. _____
8 Your sister wants to see beautiful countryside preserved in its natural state. _____

Mark: ___ / 8

**2 Steve is writing in his journal about a place he is visiting. Complete the journal entry with the words below.**

atmospheric cheap crowded disappointing historic impressive remote touristy

*We've been here for two days. We're staying in a* [1] _____ *hotel. It was built in the 17th century. The public rooms are very* [2] _____ *, with lots of valuable furniture and paintings. But after seeing those, the bedrooms are* [3] _____ *– very small and dark. It's not* [4] _____ *either. It costs much more money than I planned to spend! The location of the hotel is rather* [5] _____ *, so you have to hire a car or motorbike to get to town. Most of the town is very* [6] _____ *. With narrow alleys and old stone houses, it sometimes feels like you're in a film. The main market, though, is extremely* [7] _____ *. You can only buy silly hats, scarves and 'hand-made' dolls. The market and the main square are also very* [8] _____ *. It's almost impossible to walk around because of all the people.*

Mark: ___ / 8

**3 Complete the compound nouns in the sentences with the words below.**

burn cream friend glasses guide pack site

1 I put on plenty of sun_____ , but I still got sun_____ !
2 I bought a lovely pair of sun_____ at the market. I'm going to wear them on the beach.
3 The camp_____ was full, so we had to sleep in our car.
4 My back_____ was so heavy I could barely walk!
5 I went to Manchester to meet my pen_____ from primary school.
6 I never carry a travel _____ because I like to discover things on my own.

Mark: ___ / 7

**4 Complete the words.**

1 You can see famous paintings here.
g_____
2 There's lots of singing and dancing in the street.
c_____
3 You can hear lots of different bands and singers here.
f_____
4 You can see plays and shows here.
t_____
5 It's a large, open space in a town, with buildings around.
s_____
6 It's the part of the town with lots of historic buildings.
o_____ t_____
8 You can see exotic animals here.
s_____ p_____

Mark: ___ / 8

## Word Skills

**5 Match the words in A with the words in B to make compound nouns. Then use them to complete the texts.**

A bag boarding check-in departure flight hand baggage passport window

B attendant desk carousel control drop gate luggage pass seat

There is so much you can do on your computer before a flight that you no longer have to go to the [1] _____ when you arrive at the airport. If you have printed your [2] _____ , you can leave your luggage at the [3] _____ and go directly to the [4] _____ .

# 6 Review Unit 6

When I fly, I can't decide if it's better to have a [5]_____ or to sit by the aisle. When you're on the aisle, it's easier to talk to the [6]_____, and you can reach your [7]_____ in the cupboard above your seat if you need it. Also, at the end of the flight you can get off the plane faster, pick up your luggage from the [8]_____, get through [9]_____ and start enjoying your holiday.

Mark: ___ / 9

## Grammar

**6 Complete the sentences with the correct present perfect form of the verbs in brackets.**

1 We _____ (visit) several galleries in New York so far, but there are more we want to see.
2 Stanley _____ (not be) in the choir for long, but his singing is outstanding.
3 _____ (you / be) to the zoo in Taipei? It's amazing.
4 How long _____ (you / live) in Barcelona?
5 I _____ (not see) James since we left secondary school. It will be great to catch up with him.
6 You _____ (not call) Sam. Is there a reason? He's waiting to hear from you.
7 'Where's Cathy?' 'She _____ (go) to the shops. She'll be back soon.'
8 I _____ (be) to Paris three times.

Mark: ___ / 8

**7 Complete the email with the correct past simple or present perfect form of the verbs in brackets.**

Hi Lisa!

We [1]_____ (be) in Siena for three days. I really love it now, although I [2]_____ (not like) it much at first. We [3]_____ (arrive) very late on Wednesday night and we [4]_____ (discover) that our room reservations [5]_____ (not exist) and that the hotel [6]_____ (not have) any other rooms available. I [7]_____ (deal) with the owners of many small hotels through the years, but I [8]_____ (never meet) one as kind and generous as Signora Tenaglia. She [9]_____ (call) all over town until she [10]_____ (find) a really nice room for us, and she also invited us to have a home-cooked meal with her. We [11]_____ (not do) it yet, but we [12]_____ (decide) to do it on Tuesday.

See you soon,

Emma

Mark: ___ / 12

## Use of English

**8 Choose the correct answers (a, b or c).**

Stephen has visited many places since he first started travelling in his late teens. He has toured the United States, has spent several months in different parts of Asia and [1]_____ every country in Europe at least once. But he still remembers his very first trip abroad [2]_____ the experience was so new and the places he saw seemed amazingly beautiful. He [3]_____ this trip just after he left school, when he was nineteen years old. He couldn't find anyone to go with him, so he put some clothes and a travel guide in his backpack and went to Spain on his own. He has never [4]_____ the month he spent there because of the things he learned about the kindness of strangers, the beauty of other countries and, [5]_____ of all, the wonderful feeling of being independent for the first time.

| | | | |
|---|---|---|---|
| 1 | a has visited | b was visiting | c visits |
| 2 | a so that | b because | c despite |
| 3 | a was taking | b has taken | c took |
| 4 | a forgot | b forget | c forgotten |
| 5 | a most | b more | c much |

Mark: ___ / 5

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe visitor attractions. | | | |
| I can talk about recent events. | | | |
| I can understand and use emphatic stress. | | | |
| I can distinguish the use of the past simple and the present perfect. | | | |
| I can understand and use a range of compounds related to travel. | | | |
| I can understand a text about holidays without parents. | | | |
| I can discuss and plan a holiday trip. | | | |
| I can write a holiday blog post. | | | |

# 7 Money

Vocabulary

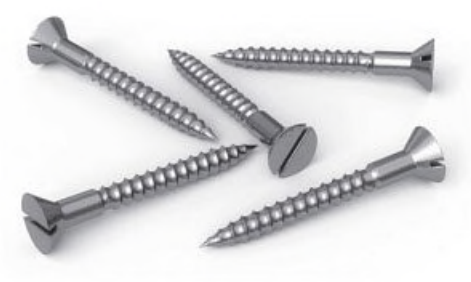
## A Spending power

*I can talk about different shops and services.*

**1** 2.02 **Listen and write the numbers. Use the correct symbols: £, €, $ and ¥.**

a €1,000,000
b _____
c _____
d _____
e _____
f _____
g _____
h _____

**2 Where can you buy these things? Complete the names of the shops with the correct words.**



1 D_____
s_____



2 b_____



3 g_____



4 b_____



5 c_____
s_____



6 c_____
s_____



7 g_____
c_____




8 p_____
o_____




9 s_____
s_____



10 s_____

**3 Where can you do these things? Complete the answers with the words below.**

bank charity shop deli (delicatessen) estate agent's launderette DIY store optician's takeaway

Where can you ...

1 buy cold meat, cheese, olives, etc.? _____
2 buy a hot meal to eat at home? _____
3 keep your money? _____
4 get glasses for your eyes? _____
5 buy cheap second-hand things? _____
6 find houses and flats for sale? _____
7 wash your clothes? _____
8 buy things to decorate your house? _____

**4** 2.03 **Listen to four dialogues. Which shops are the people in?**

1 _____
2 _____
3 _____
4 _____

**5 Complete the dialogues with the words below.**

1 bargain discount price tag sale

**Emma** Are those jeans new?
**Kelly** Yes, I bought them in a [1]_____ .
**Emma** How much were they?
**Kelly** Well, I looked at the [2]_____ and it said £45. But when I got to the till, the sales assistant gave me a £20 [3]_____ , so they were only £25.
**Emma** That was a [4]_____ !

2 coupon receipt refund special offer

**Fred** I'd like to buy this scarf, please. Can I use this [5]_____ ? It says I can have a £5 discount.
**Sales assistant** No, I'm afraid you can only use it on full-price items. This scarf is already on [6]_____ .
**Fred** OK. I'll buy it anyway. Actually, it's a present. If my friend doesn't like it, can she bring it back and get a [7]_____ ?
**Sales assistant** Yes, if you give her the [8]_____ .

7B

Grammar

# Second conditional

*I can talk about imaginary situations and their consequences.*

**1 Complete the second conditional sentences with the correct form of the verbs below.**

be can feel have help not stay up not take win

1 If you had a problem, I _____ you.
2 If I _____ more time, I'd see more of my friends.
3 I _____ the bus to school if I had a bike.
4 If you _____ so late, you wouldn't be so tired in the morning.
5 How _____ you _____ if Sam didn't invite you to his party?
6 My parents _____ cross if I didn't revise for my exams.
7 You _____ afford a new mobile if you didn't waste your money on DVDs and games.
8 If I _____ the lottery, I'd buy my mum a new car.

**2 Complete the money-saving tips with the correct form of the verbs in brackets.**

## READERS' *top tips!*

We asked readers what they would do if they needed to save money. Here are their ideas!

1 If we _____ (drive) more slowly, we _____ (not use) so much petrol.

2 If we only _____ (buy) the food we needed, we _____ (not throw) so much food away.

3 If we _____ (borrow) books and DVDs from libraries, we _____ (not have to) buy them.

4 If we _____ (drink) water from the tap rather than bottled water, we _____ (save) a lot of money.

5 If everyone _____ (wear) an extra jumper or two in the winter, they _____ (can) turn down their heating and save money.

6 If degree courses _____ (be) shorter, students _____ (spend) less on tuition fees and accommodation.

7 If we _____ (turn off) the lights every time we left a room, we _____ (not use) so much electricity.

**3 Complete the second conditional questions in the quiz below with the correct form of the verbs in brackets. Then do the quiz.**

## What would you do if …

1 you _____ (see) a road accident?
- ☐ film it on my mobile
- ☐ call the police
- ☐ help the people in the accident

2 your friend _____ (give) you a present that you _____ (not like)?
- ☐ throw it away
- ☐ ask your friend to change it
- ☐ keep it and say nothing

3 you _____ (can) speak perfect English?
- ☐ move to Britain or the USA
- ☐ become an interpreter
- ☐ learn more languages

4 you _____ (know) that a classmate was cheating in an exam?
- ☐ tell the teacher
- ☐ talk to the classmate about it
- ☐ nothing

5 you _____ (break) your friend's mobile?
- ☐ give him / her your mobile
- ☐ buy a new one
- ☐ say that you didn't break it

6 you _____ (find) €100 in school?
- ☐ keep it
- ☐ give it to a teacher
- ☐ give it to a charity

**4 Now write your answers to the quiz in exercise 3 as conditional sentences.**

1 If I saw a road accident, I'd _____
2 _____
3 _____
4 _____
5 _____
6 _____

# 7C Listening

## Honesty pays

*I can work out the kind of information I need to complete a listening task.*

**Revision:** Student's Book page 77

**1 Circle the correct verbs to complete the sentences.**

1 The restaurant **charges** / **costs** $3 for water.
2 We **saved** / **saved up** a lot of money by booking the flights online.
3 If you **buy** / **spend** the cinema tickets, I'll **owe** / **pay for** the drinks and popcorn.
4 Don't worry – if you can't **afford** / **spend** to buy lunch, I can **borrow / lend** you some money.
5 He's always short of money because he **loses** / **wastes** about €5 a day on drinks and snacks.
6 I **borrow** / **owe** my parents €50 from last summer.
7 If I **charge** / **run out of** money, I'll **borrow** / **lend** some from my parents.
8 We can **buy** / **charge** three books because they only **cost** / **pay for** €4 each.

**2 2.04 Listen to the true story of a student in Australia. Which is the best title? Tick a, b or c.**

a An honest student gets a reward ☐
b Crime doesn't pay ☐
c How to find a job in TV ☐

**Listening Strategy**

Before you listen, carefully read the summary and think about what you need to fill each gap. Think about the part of speech (noun, adjective, verb, etc.) and the kind of information (a time or date, number, age, place, an adjective that describes a feeling, etc.) that should go in each gap.

**3 Read the Listening Strategy and the summary below. What kind of information do you need for each answer? Choose from the alternatives below.**

an adjective to describe a feeling  a country  a job
a number  a period of time  a room

Mr Amarsinghe was short of money so he took a part-time job as [1]_____ . He was working in [2]_____ on the ground floor of a TV company, when he found some money. At first, Mr Amarsinghe, who was born in [3]_____ , thought it was a trick and decided not to take the money. The police arrived and found more than [4]_____ dollars. No one claimed the money but the police phoned Amarsinghe after [5]_____ and told him that most of the money was now his. A judge decided that he deserved the money for his honesty. Amarsinghe was of course [6]_____ when he heard this, but he wasn't sure how he would spend the money.

1 The information needed is _____ .
2 The information needed is _____ .
3 The information needed is _____ .
4 The information needed is _____ .
5 The information needed is _____ .
6 The information needed is _____ .

**4 2.04 Listen again and write the correct words to complete the gaps in the summary in exercise 3. Use between 1 and 3 words for each gap.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

**5 Read the questions and think about the kind of information you need for the answers to the questions.**

1 Where is the apartment that speaker 1 mentions? _____
2 How much did speaker 2 spend on cosmetics? _____
3 How long has speaker 3 had his job? _____
4 What is speaker 4's hobby? _____

**6 2.05 Listen to four different speakers and answer the questions in exercise 5.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____

**7 2.05 Listen again and match speakers 1–4 with sentences A–E. There is one extra sentence.**

This speaker:

A asked for a pay rise at work, but did not get it. ☐
B borrowed money for a holiday, but did not go. ☐
C receives gifts of money, but never spends it. ☐
D tried to raise money for charity, but did not get much. ☐
E tried to get a refund in a shop, but failed. ☐

The extra sentence is ☐.

# 7D

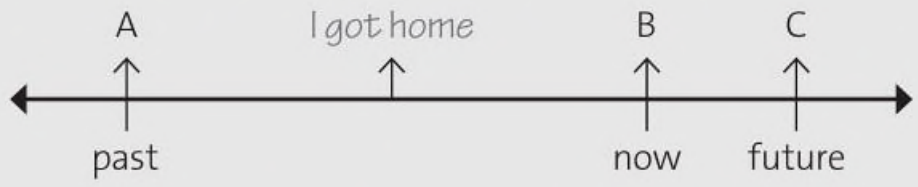
Grammar

## Past perfect

*I can talk about events happening at different times in the past.*

**1 Read the example of the past perfect. Then look at the timeline and answer the question below.**

When I got home, somebody had tidied my room.

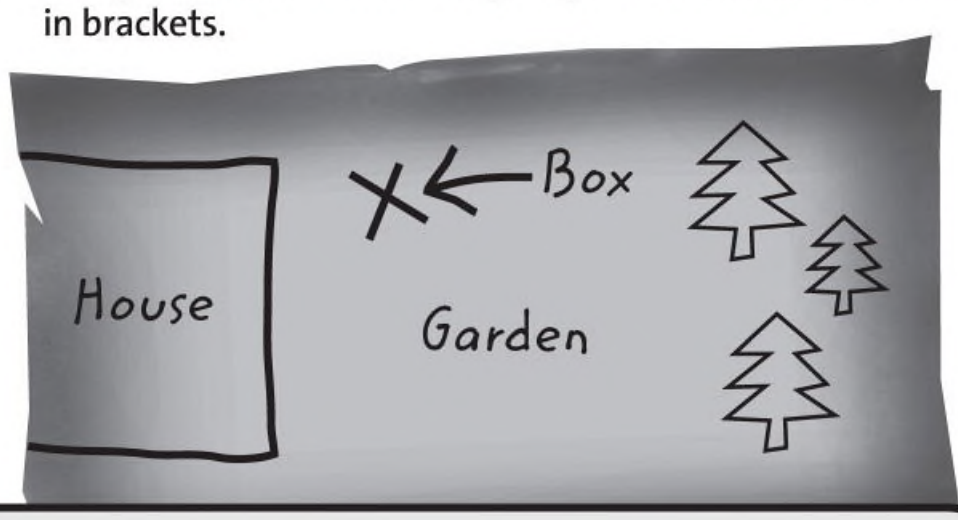



When did somebody tidy my room? A ☐ B ☐ C ☐

**2 Complete the sentences with the past perfect form of the verbs in brackets.**

1 Tom _____ (take) his bike apart and was trying to fix it.
2 She took out a letter which she _____ (keep) in a drawer for years.
3 When I clicked 'buy', the price _____ (increase).
4 I was cross when the computer suddenly switched off, because I _____ (not save) my document.
5 He couldn't move back to London because he _____ (sell) his flat there.

**3 Complete the text with the past perfect form of the verbs in brackets.**



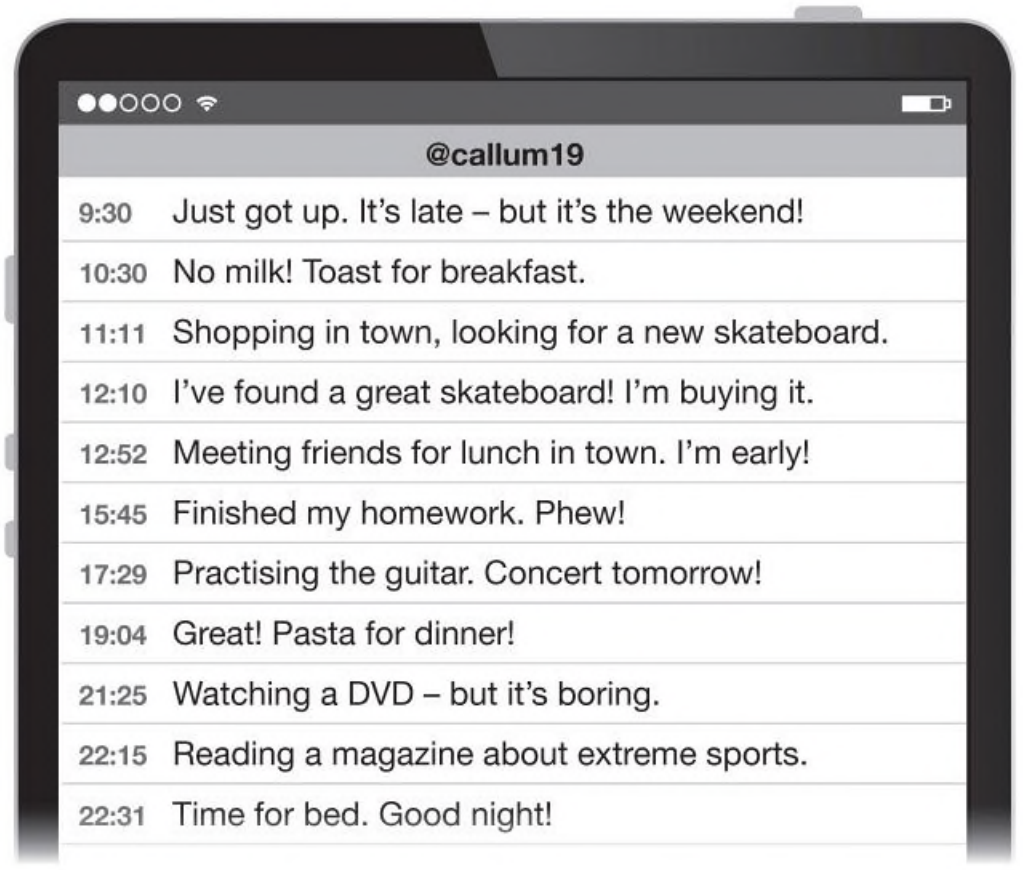

A family in Wales has tried, without success, to get their hands on £5,000 which belongs to them. Six months ago, Richard Williams found a note inside a book. It was from his father, Allan Jones, who [1]_____ (die) two years earlier. The note told Richard about a metal box with £5,000 inside – money that his father [2]_____ (save up) during his lifetime. Before he died, his father [3]_____ (bury) the box in the garden, near the house. Then he [4]_____ (write) a note for the family. He [5]_____ (draw) a small map too, showing the exact location of the money.

Unfortunately, since Allan's death, the Williams family [6]_____ (do) some building work. They [7]_____ (add) two rooms to the back of house – directly on top of the buried money! 'If we tried to get the money now, we'd cause too much damage. It would cost more than £5,000 to repair it,' says Richard, who [8]_____ (not know) anything about his father's money until he found the note.

**4 Rewrite the following sentences using one past perfect verb and one past simple verb.**

1 I bought a ticket, then I checked the numbers.
After I'd bought a ticket, I checked the numbers.
2 We bought some chicken, then we made dinner.
When _____
3 My parents went out, then I got home.
When _____
4 The sun came out, then we arrived at the beach.
After _____
5 I took my bike apart, then I cleaned every piece.
After _____
6 It got dark, then we arrived at the hotel.
When _____
7 I spoke to my dad, then I applied for the job.
After _____
8 She read the letter, then she began to laugh.
When _____

**5 Look at the updates showing what Callum did yesterday. Then write more sentences like the example. Use the past perfect and the past simple.**



@callum19

| | |
|---|---|
| 9:30 | Just got up. It's late – but it's the weekend! |
| 10:30 | No milk! Toast for breakfast. |
| 11:11 | Shopping in town, looking for a new skateboard. |
| 12:10 | I've found a great skateboard! I'm buying it. |
| 12:52 | Meeting friends for lunch in town. I'm early! |
| 15:45 | Finished my homework. Phew! |
| 17:29 | Practising the guitar. Concert tomorrow! |
| 19:04 | Great! Pasta for dinner! |
| 21:25 | Watching a DVD – but it's boring. |
| 22:15 | Reading a magazine about extreme sports. |
| 22:31 | Time for bed. Good night! |

1 get up / have breakfast
After he'd got up, he had breakfast.
2 have breakfast / go shopping
_____
3 buy a skateboard / meet friends for lunch
_____
4 finish his homework / practise the guitar
_____
5 have dinner / watch a DVD
_____
6 read a magazine / go to bed
_____

# 7E

Word Skills

## Verb + infinitive or *-ing* form

*I can identify and use different verb patterns.*

**1 Circle the correct verb form in these sentences. Tick the box if both forms are correct.**

1 My friends agreed **paying** / **to pay** for my ticket. ☐
2 I don't mind **cycling** / **to cycle** in the rain. ☐
3 I've started **learning** / **to learn** the saxophone. ☐
4 Two men have admitted **stealing** / **to steal** the painting. ☐
5 We ended up **staying** / **to stay** at the hotel for a week instead of two nights. ☐
6 Do you like **going** / **to go** for walks on the beach? ☐
7 I hate **seeing** / **to see** animals in pain. ☐
8 I don't expect **passing** / **to pass** all my exams. ☐
9 She offered **phoning** / **to phone** me later. ☐

**2 Complete the text with the infinitive or *-ing* form of the verbs in brackets. Sometimes both are correct.**




At the end of a long journey, most people prefer [1] *to get* (get) home and relax as soon as possible. They don't fancy [2]_____ (shop), but they don't want [3]_____ (arrive) home with nothing to eat.

Now, travellers who pass through Gatwick Airport in London can avoid [4]_____ (return) home to an empty fridge by choosing [5]_____ (visit) a virtual shop. There are no real products in the shop, only images on ten large screens. When you decide [6]_____ (buy) something, you use your smartphone to scan it. You keep [7]_____ (scan) items until you've found everything you need, then you pay. After that, you can spend a week or two [8]_____ (enjoy) your holiday. The shop promises [9]_____ (deliver) your shopping soon after you get home. According to the retailer, the virtual shop is a perfect combination of traditional and online shopping. People enjoy [10]_____ (look) around shops, but they also love [11]_____ (shop) online because it's so convenient.

**3 Study the dictionary entries and answer the questions.**

1 How many meanings are there for each verb?
_____
2 Which verb takes an infinitive? _____
3 Which verb takes an *-ing* form? _____
4 Which entry shows the verb pattern at the start of one meaning? _____
5 Which entry only shows the verb pattern in an example?
_____
6 Which entry uses ***bold and italic type*** for two words that often go together? _____

**fail** / feɪl / *verb* **1** [I, T] to not be successful in sth: *She failed her driving test* • *I feel that I've failed – I'm 25 and I still haven't got a job* **2** [I] **fail to do sth** to not do sth *She failed to notice that the front door was open.*

**risk** / rɪsk / *verb* [T] **1** to put sth or yourself in a dangerous position: *The man **risked** his **life** to save the little boy* **2** to take the chance of sth unpleasant happening: *If you don't work hard now, you risk failing your exams.*

**VOCAB BOOST!**

When you learn new verbs, it is a good idea to learn the verb pattern at the same time, if there is one. You can write it like this:

*suggest doing something*

*refuse to do something*

Writing an example is a good way to learn the pattern. An example that is true for you might make it easier to remember:

*My brother always suggests playing video games.*

*My sister refuses to help me with my homework.*

**4 Write example sentences to show the verb patterns for these verbs.**

1 hope _____
_____
_____
2 fancy _____
_____
_____
3 pretend _____
_____
_____
4 can't stand _____
_____
_____

# 7F

Reading

## Billionaire lifestyle?

*I can understand an article about an unusual multi-millionaire.*

**Revision:** Student's Book page 80

**1 Circle the correct words (a or b) to complete the text.**

My uncle is the [1]_____ of a small company that makes mobile phone batteries. His company has [2]_____ with one of the biggest mobile phone companies in the world. It generates a lot of [3]_____ for my uncle's company.

My sister is [4]_____ . She has started a number of businesses, and taken quite a lot of risks. She is always asking for [5]_____ , but it is difficult to find [6]_____ who want to lend her money. Although her companies make quite big [7]_____ , she doesn't pay herself a very big [8]_____ .

| | | |
|---|---|---|
| 1 | a CEO | b entrepreneur |
| 2 | a a contract | b a funding |
| 3 | a salary | b income |
| 4 | a an investor | b an entrepreneur |
| 5 | a profits | b funding |
| 6 | a CEOs | b investors |
| 7 | a profits | b investors |
| 8 | a funding | b salary |

**2 Read the text about Warren Buffet, ignoring the gaps. Which sentence is true: a, b or c?**

a Warren Buffet is a billionaire who enjoys spending money.
b Warren Buffet made billions, but has given all his money away.
c Warren Buffet is a billionaire and leads a modest lifestyle.

