

Janet Hardy-Gould



English Plus

4

Plus

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Workbook

Second edition

OXFORD

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- Workbook audio
 - Practice Kit



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English Plus



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Second edition

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Contents

Starter unit	4
Unit 1 Lost and found	8
Unit 2 Choices	16
Unit 3 What's it worth?	24
Unit 4 Feelings	32
Unit 5 Discovery	40
Unit 6 About me	48
Unit 7 On the streets	56
Unit 8 The law	64
Cumulative review	72
Language focus reference and practice	76
Wordlist	94
Key phrases	103
Irregular verbs list	104

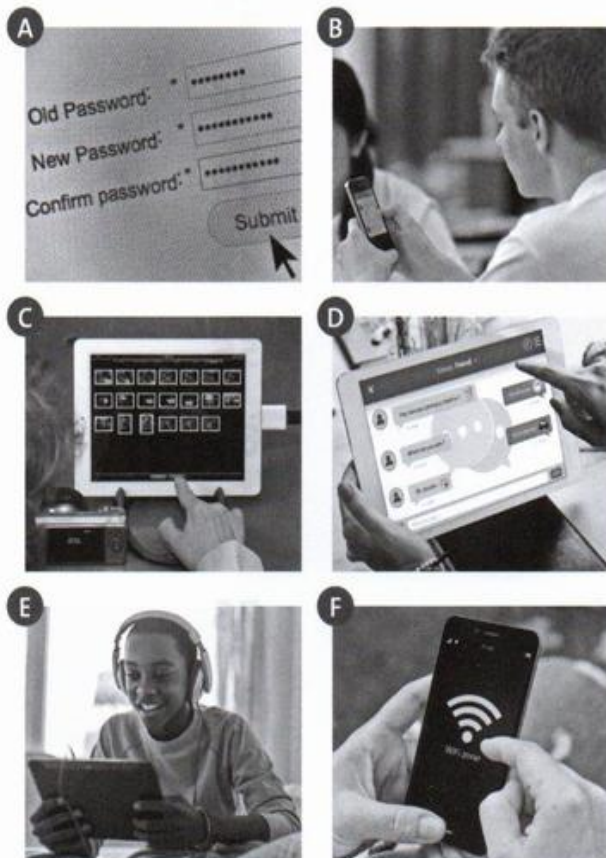
Starter unit

VOCABULARY • Social media and the internet

1 ★ Match phrases 1–5 with photos A–F.

stream a film **E**

- 1 chat to friends online
- 2 reset your password
- 3 check your phone
- 4 connect to Wi-Fi
- 5 upload photos



2 ★★ Replace the bold words.

check download follow **post**
share spend time update

Do you ever **write** comments on blogs? **post**

- 1 He wants to **transfer** that new film to his laptop.
- 2 I usually **look at** my social media accounts once a day.
- 3 I hardly ever **add new information** to my Facebook profile.
- 4 Do you often **post** photos on Instagram?
- 5 We **get news and updates** from that famous footballer on Twitter.
- 6 Do you **go online** every day?

3 ★★ Complete the online comments with verbs and verb phrases from exercises 1 and 2.

Let's hear from you



How often do you use social media?

Daniella 16

2 hours ago

I use social media all the time. I'm into photography so I **upload** new photos to Instagram every day. I also ¹ my account two or three times a day to see if anyone has liked them. About 200 people ² me and usually some of them ³ comments.

Michael 15

1 day ago

I nearly always ⁴ on social media after school. I ⁵ to the Wi-Fi when I get home and I often spend two or three hours online. I go on Facebook a lot to ⁶ to friends, but I don't usually ⁷ photos with them and I never ⁸ my profile.

4 ★★★ How often do you use social media? Write a short paragraph explaining how you use it. Use some of the words on this page and the phrases in the box.

don't usually / often every day
(nearly) always never
two or three times a week

I use social media every day. I post comments on YouTube videos two or three times a week ...



Present tenses

1 ★ Complete the table with the words.

am are do does download
is 'm 're 's uploads

Present simple

I / You / We / You / They *download* videos.
He / She / It ¹ _____ photos every day.
² _____ I / you / we / you / they stream music?
³ _____ he / she / it often follow blogs?

Present continuous

I ⁴ _____ updating my profile now.
He / She / It ⁵ _____ connecting to Wi-Fi.
You / We / You / They ⁶ _____ sharing photos at the moment.
⁷ _____ I winning the online game?
⁸ _____ he / she / it posting a link?
⁹ _____ you / we / you / they chatting?

2 ★★ Complete the online chat with the present simple or present continuous form of the verbs in brackets.

Hey Alice! 😊 What **are you doing** (you / do)?
¹ _____ (you / write) that history essay?

Hi Meg. No! I ALWAYS ² _____ (leave) things to the last minute! I ³ _____ (look) at the photos of our basketball trip. I ⁴ _____ (want) to upload them on to the club website, but I ⁵ _____ (not know) the password!

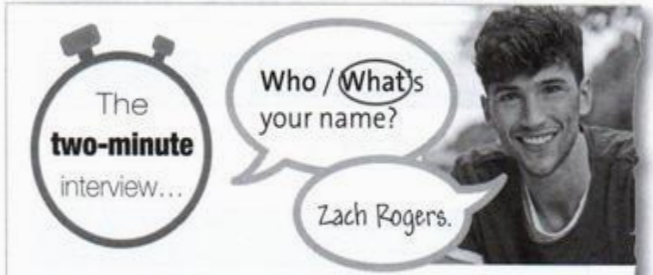
Jen usually ⁶ _____ (organize) the website and she often ⁷ _____ (reset) the password, but ⁸ _____ (not tell) us. 😞

Yeah. Jen ⁹ _____ (not answer) her phone right now, so I think she ¹⁰ _____ (work) – she ¹¹ _____ (work) in a café every weekend. ¹² _____ (you / know) the old password? I could try that!

No, I never ¹³ _____ (remember) them!

Question forms

3 ★★ Choose the correct question words and complete the questions with one of the auxiliary verbs *be, can, do or have*.



- How old / How many _____ you?
I'm eighteen.
- What / Why _____ you do?
I'm a sports blogger.
- Which / How many followers _____ you got? 10,000.
- How / When _____ you work?
In the evening.
- Why / What _____ you doing now?
Writing my blog!
- Where / Who _____ we find your blog?
At zachr.com.

4 ★★ Correct the mistakes in bold.

- Why **not** you change your password? *don't* _____
- How often **does** you download videos? _____
 - Which games does he **plays** online? _____
 - Is they streaming that new film? _____
 - How many comments **do** you got? _____
 - Why are you **laugh** at the video? _____
 - Who can you **to see** in the photo? _____

5 ★★ Write questions using the present simple or present continuous form. Then answer them.

- what / you / do / on Saturday mornings / ?
What do you do on Saturday mornings? _____
I usually check my social media accounts and I upload photos.
- what / your best friend / do / at the weekend / ?

 - what / you / study / at school this week / ?

 - what / your parents / do / now / ?



1 ★ Complete the table with the words.

calculator games console HD TV
 high-speed broadband satellite TV
 spellchecker video calling VR headset

Communication	Gaming
high-speed broadband	
Films / Programmes	Studying



2 ★★ Choose the correct words.

We used to get lost all the time before we had a games console / GPS / VR headset.

- I'd like to watch that nature programme on HD TV / GPS / video calling.
- Pilots use VR headsets / spellcheckers / calculators to practise flying planes.
- Some athletes exercise using remote controls / satellite TV / wearables to get information about their fitness.
- Our internet connection at home is too slow. We need HD TV / high-speed broadband / video calling.
- He's got a cool new app / GPS / translator for editing photos on his phone.
- You can't change the TV channel without the translator / satellite TV / remote control.
- They often use remote controls / video calling / HD TV to talk to their cousins.
- We can use a games console / spellchecker / calculator to help us in our maths exam.



3 ★★ Complete the information article with words from exercises 1 and 2.

join | Login | Contact | Search

Old technology – new technology

Before the invention of digital technology, people still used 'technology' to help them do things – it was just different!

In Mesopotamia, in 2400 BC, people used to add numbers with an abacus. Now, we use a *calculator*.

The first English dictionary appeared in 1604. Today, a ¹ _____ can help us to write words correctly.

Sailors from ancient Greece used the stars to help them find their position at sea. Nowadays, sailors use a ² _____.

The first entertainment film was shown in Paris in 1895. Now, we can watch excellent quality films at home on ³ _____.

The game *Monopoly* became popular in the 1930s. Nowadays, we can play on a ⁴ _____ in our free time.

Native Americans used to use smoke signals to communicate messages. Today, we can use ⁵ _____ and see the person's face.

The Roman Emperor Claudius made one of the first bilingual dictionaries. Now, language learners can also use a ⁶ _____.

4 ★★★ Complete the sentences with some of the words on this page and your own ideas.

- I couldn't live without a *calculator* because *I'm not very good at doing maths in my head.*
- I could live without _____ because _____.
 - The most popular technology in our home is _____ because _____.
 - The technology that I use the most is _____ because _____.
 - When I write essays, I always use a _____ because _____.

used to

1 ★ Choose the correct words to complete the table.

<i>used to</i>
Affirmative I / You / He / She / It / We / You / They <u>used to</u> / use to ¹ do / did maths without a calculator.
Negative I / You / He / She / It / We / You / They didn't ² used to / use to ³ studied / study IT.
Questions and short answers What films did they ⁴ used to / use to watch? Did you ⁵ used to / use to ⁶ chat / chatted? Yes, I ⁷ used / did. No, I ⁸ not used / didn't.

2 ★★ Complete the article with the correct form of *used to* and the verbs in brackets.

Technology

Join | Login | Contact | Blog | Search

Changing technology in the UK



TAKING PHOTOS

In the past, we used to see (see) more cameras. People ¹_____ (take) all of their photos with a camera. Today, 89% of young people use smartphones to take photos. People ²_____ (not take) many 'selfies' before, but now the British population takes over 1.2 billion 'selfies' every year!

SPENDING TIME ONLINE

In 2005, British people ³_____ (not spend) much time on the internet. They ⁴_____ (go) online for ten hours a week and they ⁵_____ (use) a home computer. Now people spend over twenty hours a week online, often on a smartphone, laptop or tablet – this raises the question 'What ⁶_____ people _____ (do) with their free time before they had the internet?'

Question tags

3 ★★ Circle the auxiliary verbs. One of the sentences does not have one. Then complete the question tags.

- They didn't buy that games console, did they ?
- You can download that app, _____ ?
 - We haven't got a new HD TV, _____ ?
 - There's a remote control, _____ ?
 - Bea never uses a spellchecker, _____ ?
 - They aren't downloading videos, _____ ?

4 ★★ Complete the dialogue with the correct question tags.