**Reading Strategy**

When you do a task with gapped sentences, study the sentence after each gap and look for any connections with the missing sentence. For example, if it begins with *but*, there is a contrast. Other words suggest other types of connection:

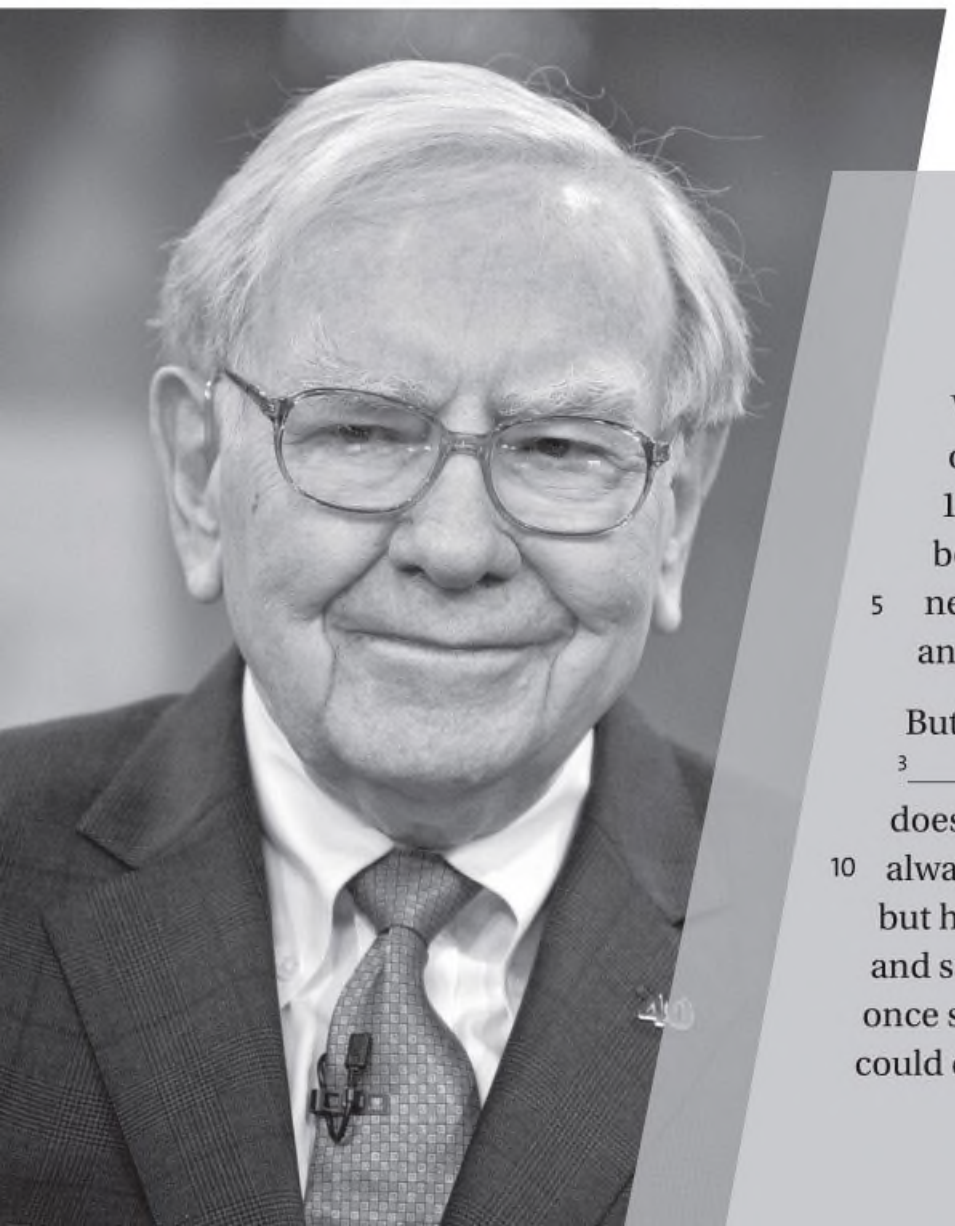
- similarity: *too*
- cause / result: *so*
- a different option: *or*

**3 Read the Reading Strategy. Then match sentences A–G with gaps 1–5 in the text. There are two extra sentences.**

A He doesn't plan to give his children very much money when he dies.
B By the age of twenty he had made and saved $9,800 (about $100,000 in today's money).
C However, he became the richest man in the world.
D As a teenager, he worked in his grandfather's shop and delivered newspapers.
E Although he is rich, he isn't very happy.
F Only his clothes are expensive, but he says they look cheap when he puts them on!
G He still lives in Omaha, in the house he bought more than fifty years ago.

**4 Read the text again, including the missing sentences in exercise 3. Are the sentences true (T) or false (F)?**

1 Buffet is over 80 years old. ☐
2 He started earning money when he was a teenager. ☐
3 He has recently moved into a very expensive new house. ☐
4 The food he eats now is the same as the food he ate when he was young. ☐
5 He plans to give a lot of money to his children. ☐



# Warren Buffet

Warren Buffet is the most successful investor of the 20th century and one of the richest men in the world. Buffet was born in Omaha, Nebraska in 1930. He first became an investor at the age of eleven. [1]_____ He also bought chewing gum, Coca-Cola and magazines from him and sold them to neighbours. [2]_____ By his early thirties, he had become a millionaire, and by 1990 he was a billionaire.

But although he is very rich, his lifestyle isn't particularly extravagant. [3]_____ It only cost him $31,500! He doesn't carry a mobile phone and he doesn't have a computer on his desk. Buffet says he eats the same things he has always eaten: burgers, fries and Coke. [4]_____ Not only is he very modest, but he is also very generous. He has already given billions of dollars to charities and says that he will eventually give away 99% of his money. [5]_____ He once said, 'I want to give my kids just enough so that they would feel that they could do anything, but not so much that they would feel like doing nothing.'

# 7G

Speaking

## Photo comparison and presentation

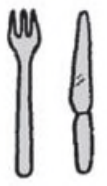
*I can compare ideas for spending money on schools and justify my opinion.*

**Revision:** Student's Book page 82

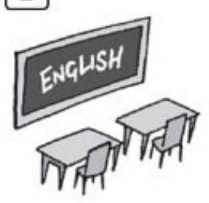
**1** Match the symbols (a–h) with the parts of the school (1–8) below.

A 

B 

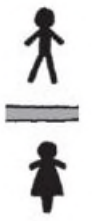
C 

D 

E 


F 

G 

H 

1 canteen _____
2 classroom _____
3 gym _____
4 language lab _____
5 library _____
6 playing field _____
7 science lab _____
8 toilets _____

**2** Match the phrases below with categories A–D.

**A** Structuring your speech
**B** Ordering points or opinions
**C** Justifying your opinions
**D** Summing up your opinion

All in all, ... D
First, ... Second, ... Finally, ... ☐
First of all, we need to decide / examine / look at / ask ourselves ... ☐
I'd like to start by saying / looking at ... ☐
Just to summarise the main points ... ☐
Now I'd like to move on to ... ☐
Now let's look at / move on to (the question of) ... ☐
The main reason I feel this way is ... ☐
There are a number of reasons why I believe this. First, ... ☐
I'll begin with ... ☐
This leads to my next point. ☐
The reason I say that is ... ☐
I'll tell you why I think that. ☐
To sum up, ... In conclusion, ... ☐

**3** 2.06 **Listen to a student presenting her answer to the task below.**

The government does not spend enough money on schools. Do you agree? Why? / Why not?

**Speaking Strategy**

When you are giving a short presentation, use set phrases to give opinions and justify them, and to structure your speech.

**4** 2.06 **Read the Speaking Strategy. Then listen again. Which of the phrases in exercise 2 does the student use?**

A 

B 


**5** **Now prepare to do the task below. Make notes.**

1 Describe one of the photos.
2 Compare it with the other.
3 'Only schools with a lot of money have good extra-curricular activities.' Do you agree? Why? / Why not?

Describe one photo _____

Compare it with the other _____

Answer to question _____

**6** **Now do the task from exercise 5 using your notes.**

# 7H

Writing

## An opinion essay

*I can write an essay suggesting how to spend €1 million.*

### Preparation

**1 Read the task and the essay. Are the sentences true (T) or false (F)?**

1 Sarah wants a sound system because she hasn't got anything for listening to music. ☐
2 Her brother loves football. ☐
3 She'd give money to an organisation that helps homeless people. ☐
4 She'd spend most of the money. ☐

If you won €1 million in the lottery, what would you do with it? Write an essay and include your ideas. Give reasons for your choices.

If I won €1 million, there are a lot of things I would like to do with the money. It would be nice to buy myself something, but it would also be good to help others.

First of all, I would buy myself a docking station with fantastic speakers. Although I have got an MP3 player and some speakers, they are not very good.

Secondly, I would buy a new car for my mum. Her car is really old. I would buy my brother a Liverpool kit and a scarf. He is a really big Liverpool fan!

Thirdly, there are a lot of homeless people in my city. I would donate money to the local hostel. If I gave them €5,000, they could buy a lot of meals for homeless people.

Finally, I would save at least half of the money. In my opinion, it would be silly to spend it all now. What is more, if I invested the money, it would grow, and I would have more to spend in the future.

To sum up, I would buy something nice for myself and other members of my family, support local charities, and also save some money for the future.

**Writing Strategy**

In your writing, avoid starting too many sentences with the same words. Remember that you can:

- use a variety of phrases for introducing opinions (*It seems to me ...*, *In my opinion ...*, etc.) and for making additional points (*Moreover ...*, *Furthermore ...*, etc.).
- start conditional sentences with the *if* clause or the main clause.
- use concession clauses (*although ... / even though ...*) at the beginning or end of a sentence.

**2 Read the Writing Strategy. Then underline the following in the essay:**

1 one concession clause (starting with *Even though*, *although*, etc.).
2 three second conditional sentences (with an *if* clause and a main clause).
3 one phrase for introducing an opinion.
4 four phrases for listing four points.
5 one phrase for introducing an additional point.

**3 Read the task in exercise 1 again. Make notes for your answer.**

Introduction: _____

_____

_____

First idea: _____

Reasons: _____

_____

_____

Second idea: _____

Reasons: _____

_____

_____

Third idea: _____

Reasons: _____

_____

_____

Fourth idea: _____

Reasons: _____

_____

_____

Conclusion: _____

_____

_____

### Writing Guide

**4 Use your notes from exercise 3 to write an essay. Include an introduction and a conclusion.**

**CHECK YOUR WORK**

**Have you ...**

☐ used a variety of different ways to begin sentences?
☐ checked your spelling and grammar?

# 7 Review Unit 7

## Vocabulary

**1 Match the places below with items 1–8 on the shopping list.**

baker's cosmetics store deli florist's greengrocer's newsagent's post office stationer's

1 2 loaves of bread _____
2 fresh vegetables for salad _____
3 eye make-up & lipstick _____
4 bouquet of flowers _____
5 stamps _____
6 envelopes & writing paper _____
7 sliced cheese _____
8 magazines _____

Mark: ___ / 8

**2 Choose the correct words to complete the sentences.**

1 They're selling jeans with a 50% _____ .
a bargain b discount c refund
2 I took the shoes back to the shop and got a _____ because they were badly made.
a price tag b sale c refund
3 You must have a _____ to get your money back for returned items.
a receipt b coupon c bargain
4 'These shoes were only £15.' 'What a _____!'
a bargain b special c price tag
5 The _____ said £25, but I only paid £18 for it.
a coupon b price tag c sale
6 I know I could save money using _____ , but I always forget to take them with me when I go to the shops!
a special offers b receipts c coupons

Mark: ___ / 6

**3 Complete the second sentence so that it has a similar meaning to the first. Use the verbs in brackets in the correct form.**

1 Why do they ask so much money for these clothes? (charge)
Why _____ ?
2 The bank agreed to temporarily give me some money. (lend)
The bank _____ .
3 Do you really make enough money to buy a new car? (earn)
Do you really _____ ?
4 I don't have enough money to buy those shoes. (afford)
I _____
5 He buys things and never uses them. He's throwing money away! (waste)
He buys things and never uses them. He _____ _____ .
6 I'm going to find someone to buy my car. I hardly ever use it. (sell)
I _____ . I hardly ever use it.
7 I'm putting money away so I can go on holiday. (save up)
I _____ on holiday.
8 I don't know why, but I don't have any more money this month. (run out)
I don't know why, but I _____ this month.

Mark: ___ / 16

**4 Complete the sentences with the words below.**

CEO contract entrepreneur funding income investors profit salary

1 She gets a very good _____ from her investments, so she doesn't need to work.
2 The starting _____ for this job is £21,000 per year.
3 He is the _____ of the company and is responsible for every decision that is made.
4 Our company is going to make a big _____ this year, so we're very pleased.
5 When she started her company, she found some very generous _____ who put in a lot of money.
6 I am too careful to be an _____ . I don't like risk!
7 He asks his solicitor to read through every new _____ before he agrees to sign it.
8 We got the _____ for our project from a company that helps new businesses get started.

Mark: ___ / 8

## Word Skills

**5 Complete the sentences with the correct form of the words in brackets.**

1 I try to avoid _____ on Saturdays because the shops are so crowded. (shop)
2 Do you think he'll agree _____ his company to a bigger firm? (sell)
3 Jon decided _____ a job with another company. (take)
4 He spends a lot of his time _____ clients. (meet)
5 The bank has refused _____ us any money. (lend)
6 I promise _____ you know about any changes. (let)
7 I fancy _____ out tonight. (eat)
8 I told him we're not interested, but that salesperson keeps _____ . (call)

Mark: ___ / 8

# 7 Review Unit 7

## Grammar

**6 Combine the two ideas to make second conditional sentences.**

1 (Janine / stay in London) (she / find another job there)
_____

2 (I / win the lottery) (I / buy a huge house)
_____

3 (Steve / start his own company) (he / can find investors)
_____

4 (prices / not be so high) (I / buy more things)
_____

5 (you / not spend so much on food) (you / use coupons)
_____

6 (Alison / not so shy) (she / be a better salesperson)
_____

7 (I / not be able to run my business) (I / not have a mobile)
_____

8 (someone / make me a good offer) (I / sell my house)
_____

Mark: ___ / 8

**7 Complete the article with the past perfect form of the verbs in brackets.**

Lisa Lewin [1]_____ (imagine) opening her own design shop many times before she finally did it. The result of her dream is Designs. The building [2]_____ (be) a dance studio before she bought it six months ago. 'They [3]_____ (not do) anything to look after the building,' Lisa says, 'so getting ready for opening day took a long time.' But last Friday, all the hard work she [4]_____ (do) finally paid off. Hundreds of people came to the opening, and many said that they [5]_____ (not hear) of Lisa before. 'I [6]_____ (think) a design shop would look great on the High Street,' one shopper said. 'And then I came in and was very impressed!'

Mark: ___ / 6

## Use of English

**8 Complete the second sentence so that it has a similar meaning to the first sentence. Write between two and five words for each sentence, including the word in brackets.**

1 My dad doesn't speak French so he can't apply for the job in Paris. (could)
If my dad _____ apply for the job in Paris.

2 I bought a new computer game on Saturday and now I think it was a bad idea. (regret)
I _____ a new computer game on Saturday.

3 The band started playing before we arrived at the concert. (already)
When we arrived at the concert, the band _____ _____ playing.

4 I'd like to come swimming with you, but I haven't got the time. (if)
_____ the time, I would come swimming with you.

5 I couldn't give my homework in because I needed to finish it. (yet)
I couldn't give my homework in because I _____ _____.

Mark: ___ / 5

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!
★★ = I sometimes find this difficult.

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can talk about different shops and services. | | | |
| I can talk about imaginary situations and their consequences. | | | |
| I can work out the kind of information I need to complete a listening task. | | | |
| I can talk about events happening at different times in the past. | | | |
| I can identify and use different verb patterns. | | | |
| I can understand an article about an unusual multi-millionaire. | | | |
| I can compare ideas for spending money on schools and justify my opinion. | | | |
| I can write an opinion essay suggesting how to spend €1 million. | | | |

# 4 Exam Skills Trainer

## Reading

**Strategy**
After you have made your choice, check your answer by deciding why the other options are wrong.

**1 Read the Strategy. Then read the text and the question below. Choose the correct option. Sum up in a sentence why each of the other options is incorrect. Underline the part of the text that tells you this. The first one has been done for you.**

It isn't 'A' because the writer is planning to start touring again.

### Living cheaply in New Zealand

I've been in New Zealand for six months, and, as far as I'm concerned, it's the adventure capital of the world! Hiking, skydiving, caving, ... the list goes on. And it doesn't have to cost a lot to live here. When I arrived, I stayed in a hostel in Auckland. It was cheap, and I met lots of people. I joined up with a few of them and we started touring the country – buses are the cheapest way to get about. We stayed in affordable campsites in the most amazing places. Right now, I'm back in a hostel in Wellington. I'm taking a city break before I start touring again.

1 What does the author say about being in New Zealand?
- **A** He's planning to go home now.
- **B** He prefers travelling on his own.
- **C** He's spent a lot of money.
- **D** He has seen both town and country.

**2 Now read the three texts. Choose the correct answer (A–D).**

### How to make money travelling

After I left university, I set out on a three-month trip to Asia. The idea was to travel and then go home and find a job. That was two years ago, and I'm still here! But how, you may ask, can you make money and travel at the same time? I teach English. I also write a travel blog, and that makes money too. I don't have a lot of money, but I can pay my bills. I have friends that do other things, such as hairdressing. There are lots of different ways to make money while you're travelling.

1 What does the author say about his experience?
- **A** He spent three months in Asia.
- **B** He now knows what job he wants to train for.
- **C** He became very rich.
- **D** He changed his plans.

### So you want to be a billionaire?

Self-made billionaires have one thing in common: they're good at making money. Most of them will also tell you that this talent is only part of the story. So what else do you need to be a success in the business world? *So you want to be a billionaire?* helps you understand. The book looks at the careers and methods of the world's most famous self-made billionaires. Each chapter examines how these billionaires made their fortune – and how you can do the same. Read *So you want to be a billionaire* and open the door to a great future!

2 The author of the text wants to ...
- **A** sell people a book.
- **B** explain the life of a billionaire.
- **C** encourage readers to write a book about their lives.
- **D** describe how he became successful.

### The cost of art

Paul Cézanne's painting *The Card Players* sold for 250 million dollars. Before that, Francis Bacon's work *Three Studies of Lucian Freud* sold for 142.4 million. The question is: Why would you spend so much on a piece of art? Is it because you want to own something no one else can buy? Here's another story ... Banksy is a street artist whose work can sell for a million dollars. But one day he sold his paintings in Central Park for sixty dollars. The people that bought them didn't know the paintings were by Banksy. Now they have some very valuable works!

3 The text gives readers ...
- **A** reasons for the high price of some art.
- **B** information about the cost of art.
- **C** ideas on how to make money from art.
- **D** advice on the best artists to see.

## Listening

**Strategy**
Before you listen, look at the statements carefully and underline the key words. Sometimes the information in the statement is true for one of the speakers, but it is incorrect for the speaker in the statement. Listen carefully to hear which speaker gives the information.

**3 Read the Strategy. Then look at the task below and underline the key words in the questions. The first one has been done for you.**

**4 2.07 Listen to the conversation twice. Decide if the statements are true or false.**

| | True | False |
|---|---|---|
| 1 Lucy has a relative living in Spain. | | |
| 2 Ben prefers the town to the country. | | |
| 3 Ben prefers to relax when he is on holiday. | | |
| 4 Ben's uncle can teach Lucy Spanish cooking. | | |
| 5 Lucy tells Ben about a good hotel to stay at. | | |
| 6 Lucy gives Ben some advice about a job. | | |
| 7 Lucy is planning to return to Spain in September. | | |

# 4 Exam Skills Trainer

## Use of English

**Strategy**

Look carefully at the words before and after each gap. Try to think about what sort of word you are looking for – whether it's a preposition, an article, part of a verb, or something else. When you have finished, read the complete text through again to make sure it makes sense.

**5 Read the Strategy. Then complete the text with one word in each gap.**

There are quite a lot of stories about young entrepreneurs these days – people who have started [1]_____ own businesses while they are still at school and have gone on to make large amounts of money. My career also started early. I think I was about five years old [2]_____ I decided to try to make some money. I was saving [3]_____ for a big doll. I [4]_____ seen it in a toy shop the month before, but my parents [5]_____ not afford to buy it for me it because it was very expensive. So I decided [6]_____ save all of my pocket money until I had enough to buy it myself. However, it was taking a very long [7]_____! So, to get the doll more quickly, I came up with an idea. My friend came round and while we were in [8]_____ garden we picked a lot of my mum's pretty flowers. We took the flowers onto the street and we held them out and said, 'Fifty pence a bunch,' to the people who passed us. One lady stopped and gave us fifty pence. I think she felt sorry for us. After half an hour we ran out [9]_____ flowers but we had lots of money. I was really proud. [10]_____ I had the same courage now, maybe I would be rich!

## Speaking

**Strategy**

When you have to talk on your own about a topic, use your preparation time to think of some ideas for each of the points and decide on the best order to present your ideas.

**6 Read the Strategy. Prepare to speak on your own about online shopping. Make a plan about what you are going to say. The following ideas may help you.**

- choice
- cost
- convenience
- delivery
- security

**7 Now do the exam task.**

Talk about the advantages and disadvantages of online shopping, comparing it to conventional shopping.
Include these points:

- choice
- cost
- convenience
- delivery
- security
- *your own ideas.*

## Writing

**Strategy**

When writing an essay you need to make sure you structure your work carefully and divide it into paragraphs. Guide the reader through your points by starting your paragraphs with words such as, *First of all*, *Secondly*, and *Finally*.

**8 Read the Strategy. Then read the exam task in exercise 9 and the model answer below. Complete the table using the information in the model answer.**

| | |
|---|---|
| Most important improvement: | |
| Reason: | |
| Result: | |
| Second improvement: | |
| Reason: | |
| Result: | |
| Third improvement: | |
| Reason: | |
| Result: | |

My town is very historic and we get a lot of visitors. There are several things I would improve to attract even more tourists. Here are three of the most important.

First of all, I would improve the parking. In my opinion, this is the most important thing because the town is always full of cars. If there was a car park on the edge of town, tourists could leave their cars there and get a bus into the centre. It would be easier for them and they could enjoy less crowded streets.

Secondly, I would cut the entrance price to museums and art galleries. The tickets can be very expensive, especially for families. If prices were cheaper, more tourists would visit these attractions.

Finally, I would arrange some interesting things for children to do in the park. If there were more activities for children, more families would come to the town.

To conclude, I would improve parking, reduce prices and provide things for children to do. All these things would attract more tourists to our town.

**9 Write your essay.**

Your town or a town near you is a tourist destination. What improvements would you make to attract even more tourists? Write an essay and include three ideas. Give reasons for your choices and say what effect the improvements would have on tourist numbers.

Include these points:

- say what the most important improvement would be
- choose two more improvements to make
- explain how these things would affect tourists.

# 8 Crime

Vocabulary

## A Crimes and criminals

*I can describe different crimes.*

**1 Complete the table with the correct words.**

| Crimes | Criminals |
|---|---|
| 1 _____ | drug dealer |
| murder | 2 _____ |
| 3 _____ | robber |
| shoplifting | 4 _____ |
| 5 _____ | smuggler |
| theft | 6 _____<br>*plural:* 7 _____ |

**2 Label the pictures with the name of the crime and the type of criminal.**



1 b_____ _____



2 v_____ _____



3 a_____ _____



4 m_____ _____

**3 Complete the sentences with the correct form of the verbs below.**

break deal kill mug rob set
smuggle steal vandalise

1 Arsonists _____ fire to a shop in the town centre last night.
2 Two teenagers _____ into a house in Kings Road and stole a TV.
3 There's a man who _____ drugs on the street near our house.
4 Police arrested two men who tried to _____ a million cigarettes into the country.
5 An armed robber shot and _____ a security guard at a bank last Saturday.
6 Three men tried to _____ a bank, but customers chased them away.
7 My sister _____ some make-up from a cosmetics store when she was fifteen.
8 Last night two boys _____ a drinks machine near the park. The drinks machine is now out of order.
9 Two men _____ my uncle in the street and took his phone and wallet. Luckily, they didn't hurt him.

**4 2.08 Listen to two crime reports. What are the crimes?**

1 _____
2 _____

**5 Complete the verb + noun collocations in the sentences using the nouns below.**

the area arrest CCTV footage the culprits a house
an investigation suspects witnesses

1 a Police have launched _____ .
b The police are studying _____ of the area.
c They hope to identify _____ and have appealed for more _____ to contact them.
2 d They were patrolling _____ and became suspicious.
e The police are interviewing two _____ .
f They have also searched _____ nearby and made another _____ .

# 8B

Grammar

## Reported speech (1)

*I can report what other people have said.*

**1 What did the people say? Rewrite the reported speech as direct speech.**

1 She said that she wasn't going out.
'I'm not going out.'

2 He said that he wanted to go to bed.
_____

3 They said they were arriving at six o'clock.
_____

4 She said that she didn't like cheese.
_____

5 He said he had been to Italy in 2009.
_____

6 She said that she was reading a good book.
_____

7 They said they had received a lot of good advice.
_____

8 He said that he wasn't going to do the washing-up.
_____

**2 Complete the reported speech.**

1 'Somebody stole my wallet,' said James.
James said somebody had stolen his wallet.

2 'The suspect is at the police station,' said Alex.
Alex said that the suspect _____ at the police station.

3 'The police are appealing for witnesses,' said the reporter.
The reporter said the police _____ for witnesses.

4 'I'm going to search the house,' said the officer.
The officer said she _____ the house.

5 'The police launched an investigation into the muggings,' said George.
George said that the police _____ an investigation into the muggings.

6 'In London the police make hundreds of arrests every day,' said the TV announcer.
The TV announcer said the police _____ hundreds of arrests every day.

7 'I think arson is worse than burglary,' said Jane.
Jane said she _____ that arson _____ worse than burglary.

**3 Rewrite the direct speech as reported speech. You may have to change pronouns and references to time or place.**

1 'We arrested the culprits last Tuesday,' said the police inspector.
The police inspector said that they had arrested the culprits the Tuesday before.

2 'Somebody broke into our house last night,' said Mike.
_____
_____

3 'People sometimes sell drugs outside my school,' said Kate.
_____
_____

4 'We are going to study the CCTV footage today,' said the police officer.
_____
_____

5 'Jack stole a camera from a shop yesterday,' said Fred.
_____
_____

6 'The police are looking for the thief who stole my car,' said Sam.
_____

**4 Read the police officer's radio report. Then rewrite it as reported speech below.**

**Police officer:** The suspects are outside the bank ... They arrived two minutes ago ... They're getting out of their car ... I recognise one of them ... He robbed a bank in London four years ago ... They look nervous ... One of them is carrying a large black bag ... They are going into the bank ... I'm going to follow them.

1 The police officer said that the suspects were outside the bank.

2 She said _____
_____.

3 She said _____
_____.

4 She said _____
_____.

5 She said _____
_____.

6 She said _____
_____.

7 She said _____
_____.

8 She said _____
_____.

9 She said _____
_____.

# 8C Listening

## A life of crime

*I can listen for paraphrase.*

**Listening Strategy**

The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. *hate / can't stand*) and antonyms (e.g. *win / lose*), and also for information and ideas that are paraphrased (worded differently).

**1 Read the sentences and choose the best synonym or paraphrase for the underlined words (a, b or c).**

1 The image of an outlaw <u>appeals to</u> a lot of people.
- **a** is attractive to
- **b** is similar to
- **c** annoys

2 Members of the gang <u>made large amounts of money</u>.
- **a** were very short of money
- **b** needed a lot of money
- **c** became very rich

3 They stole <u>rings and necklaces</u> from shops.
- **a** treasure
- **b** jewellery
- **c** clothes

4 Many people <u>were unemployed</u> at that time.
- **a** didn't have jobs
- **b** were working
- **c** were poor

5 The robbery <u>did not last very long</u>.
- **a** was not successful
- **b** was short
- **c** was the first of many

6 She told the police that <u>she didn't own the car</u>.
- **a** she disliked the car
- **b** she didn't use the car
- **c** the car didn't belong to her

**2 2.09 Listen to six short monologues. Answer the questions about each speaker.**

1 Does speaker 1 usually buy clothes or jewellery for his wife's birthday?

_____

2 Did speaker 2 have a long or short illness after a holiday in Africa?

_____

3 Does speaker 3 like or dislike the idea of going BASE jumping?

_____

4 Did speaker 4's computer company make her rich?

_____

5 Did speaker 5's parents own the house he lived in when he was a child?

_____

6 When speaker 6 lived in Greece, was her father employed or unemployed?

_____

**3 Choose the word which makes sentence b mean the same as sentence a.**

1 a They were like celebrities.
  b They **were** / **weren't** very well-known.
2 a We made up some of the stories about them.
  b **All** / **Not all** of the stories about them were true.
3 a He was a good student.
  b He did **badly** / **well** at school.
4 a They were always in trouble with the law.
  b The police **often** / **never** caught them committing crimes.
5 a We rarely argued.
  b We **often had** / **did not often have** disagreements.
6 a Neither of them got out of the castle alive.
  b They both died **inside** / **outside** the castle.
7 a He never killed anyone.
  b He **was** / **was not** a murderer.

**4 2.10 Listen to a radio programme about a famous criminal called Ma Barker and her sons. Complete the fact file.**

Born: _____

Real name: _____

Husband: _____

Number of sons: _____

Died: _____




**5 2.10 Listen again. Choose the correct answer, a or b. Sometimes both answers are correct.**

1 During her own lifetime, Ma Barker was
- **a** a very well-known criminal. ☐
- **b** the only well-known criminal in the USA. ☐

2 The newspapers printed some stories about Ma Barker which were
- **a** true. ☐
- **b** invented. ☐

3 At school, Ma Barker's sons
- **a** were not good students. ☐
- **b** behaved well most of the time. ☐

4 George Barker argued with his wife because
- **a** she did not support their sons. ☐
- **b** he did not want their sons to be criminals. ☐

5 In 1935, the police killed
- **a** Ma Barker. ☐
- **b** Ma Barker's son, Fred. ☐

# 8D

Grammar

## Reported speech (2)

*I can report what other people have said.*



**1 Read the direct speech and complete the reported speech.**

1 'I haven't told the police about the vandalism,' said Adrian.
Adrian said that _____ _____ the vandalism.

2 'I can't find my passport,' said Julia.
Julia said that she _____ _____ passport.

3 'I'll be at the park at 7 o'clock,' said Daniel.
Daniel said that _____ _____ 7 o'clock.

4 'Somebody has stolen my new bike,' said Joanna.
Joanna said that _____ _____ new bike.

5 'My dad will lend me some money for the train,' said Tina.
Tina said that _____ _____ the train.

6 'I can speak French, but I can't speak Spanish,' said Sara.
Sara said that _____ _____ Spanish.

7 'I've invited all of my friends to a barbecue at my house,' said Michael.
Michael said that _____ _____ house.

8 'I won't tell anybody about the surprise party,' said Anna.
Anna said that _____ _____ surprise party.

**2 Complete the sentences with *said* or *told*.**

1 Chloe _____ she would enjoy visiting the castle.
2 Jack _____ you his sister couldn't swim.
3 Evie _____ the teacher that she had finished the exercise.
4 Emma _____ James would be home soon.
5 Max _____ everyone that he had met a famous actor.
6 Amelia _____ her dad she'd get home by 10 o'clock.
7 Steve _____ his cousins couldn't speak English.
8 Jess _____ Lily had always been her best friend.

**3 Change the reported speech in exercise 2 into direct speech.**

1 Chloe: 'I'll *enjoy visiting the castle*.'
2 Jack: '_____.'
3 Evie: '_____.'
4 Emma: '_____.'
5 Max: '_____.'
6 Amelia: '_____.'
7 Steve: '_____.'
8 Jess: '_____.'

**4 Read the dialogue. Then rewrite it as reported speech. Remember to change pronouns and time references if necessary.**

**Joe** I've seen two crimes this week. On Monday, I saw a robbery in the shopping centre.
**Freya** I heard about that on the news!
**Joe** I was there. I took lots of photos of the robbers on my phone.
**Freya** You'll probably get a reward!
**Joe** I won't get a reward because I can't show the photos to the police.
**Freya** I don't understand ...
**Joe** Yesterday, I was the victim of another crime. A thief stole my phone on the bus!

Joe said he had seen two crimes that week. He said that on Monday, he _____

**5 Complete the sentences with reported speech, using your own ideas.**

1 Our teacher told us we'd _____ _____.
2 My best friend said that _____ _____ soon.
3 I once told my friend that _____ _____.

# 8E

Word Skills

## Adjective suffixes

*I can understand and use different adjective suffixes.*

**1** **Complete the adjectives with all the possible suffixes below.**

-able -al -ful -ish -less -ly ~~-ous~~ -y

1 furious
2 peace _____
3 luck _____
4 economic _____
5 enjoy _____
6 self _____
7 week _____
8 taste _____

**2** **Complete the text with the correct suffixes from exercise 1. Use one suffix three times.**

# The Beale codes

This is the story of three [1]mysteri_____ documents and a box of buried treasure. The treasure, worth $64 million in today's money, belonged to an American man called Thomas Beale. He got it by risking his life on a [2]danger_____ adventure in New Mexico and he buried it somewhere near the [3]snow_____ mountains of Virginia. He then wrote three messages in secret code to describe the exact location. Later, Beale became [4]friend_____ with a man called Robert Morriss. He believed that Morriss was a [5]reli_____ person so he left the three messages with him when he had to go away in 1822. He never returned. Morriss could not solve the secret messages and, years later, gave them to a friend. The friend used an important [6]nation_____ document (the Declaration of Independence) to solve one of the messages, but the other two remain a mystery to this day. Some historians are very [7]suspici_____ of the whole story. They think people are [8]fool_____ to waste their time hunting for treasure that might not exist. But thousands of code-breakers and treasure-hunters are still [9]hope_____ that they can find the treasure.

**3** **Complete the adjectives by adding them to the table below. You can make more than one adjective from some of the words.**

afford beauty care child coward drink green help magic pain

| | |
|---|---|
| | *-ful* |
| | *-less* |
| | *-ish* |
| | *-able* |
| | *-ly* |
| | *-al* |

**4** **Complete the sentences with words from exercise 3.**

1 This coffee isn't very nice, but I suppose it's _____ .
2 I bruised my arm playing basketball and it's still very _____ .
3 The receptionist was very _____ and suggested lots of good restaurants near the hotel.
4 There isn't much to do on this island, but the scenery is _____ .
5 We can't eat this bread – the edges look _____ .
6 More people go abroad for holidays now that flights are more _____ .

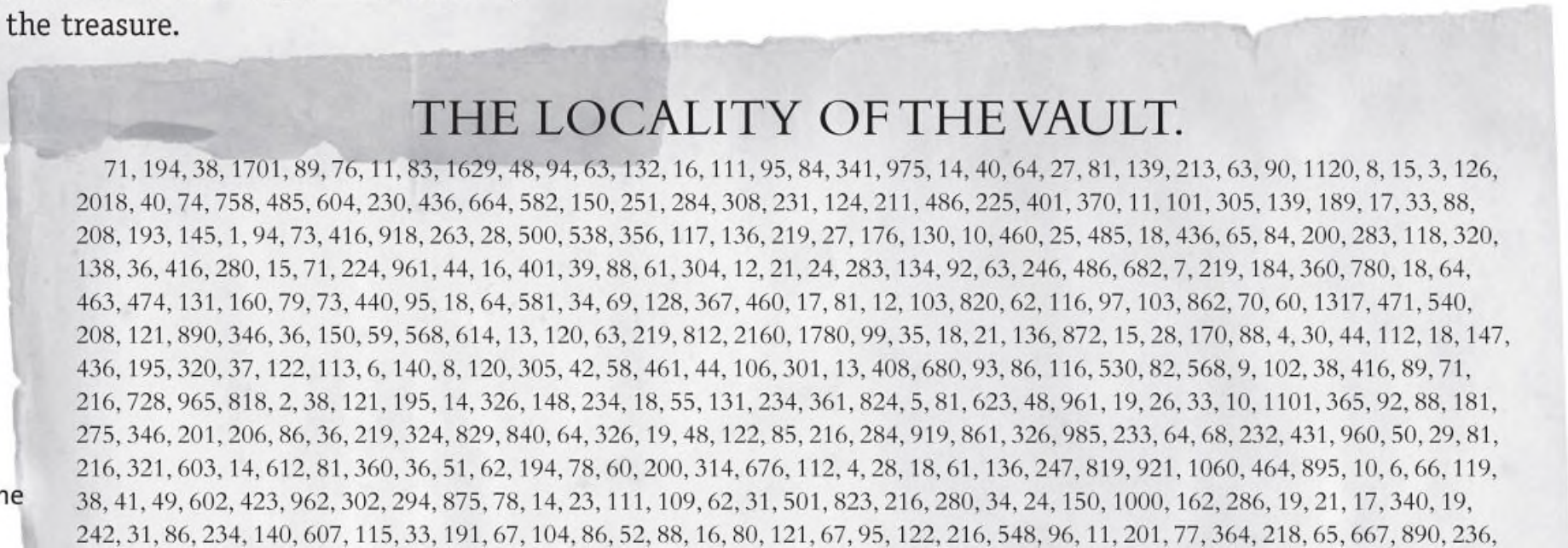
**VOCAB BOOST!**

Some words seem long and difficult only because they include prefixes and suffixes. Dividing them into their parts can make them easier to understand and learn.

unhelpfulness → un|help|ful|ness
unenjoyable → un|enjoy|able

**5** **Read the *Vocab boost!* box. Then draw lines to divide these words into parts (e.g. prefix, main word, suffix). Remember, some words have more than one suffix and some have only prefixes or only suffixes.**

1 carelessness
2 courageous
3 reusable
4 understandable
5 uncomfortable
6 unhappiness
7 homelessness
8 invisibility



# 8F

Reading

## A mysterious disappearance

*I can understand a text about a mystery.*

**Revision:** Student's Book page 90

**1 Match the two parts of the compound nouns.**

chewing dental finger murder open-top secret train telephone

1 _____ records
2 an _____ car
3 a _____ number
4 a _____ code
5 a _____ investigation
6 a _____ ticket
7 _____ gum
8 _____ prints

**2 Read the text. Are the sentences true (T) or false (F)?**

1 A man took a bomb onto a plane. ☐
2 The man jumped out of the plane between Portland and Seattle. ☐
3 No one knows where the man is now. ☐

**Reading Strategy**

When you do a multiple-choice task, try to predict the answers just by looking at the beginning of each question, not the options. (It is not always possible, but sometimes you can.) Then look at the options. If one of them matches your prediction, it is probably the correct one. However, you still need to check carefully.

**3 Read the Reading Strategy. For questions 1–4, circle the correct option (a–d).**

1 The man in the suit and raincoat
  a wanted to fly to Portland.
  b wanted a return flight to Seattle.
  c used a false name when he checked in.
  d got on the plane without a ticket.
2 In the note, Cooper
  a ordered the plane to return to Portland.
  b asked for a large amount of money.
  c said he was hijacking the plane.
  d said he would use the bomb if the passengers tried to leave the plane.
3 After leaving Seattle,
  a Cooper became more nervous, but was always polite.
  b the plane flew straight to Mexico.
  c the pilot decided to fly as low as possible.
  d only six people remained on the plane.
4 Since Cooper's jump from the plane,
  a only one young boy has seen him.
  b no one has found any of the money.
  c the police have arrested a lot of suspects.
  d the police have recovered a small part of the money.

# Where is DAN COOPER?





On 24 November 1971, at Portland Airport, a man wearing a suit and a raincoat bought a one-way ticket for the evening flight to Seattle. He checked in and got on the plane. The name on the ticket was Dan Cooper, but that wasn't his real name.

When the plane had taken off, he put on sunglasses and gave the flight attendant a note. The note said that Cooper had a bomb in his suitcase, that he would use it if necessary, and that he was hijacking the plane. He showed the flight attendant the bomb and told her that when the plane landed in Seattle, he wanted $200,000 and four parachutes. He told her that he would let the passengers leave the plane.

When the plane landed, the police gave Cooper the money and the parachutes, and the plane took off again with just Cooper and five members of the crew. The flight attendant said that Cooper wasn't nervous, he didn't get angry, and he seemed to be a nice, polite man. Cooper ordered the pilot to fly low, at about 3,000 metres, towards Mexico. Twenty minutes after taking off, Cooper opened the back door and jumped out of the plane with a parachute and the money.

That was the last time anyone saw Cooper. The police launched an investigation and searched the area where Cooper had jumped – but they found nothing. Ten years later, an eight-year-old boy found some of the money (only $6,000) on a beach nearby. The rest of the money is still missing. Over the years, the police have interviewed hundreds of suspects, but they haven't made any arrests. The real identity of Cooper and what happened to him remain a mystery to this day.

# 8G

Speaking

## Photo description and comparison

*I can describe and compare photos of crimes.*

**1 Look at the photos of a house in Germany after a burglary and a shop in London after a riot. Complete sentences 1–4 with *must* or *can't*.**

1 The owners _____ be away or at work.
2 The burglars _____ speak some English.
3 He _____ be the owner of the shop.
4 He _____ be very happy about the riot.

**2 2.11 Listen to a student comparing the photos (A and B). Check your answers to exercise 1.**

**3 2.11 Listen again. Complete the sentences about the similarities and differences between the photos.**

1 _____ photos show a place where a crime has happened.
2 So the _____ _____ is crime.
3 In the second photo, there's a man in the shop, _____ the house in the first photo is empty.
4 Another _____ _____ is that the first photo includes some graffiti.
5 _____ the first photo, there are no horrible messages in the second photo.

**4 Look at the photos below and read the speaking task. Write notes for your answer.**

Compare the photos and say what has happened in each one. What are the main similarities and differences?

**Similarities:** _____

_____

_____

**Differences:** _____

_____

_____







**Speaking Strategy**

When you answer questions, try to use a variety of phrases for introducing your opinions, not just *I think ...* . Use different phrases when you are less sure about your opinion.

**5 2.12 Read the Speaking Strategy. Then listen to a student answering their teacher's question and complete the extract from her answer.**

Well, [1] _____ mugging is a serious crime because muggers steal people's personal possessions. [2] _____, muggers often attack people and it must be terrifying. [3] _____, smuggling doesn't really affect ordinary people. [4] _____ it's true to say that it doesn't really harm anyone.

**6 Read the teacher's questions. Write notes for your answers.**

1 Which is worse, in your opinion: shoplifting or burglary? Why?

_____

_____

_____

_____

2 Tell me about a crime you heard about on the news.

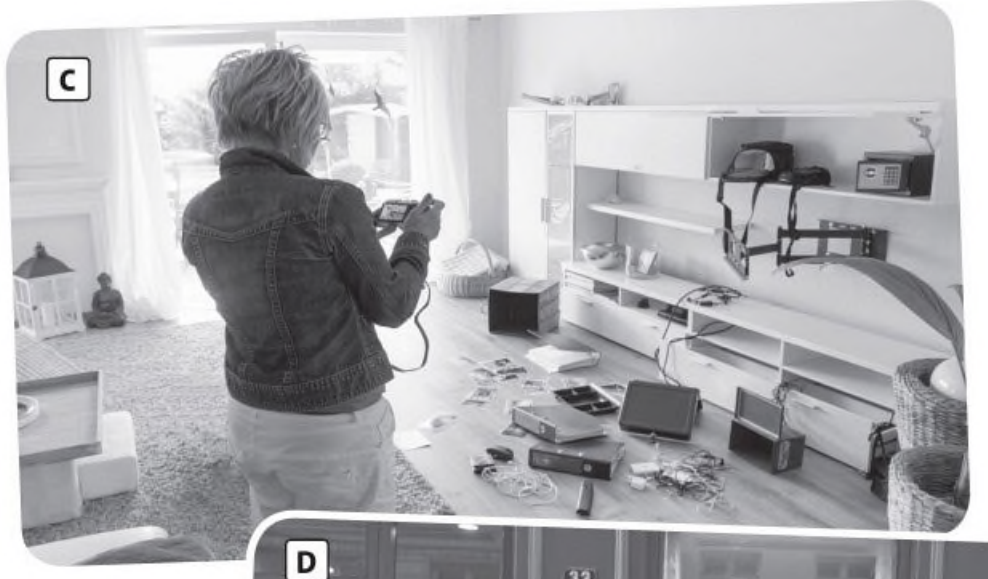
_____

_____

_____

_____

**7 Now do the task in exercise 4 using your notes from exercise 6.**






# 8H

Writing

## An email

*I can write an email about a crime.*

## Preparation

**Writing Strategy**

Try to use a variety of phrases to move your narrative forwards. Choose ones which show that the next event happened immediately afterwards or some time later.

**1 Read the Writing Strategy. Then complete the sequencing phrases and match the headings below with groups A and B.**

Immediately after  Some time later

A _____

1 s___ ___ ___ ___ ___ ___y
2 at t___ ___ ___ m___ ___ ___ ___ ___
3 just t___ ___ ___
4 a few m___ m___ ___ ___ ___ ___ l___ ___ ___ ___

B _____

5 shortly a___ ___ ___ ___ ___ ___ ___ ___ ___
6 a s___ ___ ___ ___ while l___ ___ ___ ___
7 before l___ ___ ___
8 after a w___ ___ ___ ___
9 soon a___ ___ ___ ___
10 s___ ___ ___

**2 Read the task and the model text. Underline three sequencing phrases in the email.**

Imagine you've just visited your French penfriend in Paris. Write an email to your English friend in which you:

- describe your penfriend's house.
- describe a crime you saw taking place in Paris.
- say how you and your friend reacted to the crime.
- ask for some information.

To: holly@email.com

Dear Holly,

Hope you're well. I stayed with my penfriend Cécile in Paris last week. She lives in a beautiful flat near the Canal Saint-Martin. It's a really trendy part of town. At weekends, lots of young people sit by the river, have picnics and play the guitar.

During my stay with Cécile, we saw a mugging in the centre of town, near the Eiffel Tower. A man grabbed a woman's handbag and ran off with it. Straight away, her boyfriend chased after him, but the street was very crowded. Soon, he gave up.

We both felt quite shocked at first, but the woman didn't seem too upset. After a while, we stopped worrying about it and the rest of the holiday was really enjoyable.

Really looking forward to visiting you next week. Are we going camping? What do I need to bring?

Best wishes,

Keira

**3 Read the writing task. Then make brief notes following the structure in the table below.**

Imagine you've just spent three days in New York with your family. Write an email to your English friend in which you:

- give a short description of the hotel you stayed at.
- describe a crime you saw taking place.
- say whether the crime changed how you feel about the city, and why.
- ask for some information.

| |
|---|
| What is your hotel like? (*large / small, friendly / unfriendly*, etc.) |
| What crime did you see? (*mugging / shoplifting / robbery*, etc.) Where were you and what happened? |
| Did your feelings about New York change? (*safe / dangerous, friendly / unfriendly*, etc.) |
| What information do you need? |

## Writing Guide

**4 Write an email using your notes from exercise 3. Remember to include and develop all four points in the task.**

**CHECK YOUR WORK**

**Have you ...**

- ☐ covered all four points in the task and added some extra details / information?
- ☐ used appropriate language (not formal)?
- ☐ checked your spelling and grammar?

# 8 Review Unit 8

## Vocabulary

**1 Complete the news summaries with the words below.**

arson arsonist burglars burgled looters looting mugger muggings shoplifters shoplifting

1 Someone set fire to an empty building early this morning. Police said it was _____ and that they haven't caught the _____ yet.

2 Someone attacked a woman and stole her handbag. She did not see the face of the _____ . There have been a lot of similar _____ in the area.

3 _____ broke into five shops last night. They took money and goods. Someone had _____ two of the shops before.

4 After a flood caused damage, _____ took food and tools from several buildings. All of the suspects had received fines for _____ before.

5 Often young people's friends encourage them to steal from shops. It seems like a game, but _____ is a crime, and _____ can receive large fines.

Mark: ___ / 10

**2 Complete the sentences with the words below.**

arrest CCTV footage culprit investigation patrol searched suspect witnesses

1 As soon as a neighbour reported the murder, the police launched an _____ .
2 The police _____ the house for clues.
3 Two detectives have arrested a _____ , a man who has committed many crimes before.
4 The police can't make an _____ until they have more evidence.
5 The police chief was on the news appealing for _____ .
6 There are cameras in the area so the police have _____ to study.
7 A witness came forward and identified the _____ from a photograph.
8 Several guards _____ the area around the palace day and night to check that everything is secure.

Mark: ___ / 8

**3 Match the two parts of the compound nouns.**

| | |
|---|---|
| 1 a murder _____ | a car |
| 2 a _____ ticket | b chewing |
| 3 _____ gum | c secret |
| 4 finger _____ | d dental |
| 5 _____ records | e investigation |
| 6 an open-top _____ | f number |
| 7 a telephone _____ | g train |
| 8 a _____ code | h prints |

Mark: ___ / 8

## Word Skills

**4 Complete the sentences with the correct form of the words in brackets.**

1 The criminal chose the most _____ way to travel – by bus. (economy)
2 The food was disappointing: overpriced and _____ . (taste)
3 The witness said the suspect had _____ eyes: a mixture of brown and green. (brown)
4 It was _____ that James wasn't carrying anything valuable when he was mugged. He only lost a cheap watch. (luck)
5 The police are pleased when burglars are _____ and leave fingerprints behind. (care)
6 They noticed the contrast between the _____ setting and the terrible crime. (peace)
7 The mugging victim was _____ that the police hadn't arrested anyone. (fury)
8 The lawyer didn't want to use him as a witness because he wasn't very _____ – his version of what happened kept changing. (rely)
9 It's _____ to walk around on your own late at night. (danger)

Mark: ___ / 9

## Grammar

**5 Correct the mistakes in the reported speech.**

1 'I'm not saying any more,' she told us.
She said us she wasn't saying any more. ✗
_____
_____

2 'You took my phone,' the man said to me.
The man said to me that I had taken my phone. ✗
_____
_____

# 8 Review Unit 8

3 'Everyone knows Jim,' the woman said.
The woman said that everyone had known Jim. ✗

_____

_____

4 'These are the boys who broke in last night,' the man told the officer.
The man told the officer that those were the boys who had broken in last night. ✗

_____

_____

5 'I am keeping you here until you answer my questions,' the detective told her.
The detective told her that he is keeping her there until she answered his questions. ✗

_____

_____

6 'I don't believe a word you tell me,' the officer said to her.
The officer said that he didn't believe a word she told her. ✗

_____

_____

Mark: ___ / 6

## 6 Rewrite the sentences in reported speech.

1 'Tell me everything you know about the suspect,' Inspector Morris said to her.
Inspector Morris ordered her _____
_____.

2 'There is something in this flat we are not seeing,' the detective said to his partner.
The detective _____
_____.

3 'Is this your phone?' the man asked her.
The man _____
_____.

4 'The train has been late every morning this week,' the girl told us.
The girl told _____
_____.

5 'How many times did he come into the shop?' the detective asked.
The detective wondered _____
_____.

6 'I first realised that my car was missing last night,' the man told the officer.
The man _____
_____.

7 'I won't tell you where my son was yesterday,' the woman said to the detective.
The woman refused _____
_____.

Mark: ___ / 14

## Use of English

7 **Complete the text with the words below. There are two extra words.**

before described for on there when why

Witnesses to crimes are not always very good at remembering what they have seen. The appearance of a suspect is often [1]_____ differently by different witnesses. Part of the problem is that a crime usually happens very quickly, and people often feel very nervous while it is going [2]_____. They then can't remember what they have seen, even if it was just the day [3]_____. People also often imagine things when they don't have a clear picture of something or someone. For example, [4]_____ a witness says that she saw a man with blonde hair and blue eyes, it's often the case that she didn't actually see the eye colour at all, but she's guessed it because she knows the colour of the man's hair. Of course, this is very frustrating for the police. But now that [5]_____ are CCTV cameras in so many places, police officers often have real images to use when witnesses can't remember all the facts.

Mark: ___ / 10

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!

★★ = I sometimes find this difficult.