- Harry Hey, I recognize you – it's Todd, isn't it ?
- Todd Yeah, that's me! And you are ... ?
- Harry Don't tell me you don't remember me! We used to be friends!
- Todd Oh, yes! You're Harry, ¹_____ ? You don't live here now, ²_____ ?
- Harry No, we moved away about six years ago.
- Todd That's right. I used to play video games at your house after school, ³_____ ?
- Harry Yeah ... on that really old games console. It wasn't very good, ⁴_____ ?
- Todd It was OK! We used to love that *Super Mario* game, ⁵_____ ?
- Harry Yeah – that was the best! How is your sister? She isn't called Daisy, ⁶_____ ?
- Todd Yes, she is! She's well. And you've got a brother – What's his name? It's Brad, ⁷_____ ?
- Harry Yes! It's really cool to see you again!

5 ★★★ You meet a friend who you haven't seen for a long time. Write four or five questions using question tags. Use the phrases in the box and exercise 4 for ideas.

brother(s) / sister(s) live in ... name
used to play / go / like

Hey, it's Derin, isn't it? _____

1 Lost and found

VOCABULARY • Memories

- 1 ★ Find ten more verbs and phrases in the wordsearch.

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

Which word or phrase in the wordsearch is the opposite of *keep*?

- 2 ★★ Match the verbs and phrases from exercise 1 with the definitions.

to think about something in your past *look back*.....

- to not remember something
- to discover something
- to not be able to find something
- to know who somebody is because you have seen them before
- if something makes you remember a person, place or thing
- to continue to have something and not give or throw it away
- to be owned by somebody
- to throw something away that you don't want any longer
- to have an image in your memory of a person, place or thing
- to find something by chance

- 3 ★★ Complete the dialogue with the correct form of the verbs.

come across get it back get rid leave
look back look forward to lose
recognize remember

Oscar Look at this old photo of me that I *came across* on my cousin's Facebook page!

Clara You look just the same – you're easy to
1

Oscar I was about six. I was at my cousin's party. I can 2 it well.

Clara What's the story behind it?

Oscar Well, I was fed up because my cousin kept playing with my toy car and I didn't want to
3 without it. I 4

later, though! So, have you got any old family photos?

Clara We've got lots of photos of me, and we used to have some really cool ones of my parents as teenagers.

Oscar Did they 5 of them?

Clara No. When we moved house last year we 6 most of those old photos – it's a shame. It's nice to 7 on the past sometimes.

Oscar That's true. My mum's got some very funny primary school photos of us.

Clara Really? I 8 seeing them!

- 4 ★★★ Write sentences about the topics below. Use the words on this page and your own ideas.

Something you'd like to keep for the future.
I'd like to keep my action figures because my younger cousins can play with them one day.

- 1 Something you'd like to get rid of soon.
.....

- 2 Something you lost in the last year.
.....

- 3 Something you look forward to every week.
.....

- 4 Something you came across recently at home.
.....



8 Lost and found

1 LANGUAGE FOCUS • Past perfect

1 ★ Choose the correct words to complete the table.

Past perfect		
Affirmative		
I / You / He / She / It / We / You / They	had / has ¹ remember / remembered	the name of the village.
Negative		
I / You / He / She / It / We / You / They	² didn't / hadn't ³ forgotten / forget	everything about the past.
Questions and short answers		
⁴ Had / Has he	⁵ spend / spent a long time looking for the place?	Yes, he ⁶ have / had. No, he ⁷ hadn't / hasn't.
What	⁸ have / had happened to all the people in the village?	They had gone.

2 ★★ Complete the sentences using the past perfect. Use the affirmative, negative or question form of the verbs.

break do forget live lose
not get rid of read see not try

Ali was upset because he had lost that old picture of his grandfather.

- We recognized the woman in the photo because she next door to us.
- We decided not to buy that book for Dad. We thought he it before.
- I was happy to find my old action figures. I was pleased that I them.
- After we left the house, I realized that I my key!
- Tereza looked bored in the cinema. she the film before?
- My grandparents liked the new restaurant. They Indian food before.
- Meryem couldn't play basketball with us because she her arm.
- The teacher was very angry with that boy. What he wrong?

3 ★★ Complete the text using the past simple or past perfect form of the verbs in brackets.

My favourite book by Jasmine

Follow the Rabbit-Proof Fence is by an Australian woman called Doris Pilkington Garimara. The story is about Doris's mother, Molly – a half-Aborigine girl. When Molly was fourteen, the Australian government sent (send) her far away from home to a special school along with two younger girls, Gracie and Daisy.

Molly, Gracie and Daisy ¹..... (feel) unhappy at the school because they ²..... (not be) away from home before – they ³..... (always live) near a small place called Jigalong.

Soon after their arrival at the school, the three girls ⁴..... (decide) to escape and walk back to Jigalong.

In the end, Molly and Daisy ⁵..... (arrive) home after a dangerous 2,400 km journey on foot across Australia. Sadly, they were without Gracie – she ⁶..... (leave) them earlier to look for her mother in a different place.



4 ★★★ Read and complete the sentences with the past perfect form of the verbs and your own ideas.

finish go lose not eat not fly not see

I went to my cousin's house, but she wasn't there. She had gone to the park.

- We were very hungry when we arrived at the hotel.
We
- My neighbour felt nervous about going on a plane for the first time.
He
- I couldn't call my friends after school yesterday.
I
- They were happy to see their friends again after such a long time.
They
- She arrived too late for the meeting.
It

1 VOCABULARY AND LISTENING • Describing objects



1 ★ Choose the correct words.



Some **brand-new** / used trainers.



1 Some rotten / fresh fruit and vegetables.



2 A(n) **damaged** / undamaged vase.



3 A **worthless** / valuable ring.



4 **Old-fashioned** / Fashionable clothes.



5 A **useful** / useless tool.

2 ★★ Complete the blog post with the words.

common damaged popular
rare used useless valuable

➔

My collection by Andrew Shears | Posted 19 November

I've got a collection of 250 action figures. Some are unusual and **rare**, but most are ¹ _____ so they aren't ² _____ or worth a lot of money. The characters come from ³ _____ films.

I keep them under my bed so that they don't get broken or ⁴ _____. A small number of them are still in their boxes, but I played with a lot of them when I was younger so they're mostly ⁵ _____.

My dad thinks I should get rid of some of the figures – he says I can't do anything with them and they're ⁶ _____! But he doesn't understand – they have happy memories for me.

3 ★★ 02 Listen and choose the correct answer.

- The programme is ...
- a conversation about the latest action figures.
 - an informative programme about the history of collecting action figures.
 - an interview with an action figure collector.

4 ★★ 02 Complete Bill's tips with the adjectives he uses. Listen again and check.

Top tips

Things are more **valuable** in their boxes.

- _____ things sell for more money.
- People pay more for _____ items.
- Keep your figures in a _____ container.
- If something is a bit _____, it doesn't mean that it's _____.
- Don't get rid of things! _____ things can suddenly become _____.
- Don't worry if things aren't _____ now.

5 ★★★ Answer the questions with your own ideas.

Which action figures do you think are more popular – *Star Wars* or *Spider-Man* figures?

Definitely Star Wars figures because the characters are unique and the films are so popular.

1 Do you or does anyone you know collect things? What condition are they in?

2 Do you think it is more important for clothes to be fashionable or comfortable?

3 Is it better to buy brand-new things or used things? Why?

4 What is the most useful or useless app that you have used? Why was it useful or useless?



1 LANGUAGE FOCUS • Past narrative tenses

1 ★ Complete the sentences with the words.

decided didn't stay 'd left hadn't seen
wasn't enjoying were driving

Past narrative tenses

Past continuous

This time last year, we were driving across Eastern Anatolia.

I ¹ _____ the long journey.

Past simple

My parents ² _____ to stop at a café for lunch.

We ³ _____ at the café for very long.

Past perfect

Later, Mum suddenly realized that she ⁴ _____ her phone in the café.

She ⁵ _____ it fall on the floor.

2 ★★ Complete the dialogues with the past simple, past continuous or past perfect form of the verbs.

do / travel enjoy / not visit play / swim
recognize / meet steal / not look
think / see walk / come across

'You look surprised, Alina.' 'Yes! I was walking to school when I came across an old friend.'

1 'What happened to your new phone on holiday?'
'Someone _____ it from my bag when I _____.'

2 'Did you know anybody at Mike's party?'
'Yes, we _____ Mike's brother because we _____ him before.'

3 '_____ your friends _____ the theme park?' 'Yes, they did. It was their first time there – they _____ it before.'

4 'My sister _____ that Bond film was boring.'
'Really? _____ she _____ it before?'

5 'What _____ you _____ this time last year?' 'We _____ across Germany on a school trip.'

6 'Tell me about the last time you went to the beach.' 'It was brilliant – first I _____ football on the sand, then I _____ in the sea for a while.'

3 ★★ Complete the news article with the correct form of the verbs in brackets.

Honest student meets famous actor

Seventeen-year-old student Tristin Budzyn-Barker and his parents were having (have) lunch at a restaurant in Los Angeles airport.

Tristin ¹ _____ (eat) when he ² _____ (see) a wallet on a table nearby.

Tristin ³ _____ (recognize) the name inside the wallet. It ⁴ _____ (belong) to famous Australian actor Chris Hemsworth, who plays Thor in the *Marvel Cinematic Universe* films. The actor ⁵ _____ (not realize) that he ⁶ _____ (leave) it on the table.

Tristin ⁷ _____ (not keep) the wallet – he ⁸ _____ (send) it to Chris Hemsworth's manager.

Some months later, Chris ⁹ _____ (invite) Tristin to an American TV show. Tristin and his parents ¹⁰ _____ (sit) in the audience when the presenter ¹¹ _____ (call) Tristin on to the stage.

Tristin ¹² _____ (sit down) next to Chris. The actor ¹³ _____ (give) him all the money in the wallet because he ¹⁴ _____ (be) so honest earlier.



4 ★★★ Complete the sentences with the words in brackets. Use the correct past narrative tenses and your own ideas.

My dad was filming us play in the football match when his camera suddenly broke. (when)

1 We came across some funny videos _____ (while)

2 My parents were tidying the house _____ (when)

3 I arrived at the bus stop at 8.20, but the bus _____ (already)

4 I tried to buy some memorabilia on eBay but _____ (five minutes before)

1 READING • A magazine article

1 ★ 03 Read and listen to the magazine article. Put a–e in the correct order.

- a Samantha went to the UK to meet Anaïs.
- b They used their story to make a film.
- c Anaïs got in contact with Samantha. ...1
- d They went on an important trip together.
- e They found out that they shared the same birthday.