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe different crimes. | | | |
| I can report what other people have said. | | | |
| I can listen for paraphrase. | | | |
| I can report what other people have said. | | | |
| I can understand and use different adjective suffixes. | | | |
| I can understand a text about a mystery. | | | |
| I can describe photos of crimes. | | | |
| I can write an email about a crime. | | | |

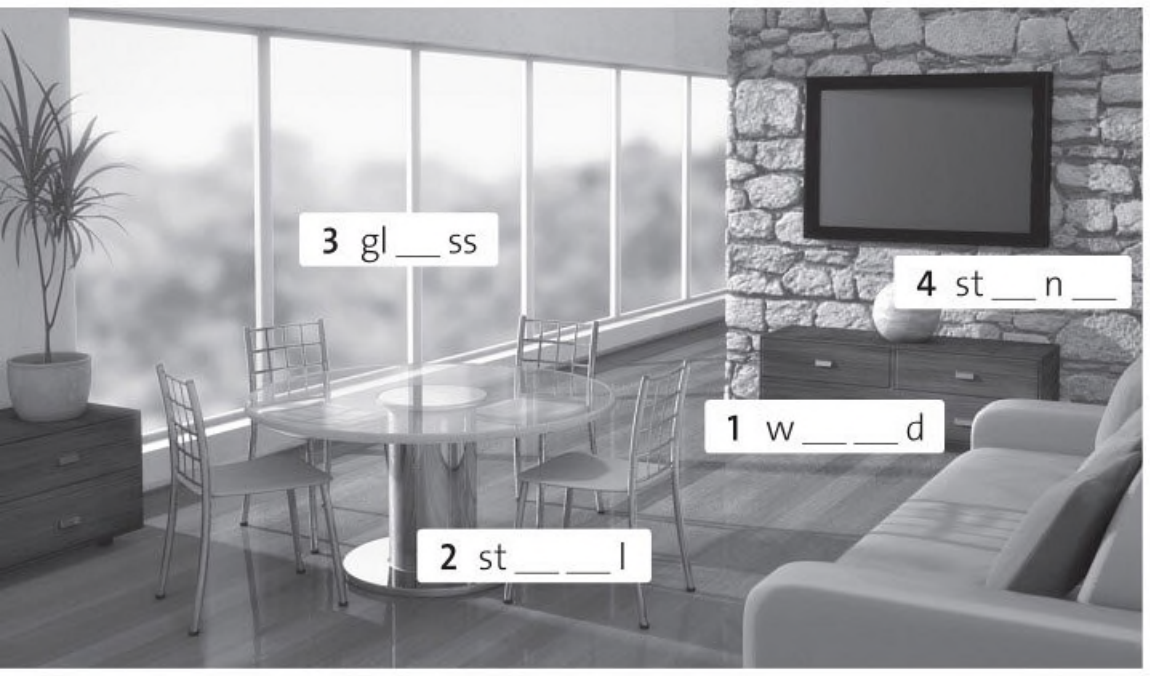
# 9 Science

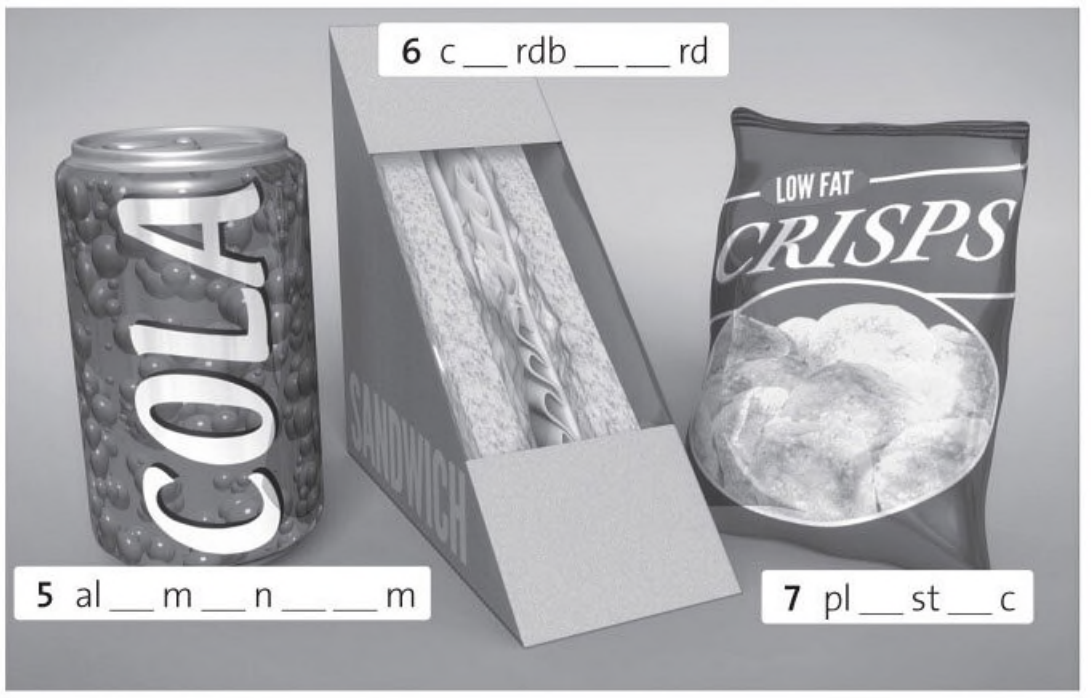
Vocabulary

## A Gadgets

*I can describe gadgets and talk about their use.*

**1** Complete the list of materials using *a*, *e*, *i*, *o* and *u*.




**2** **Complete the sentences with the correct materials.**

1 Shoes are often made of l_____.
2 Expensive rings are often made of g_____.
3 Car tyres are made of r_____.
4 Cups and plates are often c_____ but sometimes they are made of c_____.
5 Books are made of p_____.
6 Pavements are often made of c_____.
7 Gates and fences are sometimes made of i_____.
8 Tents and backpacks are usually made of n_____.
9 In the past, coins were often made of c_____.

**3** **Answer the questions with the material words from exercises 1 and 2. Use each word only once.**

1 Which of the materials come from trees?
paper _____ _____ _____

2 Which of the materials are metals?
_____ _____ _____ _____ _____

3 Which material is made from part of an animal?
_____

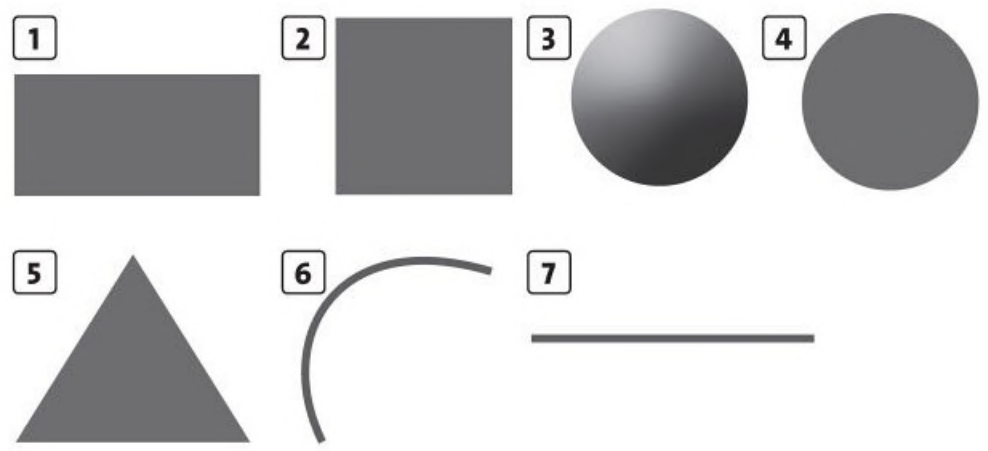
4 Which very hard material do we find in the ground?
_____

5 Which man-made materials do we make from oil?
_____ _____

6 Which materials do we make from other materials which we find in the ground?
_____ _____ _____

**4** **Match the words below with the diagrams.**

circular curved rectangular spherical
square straight triangular




1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

**5** 2.13 **Listen to the sentences and match the objects to the descriptions. Write the correct letter: A, B or C.**




1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

# 9B

Grammar

## The passive (present simple and past simple)

*I can use the present and past passive to talk about technology.*

**1 Complete the sentences below with the present simple passive form of the verbs in brackets.**

1 Millions of mobile phones _____ every year. (sell)
2 American football _____ very much in the UK. (not play)
3 _____ tablets _____ in your school? (use)
4 Most crimes _____ in big cities. (commit)
5 Rubber trees _____ in cold countries. (not grow)
6 _____ Samsung televisions _____ in Korea? (make)

**2 Make the active sentences passive. Include the word *by*.**

1 Millions of people watched the 2014 World Cup Final on TV.
*The 2014 World Cup Final was watched by millions of people on TV.*
2 Alexander Fleming discovered penicillin.
_____
3 Rafa Nadal didn't win the match.
_____
4 Robots made that car.
_____
5 Did Suzanne Collins write the *Hunger Games* books?
_____
6 Peter Jackson directed the *Hobbit* films.
_____

**3 Put the words below in the correct order. (Remember where to put the adverb.)**

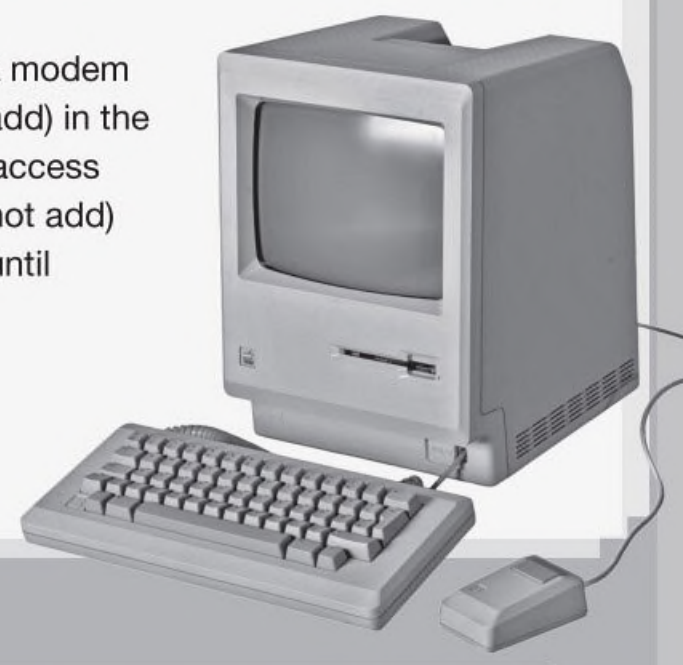
1 satnavs. / are / Phones / used as / sometimes
_____
2 Was / Bob Dylan? / *Make you feel my love* / first / by / sung
_____
3 invented / The wheel / about 5,000 years ago. / probably / was
_____
4 quickly / was / The suspect / arrested.
_____
5 the missing jewellery / ever / found? / Was
_____

**4 Complete the fact file below with the past simple passive form of the verbs in brackets.**

# COMPUTERS: a short history



- The first computer [1]_____ (invent) by Charles Babbage in the early 19th century. It [2]_____ (not power) by electricity – it was mechanical.
- The first electronic digital computer [3]_____ (build) in 1943 in Britain. It [4]_____ (call) 'Colossus' and it [5]_____ (use) for decoding enemy messages in the war.
- Businesses began to use computers in the 1950s, but computers [6]_____ (not sell) in shops until the early 1970s.
- The first desktop computers [7]_____ (develop) in the late 1970s.
- Internet access via a modem [8]_____ (add) in the 1990s, but wireless access [9]_____ (not add) to most computers until about 2000.



- For the first time, in 2015, more tablets and smartphones [10]_____ (sell) than laptops and desktops. Will computers eventually disappear from our homes and schools?



# 9C Listening

## Intentions of the speaker

*I can identify the speaker's intention.*

**Revision:** Student's Book page 99

**1 Complete the sentences with the verbs below. Remember to use the correct form of the verb.**

browse come up with get lose prescribe run

1 He _____ 10 kg during his trip to Antarctica.
2 Yesterday, my friend _____ a great idea for how to raise money for our club.
3 My mum's got a new car and it _____ on biofuel.
4 If you've got a smartphone, you can _____ the internet wherever you are.
5 My sister always _____ a good deal when she goes shopping for clothes.
6 Last month, a doctor _____ some medicine for my headaches.

**2 Complete the definitions using the verbs below.**

apologise challenge comfort complain encourage enquire entertain inform persuade recommend warn welcome

1 If you _____ somebody (about something), you tell them about a danger.
2 If you _____ to somebody (about something), you tell them why you are unhappy about it.
3 If you _____ (for something), you say that you are sorry.
4 If you _____ about something, you ask questions about it.
5 If you _____ something (to somebody), you say why it is good.
6 If you _____ somebody (to do something), you make them feel more confident about it.
7 If you _____ somebody or something, you say you are happy about their arrival.
8 If you _____ somebody (about something), you tell them facts about it.
9 If you _____ somebody, you invite them to compete with you.
10 If you _____ somebody, you try to make them feel better when they're sad.
11 If you _____ somebody (to do something), you say things which make them want to do it.
12 If you _____ somebody, you keep them amused and interested.

**Listening Strategy**

You will sometimes have to identify the intentions of the speaker (e.g. to persuade, to warn, to inform, etc.). Listen for phrases such as *I think you should, be careful to, I'm going to tell you about ...* that give you a clue to the speaker's intentions.

**3 2.14 Read the Listening Strategy. Then listen to six speakers. What are their intentions? Complete the sentences with the *-ing* form of verbs from exercise 2.**

1 Speaker 1 is _____ a group of tourists.
2 Speaker 2 is _____ to a friend.
3 Speaker 3 is _____ about a museum.
4 Speaker 4 is _____ a friend.
5 Speaker 5 is _____ a friend.
6 Speaker 6 is _____ in a hotel.

**4 2.15 Read the questions below. Then listen to the speakers and circle the correct answers.**

1 The speaker's main aim is to
   a welcome people to a special event.
   b complain about problems with a new car.
   c enquire about a new model of car.
2 The speaker's main aim is to
   a inform somebody about a new laptop.
   b recommend buying a new laptop.
   c apologise for damaging somebody's laptop.
3 The speaker's main aim is to
   a persuade people to invest money.
   b challenge people to invent a better product.
   c thank people for helping to develop a fantastic product.
4 The speaker's main aim is to
   a describe a machine to her students.
   b warn her students to be careful.
   c challenge her students to do better than her.
5 The speaker's main aim is to
   a recommend that viewers buy a new type of TV.
   b inform the viewers about a new type of TV.
   c warn viewers not to buy a new type of TV.

# 9D

Grammar

## The passive (present perfect and future)

*I can use different forms of the passive.*

**1 Complete the sentences below with the present perfect passive form of the verbs in brackets.**

1 Our car _____ (steal).
2 Two important new drugs _____ (develop) this year.
3 The bus stop _____ (damage) again.
4 The boat _____ (not see) for two days.
5 All our money _____ (spend).
6 I hope that painting _____ (not sell).

**2 Look at the pictures, then complete the sentences with the present perfect passive form of the verbs below.**

build  not change  not finish  paint  replace  ~~sell~~







1 The factory *has been sold* .
2 The glass in the windows _____ .
3 The big front door _____ .
4 The metal sign _____ .
5 A new road _____ .
6 The new roof _____ .

**3 Complete the questions using the present perfect passive form and *ever*. Then answer the questions with information that is true for you.**

1 (you / bite / by a mosquito)
*Have you ever been bitten by a mosquito?*
2 (your home / burgle)
_____
_____
3 (you / chase / by a dog)
_____
_____
4 (your phone / steal)
_____
_____
5 (you / invite / to a wedding)
_____
_____

**4 Rewrite these sentences to make them passive. Include *by* ... to say who or what carries out the action.**

In the house of the future:
1 your fridge will order your food online.
*your food will be ordered online by your fridge.*
2 the sun will provide most of your electricity.
_____
3 robots will clean all the rooms.
_____
4 your smartphone will operate the lights.
_____
5 machines will prepare all of your food.
_____
6 a computer will control the temperature in every room.
_____

**5 Complete the dialogue using passive present perfect and future forms of the verbs in brackets.**

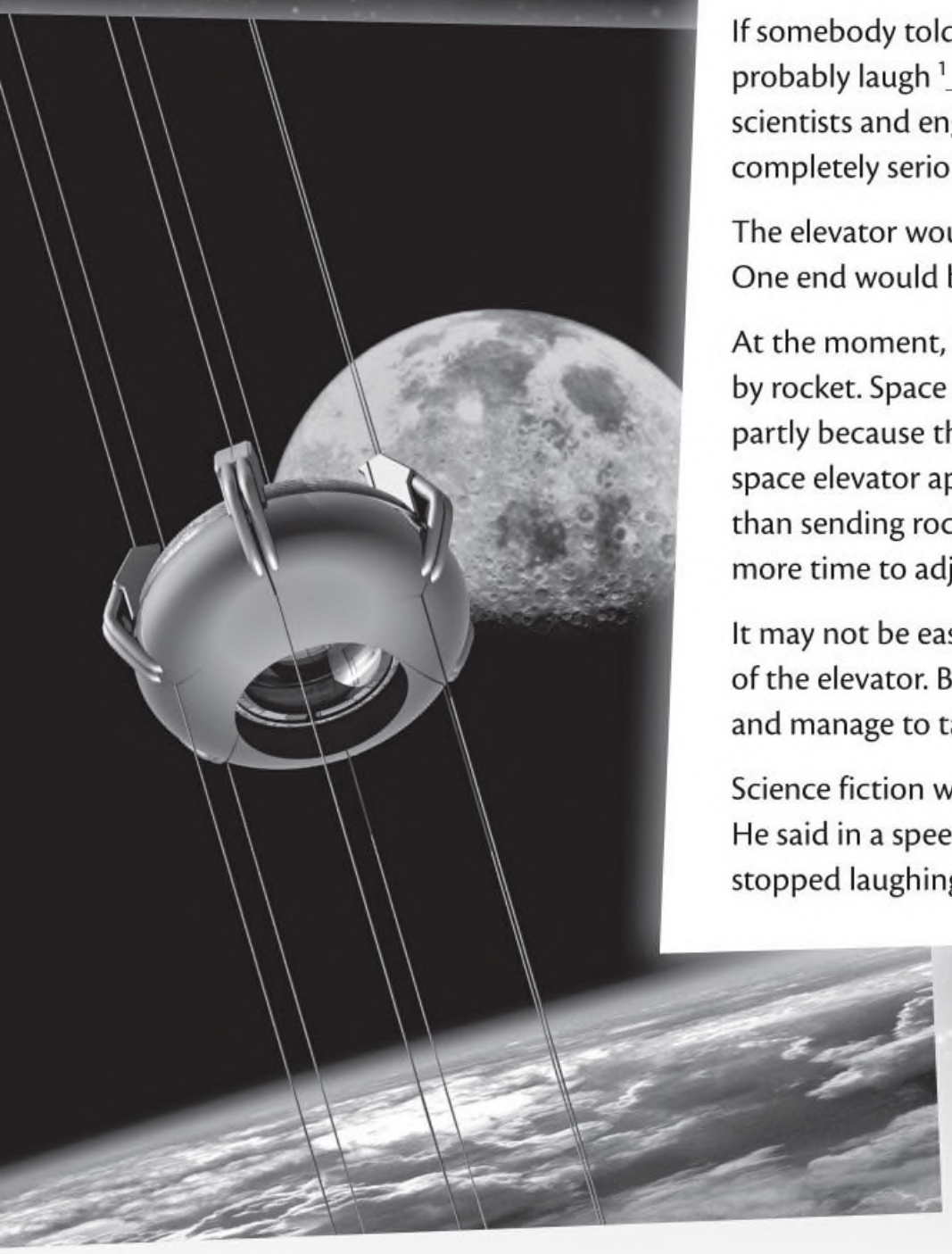
**Presenter** Can you give us the latest news on this exciting project to build a hotel on the moon?
**Scientist** The plans for the new hotel [1]_____ (complete) and a location [2]_____ (choose).
**Presenter** So when [3]_____ (it / build)?
**Scientist** Well, the exact date [4]_____ (not decide) until next month at the United Nations meeting. The plans [5]_____ (approve) at that meeting too.
**Presenter** And after that?
**Scientist** After that, the first parts of the hotel [6]_____ (send) to the moon before the end of the year.

9E

Word Skills

# Verb + preposition

*I can understand and use verb + preposition collocations.*



If somebody told you they were building a lift to take people into space, you would probably laugh [1]_____ the idea. But in fact, if you listen [2]_____ scientists and engineers talking about the plan, you soon realise they are being completely serious.

The elevator would consist [3]_____ a carbon fibre ribbon 100,000 km long. One end would be in the ocean at the equator, and the other end would be in space.

At the moment, it takes months or years to prepare [4]_____ a trip into space by rocket. Space agencies have begun searching [5]_____ a better option – partly because they worry [6]_____ the cost of space missions. The idea of a space elevator appeals [7]_____ governments because it would be far cheaper than sending rockets into space. It would be slower, but that would give passengers more time to adjust [8]_____ the different conditions as they left the earth.

It may not be easy though: countries might argue [9]_____ the exact location of the elevator. But if the political leaders can cope [10]_____ these problems and manage to take part [11]_____ the project together, it is certainly possible.

Science fiction writer Arthur C. Clarke wrote a novel [12]_____ the idea in 1979. He said in a speech that humans would build a space elevator ten years after they stopped laughing at the idea. Well, they've stopped laughing now.

**1 Complete the text with these prepositions: *about, at, for, in, of, to, with*. You will have to use some prepositions more than once.**

**2 Circle the correct prepositions to complete the sentences.**

1 You should apologise **for** / **to** that comment!
2 Cats get frightened if you shout **at** / **to** them.
3 I asked **about** / **for** the manager so I could talk to him in person.
4 We complained **for** / **about** our hotel room.
5 I've never heard **from** / **of** this video game.
6 I dreamed **about** / **of** flying again last night.
7 After a long discussion, they agreed **to** / **with** our request and gave us our money back.
8 If you're unhappy with the service, why don't you write **for** / **to** the manager?

**3 Study the dictionary entries and answer the questions.**

1 Which verb is used with two prepositions with no change of meaning? _____
2 Which verb is used with two prepositions, but the meaning changes? _____
3 Which entry uses ***bold and italic*** type for two words that often go together? _____

**charge** / tʃɑːdʒ / *verb* **1** [T, I] **charge (sb/sth) for sth** to ask sb to pay a particular amount of money: *We charge £75 a night for a single room* ◆ *They forgot to charge us for the drinks* **2** [T, I] **charge sb (with sth)** to accuse sb officially of doing sth which is against the law: *Three men have been charged with robbery*

**inform** / ɪnˈfɔːm / *verb* [T] **inform sb (of/about sth)** to give sb information (about sth), especially in an official way: *You should inform the police of the accident* ◆ *Do **keep** me **informed** of any changes*

**VOCAB BOOST!**

Dictionaries often use *something* or *somebody* (*sth* or *sb*) in their definitions, but when you record verbs it is a good idea to include words which often go with those verbs.

to complain about sth / sb → *to complain about the weather / the noise / your hotel / your neighbours / your doctor*

**4 Read the *Vocab boost!* box. Write some words that often go with these verbs.**

1 to care for sth / sb → to care for _____
_____
2 to learn about sth → to learn about _____
_____
3 to write to sb → to write to _____
_____

# 9F

Reading

## Inventions that save lives

*I can understand a text about inventions.*







**Revision:** Student's Book page 102

**1 Complete the sentences with nouns formed from the verbs and adjectives below in brackets.**

1 The Hubble telescope can measure the _____ (move) of distant galaxies.
2 The city centre was destroyed in the war. The _____ (reconstruct) took many years.
3 Hard disk recorders allow us to make _____ (record) of TV programmes.
4 Many men hope doctors will invent a cure for _____ (bald).
5 The aeroplane is a wonderful _____ (invent).
6 That's a lovely flower _____ (arrange).
7 Beethoven suffered from _____ (deaf) during the last 25 years of his life.
8 Before the _____ (discover) of America in 1492, many people thought the Earth was flat.

**2 Read the texts and match two of the inventions with the photos (A–B).**

**Reading Strategy**

Sometimes, true / false tasks include a third option: the text does not say. Choose the third option if the text does not contain enough information to clearly say if the sentence is true or false. Do not use your own knowledge (or guesswork) to fill any information gaps!

**3 Read the Reading Strategy. Then decide if the sentences below are true (T), false (F) or 'does not say' (DNS).**

1 Carrying water on your head can cause neck injuries.
T ☐ F ☐ DNS ☐
2 With the Hippo-Roller people can carry more water than with a normal bucket.
T ☐ F ☐ DNS ☐
3 The LifeStraw is made from natural materials.
T ☐ F ☐ DNS ☐
4 The LifeStraw never stops working.
T ☐ F ☐ DNS ☐
5 The Coca-Cola company worked with Simon Berry to design the AidPod.
T ☐ F ☐ DNS ☐
6 The AidPod is used successfully in many different countries.
T ☐ F ☐ DNS ☐

**1 Hippo-Roller, photo _____**

Many women and children in Africa spend between three and nine hours a day carrying water to their homes. They use 20-litre plastic buckets, which they carry on their heads. The buckets are very heavy and often cause back and neck injuries. So engineers Pettie Petzer and Johan Jonker designed a 'rolling wheel' which can carry ninety litres of water and is much easier to move. 33,000 'Hippo-Rollers' have been made and delivered to remote villages in Africa. The results are good: women have more time to look after their families, the children have more time at school, and there are fewer injuries.

**2 LifeStraw, photo _____**

There are 780 million people in the world who don't have clean safe drinking water. This fact led the Swiss company Vestergaard to invent a special kind of straw that allows people to drink dirty water without getting ill. The LifeStraw is a long thin tube that cleans the water as it passes through into somebody's mouth. LifeStraw is very light and can clean up to 1,000 litres of water before you need to replace it. LifeStraw was used to help people after the Haiti earthquake, and floods in Pakistan and Thailand.

**3 AidPod, photo _____**

When Simon Berry was travelling in Zambia, he noticed that he could buy Coca-Cola in the remotest villages. But in these same villages the people had no medicines and, because of that, one in five children were dying before their fifth birthday. He had an idea. 'Why don't they bring medicines when they deliver the Coca-Cola?' So he invented the AidPod, a triangular packet of medicines that fits between the bottles in a crate of Coca-Cola. Berry has experimented with a number of designs for his AidPod and is testing his ideas in Zambia. If his plan works, he hopes to do the same thing in other African countries, and save thousands of lives.

# 9G

Speaking

## Making a complaint

*I can complain about faulty goods in a shop.*

**Revision:** Student's Book page 104

**1 Label the gadgets with the words below.**

digital camera  digital radio  DVD player
e-book reader  games console  headphones
mobile  MP3 player  tablet


1 _____


2 _____


3 _____


4 _____


5 _____

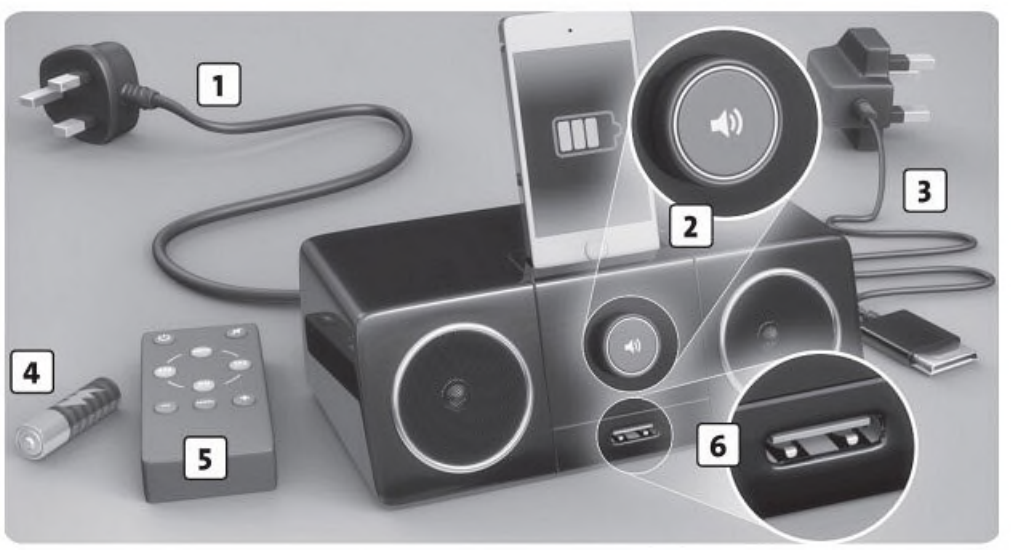

6 _____

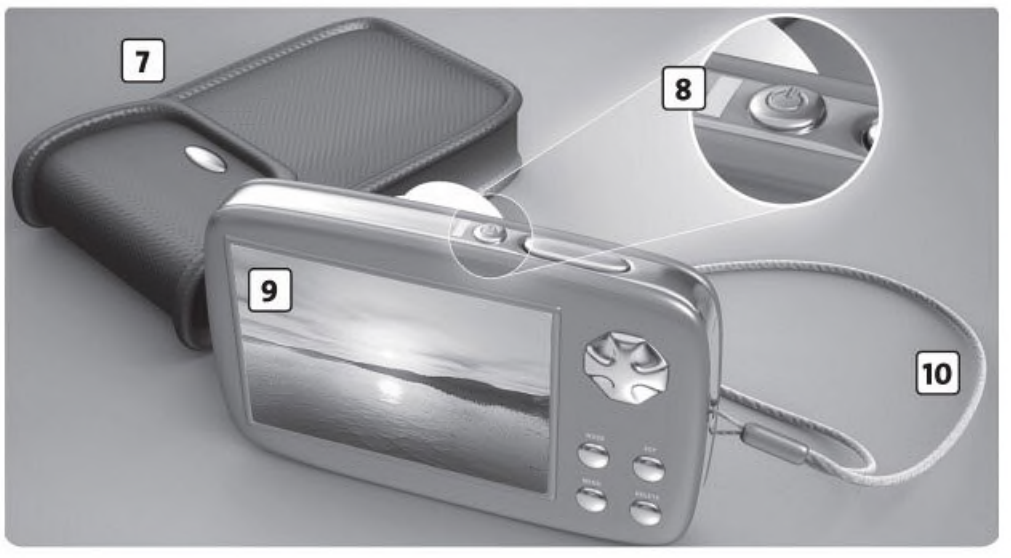

7 _____


8 _____

9 _____

**2 Match the parts of the gadgets (1–10) with the words below (a–j).**




a battery ☐
b remote control ☐
c case ☐
d screen ☐
e on/off button ☐
f USB port ☐
g power lead ☐
h volume control ☐
i strap ☐
j charger ☐

**3 2.16 Listen to a customer complaining in a shop. Then answer the questions.**

1 Which gadget from exercise 1 is faulty?

_____

2 Which three parts of the gadget are mentioned? (Choose from the parts in exercise 2.)

1 _____  2 _____  3 _____

**4 2.16 Listen again and complete the sentences with the words below. Circle the correct speaker (C – customer or SA – shop assistant) for each sentence.**

credit  happy  money  receipt  refunds
something  wrong

1 What's _____ with it? **C / SA**
2 There's _____ wrong with the volume control. **C / SA**
3 Can I have my _____ back? **C / SA**
4 We don't give _____, I'm afraid. **C / SA**
5 I'm not _____ about that. **C / SA**
6 I can give you a _____ note. **C / SA**
7 Have you got the _____ with you? **C / SA**

**Speaking Strategy**

When you are doing a speaking task, make sure you refer to all of the points in the task. It is also important that you react and respond properly to what is said during the conversation.

**5 Read the Speaking Strategy. Then read the speaking task and write answers to all the questions below.**

You are returning a gadget to a shop because one part of it is faulty. Discuss these four issues during your conversation with the shop assistant:

- What the gadget is and how much you paid for it.
- Which part of the gadget has a problem.
- When the problem started.
- What you want the shop to do.

1 What type of gadget did you buy?

_____

2 How much did you pay for it?

_____

3 Which part of the gadget has stopped working?

_____

4 When did the problem start?

_____

5 Do you want to exchange it or do you want a refund?

_____

**6 Now do the task using your notes from exercise 5.**

# 9H

Writing

## A formal letter

*I can write a formal letter.*

### Preparation

**1 Read the task and the letter. What is the writer's main reason for complaining? Choose a, b or c.**

The writer thinks the decision will:

**a** cost young people more money.
**b** give the wrong message to vandals.
**c** have a negative effect on the environment.

Your local council has decided to stop a free bike hire scheme in your town centre. Write a letter of complaint about this decision.



Dear Sir or Madam,

I am writing to complain about the decision to stop the free bike hire scheme in our town. This scheme has been very popular, especially among young people, and I cannot understand why the council wants to stop it.

I object to the decision mainly because the bike hire scheme encourages people to cycle [1]_____ going by car or bus. [2]_____ cycling is good for the environment and good for people's health, we want as many people as possible to do it.

I understand that there have been some problems with vandalism. However, I do not think a small number of vandals should be able to change the council's policy. Surely it is possible to install security cameras, [3]_____ the bikes are not damaged so often.

In conclusion, I believe the bike hire scheme benefits the environment and the residents, and should continue.

Yours faithfully,

*P Wentworth*

Penny Wentworth

**Writing Strategy**

Make sure you use a variety of different structures in your writing. You can form complex sentences by joining two clauses together with a conjunction (*although, because, if, or,* etc.). Use different conjunctions depending on the meaning of the clauses they introduce.

**2 Read the Writing Strategy. Then complete the formal letter in exercise 1 with some of the conjunctions below.**

although if or rather than since so unless

**3 Complete the phrases for summing up using the words below. Underline the phrase that the writer uses in the letter in exercise 1.**

all balance conclusion opinion reasons

1 All in _____, I believe ...
2 On _____, I think ...
3 Overall, ... in my _____.
4 In _____, ...
5 For these _____, I strongly believe that ...

**4 Read the task below. Then think about the issue and make notes.**

Your local council has decided to allow buses into the town centre, which is currently pedestrian only. Write a letter of complaint about this decision.

Introduction: _____

_____

_____

Main reason to object: _____

_____

_____

_____

One argument from the opposing view: _____

_____

_____

_____

Why you do not accept that argument: _____

_____

_____

_____

Conclusion: _____

_____

### Writing Guide

**5 Use your notes to write a formal letter of complaint.**

**CHECK YOUR WORK**

Have you ...

- ☐ used some conjunctions and a phrase for summing up?
- ☐ checked your spelling and grammar?

# 9 Review Unit 9

## Vocabulary

**1 Choose the correct words to complete the sentences.**

1 They use **aluminium** / **iron** to make aeroplanes because it is light and strong.
2 The floors in their house are made of **paper** / **wood** that came from older buildings.
3 They live in a 300-year-old house made of **stone** / **plastic**.
4 Most lenses in glasses are made of **plastic** / **glass** nowadays because it is less likely to break.
5 I prefer shoes made of **cardboard** / **leather** because they are more comfortable.
6 **Copper** / **Rubber** is used in many electrical appliances because it carries electricity very well.
7 We put all of our things in **cement** / **cardboard** boxes before we moved to our new house.
8 People have always considered **gold** / **ceramic** valuable, and it was used as money for centuries.
9 The stones on the terrace are held together with **nylon** / **cement**.
10 Before **rubber** / **iron** tyres became common, wheels were covered in metal.
11 **Steel** / **Aluminium** is used to construct tall buildings because it is so strong.

Mark: ___ / 11

**2 Match the words below with descriptions 1–6.**

circular curved rectangular spherical square triangular

1 This object has three sides and three corners. It's _____ .
2 The room is round – it doesn't have any corners. It's _____ .
3 Our kitchen table has four exactly equal sides. It's _____ .
4 The shape of the Earth is this. It's _____ .
5 The path follows the shape of the hills, so it looks a bit like a snake. It's _____ .
6 Their meeting room table is long and narrow, with two long sides and two short ones. It's _____ .

Mark: ___ / 6

**3 Match the intentions below with sentences 1–10.**

apologise challenge complain encourage enquire recommend tell a story thank warn welcome

1 'I'm so sorry I told her your secret! I didn't mean to do it.' _____
2 I'm so tired of my parents telling me what to do all the time!' _____
3 'Don't give up – I know you'll do it eventually.' _____
4 'So then the phone rang, and when I picked up, it was exactly the person I'd been thinking about!' _____
5 'He's a very good builder, he isn't expensive and he's very reliable.' _____
6 'Be careful, that step is very slippery!' _____
7 'I'm so grateful for all your help that I don't know what to say.' _____
8 'Let's play table tennis. I bet you can't beat me!' _____
9 'Come in! It's so nice to finally have you here.' _____
10 'Do you know if there's an evening train to Brighton?' _____

Mark: ___ / 10

**4 Complete the collocations with the verbs below.**

browse come up with get lose prescribe run on

1 I don't understand how you _____ so many original ideas.
2 I think doctors nowadays _____ too many drugs.
3 If you buy the older model of that phone, you can _____ a really good deal.
4 When I'm bored, I _____ the internet to see if there's anything interesting to read.
5 It's never easy to _____ weight, but with diet and exercise it's possible.
6 All of our farm machines _____ biofuel, which is cleaner than normal fuel.

Mark: ___ / 6

## Word Skills

**5 Complete the sentences with the prepositions below.**

about (×4) for (×2) of (×2) to with

1 She doesn't care _____ getting high marks.
2 I've never heard _____ that writer. Is she good?
3 People often complain _____ their mobile phone companies.
4 Please throw that pen _____ me – I need it.
5 I apologised _____ shouting at him.
6 Jim's boss asked _____ his holiday.
7 It's difficult to work full-time and care _____ a family.
8 Geoff writes _____ politics on his blog.
9 She doesn't agree _____ my opinion of Sally.
10 I want you to know that I'm thinking _____ you.

Mark: ___ / 10

# 9 Review Unit 9

## Grammar

**6 Rewrite the active sentences in the passive. Make any necessary changes. Use the present simple or the past simple.**

1 Every year, my school holds a competition for 'best inventor'.

_____

2 They give you materials and ask you to design something.

_____

3 My school encouraged me to take part this year.

_____

4 A group of five teachers make the final decision.

_____

5 They test the inventions for usefulness.

_____

6 They give a prize for the best invention.

_____

7 They gave the prize for the 'best inventor' to my friend Jo.

_____

8 They present the prize at the end of school ceremony.

_____

Mark: ___ / 8

**7 Complete the email with the correct present perfect passive and future passive form of the verbs in brackets.**

✉ Hey Pat

You'll never guess what's happened. I [1]_____ (contact) by the Society of Inventors, and I [2]_____ _____ (inform) that next month I [3]_____ (give) a prize for the most original invention! I was really shocked because I [4]_____ (never / give) any kind of prize before. Some of my devices [5]_____ _____ (give) good reviews over the years, but to think that I [6]_____ (recognise) in a public ceremony is really exciting! Richard and I [7]_____ (introduce) to several important Danish inventors before the ceremony. I hope you [8]_____ (invite) to the ceremony. It would be great to see you there.

Love, Kara

Mark: ___ / 8

## Use of English

**8 Complete the article with suitable words. Write one word in each gap.**

### WHAT TO SEE IN HAMPSTON

Hampston Science Museum will be host to a very interesting exhibition later this year. Have you heard about the Touring Robots? It's an exhibition that [1]_____ organised in Italy three months ago. It includes several of the first robots, which [2]_____ invented a long time ago, but also has a lot of new robots that have [3]_____ recently developed by young scientists. The exhibition was so popular that [4]_____ was decided that it should tour Europe. It's coming to our town later in the year. We haven't been given an exact date [5]_____, but it will probably be in November. This exhibition will be very popular, so make sure you book tickets soon, or they will [6]_____ sold out.

Mark: ___ / 6

Total: ___ / 65

## *I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!

★★ = I sometimes find this difficult.

| | ★ | ★★ | ★★★ |
|---|---|---|---|
| I can describe gadgets and talk about their use. | | | |
| I can use the present and past passive to talk about technology. | | | |
| I can identify the speaker's intention. | | | |
| I can use different forms of the passive. | | | |
| I can understand and use verb + preposition collocations. | | | |
| I can understand a text about forgotten inventions. | | | |
| I can complain about faulty goods in a shop. | | | |
| I can write a formal letter. | | | |

# 5 Exam Skills Trainer

## Reading

**Strategy**
When you are answering questions about specific information, remember that you will always find the information in a specific part of the text. It helps to underline the parts of the text that give you the information so that you can check your answers at the end.

**1 Read the Strategy. Then read the first main paragraph of the text and the first question. Choose the correct option and underline the part of the text where you find the answer. Why are the other options wrong?**

**2 Now read the whole text. Choose the correct answers (A–D).**

*Mark Harris is a research scientist at Rothera Research Station, on Adelaide Island in the Antarctic. We asked Mark what were the best and the worst things about living in the Antarctic.*

'The best thing about being here is the wonderful view,' Mark said. 'On my first day, I was unlucky because I was ill and had to spend a few days in bed. The station's doctor thought I'd eaten something bad at home, or in the station canteen, but I didn't even go to the canteen. I think it was the meal I had on the journey across – it didn't taste right to me. And so I was pretty miserable at the beginning. But then I lay in bed during those first days and watched icebergs drifting past my window. It was amazing! In summer, I like to be outside as much as possible. One of my jobs is to fly around with other scientists in a helicopter making observations and checking on experiments. We fly over the most fantastic places. Our pilots are really skilled. They can land anywhere – even on glaciers!'

'I try not to think about the bad things, but there are some, of course. I like the food – it's actually really good – but we don't have fresh fruit and vegetables. I often think about the countryside: the green grass, the trees, and the flowers. I always look forward to seeing it again. But Rothera is great because there's always someone to talk to if you're feeling unhappy, and someone will always help you with a difficult task. But at the same time people understand when you want to be alone.'

'There's always plenty to do as well. You might think that living in the middle of so much snow is boring, but it isn't at all. On good days I like to ski and snowboard, and watch the wildlife. I play badminton and table tennis at the station, and some nights I go to the gym, so fitness isn't a problem. We have video nights and games nights, and we even have cookery and woodwork lessons. I've actually learned some great new skills since I've been here. I've also had two holidays, camping. Of course, I'd like to have my friends and family with me, and I always think about that, but that can't happen for a while. I have to be patient. All in all, being at Rothera is a great experience.'

1 Mark thinks he ate something bad ...
- **A** a few days after he arrived at the station.
- **B** during his trip to the station.
- **C** before he left home.
- **D** on the day he arrived at the station.

2 During the summer months, Mark ...
- **A** flies a small plane.
- **B** travels across the island.
- **C** works alone.
- **D** spends his time inside the station.

3 Mark sometimes feels bad because he ...
- **A** dislikes the meals at the station.
- **B** never has time alone.
- **C** misses the countryside.
- **D** finds the work difficult.

4 Mark would like to ...
- **A** see his family more often.
- **B** have a holiday on the island.
- **C** learn some new skills.
- **D** have more opportunity to get fit.

5 The purpose of the article is to ...
- **A** advertise jobs for scientists in the Antarctic.
- **B** make people aware of the problems in the Antarctic.
- **C** explain how to become a scientist in the Antarctic.
- **D** describe everyday life for a scientist in the Antarctic.

## Listening

**Strategy**
If you do not know the answer to a question, leave it and go on to the next one. You will be given the chance to listen again.

**3 2.17 Read the Strategy. Then listen to the dialogue and choose the correct answer (A–C).**

1 What's the prize for the design competition this year?
- **A** A money prize of £50.
- **B** A visit to a fashion show.
- **C** Some new clothes.

2 What is Sally's problem?
- **A** She doesn't think her design is very fashionable.
- **B** She can't think of any new ideas for her design.
- **C** She has sold all of her new designs to friends.

3 When does Sally need to enter the competition?
**A** Next week. **B** In a few days. **C** In July.

4 Sally has looked for some ideas
**A** online. **B** at school. **C** at a fashion show.

5 Sally likes Jake's suggestion of designing
**A** a dress. **B** a jacket. **C** some sports shoes.

# 5 Exam Skills Trainer

## Use of English

**Strategy**
Try to guess the correct words without looking at the options. Then check if your answer is given as an option.

**4 Read the Strategy. Then choose the correct options (A–C) to complete the gaps.**

Crime drama programmes on television are very popular these days. They [1]_____ on nearly all the channels in the evenings. The most popular series are the ones where scientific methods are used [2]_____ the police investigators to find the criminals. But how true to life are these programmes? A scientist [3]_____ recently, and she [4]_____ the interviewer about some important differences between the stories in the dramas and the things that happen in real-life crime investigations. One of the most important things she mentioned was how long it really takes for test results to [5]_____ back. She gave the example of a programme that [6]_____ the night [7]_____. She said that the police [8]_____ the test results within hours and explained that in real life tests like these [9]_____ several days! She also said that [10]_____ these series were made as realistic as possible, viewers would get completely the wrong idea about what investigators are able to do. They would complain about the time that is taken to solve crimes. I think she has a point. What do you think? We'd love to hear your views.

| | | | |
|---|---|---|---|
| 1 | A would find | B can be found | C are finding |
| 2 | A by | B for | C of |
| 3 | A interviewed | B has interviewed | C was interviewed |
| 4 | A said to | B said | C told |
| 5 | A be sent | B send | C be sending |
| 6 | A is broadcast | B had been broadcast | C was broadcasting |
| 7 | A previous | B last | C before |
| 8 | A had received | B have received | C were received |
| 9 | A will be taken | B would take | C were taken |
| 10 | A if | B when | C unless |

## Speaking

**Strategy**
Listen carefully to the instructions that the examiner gives and the questions that you are asked. If you do not understand the examiner's question, it is OK to ask him / her to repeat it.

**5 Read the Strategy. Then tick (✓) the statements that can be used to ask the examiner to repeat a question.**

- **A** I'm sorry? ☐
- **B** I don't know. ☐
- **C** Excuse me? ☐
- **D** Could you repeat that, please? ☐
- **E** I can't hear you. ☐
- **F** Pardon? ☐
- **G** Don't speak so quietly. ☐
- **H** Sorry, I didn't catch that. ☐

**6 Now do the exam task.**

These two photos show children learning in different ways. Compare and contrast them and say which lesson you prefer and why. The following ideas may help you:

- the places and the atmosphere
- the people and their feelings
- the activities.







**After comparing the photos, answer the questions.**

1 How do you think children learn best? Why?
2 Which style of learning suits you best? Why?

## Writing

**Strategy**
When writing an article that gives opinions about an issue, it is a good idea to give some examples to illustrate your point(s).

**7 Read the Strategy. Underline the phrases used to introduce examples in the sentences below.**

1 It's important to keep up to date with news events. For example, I always check out the important events online.
2 Using technology can be quite difficult for older people. My grandmother, for instance, often has problems using the tablet we bought her for her birthday.
3 Children need to learn about important environmental problems like global warming and climate change when they are at primary school.
4 We can do lots of things to help prevent burglaries, such as putting in alarms and locking all our windows.

**8 Read the exam task and write your article.**

An English student magazine has started a writing competition. The topic is 'New gadgets are making us lazier and lazier.' In order to take part in the competition, you need to write an article arguing your point of view. In your article:

- Express your opinion on the statement.
- Support your opinion with arguments.
- State counter arguments.
- Summarise the main points.

# 1 Cumulative Review 1 (Units I–1)

## Listening

1 2.18 Listen to four speakers talking about a past situation. Write adjectives to describe how the situation made all four speakers feel.

1 _____
2 _____
3 _____
4 _____

2 2.18 Listen again. Match speakers 1–4 with sentences A–E. There is one extra sentence.

A He/She said the wrong thing. ☐
B He/She needed a change of clothes. ☐
C He/She had an accident. ☐
D He/She spoiled a surprise. ☐
E He/She didn't know what to say. ☐

## Speaking

3 **Work in pairs. You are going to take turns to tell your partner about a situation when you felt embarrassed. React appropriately when your partner is narrating. Use these ideas to help you:**

- set the scene
- say what happened
- say how you felt

## Reading

4 **Read the text and choose the best summary.**

a How therapy can help people with phobias.
b The top five phobias and how to deal with them.
c How phobias can affect our lives.

5 **Read the text again. Match paragraphs A–E of the text with the questions below.**

In which paragraph does the writer tell us ...

1 what caused Christine's phobia? ☐
2 what happened when Christine saw a spider in her car? ☐
3 what Christine hopes for the future? ☐
4 what other kinds of phobia exist? ☐
5 what therapists can do to help? ☐




**A**

Australian Christine Schipp was in the car with her husband one day when suddenly, she saw a spider on the back window. She opened the door of the moving car and jumped out. The worst thing was that Christine was the driver of the car – her husband doesn't drive. Fortunately, the car stopped at the bottom of the hill, and her husband wasn't seriously hurt.

**B**

Christine reacted to the spider in this way because she has a phobia – a strong fear that she can't control. Her phobia is called arachnophobia – an extreme fear of spiders. But spiders are not the only animals that people are frightened of. Other animals can have a similar effect, including dogs, fish, birds and even frogs. There are also other types of phobia, such as environmental phobias (like fear of flying) and medical phobias (for example, when people are terrified of going to the dentist).

**C**

Like many phobias, Christine's fear of spiders comes from an event she experienced as a child. When she was four years old, her mother left her in the living room while she went into another room. While Christine was alone, she saw a huge spider coming towards her. She was absolutely terrified; so she climbed onto the sofa, and covered her eyes. When her mother came back, Christine was really upset.

# 1 Cumulative Review 1 (Units 1–1)



**D**

The good news about Christine's phobia is that there is a cure. Psychologists use a technique called exposure therapy to help people with phobias. First, they show the patient pictures of the thing they are scared of, and then they put a plastic model of it on the table. Finally, they bring the patient into contact with the real thing and stay with him or her until they feel safe enough to be in the room alone.

**E**

After just three hours of this therapy, Christine Schipp was able to hold a glass jar containing the source of her fear: a large spider. But her treatment isn't finished. When she gets home, she has to continue looking at plastic spiders and pictures of spiders regularly. She hopes that one day, she will be able to be in a car with a spider and not put her own life, or the lives of the people she loves, in danger.

## Grammar and vocabulary

6 Choose the correct answers.

# TOUR BOAT DISASTER

Last night, twenty tourists [1]_____ on a boat in the Indian Ocean when it started filling with water. The boat turned over, but some of the passengers, including two British women, [2]_____ with it during the night. Twenty-one-year-old Katherine Ostojic and her younger sister, nineteen-year-old Alice, [3]_____ on the part of the boat that was above the water for ten hours. When they [4]_____ any other boats, they decided that they [5]_____ to an island that they could see on the horizon. But the island [6]_____ as near as they thought, and it took them over eight hours to get there. The journey was very [7]_____ . When they reached the island, they saw that it had an active volcano. Fortunately, some fishermen found the sisters and rescued them. Katherine and Alice were very [8]_____ , and now they are safe in Bali. At the moment, they [9]_____ emails to their parents so that they [10]_____ that their daughters are alive. Because of their adventure, the two girls have changed their travel plans and they are returning to the UK next weekend.

| | | | |
|---|---|---|---|
| 1 | a are | b was | c were |
| 2 | a stay | b stayed | c stays |
| 3 | a sat | b sit | c sits |
| 4 | a didn't see | b don't see | c didn't saw |
| 5 | a swam | b should swim | c swim |
| 6 | a isn't | b wasn't | c weren't |
| 7 | a retired | b tired | c tiring |
| 8 | a cross | b relieved | c proud |
| 9 | a are writing | b write | c wrote |
| 10 | a are knowing | b knew | c know |

## Writing

7 **Write a post about a frightening situation for an internet forum called *What a fright!* Include this information:**

- where you were
- what happened
- how you felt
- how you feel about the event now.