TWINSTERS



ONE DAY, twenty-five-year-old Samantha Futerman was checking her Facebook account at home in Los Angeles when she received a friend request from a French woman called Anaïs. She looked at Anaïs's photo in surprise: it reminded her of someone – herself! They looked exactly the same!

Samantha then received an online message from Anaïs who had discovered some fascinating information. Both Samantha and Anaïs were born on 19th November 1987 in South Korea and they were adopted at birth by parents from another country. Anaïs had grown up in France and Samantha in the United States, both thinking that they didn't have any brothers or sisters.

Anaïs and Samantha soon started speaking on Skype. They agreed that they were probably identical twins and that they needed to take a quick DNA test. Anaïs was studying in London, so Samantha travelled to meet her. Of course, they immediately recognized each other! They took a DNA test and received the result – they *were* identical twins.

Anaïs and Samantha decided to travel to South Korea together. They sent a message to their birth mother, but sadly she didn't want to meet them. They wrote her a letter and they thanked her for giving them life.

Following these experiences, Anaïs and Samantha made a documentary film of their incredible story. A friend had helped them to film the events as they happened in real life. They later used the videos in their film, *Twinsters*, which is well worth watching.

2 ★★ Read the magazine article again. Complete the questions with *who*, *what* or *where*. Then choose the correct answers.

- Where* does Samantha live?
London / Los Angeles / South Korea
- 1 found some fascinating information?
Samantha / Anaïs / their friend
- 2 happened to Samantha and Anaïs on 19th November 1987?
They first met / were born / left South Korea.
- 3 did they use to communicate?
Skype / letters / text messages
- 4 did they travel to together?
The United States / South Korea / France
- 5 did they send a letter to?
a friend / their adoptive parents / their mother

3 ★★★ Answer the questions. Write complete sentences.

Why was Samantha surprised when she saw Anaïs's photo?

She was surprised because Anaïs looked exactly the same as her.

- 1 What happened to Samantha and Anaïs when they were born?
.....
- 2 What did they learn from the DNA test?
.....
- 3 What did they say in their letter?
.....
- 4 What type of film did they make?
.....
- 5 How did they make the film?
.....

4 ★★ VOCABULARY PLUS Complete the sentences with the adverb form of the words in brackets.

The woman in the photo looked *surprisingly* similar to Samantha. (surprising)

- 1, Samantha and Anaïs grew up in different countries. (fascinating)
- 2 The young women started to speak on Skype. (immediate)
- 3 The women laughed (identical)
- 4 They took a DNA test. (quick)
- 5, the test was positive. (incredible)

1 WRITING • A blog post

Language point: Time connectors

1 ★ Complete the words or sentences about a school trip to an art gallery.

Just as I got to the school gates, the coach arrived.

- 1 W_____ we were sitting on the brand-new coach, I looked at some photos on Instagram.
- 2 By the _____ we arrived, I felt tired.
- 3 But the moment _____ we got off the coach, I suddenly felt better!
- 4 First, we looked at valuable paintings and after _____ we looked at rare vases.
- 5 I went to the shop and mean _____ my friends went to the café.
- 6 Everything was OK u _____ I lost my friends! I just couldn't find them.
- 7 I looked at the map of the museum. I walked around for ages b _____ I found myself on the roof!
- 8 In the _____, I found all my friends by the coach. They wanted to know where I'd been!
- 9 F _____, we went home on the coach.



2 ★★ Choose the correct words in the blog post about a school trip to a science museum.

Blog Topics

Before / Just / Meanwhile we went to the science museum, I thought it sounded boring! But the moment ¹ **that / of / as** we arrived, I began to change my opinion. ² **Until / Finally / While** we were walking through the entrance, I realized that it was a fun place! By the ³ **moment / time / end** we ate lunch at 1.30, I'd seen a lot of cool gadgets. We walked around the museum ⁴ **until / while / meanwhile** 3.00, when we had a fascinating talk. ⁵ **Until / Afterwards / While**, we looked at more inventions, and ⁶ **just as / by the time / meanwhile** some of the others went to the café. We ⁷ **while / finally / until** left the museum at 5.00. Just ⁸ **as / that / by** we were leaving, my sister called me and I told her about the visit. The traffic was slow on the way home, but we arrived in the ⁹ **end / moment / time** at 7.30.


TASK

3 ★★ Read and complete the blog post from a school website.

amazingly as end finally meanwhile
started that time while

Home > Blogs

Our Year 11 art trip



It all **started** at 7.30 in the morning when the coach arrived for our trip to the Yorkshire Sculpture Park. It was raining, but ¹ _____ the moment ² _____ we left it stopped! While we were travelling, our teacher, Mr Clarke, gave us some useful information about the park.

By the ³ _____ we arrived, the clouds in the sky had disappeared and it was sunny. This was important because the sculpture park is outside! We went around the park in groups. ⁴ _____ we were walking around, we came across a sculpture called *Promenade* by sculptor Anthony Caro. It was amazing.

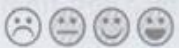
The journey home was eventful! Just ⁵ _____ we were leaving, the coach stopped. There was a problem with the engine and we needed to wait until another coach arrived. ⁶ _____, we talked about the sculptures and afterwards we listened to some music. In the ⁷ _____, the other coach came and took us home. When we ⁸ _____ arrived back it was very late, but we didn't mind because we'd enjoyed our day.

4 ★★★ Write a blog post about a real or imaginary school trip. Use the blog post in exercise 3 to help you and make notes using the table below.

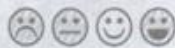
The journey to the place	
What you saw / did	
The journey home	

1 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



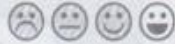
I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Memories

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

belong to come across keep
look forward recognize remind

- I an old diary yesterday.
- I the handwriting – it was mine!
- I want to the diary. I won't get rid of it.
- The diary me of when I was twelve.
- Now, I' to reading all of it.
- On the front of the diary it says 'This diary Marina'.

I can engage actively in a conversation.

MY EVALUATION

READING A true story

- 2 Complete the sentences with the adverb form of one of the words in brackets.

- Saroo Brierley searched for his brother on the train. (desperate, amazing)
- After a very long journey, poor Saroo arrived alone at Kolkata station. (lucky, final)
- Saroo went to an orphanage., a nice family found him there. (desperate, lucky)
- Saroo looked at different satellite maps of India. (careful, final)
-, he suddenly found his town one day! (amazing, careful)

I can understand the sequence of events in a text.

MY EVALUATION

LANGUAGE FOCUS Past perfect

- 3 Complete the mini-dialogues with the past perfect form of the verbs in brackets.

- A Did you know about Saroo Brierley's story?
B No, I (not hear) about it before.
- A Why didn't Ada get the bus home from town?
B She (leave) her money at home.
- A Did you enjoy looking at those old photos?
B Yes, we (not look) at them for a long time.
- A Anton looked very tired and cold when he came home.
B Where he? (be)
- A Why couldn't you find those old souvenirs?
B I (sell) them all last year.
- A Did you introduce your friends to Emir?
B Yes, they (not meet) him before.

I can talk about an action which was finished when another action happened.

MY EVALUATION

VOCABULARY AND LISTENING

Describing objects

- 4 04 Listen to the dialogue. Write *true* or *false*.

- The genre of the dialogue is a radio news programme.
- The collection included a lot of very common Action Man toys.
- The collector had worked for a film company.
- The toys in the collection were unused.
- Some empty boxes in the collection were valuable, too.
- Some rare Action Man clothes sold for £5,480.

I can identify the genre (context) of a dialogue.

MY EVALUATION



LANGUAGE FOCUS Past narrative tenses

5 Choose the correct words.

- 1 Ake Viking was in the middle of some work. He **was building** / built / 'd built a boat.
- 2 He was lonely. So he 'd **written** / was writing / wrote a letter and put it in a bottle.
- 3 One day, a fisherman **was finding** / found / had found the bottle while he 'd **looked** / looked / was looking through his nets.
- 4 The message **was** / was being / had been in the bottle for a long time when the fisherman **had opened** / was opening / opened it.
- 5 Later Ake **married** / had married / was marrying Paolina, the fisherman's daughter.

I can tell a story using different narrative tenses.

MY EVALUATION 😞 😐 😊 😄

SPEAKING Telling an anecdote

6 Choose the correct words.

Have I¹..... you about the time I got into trouble at the shops? It was the first day²..... the summer holidays and I was shopping in town with friends.

We were walking around a fashionable gift shop and looking at some lava lamps³..... I suddenly knocked one of them over! It fell onto the floor and it was damaged. I remember⁴..... that I was in big trouble!

⁵....., the shop assistant quickly called the manager. As you can imagine, I felt upset and very afraid. The manager was a bit angry, but⁶..... he said that I didn't need to pay for it.

And that's⁷..... All in all, it⁸..... a great experience, but I learned to be more careful in shops!

- | | | |
|---------------|-----------|-----------|
| 1 a said | b tell | c told |
| 2 a of | b on | c at |
| 3 a while | b when | c during |
| 4 a to feel | b feel | c feeling |
| 5 a Meanwhile | b While | c When |
| 6 a lucky | b luckily | c luck |
| 7 a those | b them | c it |
| 8 a wasn't | b was | c weren't |

I can tell an anecdote with details about time, place and what happened.

MY EVALUATION 😞 😐 😊 😄


WRITING A blog post

7 Complete the text with the words.

all amazingly at end finally
meanwhile the moment the time

Home
Blogs
Trips

Our family picnic at the river



It all started¹..... 6.30 in the morning when my uncle and aunt arrived at our flat. It was a beautiful morning and we were excited about our plans for a picnic. While we were getting dressed, my dad put the picnic that we had made in the car.

Sadly,²..... that we left home, the sky became dark and by³..... that we arrived at the river, it was raining. We couldn't walk to the river, so we stood under a big tree in the rain.

⁴....., my brother started climbing the tree because he had become very bored – but he couldn't get down, so poor Dad had to climb up and help him!

When it stopped raining, we started our walk to the river.⁵....., just as we were walking along the path, the sun came out! We had our picnic and afterwards we went for a walk. So we had a nice time after⁶..... and in the⁷..... we stayed there late. When we⁸..... got home, it was 9.00.

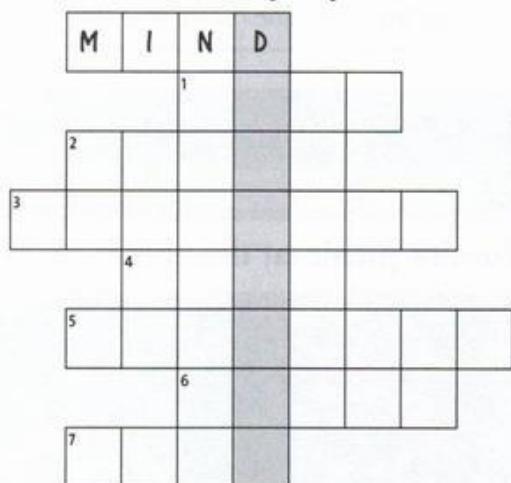
I can write a blog post describing a personal experience.