# 2 Cumulative Review 2 (Units 1–3)

## Listening

1 2.19 **Read the sentences and underline the key words. Then listen to the information about the London Cinema Museum. Are the sentences true (T) or false (F)?**

1 The London Cinema Museum isn't very well-known. ☐
2 The actor Charlie Chaplin once visited the museum. ☐
3 You needn't go on a guided tour if you want to visit the collection. ☐
4 You don't have to buy a ticket to see a film before the day of the showing. ☐
5 The museum is difficult to get to. ☐

## Speaking

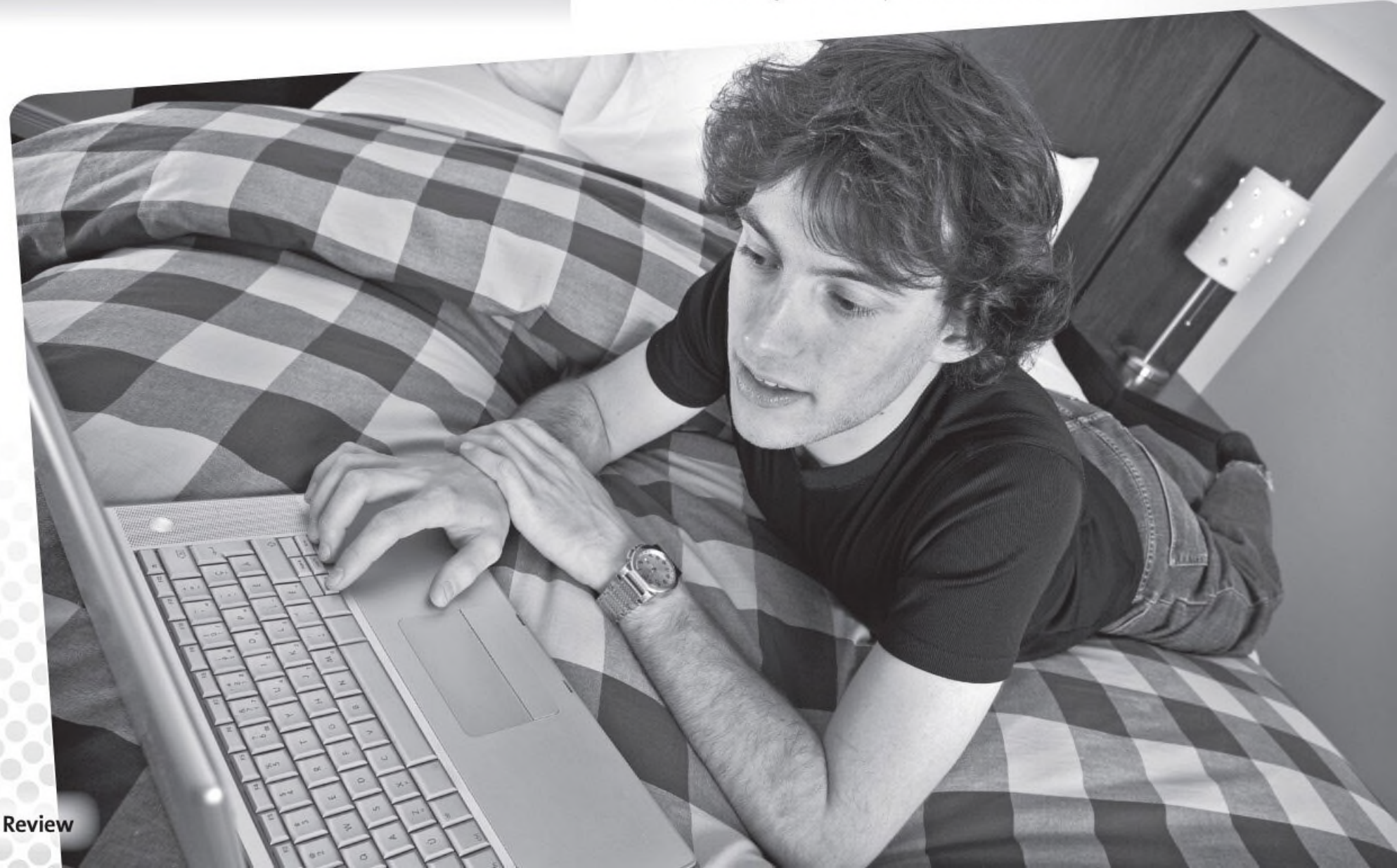
2 **Work in pairs. You are at home with a friend and there is nothing you want to watch on TV. You are looking at the films available on the pay-per-view channel. Express your opinions about the films below. Which film will you pay to see, and why? Why are you rejecting the other options?**

| Film | Genre | Length | Price |
|---|---|---|---|
| Guardians of the Galaxy | action | 122 mins | £4 |
| Frozen | animation | 108 mins | £3.50 |
| Anchorman 2 | comedy | 143 mins | £4.50 |
| | | | |

## Reading

3 **Read the text and choose the best answers. Underline the sentences in the text that helped you decide.**

1 What is Mike Owen doing today?
  a He is playing computer games.
  b He is watching a TV series from start to finish.
  c He is running a difficult race.
  d He is watching an interesting documentary on TV.
2 According to the text, waiting for the next episode of a TV series can make viewers feel
  a anxious.
  b bored.
  c delighted.
  d frightened.
3 How much does it cost to use Netflix?
  a Nothing – it's free.
  b It depends on the film.
  c The same every month.
  d Users pay by the hour.
4 Viewers who stream programmes
  a can leave the room during the adverts.
  b needn't receive phone calls.
  c mustn't get up in the middle of a film.
  d don't have to watch at particular times.
5 What makes *House of Cards* different from other TV dramas?
  a It only has thirteen episodes.
  b Many TV channels show it at the same time.
  c You can only see it via the internet.
  d There is just one episode each week.



# 2 Cumulative Review 2 (Units 1–3)

# WHAT ARE YOU WATCHING?

It's dark outside, but eighteen-year-old Mike Owen doesn't notice the time passing. Today, he is only doing one thing: sitting in front of his computer screen, watching all thirteen episodes of season two of a TV crime drama. For Mike, a TV marathon like this one is an enjoyable way of spending the day. And he is not alone in his opinion.

Binge-viewing – watching several episodes of a TV series in one sitting – is getting more and more popular these days. And it isn't hard to see why. In the past, viewers had to wait nervously between episodes of their favourite TV series, because they were usually broadcast only once a week. Each chapter finished with a moment of suspense called a 'cliffhanger', and fans were often left for seven whole days wondering what would happen next. During this time, they often forgot some of the details, so they needed a flashback at the beginning of the next instalment to remind them of the key events. But all of this is changed with the technology of streaming. One of the most successful companies to use this technology is the American internet television network Netflix. For a monthly subscription, members can choose films or programmes from the company's enormous library and stream them to their TV or computer.

This system has a number of advantages. Firstly, users can watch what they want when they want and they don't have to follow the schedule of a TV channel. Secondly, they can play, pause and resume watching as they wish, so they can get a snack or answer the phone without missing the action. Thirdly, and most importantly for some, their viewing is not constantly interrupted by advertisements. Of course, this system has also made binge-viewing much easier.

Netflix has its own TV drama series called *House of Cards*, a political thriller starring Kevin Spacey and Robin Wright. Instead of introducing one episode a week, all thirteen chapters were streamed online at the same time. The series was extremely popular with the public, and it also won a number of important prizes. TV executives should take note of the show's success because the future of their own channels may be in danger.

## Grammar and vocabulary

4 Choose the correct answers.

### CINEMA ETIQUETTE

Going to the cinema is supposed to be fun, but sometimes, this is not the case. For example, how [1]_____ times have you heard a mobile phone ring while you [2]_____ a film? This is one of the most [3]_____ things that can happen in the cinema. We are always reminded to turn off our mobiles before the film starts, so there really aren't [4]_____ excuses. And if you forget, you [5]_____ answer your phone, because the person can leave a message on your voicemail.

Sitting next to a baby can also be a pain. Unfortunately, small children don't understand that they [6]_____ be noisy in the cinema. [7]_____ parents may not have anybody to leave their children with, but they don't [8]_____ to go to the cinema to see a film. Instead, they could watch one online or rent a DVD.

Finally, there is the issue of people talking. Most of us whisper when we want to say something, but a [9]_____ people don't seem to know how. I'm afraid I don't have [10]_____ patience with these rude people, and I usually tell them to be quiet!

| | | | |
|---|---|---|---|
| 1 | a many | b much | c some |
| 2 | a watch | b were watching | c watched |
| 3 | a annoyed | b cross | c annoying |
| 4 | a a lot | b any | c some |
| 5 | a mustn't | b needn't | c don't |
| 6 | a needn't | b don't | c mustn't |
| 7 | a Some | b Any | c A |
| 8 | a have | b must | c needn't |
| 9 | a little | b lot | c few |
| 10 | a many | b much | c some |

## Writing

5 **You and a friend watched the first season of a TV series last weekend. Write a letter to another friend in which you:**

- say which series you watched and who you watched it with.
- give your personal opinion of the series.
- mention what you did after you finished watching the series.
- invite your friend to watch the next season of the series with you soon.

# 3 Cumulative Review 3 (Units 1–5)

## Listening

1 2.20 **Listen and match conversations 1–5 with contexts a–e.**

a an answerphone message ☐
b a job interview ☐
c a talk ☐
d a job advert ☐
e an informal conversation ☐

2 2.20 **Listen again and choose the best answers.**

1 Which information should you always include on a CV?
a Your date of birth.
b Your phone number.
c Your place of birth.

2 What does Paul like about his job?
a It's challenging.
b He loves travelling.
c It's very varied.

3 What do applicants need for the job?
a Communication skills.
b Experience.
c Special qualifications.

4 Why did Annabel apply for the job?
a She wants to do something more challenging.
b She wants to earn more money.
c She wants to work with some friends.

5 How can visitors book a guided tour of the factory?
a By phone.
b In person.
c Online.

## Speaking

3 **Work in pairs. Look at the photo and answer the questions.**

1 How do you think the people are feeling?
2 Which would you prefer: a face-to-face job interview or an interview by phone?
3 How would you describe the last time you had to make a good impression?



## Reading

4 **Read the article about a job at a chocolate company. Match sentences A–F with gaps 1–5 in the article. There is one extra sentence.**

A To do this, they will need an excellent sense of taste and smell.
B The closing date for applications is 16 December.
C If candidates are successful, they will go on to do a blind taste test.

# Dream job for chocolate lovers



**Are you out of work? Do you love chocolate? Then you might be interested in an advertisement that appeared last week on Facebook and in cinemas all over the country. [1]_____ The starting salary for the post will be around £35,000 per year.**

Although the job is based in England, the successful candidate will have to do a lot of travelling. He or she will go abroad regularly to look for the best ingredients for the company's products. [2]_____ When the right combination is found, the company will develop a new chocolate bar. The best part of the job will be testing the new products, which will be done, of course, by the Taste Assistant.

No formal qualifications are needed for the job, but there is one rather special requirement. Applicants must be able to tell the difference between different kinds of flavours. [3]_____ For this reason, Green & Black's is looking for someone with 'a good nose'. A company representative says that they have no preference over men or women for the job, and that age is not important. According to experts, however, women are usually more sensitive to taste than men. They also say that we lose our sense of taste as we get older. For this reason, the successful applicant is likely to be young and female.

# 3 Cumulative Review 3 (Units 1–5)

D The chocolate company Green & Black's is looking for a new Taste Assistant for their UK office.
E Many people eat too quickly to pay attention to what they are eating.
F The rest of the time will be spent at the company's headquarters experimenting with different flavours.

**5 Read the text again. Underline the word or words in the sentences after the gaps that refer back to the missing sentences.**



The first stage in the selection process will be an interview. [4]_____ Here, they must identify the flavours of chocolate bars that the company has prepared specially. They will not be able to see the chocolate that they have to taste. The final stage will be a live 'Taste Challenge' in which the five best candidates will take part. The prize for the winner will be the Taste Assistant job.

Green & Black's are asking those who are interested in the post to send in a CV with a covering letter. [5]_____ The company will hold interviews two weeks later in the first week of January. The successful candidate can expect to start work in their new job early next year.

## Grammar and vocabulary

**6 Choose the correct answers.**

# HOW TO GET YOURSELF NOTICED

Marketing graduate Alfred Ajani, aged 22, applied unsuccessfully for over three hundred positions when he finished university. It seemed that the only posts available were for [1]_____ temporary jobs. Alfred wanted something [2]_____ , so he decided to try a different approach. 'If I give people my CV in person, perhaps [3]_____ a job,' he thought. He went to London's Waterloo Station and [4]_____ at the entrance with a pile of CVs and a card advertising his services. At first, commuters were a [5]_____ suspicious, but then they started going up to him to ask what he [6]_____ . During the day, he met some very interesting people. When he got home, Alfred received a phone call about a marketing job in Barcelona. He was [7]_____ because his plan had worked. He [8]_____ an interview for the job next week. If he [9]_____ the job, he'll be able to work using his studies. Of course, he [10]_____ learn a new language too.

| | | | |
|---|---|---|---|
| 1 | a badly-paid | b creative | c rewarding |
| 2 | a the best | b better | c best |
| 3 | a I'm getting | b I'll get | c I got |
| 4 | a stood | b stands | c standing |
| 5 | a bit | b few | c lot |
| 6 | a do | b had done | c was doing |
| 7 | a confused | b delighted | c disappointed |
| 8 | a would have | b have | c 's going to have |
| 9 | a get | b will get | c gets |
| 10 | a had to | b 'll have to | c have to |

## Writing

**7 Write an application letter for the job in exercise 4. Include this information:**

- what the job is and how you found out about it
- why you are interested in the job
- why you are the right person for the job
- what you are sending with the letter and when you can start work
- what you would like to happen next.

# 4 Cumulative Review 4 (Units I–7)

## Listening

1 2.21 **Listen to four speakers talking about their shopping habits. Match speakers 1–4 with the item below that they are most likely to buy.**

an album  an electronic device  earrings
a guitar  a novel  some potatoes  a dress

Speaker 1: _____
Speaker 2: _____
Speaker 3: _____
Speaker 4: _____

2 2.21 **Listen again. Match speakers 1–4 with sentences A–E. There is one extra sentence.**

A Speaker _____ buys something which is not often used today.
B Speaker _____ spends money online.
C Speaker _____ only saves money by buying a lot of something.
D Speaker _____ pays for things with somebody else's money.
E Speaker _____ is running out of space for all the things he/she buys.

## Speaking

3 **Work in pairs. There are plans to open new businesses in your town. Which one of the shops and services below would be most successful and why? Why are you rejecting the other options? Write notes below.**

baker's  charity shop  clothes shop  estate agent's
jeweller's  takeaway

Choices: _____

_____

Reasons for rejecting other options: _____

_____

_____

_____

## Reading

4 **Read the three texts. For each text, choose the correct answer (a, b or c).**

# Best TV *moments*

The highlight of last night's television was the first episode in the latest series of Channel Four's reality show *Secret Millionaire*. The idea behind the show is for a millionaire to take on a new identity and go into poor areas of their city to find three charities to give some of their money to. They spend a week working with the organisations, revealing their true identity at the end of the programme. At this point, they give each of the charities a cheque for tens of thousands of pounds. Last night's show had more drama than usual – you'll have to watch to find out why – but finished with millionaire composer and music producer David King donating £50,000 pounds to the charities he had worked with.

1 The author of the text wants to
a give advice to millionaires on what to do with their money.
b give an opinion of a TV programme.
c explain how reality shows can be good for society.

# What's in a sofa?

When three students bought a sofa from a charity shop, they got more than they paid for. When they brought the sofa home, they discovered an envelope full of $20 notes hidden under the cushions. They continued to look and found more envelopes! By the time they finished looking, they had a pile of notes adding up to more than $40,000. At first, the students began to talk about what they would do with the money. One said he would take a trip, while another would buy his mum a new car. But when they found a woman's name on one of the envelopes, they knew that they had to give it back. They called the woman, who was so delighted to hear from them, that she gave them $1,000 for returning her money.

2 What was the students' first idea when they realised they had $40,000?
a To split up the money and spend it.
b To find the person who it belonged to.
c To call the charity shop about the sofa.

# 4 Cumulative Review 4 (Units 1–7)

## Calling all students!

Are you over seventeen years and six months old and in full-time education? Then why not open an account with us? With our Student Account, you get all the usual offers: free online banking and access to your money twenty-four hours a day, seven days a week. But on top of that, we won't charge you for going over your limit (up to £1,400). We also have a new banking app that you can use to manage your money more easily. You can use this to check how much money is in your account, pay your bills and receive text messages related to your money. If you want a flexible way to look after your money, our Student Account is the one for you. To open an account, fill in the application form on our website, or call your nearest branch for more information.

3 The text gives readers
- **a** some information about different kinds of bank accounts.
- **b** tips on how to manage your money as a student.
- **c** a number of reasons why they should open one particular account.

**5 Look back at questions 1–3 in exercise 4. Explain in your own words why the other options are not correct.**

## Grammar and vocabulary

6 Choose the correct answers.

## SHOPPING revolution

Do you often go shopping? If so, how do you usually [1]_____ the items you buy? Some people still use cash, because it's easier to know [2]_____ money you have spent. But if you're [3]_____ of money when you reach the supermarket check-out, it can be very embarrassing. Other people pay by card, so that they [4]_____ carry a lot of money around with them. Unfortunately, credit cards often make you spend more money [5]_____ you had planned. And it isn't until the end of the month that you realise that you [6]_____ the bank a lot of money. To carry cash or cards, you need a wallet and a bag – or quite a big pocket! But wouldn't it be great if you [7]_____ your wallet at home? If you [8]_____ a smartphone, it seems that you will soon be able to do that. The company Vocalink [9]_____ a new app called Zapp which will allow people to pay by phone in the future. Zapp will completely change the way we shop – and our mobile phones [10]_____ even more necessary than they already are.

| | | | |
|---|---|---|---|
| 1 | a buy for | b pay | c pay for |
| 2 | a how much | b how | c how many |
| 3 | a few | b short | c little |
| 4 | a don't have to | b must | c mustn't |
| 5 | a as | b than | c that |
| 6 | a borrow | b owe | c lend |
| 7 | a would leave | b will leave | c could leave |
| 8 | a have | b will have | c would have |
| 9 | a develops | b is developing | c had developed |
| 10 | a become | b will become | c would become |

## Writing

**7 Imagine that you are saving up to buy a new electronic device. Write a blog post describing how you have managed to save money. Include this information:**
- what you want to buy
- three methods you have used to save money
- what you are going to do when you have enough money to buy the device.

# 5 Cumulative Review 5 (Units I–9)

## Listening

**1** 2.22 **Listen to five conversations about gadgets and choose the best answers.**

1 Listen to an answerphone message. What is the speaker's intention?
   - **a** To apologise to her friend.
   - **b** To tell her friend about her holiday.
   - **c** To thank her friend.

2 Listen to a conversation at the police station. What colour is the tablet?
   - **a** black
   - **b** purple
   - **c** white

3 Listen to a radio announcement. What is the speaker's intention?
   - **a** To challenge the listeners.
   - **b** To persuade the listeners to do something.
   - **c** To describe something to the listeners.

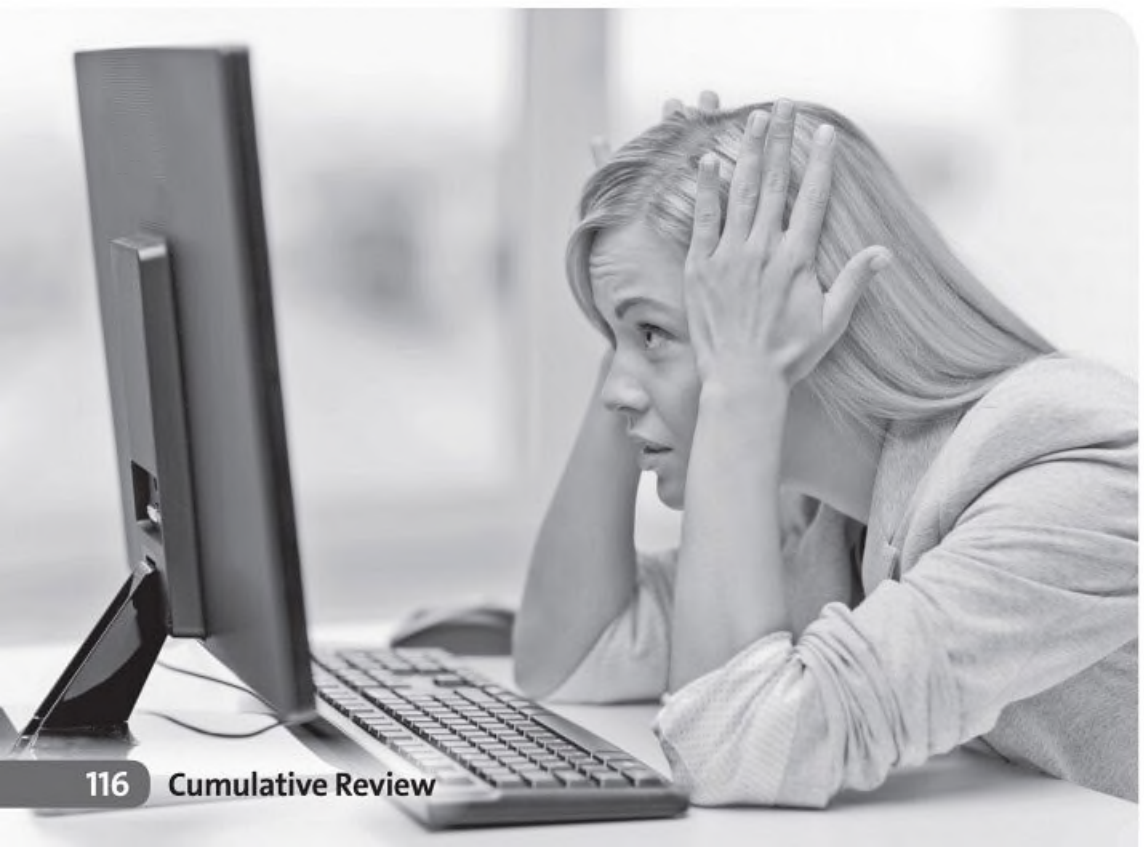
4 Listen to a conversation between a mother and her son. What does she give him for his birthday?
   - **a** a computer
   - **b** a games console
   - **c** a television

5 Listen to an extract from a radio programme. What is the speaker's intention?
   - **a** To ask the listeners to do something.
   - **b** To entertain the listeners.
   - **c** To inform the listeners about something.

## Speaking

**2 Work in pairs. Look at the photo and answer the questions.**

1 How do you think the person is feeling?
2 Which is worse in your opinion, a broken computer or a broken mobile phone?
3 When was the last time you had a problem with a gadget? What happened?



## Reading

**3 Match texts A–D with questions 1–6 below. Some questions match with more than one text.**

Which invention(s) ...

1 was / were discovered during the scientist's free time? _____
2 was / were made when scientists were working on something else? _____
3 was / were previously used for something different? _____
4 resulted from something getting too hot? _____
5 is / are used for joining two things together? _____
6 took the longest to be developed? _____

# INVENTED BY ACCIDENT

### A MICROWAVE OVEN

This useful kitchen device was invented by an electronics genius called Percy Spencer. Spencer had been in the Navy, where he had taught himself how to be an engineer. When he left, he got a job at Raytheon, an important company in the arms industry. In 1945, Spencer was experimenting with radar when something strange happened. He noticed that a bar of chocolate in his pocket had melted. Spencer worked out that it was the microwaves from the radar that had heated the chocolate. Spencer continued investigating the effects of microwaves on food and developed the microwave oven. The first machine was sold just a year after Spencer had made his discovery.



# 5 Cumulative Review 5 (Units I–9)



## B VELCRO

Velcro was invented by a Swiss engineer called George de Mestral. In 1948, Mestral was out walking with his dog when he noticed that the dog was covered in small green balls. The balls were the seeds of a plant which was common in the area. Mestral wanted to know what made these balls stick to his dog's fur, so he looked at one of them under his microscope. He saw that it had a lot of tiny hooks. Mestral realised that this technique could be used to make two strips of material stick together. He experimented with a variety of materials for years until the invention of nylon, which was perfect for his idea. The first Velcro was finally produced in 1955.




## C PLAY-DOH

The children's toy Play-Doh actually started life as a cleaning product. It was made by an American company called Kutol Products and it was used to clean wallpaper. Sadly, the wallpaper cleaner did not sell very well, so Kutol Products began losing money. That is, until the company realised that its product was being used for a different purpose. Children had started using it to make Christmas ornaments in the shape of people and animals. Kutol Products adapted their product almost overnight by taking out the cleaning ingredient and adding colours and a nice smell. They also gave it a new name. Play-Doh went on to become one of the best-selling children's toys ever.

## D SUPERGLUE

In 1942, Dr Harry Coover of Eastman-Kodak Laboratories was trying to find a new material to use for making part of a gun. He was disappointed to see that his latest effort, a substance called cyanoacrylate, was a complete failure because it stuck to everything it touched. Coover threw it away and forgot about it. Six years later, he came across cyanoacrylate once more when his company was developing a new design for part of a plane. Again, the substance stuck to everything in sight. But this time, Coover realised that the substance might be useful, because it didn't need heat to make it stick. Coover carried on experimenting with cyanoacrylate in his lab, and it appeared in DIY stores as superglue sixteen years after he had first used it.






# REACH FOR THE SKY!

## Grammar and vocabulary

4 Choose the correct answers.

It is incredible what inventors can come up with these days. In the past, people said that it [1]_____ impossible to make a flying motorbike, but a California-based company called Aerofex [2]_____ just that. The Aero X hoverbike runs on normal petrol and it [3]_____ two people to ride up to three metres above the ground at a speed of 70 km/h. The first model [4]_____ back in 2012, but experts [5]_____ the company that it looked very ugly. Since then, the design [6]_____ so that now it looks like something out of the film *Star Wars*. It has taken so long to produce because this kind of vehicle has always been considered [7]_____ dangerous. You [8]_____ have a pilot's licence to use the hoverbike, but all riders will have to do a training course before they buy one. The Aero X [9]_____ around $85,000 and can be reserved on the company's website for $5,000. But if you [10]_____ one, you'll have to be quick, because they are sure to be very popular.

| | | | |
|---|---|---|---|
| 1 | a are | b was | c would |
| 2 | a was done | b was doing | c has done |
| 3 | a allows | b lets | c prevents |
| 4 | a is developed | b developed | c was developed |
| 5 | a said | b told | c told to |
| 6 | a is changed | b was changed | c has been changed |
| 7 | a enough | b too | c too much |
| 8 | a needn't | b mustn't | c can't |
| 9 | a costs | b pays | c charges |
| 10 | a wanted | b want | c will want |

## Writing

5 **Imagine you have just returned home from a visit to a science museum. Write an email to a friend in which you:**

- describe the journey to the museum.
- describe the science museum.
- tell the story of one of the exhibits.
- suggest an activity to do together when your friend visits.

# W Writing Bank

## An informal letter

**You recently visited an English friend in York. Write a letter to Clare.**

- Thank Clare for looking after you during your visit.
- Describe your first week at university.
- Ask Clare about her job and tell her your plans to work part-time.
- Invite her to visit.

Dear Clare,

How are things? It was great to see you during the holidays! Thanks for showing me all the sights of York. I had a fantastic time.

I started university here in Boston last week. There's so much information and so many new people to meet. I think the course is going to be really interesting and I'm sure I'll have a lot of fun here.

How is your new job? Are you enjoying it? It must be really nice to be earning some money. I'm going to try to get a part-time job while I'm studying here. A bit of extra cash will be really useful. There's a bookshop in the city centre that's advertising for staff, so I might go there and have a chat with them.

Well, I've got to get back to the books. Write soon.

Best wishes,

Marion

P.S. You are very welcome to come and visit me next year. Do you think you will be able to? I hope so!

- Start the letter with *Dear* and the person's name.
- We sometimes start a letter by asking how the person is. You can use phrases such as *How are you?* or *How are things?*
- Divide the letter into short paragraphs, each with its own topic.
- We can use colloquial words and phrases.
- We often end letters with expressions like *Write soon, Best wishes, See you soon,* or *Take care,* and your first name. If we know the person well, we can use *Love, Lots of love,* or *With love from.*
- Use *P.S.* to add extra information or ask a question at the end of the letter.

## An email

**You have received an email from an English-speaking friend who has just started university in Cambridge. Write an email reply.**

- Describe a job you have recently started.
- Accept an invitation to visit.
- Share some news about your family.
- Ask about your friend's plans for the holidays and describe your own plans.

- In informal email messages, we often start with *Hi* or just the name. We don't usually use *Dear.*
- We can use colloquial words and phrases.
- Use short forms, e.g. *We're* and *I'll,* and abbreviations like *etc., e.g.*
- We often end informal email messages with expressions like *See you soon, See you later* or *Bye for now.*

Inbox

Hi Karl,

Thanks for your letter – it was great to hear from you! I'm really pleased that you're enjoying university.

I started my new job last week and I don't like it at all. My boss is really rude and we have to work long hours. No one else talks to me – not even the customers!

I'd love to come and visit you next year. Cambridge sounds like a great place. There's so much I'd like to see there. I can't wait!

Tomorrow, I'm going to visit my cousin in hospital. She hasn't had an accident – she's had a baby! It's a little girl and they've called her Lily. Do you like that name?

What are you up to in the holidays? I'm going to stay with my grandparents in Edinburgh.

I hope to hear from you soon. Take care.

Bye for now,

Alex

# W Writing Bank

## A blog post

**Your English penfriend Lisa came to stay with you during the holidays. Write a blog post.**

- Explain how you know Lisa.
- Describe her appearance and personality.
- Describe a memorable day out.
- Speculate about a visit to England in the future.

- Try to use a variety of tenses in your blog post. Covering the different points in the task should allow you to do this.
- Avoid using formal language in a blog post; use informal or neutral language.
- Use phrases like *In my view* ... and *As I see it* ... to introduce your opinions.
- You must cover all of the points in the task.
- If you divide your post into paragraphs, it is a good idea to have one paragraph for each point in the task.

**Blogsite.com**

Last April, my penfriend Lisa came to stay with me in Bangkok for two weeks. I know Lisa because our schools arranged an exchange programme and we visited each other two years ago. Since then, we have sent regular emails and letters, but we haven't seen each other.

Lisa is the same age as me. She's tall with short, dark hair and green eyes. We get on well because our personalities are very similar. As I see it, we're both easy-going and friendly, but quite shy too. We both hate loud, arrogant people!

Because Lisa visited in April, I wanted to show her how we celebrate the Songkran Festival here in Bangkok. So we went out on to the streets with buckets of water and splashed lots of people. It was great fun and Lisa really enjoyed experiencing a local tradition.

If I can save up enough money between now and August, I'll go to England to visit Lisa for a fortnight. We may go camping for a few days while I'm there. I hope the British weather is better than they say!

## An opinion essay / article

**Your local authority has decided that a supermarket chain can build a store on some nearby playing fields. Write an article for an internet discussion forum.**

- Explain why you disagree with the decision.
- Present the advantages of green spaces in towns.
- Describe a memorable event that took place there.
- Suggest a better location for the supermarket and give reasons.

- Begin by re-stating the main context of the task.
- Use words like *Firstly* ... and *Secondly* ... to sequence your points.
- Avoid using very informal language in an essay or article.
- Use a variety of expressions for introducing opinons like *It seems to me* ..., *In my view*, *In my opinion* ..., etc. and for making additional points, *Moreover*, *Furthermore*, etc.
- Use concession clauses like *although*, *even though* etc. at the beginning or end of a sentence.
- You must cover all of the points in the task.
- If you divide your essay or article into paragraphs, it is a good idea to have one paragraph for each point in the task.
- Finish by summing up your arguments.

**YourTown.com**

I strongly disagree with the plan to build a supermarket on the playing fields near our school. Firstly, it will mean losing an important facility for recreation. People of all ages use the fields for jogging, playing sports and having picnics. Secondly, it will cause an increase in traffic around the school.

Green spaces are particularly important in towns. They provide a space where people can escape from noise and pollution. Moreover, they make the whole area more attractive.

Last November, there was a firework display on the playing fields. Hundreds of people attended and the event raised a lot of money for charity.

In my view, it would be better to build a new supermarket next to the station. The buildings there are mostly empty. In addition, it would be much more convenient for customers for the supermarket to be on the ring road. A new supermarket would improve this part of town.

In conclusion, I oppose the plan to build a supermarket on the playing fields. I believe the playing fields are important to the local community. It would be better to build the supermarket close to the station.

# F Functions Bank

| Talking about likes and dislikes |
|---|
| I can't stand ... (1A) |
| I don't mind ... (1A) |
| I hate ... (1A) |
| I love ... (1A) |
| I quite like ... (1A) |
| I'm really keen on ... (1A) |
| ... isn't bad. (1A) |
| ... is great. (1A) |
| ... is terrible. (1A) |

| Asking for / Giving advice |
|---|
| What can I do? (1C) |
| Can I ask your advice about something? (1C) |
| I think / don't think you should ... (1C) |
| Why don't you...? (1C) |
| You need to... (1C) |
| You have to... (1C) |
| ... That's my advice. (1C) |
| You're right. Thanks for your advice. (1C) |

| Reacting and showing interest |
|---|
| You're joking / kidding! (1G) |
| How boring / funny / frustrating / exciting / upsetting / awful! (1G) |
| That's amazing / exciting / worrying / shocking! (1G) |
| That sounds great / terrible / annoying / terrifying! (1G) |
| What a cool thing to do! (1G) |
| Really? I'm so envious! (1G) |
| Really? What a relief! (1G) |
| That sounds like a nightmare! (1G) |
| Oh no! What a disaster / shame! (1G) |

| Describing a photo |
|---|
| The photo shows ... (2G) |
| in the foreground / background (2G) |
| in the top left corner / bottom right corner (2G) |
| at the top / bottom (2G) |
| on the left / right (2G) |
| in the centre (2G) |
| It looks like a ... (2G) |
| It looks as if they're ... (2G) |
| She seems to be ... (2G) |

| Speculating about a photo |
|---|
| She's probably feeling ... and ... (2G) |
| I expect they're feeling ... , but maybe a bit ... (2G) |
| Judging by ... , I'd say ... (2G) |
| To me, they look as if they're feeling ... (2G) |
| It can't be ... because ... (4G) |
| It must be ... because ... (4G) |

| Making suggestions |
|---|
| Shall we ... ? (2H) |
| Let's ... (2H) |
| Do you fancy ... ? (2H) |
| How / What about ... ? (2H) |
| It would be nice to ... (2H) |
| We could always ... (2H) |
| Why don't we ...? (6G) |

| Expressing likes and dislikes |
|---|
| I quite fancy... / I don't really fancy (3G) |
| I'm / I'm not a big fan of ... (3G) |
| I'm / I'm not keen on ... (3G) |
| I adore ... / I can't stand ... (3G) |

| Expressing a preference |
|---|
| I'd rather ... (3G) |
| I'd prefer (to) ... (3G) |
| I think ... will be better / more fun, etc. (3G) |

| Reaching an agreement |
|---|
| Shall we settle on ... ? (3G) |
| OK, I agree. (3G) |
| That's agreed, then. (3G) |
| That's a great idea. (3G) |

| Expressing opinions |
|---|
| I think / I don't think that ... (4E) |
| In my opinion, ... (4E) |
| I believe / don't believe that ... (4E) |
| It seems to me that ... (4E) |
| To be honest, ... (4E) |
| As I see it, ... (4E) |
| I imagine that ... (8G) |

# F Functions Bank

| Agreeing and disagreeing |
|---|
| I agree / disagree with (Emma) that ... (4E) |
| (Tom) is right / wrong to say that ... because ... (4E) |
| It's true that ... (4E) |
| I don't agree that ... (9D) |
| I agree that ... (9D) |
| I'm not sure that ... (9D) |
| I wouldn't say that ... (9D) |

| Comparing and contrasting: similarities |
|---|
| The common theme in the photos is ... (4G) |
| You can see ... in both photos. (4G) |
| Both photos show ... (4G) |
| In both photos there are ... (4G) |

| Comparing and contrasting: differences |
|---|
| The first photo shows ... , whereas the second photo shows ... (4G) |
| In the first photo ... , but in the second photo ... (4G) |
| One obvious difference is (that) ... (4G) |
| Unlike the first photo, the second photo shows ... (4G) |
| In contrast to the first photo, the second photo ... (4G) |

| Making contrasts |
|---|
| I'm sure I'll enjoy it even though ... (5G) |
| Although it's ... , it will be very ... (5G) |
| The job is quite ... . However, I really don't want to work in a ... (5G) |
| The ... isn't very good. Nevertheless, I'm choosing this job because I'm interested in ... (5G) |

| Accepting a suggestion |
|---|
| That sounds like a great idea. (6G) |
| What a good idea! (6G) |
| I like that idea. (6G) |
| That's a really good plan. |
| Yes. Why not? (6G) |
| Let's do that. (6G) |

| Declining a suggestion |
|---|
| I'm not sure about that. (6G) |
| I don't think that's a great idea. (6G) |
| I'm not very keen on that idea. (6G) |
| I'd rather not. (6G) |

| Expressing no preference |
|---|
| I don't mind. (6G) |
| Either suggestion is fine by me. (6G) |
| They're both good ideas. (6G) |

| Structuring your speech |
|---|
| I'd like to start by saying / looking at ... (7G) |
| First of all, we need to decide / examine / look at / ask ourselves ... (7G) |
| I'll begin with ... (7G) |
| Now I'd like to move on to ... (7G) |
| This leads to my next point. (7G) |
| Now let's look at / move on to (the question of ...) (7G) |

| Ordering points or opinions |
|---|
| First, ... Second, ... Finally, ... (7G) |

| Justifying your opinions |
|---|
| There are a number of reasons why I believe this. First, ... (7G) |
| I'll tell you why I think that. (7G) |
| The reason I say that is ... (7G) |
| The main reason I feel this way is ... (7G) |

| Summing up your opinion |
|---|
| To sum up, ... / In conclusion, ... / All in all, ... (7G) |
| Just to summarise the main points ... (7G) |

| Giving a tentative opinion |
|---|
| I'm not sure really. (8G) |
| I agree to some extent. (8G) |
| I suppose it's true to say that ... (8G) |

| Making an additional point |
|---|
| Moreover, ... (8G) |
| Furthermore, ... (8G) |
| What is more, ... (8G) |

| Making a complaint |
|---|
| There's a problem / something wrong with ... (9G) |
| It's broken. (9G) |
| It doesn't work. / It has stopped working. (9G) |
| Can I have my money back, please? (9G) |
| Can you exchange / repair it? (9G) |
| Can I see / speak to the manager, please? (9G) |

# W Wordlist

## Unit I

| | | |
|---|---|---|
| beard (n) | /bɪəd/ | |
| black (adj) | /blæk/ | |
| board games (n) | /'bɔːd geɪmz/ | |
| bowling (n) | /'bəʊlɪŋ/ | |
| brown (adj) | /braʊn/ | |
| canteen (n) | /kæn'tiːn/ | |
| chemistry (n) | /'kemɪstri/ | |
| chess (n) | /tʃes/ | |
| classroom (n) | /'klɑːsruːm/ | |
| coat (n) | /kəʊt/ | |
| corridor (n) | /'kɒrɪdɔː(r)/ | |
| curly (adj) | /'kɜːli/ | |
| dance (n) | /dɑːns/ | |
| dark (adj) | /dɑːk/ | |
| desk (n) | /desk/ | |
| drama (n) | /'drɑːmə/ | |
| drawing (n) | /'drɔːɪŋ/ | |
| fair (adj) | /feə(r)/ | |
| geography (n) | /dʒi'ɒgrəfi/ | |
| gym (n) | /dʒɪm/ | |
| hair (n) | /heə(r)/ | |
| hall (n) | /hɔːl/ | |
| hat (n) | /hæt/ | |
| homework (n) | /'həʊmwɜːk/ | |
| ice skating (n) | /'aɪs skeɪtɪŋ/ | |
| interactive whiteboard (n) | /ˌɪntər'æktɪv 'waɪtbɔːd/ | |
| IT [information technology] (n) | /ˌaɪ 'tiː/, /ˌɪnfə'meɪʃn tekˌnɒlədʒi/ | |
| jacket (n) | /'dʒækɪt/ | |
| jumper (n) | /'dʒʌmpə(r)/ | |
| laptop (n) | /'læptɒp/ | |
| leggings (n) | /'legɪŋz/ | |
| long (adj) | /lɒŋ/ | |
| moustache (n) | /mə'stɑːʃ/ | |
| music (n) | /'mjuːzɪk/ | |
| noticeboard (n) | /'nəʊtɪsbɔːd/ | |
| PE [physical education] (n) | /ˌpiː 'iː/, /'fɪzɪkl ˌedʒu'keɪʃn/ | |
| picnic (n) | /'pɪknɪk/ | |
| playing field (n) | /'pleɪɪŋ fiːld/ | |
| reception (n) | /rɪ'sepʃn/ | |
| red (adj) | /red/ | |
| shirt (n) | /ʃɜːt/ | |
| short (adj) | /ʃɔːt/ | |
| skateboarding (n) | /'skeɪtbɔːdɪŋ/ | |
| staff room (n) | /'stɑːfruːm/ | |
| straight (adj) | /streɪt/ | |
| sweatshirt (n) | /'swetʃɜːt/ | |
| textbook (n) | /'tekstbʊk/ | |
| tie (n) | /taɪ/ | |
| trousers (n) | /'traʊzəz/ | |
| video games (n) | /'vɪdiəʊ geɪmz/ | |
| walk (n) | /wɔːk/ | |
| wavy (adj) | /'weɪvi/ | |
| whiteboard (n) | /'waɪtbɔːd/ | |

## Unit 1

| | | |
|---|---|---|
| a bit (adv) | /ə bɪt/ | |
| a little bit (adv) | /ə 'lɪtl bɪt/ | |
| annoyed (adj) | /ə'nɔɪd/ | |
| annoying (adj) | /ə'nɔɪɪŋ/ | |
| anxious (adj) | /'æŋkʃəs/ | |
| ashamed (adj) | /ə'ʃeɪmd/ | |
| ask for (phr v) | /ɑːsk fə/ | |
| bleed (v) | /bliːd/ | |
| blood (n) | /blʌd/ | |
| bored (adj) | /bɔːd/ | |
| boring (adj) | /'bɔːrɪŋ/ | |
| break (your arm) (v) | /breɪk/ | |
| broken (arm) (adj) | /'brəʊkən/ | |
| bruise (n, v) | /bruːz/ | |
| burn (v) | /bɜːn/ | |
| confused (adj) | /kən'fjuːzd/ | |
| confusing (adj) | /kən'fjuːzɪŋ/ | |
| cross (adj) | /krɒs/ | |
| cut (n, v) | /kʌt/ | |
| delighted (adj) | /dɪ'laɪtɪd/ | |
| disappointed (adj) | /ˌdɪsə'pɔɪntɪd/ | |
| disgusted (adj) | /dɪs'gʌstɪd/ | |
| disgusting (adj) | /dɪs'gʌstɪŋ/ | |
| embarrassed (adj) | /ɪm'bærəst/ | |
| embarrassing (adj) | /ɪm'bærəsɪŋ/ | |
| envious (adj) | /'enviəs/ | |
| excited (adj) | /ɪk'saɪtɪd/ | |
| exhausted (adj) | /ɪg'zɔːstɪd/ | |
| exhausting (adj) | /ɪg'zɔːstɪŋ/ | |
| extremely (adv) | /ɪk'striːmli/ | |
| fall (over) (v) | /fɔːl/ | |
| find out (phr v) | /faɪnd aʊt/ | |
| frightened (adj) | /'fraɪtnd/ | |
| frightening (adj) | /'fraɪtnɪŋ/ | |
| get over (phr v) | /get 'əʊvə(r)/ | |
| hurt (v) | /hɜːt/ | |
| injure (yourself) (v) | /'ɪndʒə(r)/ | |
| injury (n) | /'ɪndʒəri/ | |
| interested (adj) | /'ɪntrəstɪd/ | |
| interesting (adj) | /'ɪntrəstɪŋ/ | |
| look at (phr v) | /lʊk æt/ | |
| own up (phr v) | /əʊn ʌp/ | |
| pain (n) | /peɪn/ | |
| proud (adj) | /praʊd/ | |
| put back (phr v) | /pʊt bæk/ | |
| rather (adv) | /'rɑːðə(r)/ | |
| relieved (adj) | /rɪ'liːvd/ | |
| satisfied (adj) | /'sætɪsfaɪd/ | |

# W Wordlist

| | | |
|---|---|---|
| satisfying (adj) | /'sætɪsfaɪɪŋ/ | |
| shocked (adj) | /ʃɒkt/ | |
| shocking (adj) | /'ʃɒkɪŋ/ | |
| slip (over) (v) | /slɪp/ | |
| sprain (n, v) | /spreɪn/ | |
| surprised (adj) | /sə'praɪzd/ | |
| surprising (adj) | /sə'praɪzɪŋ/ | |
| suspicious (adj) | /sə'spɪʃəs/ | |
| talk about (phr v) | /'tɔːk əˌbaʊt/ | |
| tired (adj) | /'taɪəd/ | |
| tiring (adj) | /'taɪərɪŋ/ | |
| trip (over) (v) | /trɪp/ | |
| upset (adj) | /ʌp'set/ | |
| very (adv) | /'veri/ | |
| worried (adj) | /'wʌrid/ | |
| worrying (adj) | /'wʌrɪɪŋ/ | |

## Unit 2

| | | |
|---|---|---|
| accomplish (v) | /ə'kʌmplɪʃ/ | |
| accomplishment (n) | /ə'kʌmplɪʃmənt/ | |
| achieve (v) | /ə'tʃiːv/ | |
| achievement (n) | /ə'tʃiːvmənt/ | |
| across (prep) | /ə'krɒs/ | |
| along (prep) | /ə'lɒŋ/ | |
| astonishing (adj) | /ə'stɒnɪʃɪŋ/ | |
| athletic (adj) | /æθ'letɪk/ | |
| attempt (n, v) | /ə'tempt/ | |
| awful (adj) | /'ɔːfl/ | |
| behind (prep) | /bɪ'haɪnd/ | |
| beside (prep) | /bɪ'saɪd/ | |
| boots (n) | /buːts/ | |
| brave (adj) | /breɪv/ | |
| brilliant (adj) | /'brɪliənt/ | |
| cave (n) | /keɪv/ | |
| cliff (n) | /klɪf/ | |
| complete (v) | /kəm'pliːt/ | |
| completion (n) | /kəm'pliːʃn/ | |
| dark (adj) | /dɑːk/ | |
| deep (adj) | /diːp/ | |
| delicious (adj) | /dɪ'lɪʃəs/ | |
| desert (n) | /'dezət/ | |
| develop (v) | /dɪ'veləp/ | |
| development (n) | /dɪ'veləpmənt/ | |
| dinghy (n) | /'dɪŋgi/, /'dɪŋi/ | |
| down (prep) | /daʊn/ | |
| dream (n, v) | /driːm/ | |
| employ (v) | /ɪm'plɔɪ/ | |
| employment (n) | /ɪm'plɔɪmənt/ | |
| entertain (v) | /ˌentə'teɪn/ | |
| entertainment (n) | /ˌentə'teɪnmənt/ | |
| erupt (v) | /ɪ'rʌpt/ | |
| eruption (n) | /ɪ'rʌpʃn/ | |
| examination (n) | /ɪgˌzæmɪ'neɪʃn/ | |
| examine (v) | /ɪg'zæmɪn/ | |
| experience (n, v) | /ɪk'spɪəriəns/ | |
| exploration (n) | /ˌeksplə'reɪʃn/ | |
| explore (v) | /ɪk'splɔː(r)/ | |
| fantastic (adj) | /fæn'tæstɪk/ | |
| filthy (adj) | /'fɪlθi/ | |
| forest (n) | /'fɒrɪst/ | |
| helmet (n) | /'helmɪt/ | |
| hill (n) | /hɪl/ | |
| huge (adj) | /hjuːdʒ/ | |
| icy (adj) | /'aɪsi/ | |
| imagination (n) | /ɪˌmædʒɪ'neɪʃn/ | |
| imagine (v) | /ɪ'mædʒɪn/ | |
| impressive (adj) | /ɪm'presɪv/ | |
| inside (prep) | /ˌɪn'saɪd/ | |
| lake (n) | /leɪk/ | |
| life jacket (n) | /'laɪf dʒækɪt/ | |
| low (adj) | /ləʊ/ | |
| motivate (v) | /'məʊtɪveɪt/ | |
| motivation (n) | /ˌməʊtɪ'veɪʃn/ | |
| mountain (n) | /'maʊntən/ | |
| narrow (adj) | /'nærəʊ/ | |
| near (prep) | /nɪə(r)/ | |
| need (n, v) | /niːd/ | |
| ocean (n) | /'əʊʃn/ | |
| paddles (n) | /'pædlz/ | |
| poles (n) | /pəʊlz/ | |
| preparation (n) | /ˌprepə'reɪʃn/ | |
| prepare (v) | /prɪ'peə(r)/ | |
| relax (v) | /rɪ'læks/ | |
| relaxation (n) | /ˌriːlæk'seɪʃn/ | |
| remote (adj) | /rɪ'məʊt/ | |
| rescue (n, v) | /'reskjuː/ | |
| risk (n, v) | /rɪsk/ | |
| risky (adj) | /'rɪski/ | |
| river (n) | /'rɪvə(r)/ | |
| rocks (n) | /rɒks/ | |
| rocky (adj) | /'rɒki/ | |
| rope (n) | /rəʊp/ | |
| rucksack (n) | /'rʌksæk/ | |
| safety harness (n) | /'seɪfti 'hɑːnɪs/ | |
| shallow (adj) | /'ʃæləʊ/ | |
| shore (n) | /ʃɔː(r)/ | |
| spectacular (adj) | /spek'tækjələ(r)/ | |
| starving (adj) | /stɑːvɪŋ/ | |
| steep (adj) | /stiːp/ | |
| stream (n) | /striːm/ | |
| strong (adj) | /strɒŋ/ | |
| stunning (adj) | /'stʌnɪŋ/ | |
| swimming trunks (n) | /'swɪmɪŋ trʌŋks/ | |
| tall (adj) | /tɔːl/ | |
| terrifying (adj) | /'terɪfaɪɪŋ/ | |
| thrilling (adj) | /'θrɪlɪŋ/ | |

# W Wordlist

through (prep) /θruː/
tiny (adj) /ˈtaɪni/
tragic (adj) /ˈtrædʒɪk/
under (prep) /ˈʌndə(r)/
valley (n) /ˈvæli/
volcano (n) /vɒlˈkeɪnəʊ/
waterfall (n) /ˈwɔːtəfɔːl/
wide (adj) /waɪd/

## Unit 3

acceptable (adj) /əkˈseptəbl/
acting (n) /ˈæktɪŋ/
action film (n) /ˈækʃn fɪlm/
animation (n) /ˌænɪˈmeɪʃn/
appropriate (adj) /əˈprəʊpriət/
assume (v) /əˈsjuːm/
certain (adj) /ˈsɜːtn/
characters (n) /ˈkærəktəz/
chat show (n) /ˈtʃæt ʃəʊ/
comedy (n) /ˈkɒmədi/
convincing (adj) /kənˈvɪnsɪŋ/
co-operate (v) /kəʊˈɒpəreɪt/
deny (v) /dɪˈnaɪ/
dependent (adj) /dɪˈpendənt/
dishonest (adj) /dɪsˈɒnɪst/
documentary (n) /ˌdɒkjuˈmentri/
emphasise (v) /ˈemfəsaɪz/
ending (n) /ˈendɪŋ/
fair (adj) /feə(r)/
fantasy film (n) /ˈfæntəsi fɪlm/
funny (adj) /ˈfʌni/
game show (n) /ˈgeɪm ʃəʊ/
go for sth (phr v) /ˈgəʊ fɔː(r) /
gripping (adj) /ˈgrɪpɪŋ/
honest (adj) /ˈɒnɪst/
horror film (n) /ˈhɒrə(r) fɪlm/
illegal (adj) /ɪˈliːgl/
imaginative (adj) /ɪˈmædʒɪnətɪv/
impatient (adj) /ɪmˈpeɪʃnt/
improve (v) /ɪmˈpruːv/
inappropriate (adj) /ˌɪnəˈprəʊpriət/
increase (v) /ɪnˈkriːs/
independent (adj) /ˌɪndɪˈpendənt/
invisible (adj) /ɪnˈvɪzəbl/
irresponsible (adj) /ˌɪrɪˈspɒnsəbl/
keen on something (adj) /ˈkiːn ɒn ˌsʌmθɪŋ/
lead (v) /liːd/
legal (adj) /ˈliːgl/
likely (adj) /ˈlaɪkli/
moving (adj) /ˈmuːvɪŋ/
musical (n) /ˈmjuːzɪkl/
news bulletin (n) /njuːz ˈbʊlətɪn/
participate (v) /pɑːˈtɪsɪpeɪt/
patient (adj) /ˈpeɪʃnt/
period drama (n) /ˈpɪəriəd ˈdrɑːmə/
plot (n) /plɒt/
prevent (v) /prɪˈvent/
provide (v) /prəˈvaɪd/
reality show (n) /riˈæləti ʃəʊ/
responsible (adj) /rɪˈspɒnsəbl/
reveal (v) /rɪˈviːl/
romantic comedy (n) /rəʊˈmæntɪk ˈkɒmədi/
scary (adj) /ˈskeəri/
scenes (n) /siːnz/
science fiction film (n) /ˈsaɪəns ˈfɪkʃn fɪlm/
script (n) /skrɪpt/
sitcom (n) /ˈsɪtkɒm/
soap (n) /səʊp/
soundtrack (n) /ˈsaʊndtræk/
special effects (n) /ˌspeʃl ɪˈfekts/
talent show (n) /ˈtælənt ʃəʊ/
thriller (n) /ˈθrɪlə(r)/
unacceptable (adj) /ˌʌnəkˈseptəbl/
uncertain (adj) /ʌnˈsɜːtn/
unfair (adj) /ˌʌnˈfeə(r)/
unlikely (adj) /ʌnˈlaɪkli/
unrealistic (adj) /ˌʌnrɪəˈlɪstɪk/
unsurprising (adj) /ˌʌnsəˈpraɪzɪŋ/
violent (adj) /ˈvaɪələnt/
visible (adj) /ˈvɪzəbl/
war film (n) /wɔː(r) fɪlm/
weather forecast (n) /ˈweðə fɔːkɑːst/
western (n) /ˈwestən/