MY EVALUATION 😞 😐 😊 😄

2 Choices

VOCABULARY • Making decisions

- 1 ★ Complete the crossword with the missing words. Then solve the mystery word.



I often change my ... at the last minute.

- You need to ... your options open.
- I always ... with my decisions. I don't change my mind.
- Do you ... all the different options and choose things carefully?
- We usually wait. We don't ... into things.
- When I'm nervous or not sure what to say, I ... before I speak.
- We try not to make decisions. We ... them!
- I decide slowly. I always ... my time.

Mystery word:

- 2 ★★ Choose the correct words in the dialogue.

Jay I need to plan my work experience, but I keep hesitating / committing / avoiding. Do you think you could help me to make up my ¹options / mind / time?

Lily Sure! When do you need to decide by?

Jay Tomorrow! I always put ²into / on / off choosing things until the very last minute!

Lily Well, it's definitely a good idea to always ³consider / think / try twice about your decisions, and not ⁴rush / get / stick into things, but at some point you need to decide and stick ⁵on / off / with your decision!

Jay I know. My problem is that I often don't ⁶bother / change / keep thinking about my options carefully and then I sometimes drop ⁷into / off / out of things because I've made a bad decision.

Lily OK. Sit down and I'll help you to decide!

- 3 ★★ Complete the forum posts with the phrases in the box.

changed ~~commit~~ dropped out
keep your options made up my mind
rush into stick with took my time try out

I can't decide which school trip to choose! My friends are going to Italy, but I want to visit Spain. I don't know whether to go without them! Any advice? Eddie



Hey Eddie – last year, we had school trips to France and Germany. My friends chose the French trip right away,

but I didn't want to ... **commit** ... to it too soon. I'd visited France before and I wanted to ¹..... something new. I didn't want to ²..... a decision and regret it so I waited and I ³..... to decide. It's important to ⁴..... open! After a few days, I finally ⁵..... and decided on Germany. I was worried at first because I didn't know anybody who was going on the trip – I nearly ⁶..... my mind and ⁷.....! In the end, I decided to ⁸..... my decision and I had fun.

My advice? Go to Spain! Charlie



- 4 ★★★ Write about the situations using the phrases on this page and your own ideas.

Describe a situation when ... you were very decisive.

My music teacher asked me to sing in a concert last year. I immediately made up my mind and said 'yes'.

1 you were very indecisive.

2 you made a good decision.

3 you made a bad decision.

Simple and continuous

1 ★ Complete the table with the words.

been has (x2) hasn't (x2) have (x2) haven't
lived living 's 've

Present perfect simple

I / You / We / You / They've travelled a lot.
He / She / It's ¹ in different places.

I / You / We / You / They ² arrived.
He / She / It ³ rushed into things.

⁴ I / you / we / you / they felt bored?

⁵ he / she / it made a good decision?

Present perfect continuous

I / You / We / You / They've ⁶ studying.
He / She / It ⁷ been avoiding technology.

I / You / We / You / They haven't been ⁸ an
alternative lifestyle.

He / She / It ⁹ been using computers.

¹⁰ I / you / we / you / they been eating
healthy foods?

¹¹ he / she / it been enjoying life?

for and since

2 ★★ Write sentences and questions using the
present perfect continuous and *for* or *since*.

I / try / to decide / yesterday

I've been trying to decide since yesterday.

1 she / hesitate / about the decision / last month

2 we / consider / the options / weeks

3 he / make / his mind up / a few days / ?

4 they / live / this lifestyle / May / ?

5 you / not use / the internet / the last two weeks

6 my sister / not eat / any meat or fish /
she became a vegetarian

3 ★★★ Complete the online article with the
present perfect simple or continuous form of the
verbs in brackets and *for* or *since*.

Nineteen-year-old British student Tom Davies is
near the end of an incredible journey. He's *been*
travelling (travel) around the world ¹
six months and he ² (camp) next
to the road every night.

On his long journey, Tom ³ (visit)
four continents and he ⁴ (be) to
twenty-one different countries including Turkey,
India and Australia. His friends are still watching his
route on the internet – they ⁵
(follow) him online ⁶ the beginning.

Tom ⁷ (not cycle) ⁸
a long time just for fun, he ⁹
(help) to raise money for charity. He
¹⁰ (make) £50,000 so far and he
hopes to raise more money. Tom is looking forward
to a holiday because he ¹¹ (not
have) the chance to relax ¹² he started!



4 ★★★ You've spent the morning at home with a
friend. Tell your parents about your day so far. Use
the present perfect simple or continuous and the
ideas in the box.

chat to friends online choose a film to watch
~~decide to go out~~ plan what to have for lunch
start cooking lunch tidy my bedroom
try out the new games console

I've been tidying my bedroom!

We've decided to go out later.



- 1 ★ Match 1–7 with a–g.
 The advantages of doing work experience are ...
- 1 that it helps you to get ... **b**
 - 2 that you get used to
 - 3 that you get together
 - 4 that you often get to
 - 5 that you can get a lot
 - 6 that you can get in
 - 7 that you also get the
- a being with different people.
 b ready for the world of work.
 c know your work colleagues.
 d with other young people, too.
 e chance to learn new skills.
 f out of helping customers.
 g touch with useful contacts.

2 ★★ Complete the letter with the words.

the chance into in touch involved
 ready to know used

7th January

Dear students,

I'm writing to you about the community work that you'll do later this year. You'll get **the chance** to visit a place in the community, such as a primary school, and get ¹ with projects there. There are a lot of different options for you to choose from.

Students are often nervous about trying something new like this, but there's no need to worry. One of last year's students said, 'I soon got ² to being in a new place and I got ³ working with the children. I got ⁴ the teachers well and I felt sad when it was time to leave'.

This month, all students need to prepare and get ⁵ for the community work by choosing an option on our website. If you have any questions, please don't hesitate to get ⁶

Yours sincerely,

Mr Saunders



3 ★★ 05 Listen to a teacher interviewing three seventeen-year-old students about their first year at sixth form college in the UK. Complete the sentences with the names of the students. Write **Rebecca, James or Marcus**.

- 1 didn't have a very positive experience at the beginning, but things have improved.
- 2 has had a very positive experience.
- 3 has had a generally negative experience at the college up to now.

4 ★★ 05 Listen to the interviews again and write **true or false**.

Rebecca has found all her lessons interesting thanks to her teachers. **true**

- 1 Rebecca has taken part in some activities outside of class.
- 2 James wishes that he'd chosen to do more science subjects.
- 3 It hasn't been easy for James to make friends with other students, but he has now.
- 4 Marcus is worried that he isn't getting prepared for work in the future.
- 5 Marcus has contacted some companies with the help of his teachers.

5 ★★★ Choose one of the community work projects below. Write about why you would like to get involved with the project. Use some of the 'get' phrases from this page.

- a sports club for children aged eight to eleven
- a nature reserve for rare animals and birds
- a large hospital in your area

I'd prefer to volunteer at the hospital because I'd get the chance to make a difference to the patients' lives. I'm sure I'd get to know some fascinating people and I'd get a lot out of the experience because I'd learn ...



2 LANGUAGE FOCUS • Present perfect and past simple

Present perfect vs. past simple

1 ★ Choose the correct words.

<p>Present perfect</p> <p>1 I / You / We / You / They ¹ve / 's finished the work experience. He / She / It ¹ve / 's started a project.</p> <p>2 I / You / We / You / They ²haven't / hasn't made a decision yet. He / She / It ³haven't / hasn't committed to the new idea.</p> <p>4 Have / Has I / you / we / you / they rushed into a new course? 5 Have / Has he / she / it considered the job?</p>
<p>Past simple</p> <p>6 I / You / He / She / It / We / You / They ⁶worked / work hard last year.</p> <p>7 I / You / He / She / It / We / You / They didn't ⁷dropped out / drop out of the class.</p> <p>8 Did / Have I / you / he / she / it / we / you / they enjoy the work at the school last week?</p>

2 ★★ Complete the dialogue using the past simple or present perfect form of the verbs in brackets.

Max Hi, Jim! What have you been up to?
 Jim I've been doing work experience with my cousin, Ray – he's an electrician.
 Max Cool. When did you start (you / start)?
 Jim I ¹..... (start) on Monday.
 Max ²..... (you / learn) anything yet?
 Jim Yes, I ³..... (find out) how to stay safe with electricity!
 Max That's important!
 Jim Yeah, there's so much to learn. Ray ⁴..... (teach) me a lot this week. He's very patient – he ⁵..... (not get) annoyed with me once!
 Max That's lucky! What else have you done?
 Jim Yesterday, I ⁶..... (repair) a lamp.
 Max ⁷..... (Ray / help) you?
 Jim No, he ⁸..... (not do) anything.
 Max Very impressive!



Present perfect + just, still, yet, already

3 ★★ The bold adverbs are in the wrong place. Correct the sentences.

Have you **yet** found a Saturday job?
 Have you found a Saturday job **yet**?

- Juan hasn't chosen **still** his subjects.
- We **yet** haven't discussed our plans.
- I **already** have made up my mind.
- They've heard **just** about the project.
- Has **just** Pablo dropped out of the class?
- Has she passed **already** the exam?

4 ★★★ Look at Tania's 'to-do' list and write sentences with *just, still, yet* and *already*.
 She's *just done* her maths homework.

-
-
-
-
-

'To-do' list

- Do my maths homework.
✓ Done this afternoon!
- Organize my work experience.
✓ Done last week.
- Write the article for the school website.
It's late. Urgent!
- Buy the new science book.
Do next week.
- Choose my school subjects.
Very important! I needed to do this last week.
- Send the email about the Saturday job.
✓ Done a few minutes ago. 😊



1 ★ 06 Look at the title, headings and photos in the report. What do you think it is about? Read and listen to the report to check your answer.

It is about a school where students ... for a week.

- a weren't allowed to use their phones
- b tried to stop using social media completely
- c tried to spend less time on social media



The school that 'switched off'

A secondary school in Tarporley, northern England, is beginning an unusual experiment. The students have decided to stop using social media for a week.

Day 1 – Time to switch off your phone

It's day one and all 1,000 students at the school have agreed to avoid social media. They've stopped using Twitter and Instagram, as well as Facebook and YouTube. However, they're still allowed to make phone calls and send emails or text messages.

Day 5 – Life without social media isn't easy

It's now day five and the students are counting the days to the end. Everybody has been trying hard, but around one in four people have dropped out. However, some students have seen the advantages of life without Facebook and they've been trying out other things. Fifteen-year-old Georgia says, 'I've been looking at newspapers and magazines, and talking to my parents.'

Day 7 – Most students drop out

It's the last day. The truth is that only 200 students have finished the week without going on social media. Some students have had problems contacting their friends because they don't have their phone numbers. They normally use online chat to make plans.

Conclusions

The experiment has been worth it. Some students have learned that they spend over two hours a day on social media. The school librarian has a very positive view of the event. She says that she's never seen students borrow so many books before.

2 ★★ Read the report again and write *true* or *false*.

The students have agreed to stop using social media for an experiment. true

- 1 All the students are taking part.
- 2 They can't watch YouTube videos.
- 3 Two hundred students dropped out on day seven.
- 4 The experiment has been a negative experience for everybody.
- 5 Most students were successful.
- 6 The experiment was useful.

3 ★★★ Answer the questions. Write complete sentences.

Where is the school that is doing the experiment?
It's in Tarporley, northern England.

- 1 Which types of communication can the students still use during the experiment?
.....
- 2 What other things has Georgia been doing?
.....
- 3 Why have some students had problems making plans with their friends?
.....
- 4 What have some students learned?
.....
- 5 Why did the librarian like the experiment?
.....

4 ★★ VOCABULARY PLUS Complete the sentences with the words in brackets and add the suffixes *-ful* or *-less*.

Some people go on social media sites *countless* times a day. (count)

- 1 Georgia found the experiment (help)
- 2 All students were honest and (truth)
- 3 A lot of things happened at the school. It was a very week. (event)
- 4 One student was desperate without his phone. He found it a situation. (hope)
- 5 For some students, the week without social media felt (end)

2 WRITING • A report on an opinion survey



Language point: Expressing contrast

1 ★ Match 1–6 with a–f.

- 1 Although we chose an interesting question, **b**
- 2 The majority agreed with the idea. However, _____
- 3 Our teacher was in favour. In contrast, the _____
- 4 Those in favour made clear points, whereas _____
- 5 Two people weren't sure. However, _____
- 6 The survey was quick to do, although _____

- a those against didn't make any comments.
- b some people didn't understand it.
- c it took a long time to write up the results.
- d a minority completely disagreed.
- e students in the class were against.
- f the rest of the class had very strong opinions.

2 ★★ Order the words to complete the sentences.

Most of us liked participating in the survey, (Ellie and Anthony / whereas / it / enjoy / didn't)
whereas Ellie and Anthony didn't enjoy it.

- 1 Ten people said 'yes'. (people / three / sure / weren't / however,)
- 2 I agreed with the question. (of / in / majority / disagreed / the / contrast, / people)
- 3 Only one student was completely undecided, (didn't / explain / he / although / why)
- 4 Some people thought the results were surprising, (surprised / wasn't / whereas / I)
- 5 Most students made up their mind quickly. (contrast / in / people / two / slowly / decided)
- 6 We did an interesting survey last year, (question / we / a / although / asked / different)



TASK

3 ★★ Replace the bold words in the report with the phrases in the box. Note that in most countries you have to be eighteen to drive, but in the UK and a few other countries, such as Australia, it's seventeen.

against all in all indicate in favour the majority of ~~participated~~ said side think undecided

SURVEY REPORT

Is seventeen old enough to learn to drive?

In our survey, we asked people 'Is seventeen old enough to learn to drive?' Of the thirty people who **took part**, 56% said 'yes', 32% said 'no', and 12% were **'unsure'**.

Those **'who agreed'** commented that seventeen-year-olds are mature enough to drive nowadays because they are more independent than in the past. In contrast, those **'not in favour'** said that a small number of people aren't mature enough to drive responsibly at this age. Another comment from the 'yes' **'group'** was that people learn to drive at seventeen in other countries. But, some people who said 'no' **'believe'** that most seventeen-year-olds couldn't afford to learn to drive.

People who were undecided made few comments. However, one person **'commented'** that it's a difficult question because young people become mature at different ages.





'In general', the results **'show'** that most people agree that seventeen is old enough for young people to learn to drive. **'Most'** people think that seventeen-year-olds are mature enough to be in control of a car.





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





4 ★★★ Write a report on the survey results below. Use the report in exercise 3 to help you. Is eighteen the right age to leave school?





Results	Comments
Yes: 30%	'Young people who stay in school have more time to choose a career.' 'They can improve their languages, maths and IT skills.'
No: 60%	'A lot of young people want to start working and earn money earlier.' 'Some young people aren't keen on academic subjects.'
Undecided: 10%	'It's difficult to say! Some students get more out of school than others.'

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

    I need to try this again.

    I could do this better.

    I am happy with this.

    I can do this very well.

VOCABULARY Making decisions

1 Complete the words.

- I always think t..... before I say 'yes'.
I never answer immediately.
- Lorna makes up her m..... very quickly.
- It's best to keep your options o.....
- Pavel waits and puts o..... making decisions.
- Do you ever rush i..... things too fast?
- I decide things slowly. I always take my t.....

I can talk about my ability to make decisions.

MY EVALUATION    

READING An online article

2 Complete the sentences with one of the words in brackets and add the suffixes *-ful* or *-less*.

- He was once a doctor. Now he's decided to change his career. (fear, success)
- Lewis and Abbie travel from place to place. They're sometimes for a few days, but they don't mind. (home, taste)
- Some people in our society throw away useful things – they're really (skill, care)
- Julia hasn't got a traditional job, but she's a very clever and person. (skill, money)
- If you want to travel the world alone, you need to be brave and (play, fear)
- They think that spending too long on technology is bad and (harm, thank)

I can predict the ideas in a text by looking at the title and images.





MY EVALUATION    

LANGUAGE FOCUS Present perfect

3 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and *since* or *for*.

- He (live) an alternative lifestyle six years and he plans to continue.
- I (know) my best friend I was very young.
- She (not listen) the last hour and she still isn't listening!
- They (not have) a home October last year.
- We (buy) any new things six months.
- It (rain) two o'clock and I don't think it's going to stop soon.

I can talk about experiences in my life and their duration.

MY EVALUATION    

VOCABULARY AND LISTENING

Personal development

4 07 Listen to three students talking about the first afternoon of their community work at a primary school. Choose the correct words.

- Victoria had a **positive** / **negative** experience at first, but things changed.
- Victoria **got into** / **got used** to reading stories to the small children.
- Mark had a **very positive** / **quite negative** experience at the school.
- Mark **got to know another helper** / **got together with a friend** and did some sport.
- Ellie had a **mostly positive** / **really negative** experience.
- Ellie **got into** / **got ready** for the painting.

I can understand the main ideas in three short conversations.

MY EVALUATION    

LANGUAGE FOCUS Present perfect vs. past simple; just, still, yet and already

5 Complete the sentences with the words.

already became just started still
've become 've started yet

- I _____ business college two weeks ago.
- We _____ the creative writing course and we're really enjoying it so far.
- This is a useful lesson. We _____ more confident at speaking in front of people.
- Tanvi _____ a member of the school council last year.
- Has Helen decided what to study _____?
- They've _____ done their work experience. They did it two months ago.
- Daniel _____ hasn't chosen what to do at university. He needs to decide soon.
- I've _____ got my exam results today and I'm really happy with them!

I can talk about things I have and haven't achieved yet in my life.

MY EVALUATION ☹️ 😐 😊 😄

SPEAKING Difficult decisions

6 Complete the dialogue with the words.

considered options thing towards
tricky up up

- Mark What are you **up** to, Jack?
- Jack I'm choosing a school club for this year. Can you help me?
- Mark OK. What are your ¹ _____?
- Jack Well, Friday is good for me and there's basketball club and film club on that day. I'm interested in both of them.
- Mark Hmm ... It's a ² _____ decision. Have you ³ _____ another basketball club? Maybe in town?
- Jack Yes, there's a basketball club at the sports centre on Thursdays. So I'm leaning ⁴ _____ the film club. The only bad ⁵ _____ about that club is that it sometimes finishes late. What do you reckon is best?
- Mark Well, the film club sounds like the best option. But it's ⁶ _____ to you.
- Jack Yes, I think you're right. I'll choose that.

I can understand and use connected speech.

MY EVALUATION ☹️ 😐 😊 😄

WRITING A report on an opinion survey

7 Choose the correct words.

In our survey at school, we asked people 'Is it a good idea for students to have a small amount of extra work in the holidays?' Of the fifty students who took part, 60% said 'yes' and 30% 'no'. However, 10% of people were ¹ _____. Those ² _____ commented that it is helpful for students to have some work in the holidays so that they don't forget everything. In contrast, those ³ _____ said that students have too much work when they are at school and they need a break. Those who were undecided ⁴ _____ that it depends on the amount of work. ⁵ _____, the results ⁶ _____ that most people agree with the idea. ⁷ _____ of students think that a small amount of studying in the holidays can be helpful.



- | | | |
|-----------------|---------------|----------------|
| 1 a decided | b undecided | c unchosen |
| 2 a with favour | b as a favour | c in favour |
| 3 a against | b agreeing | c not favour |
| 4 a thinking | b thinks | c think |
| 5 a All of all | b All in all | c All with all |
| 6 a indicate | b showing | c shows |
| 7 a Most | b The most | c The majority |

I can present the results of a survey and contrast people's opinions.

MY EVALUATION ☹️ 😐 😊 😄

3 What's it worth?

VOCABULARY • Money and marketing

1 ★ Choose the correct words.

That's a famous **brand** / **cost** of sunglasses.
It's popular with celebrities.

- 1 This poster is cheap. It's a **rip-off** / **bargain**.
- 2 If there are any problems with the smartphone, please take it back to the **consumer** / **retailer**.
- 3 Lots of rich people are buying that expensive car. It's a real **status symbol** / **product**.
- 4 My aunt and uncle have got an online fashion **producer** / **business**. It sells men's clothes.
- 5 They've asked that film star to appear in a new TV **advertisement** / **marketing**.
- 6 'What's the **value** / **price** of that T-shirt over there?' 'It's £20.'
- 7 My parents are going to **rent** / **spend** a car on our holiday to Italy.
- 8 'Can you **afford** / **save** that luxury bag?' 'No, it's too expensive for me.'



2 ★★ Match some of the words from exercise 1 with the definitions.

To give money to pay for products. **spend**

- 1 Something that isn't worth the money you pay for it.
- 2 Something that is a lot cheaper than usual.
- 3 A company which makes products.
- 4 To pay to use something that belongs to another person and then give it back.
- 5 A person who buys or uses something.
- 6 A product which shows to other people that a person is rich and has a high position in society.
- 7 The activity of presenting, advertising and selling a company's products.
- 8 To buy something cheap and use less money.

3 ★★ Complete the online article with the words.

advertisement brands companies
consumers marketing product
promote worth

Do you feel annoyed when you're watching a video online and suddenly an **advertisement** for a ¹ appears? If yes, you're one of many people who hate 'pop-up ads'!

Pop-up advertisements were first used by a small number of businesses or ² in the late 1990s to ³ their products. Today, the pop-up advertising industry is ⁴ millions of pounds.

However, some ⁵ companies now think that pop-ups aren't a useful way to encourage ⁶ to buy different ⁷ This is because a lot of people use pop-up blockers these days.



4 ★★★ Answer the questions using some of the words on this page and your own ideas.

What is your favourite retailer?
It's a big sports shop in my local shopping centre which sells lots of different brands.

- 1 Think of a brand you like. What do you think about the price of this company's products?
.....
- 2 How do you think this company promotes its latest products?
.....
- 3 Why do some companies use celebrities for marketing products?
.....

3 LANGUAGE FOCUS • Definite and zero article

1 ★ Complete the table with the words.

cities countries in general institutions
Kingdom mentioned before
mountain ranges specific thing(s)

The definite article (the) is for ...

Specific thing(s)	People like the brands that they recognize.
Things that have been 1	I saw a bag and a shirt. The shirt was quite cheap.
Geographical features such as seas, rivers and 2	They spent a lot of money on their trip to the Andes.
Countries that are plural nouns or whose name includes States, Republic or 3	Our holiday to the United Kingdom was a bargain.

Zero article is for ...

Things 4	We buy (-) products.
Names of sports, 5, most 6, years, languages and days.	She went clothes shopping in (-) Milan in (-) Italy.
7, such as hospitals or universities.	Is it free to go to (-) university here?

2 ★★ Complete the dialogues with the words.

coffee ~~the coffee~~ music ~~the music~~
people ~~the people~~

- 'What do you think of the coffee in this café?'
'It's OK, but it's a bit too expensive.'
- 1 'I love in this film!' 'Yes, it's great and it doesn't cost much to download.'
- 2 '..... are buying more and more things online.' 'That doesn't surprise me.'
- 3 'Does Sheila drink lots of?' 'Yes, she has four cups a day of her favourite brand.'
- 4 'What are your interests?' 'Good question! I like shopping, and *Pokémon Go*.'
- 5 '..... in this advertisement are famous.'
'Look, there's Selena Gomez at the front.'

3 ★★ Complete the dialogue with the definite article where necessary.

- Kyle Hi! How was your trip to the States?
Daisy It was fantastic! We flew back from
1 New York on 2 Monday evening.
- Kyle I liked 3 photos you posted online – you did a lot of shopping!
Daisy It was mostly window shopping in all
4 expensive shops on Fifth Avenue! But I found some bargains and I bought 5 presents for all my friends. Here you go!
- Kyle Thanks, Daisy!
Daisy You're welcome. 6 magnet comes from 7 Statue of Liberty – we went on a boat trip on 8 Hudson River. And I bought 9 pen at a baseball match.
- Kyle Cool! I love 10 baseball.



4 ★★★ Complete the factfile about yourself. Write complete sentences and make sure that you use the definite or zero article correctly.

Best film: *The best film I've ever seen is Gravity.*.....

Name:

Interests:

Best film:

Languages that I speak:

Something I like buying:

Countries and monuments I'd like to visit:

My favourite city:

My favourite museum or art gallery:

3 VOCABULARY AND LISTENING • Shops and shopping

1 ★ Complete the words.



barcode.....



1 r.....



2 d.....



3 l.....



4 s.....



5 s.....



6 s..... o.....



7 w..... s.....

2 ★★ Complete the notice with the words.

changing rooms checkout deliver exchange
fit receipt return shop assistants try on

Notice to customers

Customers are welcome to **try on** any clothes in our ¹..... to make sure that they ²..... If you can't find the correct size in our shop, we can order it for you and ³..... it to your home.

You can bring back clothes within twenty-eight days. When you ⁴..... the item, you will need to show the ⁵..... and you can then ⁶..... it for something in a different size, colour or style.

If you would prefer to get your money back, please go to the ⁷..... near the entrance and speak to one of our ⁸.....



3 ★★ 08 Elliot is shopping when he gets a phone call from his brother, David. Study the picture above and choose the correct words in 1–5. Then listen and check.

Elliot is in a food / clothes / sports shop.

- 1 David wants Elliot to buy a jacket / shirt / tie.
- 2 Elliot is tired / very happy / a bit annoyed.
- 3 David's size is small / medium / large.
- 4 There are a lot of / some / no special offers.
- 5 The clothes in the shop are very cheap / quite cheap / quite expensive.

4 ★★ 09 Now listen to a later phone conversation. Complete the notes about the shirt with two or three words in each space.

The company is going to deliver it between 9.00 and 10.00 tomorrow morning.

- 1 David can at home.
- 2 If it, he can
- 3 But he needs to on.
- 4 If necessary, he can at on the first floor.
- 5 But he must

5 ★★ Answer the questions using some of the words on this page. Give reasons for your answers.

Do you always try on clothes in the changing rooms before you buy them?

Yes, I always try them on to check that they fit.

1 Do you keep the receipt when you buy things?

.....

2 Do you often go window shopping?

.....

3 Do you ever ask the shop assistants for help?

.....

1 ★ Complete the table with the words.

aren't going to shop doesn't open
 'll be watching 'll pay 'm going to buy
 'm not waiting 's renting starts
 won't be working won't drive

Present simple

The sale **starts** at 9.30 on Thursday.

The shop ¹ _____ until 11.00 on Sundays.

Present continuous

He ² _____ a flat in the town centre from next week.

I ³ _____ at home for that delivery this afternoon.

will

We ⁴ _____ for dinner tonight.

Consumers ⁵ _____ to supermarkets in the year 2030.

going to

I ⁶ _____ a new T-shirt and jacket.

We ⁷ _____ here.

Future continuous

Don't phone Patricia at 7.00. She ⁸ _____ that new TV series about marketing.

This time next year, my friends ⁹ _____ in this shop.

2 ★★ Your friend is going to a new shopping centre. Order the words to make questions.

you / time / What / are / going / go out / to / ?

What time are you going to go out?

1 leave / When / train / your / does / ?

2 you / meeting / Is / Leah / the / at / station / ?

3 the / Will / shopping centre / busy / be / ?

4 you / lunch / Where / going / are / have / to / ?

5 doing / will / be / you / 3.00 / at / What / ?

6 Leah / Is / going / buy / anything / to / ?



3 ★★ Write sentences using the future form in brackets.

1 / get / some new jeans on Friday (*going to*)

I'm going to get some new jeans on Friday.

1 in the future, / people / not go to shops (*will*)

2 our bus / arrive / at 8.00 tonight (present simple)

3 Jo / buy / a bike today (present continuous)

4 this time on Tuesday, / Laura / fly to Milan (future continuous)

4 ★★ Choose the correct words in the email.

To: mtntaylor@mailme.co.uk Subject: Sales tomorrow?

Hi Martin,

What **will you do** / **are you doing** / **do you do** tomorrow morning? Do you want to come shopping? I've heard that there's a sale at that big sports shop in town. Everybody says they **'ll have** / **'ll be having** / **'re having** amazing offers. I've already decided that I **'ll buy** / **buy** / **'m going to buy** a new pair of trainers.

The shop **opens** / **opening** / **'ll open** at 9.00. I think it **'s being** / **'ll be being** / **'ll be** busy tomorrow so we have to arrive on time! Jake **'s coming** / **comes** / **'ll come** too. He says that he **waits** / **'s waiting** / **'ll be waiting** for us outside the shop at exactly 9.00, but he's always late! ☺

Anyway, I **call** / **'ll call** / **'m calling** you later and we **'ll talk** / **talk** / **'re talking** about it.

Ivan

5 ★★★ Complete the sentences using the future forms on this page and your own ideas.

I've decided that next year, I'm going to get a job.

1 In 2050, _____

2 This time next year, _____

3 This Saturday afternoon, _____

4 Hurry up! We need to leave now because the shop _____

3 READING • An email newsletter

1 ★ 10 Read and listen to the email newsletter and choose the correct words in the summary.

The writer of this newsletter ¹is / isn't an expert on shopping. He's on the side of the ²retailers / consumers and his main aim is to ³warn people / encourage spending. In the newsletter, he writes about different aspects of shopping including the ⁴colour / position of products in shops.

This month: How shops make you buy things

Consumer champion: Matt Marino



As consumers we're becoming better at understanding how shops make us buy products. However, they're always thinking of new techniques! In this month's newsletter, I'm going to explain some of these techniques based on my experience as marketing manager for a department store.

Don't forget to look up ... or down

One technique is for shops to put luxury brands at eye level on the shelves. These products are more expensive, so retailers want you to put them in your shopping basket. Good value products are on lower or higher shelves, so look up or down if you want to save money!

Avoid the end of the aisles

When shops want to promote products, they put them at the end of the aisles so shoppers notice them. However, you won't always get a good deal. A typical promotion is 'three for the price of two', but often when you calculate the discount, it isn't much. Always think, 'How much am I really going to save if I buy these?'



Be careful when shopping for clothes

Clothes shops have their own rules. In some shops, the clothes are on tables and you might see the shop assistants making them untidy. Yes, *untidy!* Why? It makes shoppers think that everybody has been looking at them and that they're *really* fashionable!

Keep vigilant

Over your lifetime, you'll visit the shopping centre many times, so it's important to learn to plan what you want to buy *before* you start shopping. Then you won't be a 'victim' of the sales techniques in this newsletter.

Look out for next month's newsletter – I'll explain how online shops make you spend more.

2 ★★ Read the email newsletter again and write *true* or *false*.

Consumers are learning how shops make us spend money. true

- 1 Shoppers need to look up or down to find things for a good price. _____
- 2 Consumers always find good deals at the end of shop aisles. _____
- 3 Clothes shops use the same techniques as other shops. _____
- 4 The writer thinks that learning how to control what you buy is very important. _____
- 5 The next newsletter will explain why online shopping is cheaper. _____

3 ★★★ Answer the questions. Write complete sentences.

Do shops only use traditional techniques to make consumers buy things?

No, they're always thinking of new ones.

- 1 Why does the writer know the sales techniques?
.....
- 2 Why do shops want you to buy luxury brands?
.....
- 3 Are 'three for the price of two' offers always a good idea? Why / Why not?
.....
- 4 What do shop assistants do to the clothes in some shops? Why?
.....
- 5 What does the writer think you should do before you start shopping? Why?
.....

4 ★★ VOCABULARY PLUS Find and match the compound nouns in the newsletter with meanings 1–5.

A regular report with information. newsletter

- 1 A large shop that sells a lot of different products and brands. _____
- 2 A thing for carrying the products you want to buy when you're in a shop. _____
- 3 The duration of a person's life. _____
- 4 A large place with a lot of different retailers. _____
- 5 The different ways that shops encourage you to buy things. _____

3 WRITING • An online gift guide

Language point: Conjunctions: *not only ... but also, both ... and, as well as*

1 ★ Choose the correct words.

This training rope is a fantastic present for both sporty adults as / **and** teenagers.

- 1 This awesome gift would be brilliant for birthdays as / **both** well as other occasions.
- 2 This new projector is / is **not only** unique, but it's also really useful.
- 3 The gym equipment is convenient as well as / of extremely light.
- 4 You'll notice that this gadget is **too** / **both** attractive and beautifully designed.
- 5 The training rope is good value as **well** / **good** as great fun.
- 6 Everybody agrees that this present is not only stylish, but **also** / **both** extremely practical.

2 ★★ Order the words to complete the sentences.

This portable speaker isn't only small, (but / loud / also / it's / very) **but it's also very loud.**

- 1 I think that this cool scarf will be a hit with boys (girls / as / as / well)
- 2 This ice cream machine will appeal to both adults (love / children / who / food / and)
- 3 You'll see that this box for your headphones is both attractive (too / very / and / tough,)
- 4 This box of luxury chocolates isn't only for my mum, (me / it's / but / also / for / !)
- 5 This waterproof radio is perfect for using in the shower (to / and / taking / beach / the)

TASK

3 ★★ Read and complete the gift guide with the phrases.

appeal to best thing about it is if you're a I think it'll be not recommended for only downside is recommended for



★ Gifts | Gifts Type | Sports and technology

Results 1 - 5

HERE'S MY GIFT GUIDE FOR SPORT OR TECHNOLOGY FANS!

- 1 What's it called? **Intensity Training Rope**
- 2 What's in the box? A skipping rope.
- 3 Who's it for? This will **appeal to** both gym and sport fans. It's also **1** couch potatoes who want to get fit!
- 4 Tell me more. The **2** that it's portable. It can fit in your pocket as well as in your bag.
- 5 My verdict: My sporty sister will love it, but it's **3** lazy people like me!



- Smartphone Image Plus
- A projector which shows smartphone photos on the wall.
- 4** keen photographer, you'll love this! It isn't only for camera lovers, it's for gadget fans, too!
- It works with most smartphones and on any wall. The **5** that you need to build it yourself.
- I'm buying this for my best friend, and **6** a real hit!



4 ★★★ Write a gift guide for music lovers and cooking enthusiasts. Write about the example products or your own ideas. Use the gift guide in exercise 3 to help you.

- 1 What's it called? **Wireless Beats**
- 2 What's in the box? Headphones that connect to your smartphone via Bluetooth.



- Popcorn King**
- A popcorn making machine.



MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
- I could do this better.
 I can do this very well.

VOCABULARY Money and marketing

- 1** Complete the words in the dialogues.
- 'Do you think this gadget is expensive?'
'No, not at all. It's a b.....!'
 - 'Who's that celebrity in the advert?'
'It's Keira Knightley. She always p.....
that perfume.'
 - 'Why does your neighbour drive a huge car?'
'Probably because it's a status s.....!'
 - 'Shall we go to that restaurant over there?'
'No, it's a rip-.....! Let's try this one.'
 - 'Your new ring looks really valuable.'
'Sadly, it's plastic and it isn't w..... much.'
 - 'Are you going to come to the concert?'
'No, I can't a..... it. I've spent all
my money.'

I can express my attitude to shopping and money.

MY EVALUATION

READING An interview

- 2** Match 1–6 with a–f.
- | | |
|---------------------------------------|------------|
| 1 That girl is a famous fashion | a channel. |
| 2 I watch videos on her beauty | b blogger. |
| 3 She knows other internet | c brands. |
| 4 She also met a cool hip hop | d window. |
| 5 She promoted some luxury | e stars. |
| 6 We saw the products in a shop | f artist. |

I can infer the attitudes of people from what they say in a text.

MY EVALUATION

LANGUAGE FOCUS Definite and zero article

- 3** Complete the sentences with the words in the box. Include *the* if necessary.

football Himalayas Italian clothes
manager shopping USA

- If you want to exchange the product you need to speak to of the shop.
- My dad likes wearing
- My cousin is into and she's just bought tickets for the Chelsea match.
- 'Where is that fashion blogger from?'
'He's from
- My aunt went to on holiday and she climbed a mountain there.
- I like in the town centre.

I can find out information from a partner.

MY EVALUATION

VOCABULARY Shops and shopping

- 4** **11** Listen to the dialogue in a clothes shop and complete the text.

Welcome to TopWear!

A few things about our shop ...

You're very welcome to ¹..... clothes in one of our ²..... changing rooms – you can find these on the ground and ³..... floors.

If, for any reason, you'd like to bring clothes back, please return them to the shop within ⁴..... days – you'll need to bring along the ⁵.....

We're always happy to give customers their money back or ⁶..... items. You can do this in the shop where you bought the clothes or in one of our ⁷..... other shops around the country.

Don't forget that if you can't find your size, you can order it at the ⁸..... and we'll ⁹..... it to you within ¹⁰..... working days. You can also order from our website:

www.topwear.com

I can use visuals to understand a spoken text.

MY EVALUATION

LANGUAGE FOCUS Future forms

5 Choose the correct words.

- Nina has saved some money and now **she's going to get / she'll get / she gets** that new smartphone.
- We need to get up early tomorrow. Our train **will leave / leaves / leave** at 7.30.
- 'I've forgotten my purse!' 'Don't worry. I **pay / I'll pay / I'll be paying** for your ticket.'
- This time next week, **we'll shop / we're shopping / we'll be shopping** in London.
- 'Can you meet me at the shopping centre at 7.00?' 'No, sorry. I'm **visiting / I visit / I'll visit** my grandparents this evening.'
- In the future, people **aren't going / don't go / won't go** to the shops any longer.
- 'I want to buy some trainers next week.' 'Which brand **do you buy / are you buy / are you going to buy**'

I can talk about plans and predictions.

MY EVALUATION ☹️ 😐 😊 😄

SPEAKING A presentation

6 Complete Ruth's presentation with phrases a–h.

- | | |
|------------------------|-----------------------|
| a Another advantage is | e I'd like to talk to |
| b As you can | you about a |
| c Finally, one big | f I think you'll |
| advantage of | g It's worth |
| d First of all, it's | h Let me start by |

Hi. I'm Ruth, and today ¹..... new product. It's a special towel for sport or holidays.

²..... showing you some of the different features of this product. ³..... much smaller than normal towels. ⁴..... see, I can easily hold it in one hand. ⁵..... mentioning that it's very light and it's perfect for the beach or the sports centre.

⁶..... that it dries more quickly than a traditional towel. It feels dry after just thirty minutes.

⁷..... the towel is that it comes in twelve different colours. So you'll definitely find a colour that you like. ⁸..... agree that the product is convenient and practical. It's in the shops now, so don't miss out!

I can vary the speed and emphasis of my voice when giving a presentation.

MY EVALUATION ☹️ 😐 😊 😄

WRITING An online gift guide

7 Choose the correct words.



What's it called?	<i>The Sunshine Camper Travel Journal</i>
What's in the box?	A travel journal book.
Who's it for?	If ¹ your / you're / you into travel, you'll love this! Its cool vintage design will ² appeal / attract / admire to all ages.
Tell me more ...	It's ³ recommend / recommended recommending for people who are planning to go on a big trip. The best thing ⁴ about / around / of it is that it has a special place inside for postcards, tickets and other things from your trip. The only ⁵ offside / downside / underside is that it's too big to put in your coat pocket when you're travelling.
My verdict	I think that this will be a big hit ⁶ with / to / at my older cousin. It's really her ⁷ kind / types / variety of thing.

I can describe and recommend products for other people.

MY EVALUATION ☹️ 😐 😊 😄

4 Feelings

VOCABULARY • Feelings and emotions

1 ★ Choose the odd word out.

- boredom / surprise / stress
 1 stress / relaxation / embarrassment
 2 boredom / surprise / excitement
 3 worry / fear / anger
 4 excitement / fear / disgust
 5 anger / annoyance / sympathy

2 ★★ Match some of the words from exercise 1 with 1–6. Then write the adjective form.

What is the name of the feeling when people ... are very afraid of something? **fear** (n) **frightened** (a)

- 1 are unhappy because they have nothing to do? _____ (n) _____ (a)
 2 feel shy and worry about what other people will think of them? _____ (n) _____ (a)
 3 really don't like the taste or look of something? _____ (n) _____ (a)
 4 can easily understand another person's problems? _____ (n) _____ (a)
 5 are a bit angry? _____ (n) _____ (a)
 6 feel worried because they have a lot of problems in their life? _____ (n) _____ (a)

3 ★★ Choose the correct words in the online comments.

☆ ◉ ↶ ↷ ✕

Search _____ Join | Login | Contact

TIM – Hi guys, I have to give a school presentation next week in front of lots of people and I feel quite stressed / bored / disgusted! Do you have any advice?

FAYE – Everybody feels ¹sympathetic / surprised / worried about public speaking. Just try to keep calm!

JOE – I'm not that bothered by presentations. They don't affect me much. I always prepare for them, then I feel calm and ²angry / relaxed / annoyed.

HAL – It can be ³boring / disgusting / stressful when you first stand up. Lots of students go red in the face and look ⁴embarrassed / excited / surprised if they hesitate. So if you're nervous, you aren't alone!

LISA – It's normal to find the whole thing a little ⁵worrying / exciting / relaxing! But I find that the other students in the class are always kind and ⁶annoying / sympathetic / afraid, so it'll be OK!

4 ★★ Use one word from each pair in the box to complete the news article.

bored / boring embarrassed / embarrassing
 excited / exciting frightened / frightening
 relaxed / relaxing surprise / surprising
 worried / worrying



WAS YOUR WEEKEND REALLY THAT EXCITING?

Did you have a **relaxing** weekend in front of the TV? Or did you go sky diving?

A recent survey found that 75% of people made their lives look more adventurous and ¹_____ on Facebook than in reality! They were concerned and ²_____ that their lives might seem dull or ³_____ compared to others. In fact, 6% of people even borrowed objects to use in their photos and pretended they were their own! They were so afraid and ⁴_____ about what other people thought. Perhaps this isn't ⁵_____ if image is so important to people.

Maybe we all need to stop feeling self-conscious and ⁶_____ and be honest about our lives.

5 ★★ How do you feel in these situations? Write two or three sentences using some of the words on this page.

You go on a big roller coaster at a theme park. *I get so excited on roller coasters. What I find most frightening is when I reach the top and look down!*

- 1 You need to perform in a school concert.

- 2 It's the weekend and you don't have any plans.

- 3 Your friend borrows something and doesn't give it back to you.

4 LANGUAGE FOCUS • Possibility and certainty

may, might, could, can, must

1 ★ Choose the correct words.

may, might, could, can, must

Definitely

Experts think that animals must / might have feelings.

Possibly

Scientists think that elephants ¹must / may express sadness.

Animal emotions ²could / must be an interesting topic to study.

Mice ³can't / might be more intelligent than we thought.

Possibly not

We ⁴might not / could understand everything yet.

Definitely not

They feel sure that the evidence ⁵may not / can't be true.

2 ★★ Correct the mistakes in bold. Tick the one correct sentence.

This small creature is really strange. It ~~may~~ be very rare. may be

- 1 We ~~not might~~ finish our project on whales today.
- 2 Those zoo animals don't move around much. They ~~could~~ feel bored.
- 3 Our cat has just eaten. It ~~don't can~~ be hungry again.
- 4 Studies suggests that dolphins ~~must to be~~ very intelligent.
- 5 They ~~might learning~~ more about these animals in the future.

3 ★★ Complete the replies with *may, must, might not or can't* and the verb in brackets.

'Do you know what that animal is over there?'
'Well, it can't be (be) a horse. It's too small.'

- 1 'Ollie seems stressed.' 'I think he _____ (feel) worried about his driving test.'
- 2 'Are you coming to the beach later?' 'I'm not sure. I _____ (come) if I'm tired.'
- 3 'That study was very successful.' 'Yes. The scientists _____ (be) very pleased.'
- 4 'Why is Marta excited?' 'I don't know. She _____ (have) tickets for that concert. She was trying to buy some online.'
- 5 'Is it time to get up?' 'No, it's still dark outside. It _____ (be) morning yet.'

4 ★★ Rewrite the underlined sentences with *might, might not, must or can't*.

Bradley looks relaxed. He definitely isn't nervous.
He can't be nervous.

- 1 That giraffe seems unhappy. It's possible that it feels sad.
- 2 Ava called me. Perhaps she won't meet us later.
- 3 That perfume is a luxury brand. I'm sure it's very expensive.
- 4 The sky is grey. Maybe it will rain later.
- 5 Look at the price label! I'm sure it doesn't cost that much.

5 ★★★ Write sentences about photos A and B. Use *may, might, could, can't* and *must* and the words in the box or your own ideas.



annoyed excited frightened surprised

The woman might be surprised by the horse jumping up.



bored happy/relaxed stressed worried

She could be bored of studying.

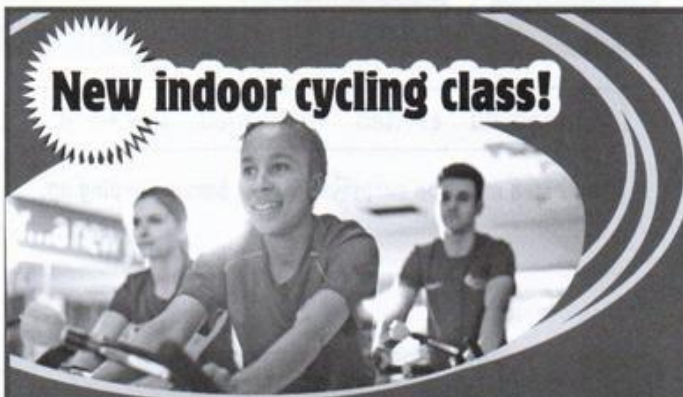


1 ★ Find seven more verbs in the wordsearch. Then put all the verbs into opposite pairs.

T	U	R	N	O	N	R	B	X	S
I	K	V	B	K	Z	E	W	Z	L
N	Z	O	Y	L	K	D	E	T	O
C	S	P	E	E	D	U	P	U	W
R	V	Q	U	S	N	C	Y	R	D
E	Z	J	G	B	T	E	X	N	O
A	T	U	R	N	O	F	F	U	W
S	K	W	V	I	S	T	Y	P	N
E	Z	T	U	R	N	D	O	W	N

+ / ↑ - / ↓
 turn on _____

2 ★★ Complete the words in the advertisement.



New indoor cycling class!

Do you want to be more active? Doing too little exercise can seriously **affect** your health, so why not join our new indoor cycling class? Come along and ¹w_____o_____ to the latest music – you can even ²s_____a_____ if you know the songs!

This highly popular workout makes you fitter *and* it even ³i_____ your mood at the same time.

Feeling unhappy? It's a great way to ⁴c_____u_____.

Feeling anxious? It can ⁵r_____ stress and help you ⁶c_____d_____.

Our trainer will make sure nothing ⁷d_____ your attention so that you can ⁸c_____ on exercising!

Sign up at: www.southsports.org

3 ★★★ Listen to the podcast about the benefits of learning a musical instrument. Choose the correct words.

The presenter sounds excited / calm / surprised.

- 1 Dr Lloyd is patient / annoyed / energetic.
- 2 The podcast aims to inform / instruct / warn.
- 3 Dr Lloyd wants to deny / confirm / explain certain important ideas.
- 4 At the end when Dr Lloyd discusses emotions, she sounds more angry / relaxed / worried.

4 ★★ Listen again. Complete the sentences with one or two words in each space.

Dr Lloyd says that playing a musical instrument is the same as working out.

- 1 Learning an instrument can help your memory to _____.
- 2 It could even help your IQ to _____.
- 3 It's important for musicians to _____.
- 4 You can often hear an orchestra _____ or _____.
- 5 Music may help you to _____ and relax.

5 ★★★ What would you say to these people? Use some of the words on this page and your own ideas.

Your brother or sister is playing *really* loud music and you're studying for a test tomorrow.

Please turn down your music! I can't concentrate!

- 1 Your mum is listening to the radio quietly in the car and your favourite song comes on.

- 2 Your friends are annoyed and unhappy because they have had an argument with each other.

- 3 Your younger cousin is practising for a piano exam, but he keeps playing too fast.

- 4 Your friend doesn't do any exercise and never goes to the gym.



4 LANGUAGE FOCUS • Ability, advice and obligation

Ability: can, could, be able to

1 ★ Complete the table with the words.

able can (x2) can't could (x2)
couldn't (x2) will won't (x2)

can, could

Present ability

I can / can't concentrate today.

1 _____ you concentrate easily?

Yes, I ² _____ / No, I ³ _____.

Past ability

They could / ⁴ _____ study well.

⁵ _____ he do all the homework?

Yes, he ⁶ _____ / No, he ⁷ _____.

be able to

Future ability

We'll / We ⁸ _____ be able to relax.

Will you be ⁹ _____ to relax later?

Yes, I ¹⁰ _____ / No, I ¹¹ _____.

2 ★★ Write affirmative (+) or negative (-) sentences, or questions (?).

We'll be able to study better with music. (?)

Will we be able to study better with music?

1 I can read and listen to loud rock songs. (-)

2 Alex could read music when she was five. (-)

3 You can't concentrate very well. (+)

4 I could walk from an early age. (?)

5 Ed could speak Greek when he was young. (?)

6 I won't be able to relax after the exam. (+)

Advice and obligation: should, must, have to

3 ★★ Choose the correct words on the web page.



mindfulness students

Mindfulness tips for students

Mindfulness encourages people to pay attention to the present moment. It can help students to keep calm when they **have to** / **should** / **mustn't** take exams. Here are some mindfulness tips:

- 1 First of all, try to notice your breathing. You **1 mustn't / don't have to / should** breathe calmly when you're studying and stay relaxed.
- 2 You **2 mustn't / should / don't have to** focus on just one thing at a time and do things step by step. You **3 don't have to / have to / must** do everything at once!
- 3 Get organized and write a 'to-do' list. On the list, you **4 shouldn't / must / mustn't** separate big tasks into smaller ones – this is **very** important! For example, you **5 mustn't / have to / should** just write 'Revise' on your list! Divide your revision into lots of smaller parts. Good luck!

4 ★★★ How good are you at studying? Write sentences with the affirmative or negative of *can*, *could*, *will be able to*, *should*, *have to* or *must*. Use the ideas in the box to help you.

concentrate well focus on one thing at a time
learn more not check phone
organize my work remember more
stay calm study faster take breaks


Studying: What I'm good at now
I can organize my work effectively.

What I need to improve on
I should focus on one thing at a time!

How these improvements will help me
If I focus better, I'll be able to remember more.



4 READING • An advice website

- 1 **★★**  13 Read and listen to the advice website and choose the correct answer.

Zoë is giving advice about ...

- how to express your personality with the colours in your bedroom.
- how to match the colour of your bedroom walls and furniture.
- how the colours in your bedroom can affect your mood.



- 2 **★★** Read the website again. Complete the sentences with a word from the advice.

... **Black** ... or dark grey aren't the best choice of colours for a bedroom.

- It's important to think about as well as colour.
- The best colours for sleep are yellow, and blue.
- People associate the colour with bad weather.
- can help people to work hard on projects with details.
- A whole room painted red is

- 3 **★★★** Answer the questions. Write complete sentences.

Which colours don't help you sleep?

Brown and purple don't help you sleep.

- Why do you think Zoë suggests a pale blue colour to Lizzie?
.....
- What is the problem with black walls?
.....
- According to a study, what emotions did grey bring out in people?
.....
- Which person wants to make their room more modern? Which colour could be the answer?
.....
- What two reasons does Zoë give Findlay for painting just one wall red?
.....

- 4 **★★** **VOCABULARY PLUS** Match 1–6 with a–f.

- | | |
|--|--------------|
| 1 It's a nice colour, it's green- e | a fashioned. |
| 2 He won't listen. He's narrow-..... | b respected. |
| 3 That design expert is well-..... | c coloured. |
| 4 This isn't dark, it's bright-..... | d priced. |
| 5 That paint is cheap, it's low-..... | e toned. |
| 6 His bedroom is a bit old-..... | f minded. |

Ask design EXPERT

Zoë



Dear Zoë, I sometimes find it difficult to get to sleep, so I'd love to know about relaxing colours to paint my bedroom. Lizzie

Creating an atmosphere of relaxation is all about choosing the right colour. A recent study showed that some colours are better for sleep than others. The research found that the best colours were blue, yellow and green, while the worst ones were brown and purple. In my experience, the tone is important, too. So, if you're worried about sleep, you could choose some blue paint, but avoid anything bright-coloured – a pale, green-toned blue might work well.

Hi, Zoë! My dad has offered to paint my bedroom. I think dark grey or black walls are cool, but he's being annoying and says that's depressing. Jack

You might think your dad's a bit narrow-minded, but he's right! Dark grey or black just aren't good colours for a bedroom. Black could make your room appear a lot smaller. Also, a study on colour by a well-respected university found that people often associated grey with bad weather and that it brought out negative feelings like sadness and boredom. There must be other colours that you like – how about a