## Unit 4

approach (v) /əˈprəʊtʃ/
avalanche (n) /ˈævəlɑːnʃ/
billboard (n) /ˈbɪlbɔːd/
blow (v) /bləʊ/
bus stop (n) /ˈbʌs stɒp/
climate change (n) /ˈklaɪmət tʃeɪndʒ/
close down (phr v) /kləʊz ˈdaʊn/
clouds (n) /klaʊdz/
cloudy (adj) /ˈklaʊdi/
come up with (phr v) /kʌm ˈʌp wɪð/
cut down (phr v) /kʌt daʊn/
die out (phr v) /daɪ aʊt/
drought (n) /draʊt/
earthquake (n) /ˈɜːθkweɪk/
epidemic (n) /ˌepɪˈdemɪk/
famine (n) /ˈfæmɪn/
fire hydrant (n) /ˈfaɪə(r) ˌhaɪdrənt/
flood (n) /flʌd/
foggy (adj) /ˈfɒgi/
forest fire (n) /ˈfɒrɪst ˌfaɪə(r)/
fossil fuels (n) /ˈfɒsl fjuːəlz/

# W Wordlist

| | | |
|---|---|---|
| frost (n) | /frɒst/ | |
| frostbite (n) | /'frɒstbaɪt/ | |
| frosty (adj) | /'frɒsti/ | |
| give off (phr v) | /gɪv ɒf/ | |
| give up (phr v) | /gɪv ʌp/ | |
| global warming (n) | /ˌgləʊbl 'wɔːmɪŋ/ | |
| go up (phr v) | /gəʊ ʌp/ | |
| greenhouse gases (n) | /ˌgriːnhaʊs 'gæsɪz/ | |
| hail (n, v) | /heɪl/ | |
| hail storm (n) | /'heɪlstɔːm/ | |
| head (v) | /hed/ | |
| heat up (phr v) | /hiːt ʌp/ | |
| ice (n) | /aɪs/ | |
| ice caps (n) | /'aɪs kæps/ | |
| lamp post (n) | /'læmp pəʊst/ | |
| land (v) | /lænd/ | |
| lightning (n) | /'laɪtnɪŋ/ | |
| live with (phr v) | /lɪv wɪð/ | |
| look after (phr v) | /lʊk 'ɑːftə(r)/ | |
| mist (n) | /mɪst/ | |
| misty (adj) | /'mɪsti/ | |
| mudslide (n) | /'mʌdslaɪd/ | |
| pavement (n) | /'peɪvmənt/ | |
| pedestrian crossing (n) | /pəˌdestriən 'krɒsɪŋ/ | |
| put something off (phr v) | /ˌpʊt sʌmθɪŋ 'ɒf/ | |
| rain (n, v) | /reɪn/ | |
| rain shower (n) | /ˌreɪn ʃaʊə(r)/ | |
| raindrop (n) | /'reɪndrɒp/ | |
| rainforests (n) | /'reɪnfɒrɪsts/ | |
| rainy (adj) | /'reɪni/ | |
| reach (v) | /riːtʃ/ | |
| rely on (phr v) | /rɪ'laɪ ɒn/ | |
| renewable energy (n) | /rɪˌnjuːəbl 'enədʒi/ | |
| road sign (n) | /'rəʊd saɪn/ | |
| road works (n) | /'rəʊdwɜːks/ | |
| run out (phr v) | /rʌn aʊt/ | |
| sea levels (n) | /'siː levlz/ | |
| shine (v) | /ʃaɪn/ | |
| shop sign (n) | /'ʃɒp saɪn/ | |
| shower (n) | /'ʃaʊə(r)/ | |
| showery (adj) | /'ʃaʊəri/ | |
| snow (n, v) | /snəʊ/ | |
| snowflake (n) | /'snəʊfleɪk/ | |
| snowy (adj) | /'snəʊi/ | |
| spin (v) | /spɪn/ | |
| storm (n) | /stɔːm/ | |
| stormy (adj) | /'stɔːmi/ | |
| street corner (n) | /'striːt kɔːnə(r)/ | |
| sunny (adj) | /'sʌni/ | |
| sunshine (n) | /'sʌnʃaɪn/ | |
| surface temperature (n) | /'sɜːfɪs ˌtemprətʃə(r)/ | |
| take off (phr v) | /teɪk ɒf/ | |
| thunder (n, v) | /'θʌndə(r)/ | |
| thunderstorm (n) | /'θʌndəstɔːm/ | |
| thundery (adj) | /'θʌndəri/ | |
| traffic light (n) | /'træfɪk laɪt/ | |
| tsunami (n) | /tsuː'nɑːmi/ | |
| use up (phr v) | /juːs ʌp/ | |
| volcanic eruption (n) | /vɒlˌkænɪk ɪ'rʌpʃn/ | |
| wake up (phr v) | /weɪk ʌp/ | |
| windy (adj) | /'wɪndi/ | |

## Unit 5

| | | |
|---|---|---|
| architect (n) | /'ɑːkɪtekt/ | |
| badly-paid (adj) | /'bædli peɪd/ | |
| builder (n) | /'bɪldə(r)/ | |
| challenging (adj) | /'tʃælɪndʒɪŋ/ | |
| cleaner (n) | /'kliːnə(r)/ | |
| creative (adj) | /kri'eɪtɪv/ | |
| dentist (n) | /'dentɪst/ | |
| engineer (n) | /ˌendʒɪ'nɪə(r)/ | |
| enthusiastic (adj) | /ɪnˌθjuːzi'æstɪk/ | |
| estate agent (n) | /ɪs'teɪt ˌeɪdʒənt/ | |
| farm worker (n) | /'fɑːm ˌwɜːkə(r)/ | |
| flexible (adj) | /'fleksəbl/ | |
| friendly (adj) | /'frendli/ | |
| gardener (n) | /'gɑːdnə(r)/ | |
| good at communicating (adj) | /ˌgʊd æt kə'mjuːnɪkeɪtɪŋ/ | |
| groundskeeper (n) | /'graʊndzkiːpə(r)/ | |
| hairdresser (n) | /'heədresə(r)/ | |
| hard-working (adj) | /ˌhɑːd 'wɜːkɪŋ/ | |
| journalist (n) | /'dʒɜːnəlɪst/ | |
| locksmith (n) | /'lɒksmɪθ/ | |
| paramedic (n) | /ˌpærə'medɪk/ | |
| photographer (n) | /fə'tɒgrəfə(r)/ | |
| physically fit (adj) | /ˌfɪzɪkli 'fɪt/ | |
| pilot (n) | /'paɪlət/ | |
| pizza delivery man / woman (n) | /ˌpiːtsə dɪ'lɪvəri mæn/, /'wʊmən/ | |
| police officer (n) | /pə'liːs ɒfɪsə(r)/ | |
| programmer (n) | /'prəʊgræmə(r)/ | |
| receptionist (n) | /rɪ'sepʃənɪst/ | |
| reliable (adj) | /rɪ'laɪəbl/ | |
| repetitive (adj) | /rɪ'petətɪv/ | |
| rewarding (adj) | /rɪ'wɔːdɪŋ/ | |
| sales assistant (n) | /'seɪlz əˌsɪstənt/ | |
| solicitor (n) | /sə'lɪsɪtə(r)/ | |
| sports coach (n) | /'spɔːts kəʊtʃ/ | |
| stressful (adj) | /'stresfl/ | |
| stunt performer (n) | /'stʌnt pəˌfɔːmə(r)/ | |
| surfing instructor (n) | /'sɜːfɪŋ ɪnˌstrʌktə(r)/ | |
| travel agent (n) | /'trævl ˌeɪdʒənt/ | |
| varied (adj) | /'veərid/ | |
| video game developer (n) | /'vɪdiəʊ geɪm dɪˌveləpə(r)/ | |
| waiter (n) | /'weɪtə(r)/ | |
| well-paid (adj) | /wel peɪd/ | |

# W Wordlist

## Unit 6

| | | |
|---|---|---|
| abseiling (n) | /'æbseɪlɪŋ/ | |
| aquarium (n) | /ə'kweəriəm/ | |
| art gallery (n) | /'ɑːt gæləri/ | |
| atmospheric (adj) | /ˌætməs'ferɪk/ | |
| backpack (n) | /'bækpæk/ | |
| bag drop (n) | /bæg drɒp/ | |
| baggage carousel (n) | /'bægɪdʒ kærəˌsel/ | |
| beautiful (adj) | /'bjuːtɪfl/ | |
| boarding pass (n) | /'bɔːdɪŋ pɑːs/ | |
| boat trip (n) | /'bəʊt trɪp/ | |
| botanical gardens (n) | /bəˌtænɪkl 'gɑːdnz/ | |
| busy (adj) | /'bɪzi/ | |
| cabin crew (n) | /'kæbɪn kruː/ | |
| campsite (n) | /'kæmpsaɪt/ | |
| carnival (n) | /'kɑːnɪvl/ | |
| castle (n) | /'kɑːsl/ | |
| cathedral (n) | /kə'θiːdrəl/ | |
| cheap (adj) | /tʃiːp/ | |
| check-in desk (n) | /'tʃek ɪn desk/ | |
| concert (n) | /'kɒnsət/ | |
| crowded (adj) | /'kraʊdɪd/ | |
| departure lounge (n) | /dɪ'pɑːtʃə(r) ˌlaʊndʒ/ | |
| disappointing (adj) | /ˌdɪsə'pɔɪntɪŋ/ | |
| double room (n) | /ˌdʌbl 'rʊm/ | |
| economy class (n) | /ɪ'kɒnəmi ˌklɑːs/ | |
| expensive (adj) | /ɪk'spensɪv/ | |
| festival (n) | /'festɪvl/ | |
| flight attendant (n) | /'flaɪt əˌtendənt/ | |
| flight number (n) | /'flaɪt nʌmbə(r)/ | |
| fountain (n) | /'faʊntən/ | |
| full board (n) | /ˌfʊl 'bɔːd/ | |
| full-time (adj) | /ˌfʊl 'taɪm/ | |
| half board (n) | /ˌhɑːf 'bɔːd/ | |
| hand luggage (n) | /'hænd lʌgɪdʒ/ | |
| harbour (n) | /'hɑːbə(r)/ | |
| high season (n) | /'haɪ siːzn/ | |
| hire (a bike) (v) | /'haɪə(r)/ | |
| historic (adj) | /hɪ'stɒrɪk/ | |
| kayaking (n) | /'kaɪækɪŋ/ | |
| low season (n) | /'ləʊ siːzn/ | |
| market (n) | /'mɑːkɪt/ | |
| monument (n) | /'mɒnjumənt/ | |
| mosque (n) | /mɒsk/ | |
| mountain biking (n) | /'maʊntən ˌbaɪkɪŋ/ | |
| museum (n) | /mju'ziːəm/ | |
| national park (n) | /ˌnæʃnəl 'pɑːk/ | |
| old town (n) | /'əʊld taʊn/ | |
| online check-in (n) | /ˌɒn'laɪn tʃek ɪn/ | |
| opera house (n) | /'ɒprə haʊs/ | |
| palace (n) | /'pæləs/ | |
| park (n) | /pɑːk/ | |
| part-time (adj) | /ˌpɑːt 'taɪm/ | |
| passport control (n) | /'pɑːspɔːt kənˌtrəʊl/ | |
| peaceful (adj) | /'piːsfl/ | |
| penpal (n) | /'pen pæl/ | |
| restaurant (n) | /'restrɒnt/ | |
| romantic (adj) | /rəʊ'mæntɪk/ | |
| ruins (n) | /'ruːɪnz/ | |
| safari park (n) | /sə'fɑːri pɑːk/ | |
| seat belt (n) | /'siːt belt/ | |
| security camera (n) | /sɪ'kjʊərəti ˌkæmərə/ | |
| security check (n) | /sɪ'kjʊərəti tʃek/ | |
| shopping district (n) | /'ʃɒpɪŋ ˌdɪstrɪkt/ | |
| single room (n) | /'sɪŋgl rʊm/ | |
| souvenirs (n) | /ˌsuːvə'nɪəz/ | |
| square (n) | /skweə(r)/ | |
| statue (n) | /'stætʃuː/ | |
| sunburn (n) | /'sʌnbɜːn/ | |
| suncream (n) | /'sʌnkriːm/ | |
| sunglasses (n) | /'sʌnglɑːsɪz/ | |
| temple (n) | /'templ/ | |
| theatre (n) | /'θɪətə(r)/ | |
| theme park (n) | /'θiːm pɑːk/ | |
| touristy (adj) | /'tɔːrɪsti/ | |
| tower (n) | /'taʊə(r)/ | |
| travel guide (n) | /'trævl gaɪd/ | |
| travel programme (n) | /'trævl ˌprəʊgræm/ | |
| window seat (n) | /'wɪndəʊ siːt/ | |

## Unit 7

| | | |
|---|---|---|
| admit (v) | /əd'mɪt/ | |
| afford (v) | /ə'fɔːd/ | |
| agree (v) | /ə'griː/ | |
| avoid (v) | /ə'vɔɪd/ | |
| baker's (n) | /'beɪkəz/ | |
| bank (n) | /bæŋk/ | |
| bargain (n) | /'bɑːgən/ | |
| be short of (v) | /bi 'ʃɔːt ɒv/ | |
| borrow (v) | /'bɒrəʊ/ | |
| butcher's (n) | /'bʊtʃəz/ | |
| buy (v) | /baɪ/ | |
| CEO (n) | /ˌsiː iː 'əʊ/ | |
| charge (v) | /tʃɑːdʒ/ | |
| charity shop (n) | /'tʃærəti ʃɒp/ | |
| chemist's (n) | /'kemɪsts/ | |
| choose (v) | /tʃuːz/ | |
| clothes shop (n) | /'kləʊðz ʃɒp/ | |
| coffee shop (n) | /'kɒfi ʃɒp/ | |
| contract (n) | /'kɒntrækt/ | |
| cosmetics store (n) | /kɒz'metɪks stɔː(r)/ | |
| cost (v) | /kɒst/ | |
| coupon (n) | /'kuːpɒn/ | |
| decide (v) | /dɪ'saɪd/ | |
| deli [delicatessen] (n) | /'deli/, /ˌdelɪkə'tesn/ | |
| discount (n) | /'dɪskaʊnt/ | |

# W Wordlist

DIY store (n) /ˌdiː aɪ 'waɪ stɔː(r)/
end up (v) /end ʌp/
enjoy (v) /ɪn'dʒɔɪ/
entrepreneur (n) /ˌɒntrəprə'nɜː(r)/
estate agent's (n) /ɪ'steɪt eɪdʒənts/
expect (v) /ɪk'spekt/
fail (v) /feɪl/
fancy (v) /'fænsi/
florist's (n) /'flɒrɪsts/
funding (n) /'fʌndɪŋ/
garden centre (n) /'gɑːdn sentə(r)/
get a refund (for sth) (v) /get ə 'riːfʌnd/
give a refund (for sth) (v) /gɪv ə 'riːfʌnd/
greengrocer's (n) /'griːngrəʊsəz/
hairdresser's (n) /'heədresəz/
income (n) /'ɪnkʌm/
investor (n) /ɪn'vestə(r)/
jeweller's (n) /'dʒuːələz/
keep (v) /kiːp/
launderette (n) /lɔːn'dret/
lend (v) /lend/
lose (v) /luːz/
mind (v) /maɪnd/
newsagent's (n) /'njuːzeɪdʒənts/
offer (v) /'ɒfə(r)/
optician's (n) /ɒp'tɪʃnz/
owe (v) /əʊ/
pay (for sth) (v) /peɪ/
post-office (n) /'pəʊst ˌɒfɪs/
prefer (v) /prɪ'fɜː(r)/
pretend (v) /prɪ'tend/
price tag (n) /'praɪs tæg/
profits (n) /'prɒfɪts/
promise (v) /'prɒmɪs/
receipt (n) /rɪ'siːt/
refund (n) /'riːfʌnd/
refuse (v) /rɪ'fjuːz/
run out (of sth) (v) /rʌn aʊt/
salary (n) /'sælәri/
sale (n) /seɪl/
save (v) /seɪv/
save up (for sth) (v) /seɪv ʌp/
sell (v) /sel/
shoe shop (n) /ʃuː ʃɒp/
special offer (n) /speʃl 'ɒfə(r)/
spend (v) /spend/
stationer's (n) /'steɪʃnəz/
takeaway (n) /'teɪkəweɪ/
waste (v) /weɪst/

## Unit 8

affordable (adj) /ə'fɔːdəbl/
appeal (v) /ə'piːl/
arson (n) /'ɑːsn/
arsonist (n) /'ɑːsənɪst/
balaclava (n) /ˌbælə'klɑːvə/
board game (n) /'bɔːd geɪm/
break into something (phr v) /breɪk 'ɪntə ˌsʌmθɪŋ/
burglar (n) /'bɜːglə(r)/
burglary (n) /'bɜːgləri/
burgle (v) /'bɜːgl/
cards (n) /kɑːdz/
careless (adj) /'keələs/
chewing gum (n) /'tʃuːɪŋ gʌm/
childish (adj) /'tʃaɪldɪʃ/
cowardly (adj) /'kaʊədli/
damage (v) /'dæmɪdʒ/
dangerous (adj) /'deɪndʒərəs/
deal drugs (v) /diːl drʌgz/
dental records (n) /'dentl ˌrɪkɔːdz/
drinkable (adj) /'drɪŋkəbl/
drug dealer (n) /'drʌg diːlə(r)/
drug-dealing (n) /'drʌg diːlɪŋ/
economical (adj) /ˌekə'nɒmɪkl/, /ˌiːkə'nɒmɪkl/
enjoyable (adj) /ɪn'dʒɔɪəbl/
fingerprints (n) /'fɪŋgəprɪnts/
foolish (adj) /'fuːlɪʃ/
furious (adj) /'fjʊəriəs/
grab (v) /græb/
greenish (adj) /'griːnɪʃ/
handbag (n) /'hændbæg/
helpful (adj) /'helpfl/
hold on (phr v) /həʊld ɒn/
hopeful (adj) /'həʊpfl/
identify (v) /aɪ'dentɪfaɪ/
interview (v) /'ɪntəvjuː/
kill (v) /kɪl/
launch (v) /lɔːntʃ/
lean (v) /liːn/
loot (v) /luːt/
looter (n) /'luːtə(r)/
looting (n) /luːtɪŋ/
lucky (adj) /'lʌki/
magical (adj) /'mædʒɪkl/
mug (v) /mʌg/
mugger (n) /'mʌgə(r)/
mugging (n) /'mʌgɪŋ/
murder (n, v) /'mɜːdə(r)/
murder investigation (n) /'mɜːdə(r) ɪnvestɪˌgeɪʃn/
murderer (n) /'mɜːdərə(r)/
mysterious (adj) /mɪ'stɪəriəs/
national (adj) /'næʃnəl/
open-top car (n) /ˌəʊpən tɒp 'kɑː(r)/
painful (adj) /'peɪnfl/

# W Wordlist

painless (adj) /'peɪnləs/ _____
patrol (v) /pə'trəʊl/ _____
pull (v) /pʊl/ _____
rob (v) /rɒb/ _____
robber (n) /'rɒbə(r)/ _____
robbery (n) /'rɒbəri/ _____
run away (phr v) /rʌn əw'eɪ/ _____
search (v) /sɜːtʃ/ _____
secret code (n) /ˌsiːkrət 'kəʊd/ _____
selfish (adj) /'selfɪʃ/ _____
selfless (adj) /'selfləs/ _____
set fire to something (phr v) /set 'faɪə(r) tə sʌmθɪŋ/ _____
shoplift (v) /'ʃɒplɪft/ _____
shoplifter (n) /'ʃɒplɪftə(r)/ _____
shoplifting (n) /'ʃɒplɪftɪŋ/ _____
smuggle (v) /'smʌgl/ _____
smuggler (n) /'smʌglə(r)/ _____
smuggling (n) /'smʌglɪŋ/ _____
snatch (v) /snætʃ/ _____
steal (v) /stiːl/ _____
strap (n) /stræp/ _____
study (v) /'stʌdi/ _____
subway (n) /'sʌbweɪ/ _____
table tennis (n) /'teɪbl tenɪs/ _____
tasteless (adj) /'teɪstləs/ _____
telephone number (n) /'telɪfəʊn nʌmbə(r)/ _____
theft (n) /θeft/ _____
thief [*pl* thieves] (n) /θiːf/, /θiːvz/ _____
train ticket (n) /'treɪn tɪkɪt/ _____
vandal (n) /'vændl/ _____
vandalise (v) /'vændəlaɪz/ _____
vandalism (n) /'vændəlɪzəm/ _____
water park (n) /'wɔːtə(r) pɑːk/ _____
weekly (adj) /'wiːkli/ _____

## Unit 9

aluminium (n) /ˌæljə'mɪniəm/ _____
apologise (v) /ə'pɒlədʒaɪz/ _____
arrange (v) /ə'reɪndʒ/ _____
arrangement (n) /ə'reɪndʒmənt/ _____
bald (adj) /bɔːld/ _____
baldness (n) /bɔːldnəs/ _____
base (n) /beɪs/ _____
battery (n) /'bætəri/ _____
broken (adj) /'brəʊkən/ _____
cardboard (n) /'kɑːdbɔːd/ _____
cement (n) /sɪ'ment/ _____
ceramic (n) /sə'ræmɪk/ _____
challenge (v) /'tʃælɪndʒ/ _____
circular (adj) /'sɜːkjələ(r)/ _____
comfort (v) /'kʌmfət/ _____
complain (v) /kəm'pleɪn/ _____
copper (n) /'kɒpə(r)/ _____
cordless (adj) /'kɔːdləs/ _____
credit note (n) /'kredɪt nəʊt/ _____
curved (adj) /kɜːvd/ _____
deaf (adj) /def/ _____
deafness (n) /defnəs/ _____
demonstrate (v) /'demənstreɪt/ _____
demonstration (n) /ˌdemən'streɪʃn/ _____
describe (v) /dɪ'skraɪb/ _____
encourage (v) /ɪn'kʌrɪdʒ/ _____
enquire (v) /ɪn'kwaɪə(r)/ _____
glass (n) /glɑːs/ _____
gold (n) /gəʊld/ _____
handle (n) /'hændl/ _____
inform (v) /ɪn'fɔːm/ _____
invent (v) /ɪn'vent/ _____
invention (n) /ɪn'venʃn/ _____
inventor (n) /ɪn'ventə(r)/ _____
iron (n) /'aɪən/ _____
leather (n) /'leðə(r)/ _____
lid (n) /lɪd/ _____
mains (n) /meɪnz/ _____
move (v) /muːv/ _____
movement (n) /'muːvmənt/ _____
nylon (n) /'naɪlɒn/ _____
paper (n) /'peɪpə(r)/ _____
persuade (v) /pə'sweɪd/ _____
plastic (n) /'plæstɪk/ _____
problem (n) /'prɒbləm/ _____
rechargeable (adj) /ˌriː'tʃɑːdʒəbl/ _____
recommend (v) /ˌrekə'mend/ _____
reconstruct (v) /ˌriːkən'strʌkt/ _____
reconstruction (n) /ˌriːkən'strʌkʃn/ _____
record (v) /rɪ'kɔːd/ _____
recording (n) /rɪ'kɔːdɪŋ/ _____
rectangular (adj) /rek'tæŋgjələ(r)/ _____
rediscover (v) /ˌriːdɪ'skʌvə(r)/ _____
rediscovery (n) /ˌriːdɪ'skʌvəri/ _____
repair (n, v) /rɪ'peə(r)/ _____
rubber (n) /'rʌbə(r)/ _____
solar-powered (adj) /ˌsəʊlə(r) 'paʊəd/ _____
spherical (adj) /'sferɪkl/ _____
square (adj) /skweə(r)/ _____
steel (n) /stiːl/ _____
stone (n) /stəʊn/ _____
tell a story (v) /tel ə 'stɔːri/ _____
thank (v) /θæŋk/ _____
treat (v) /triːt/ _____
treatment (n) /'triːtmənt/ _____
triangular (adj) /traɪ'æŋgjələ(r)/ _____
warn (v) /wɔːn/ _____
welcome (v) /'welkəm/ _____
wheels (n) /wiːlz/ _____
wood (n) /wʊd/ _____

I

# Irregular Verbs

| Base form | Past simple | Past participle |
|---|---|---|
| be | was/were | been |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burned / burnt | burned / burnt |
| buy | bought | bought |
| can | could | been able to |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| learn | learned / learnt | learned / learnt |
| leave | left | left |
| lend | lent | lent |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| overcome | overcame | overcome |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown/-ed |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelled / smelt | smelled / smelt |
| speak | spoke | spoken |
| spell | spelled / spelt | spelled / spelt |
| spend | spent | spent |
| spill | spilled / spilt | spilled / spilt |
| stand | stood | stood |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |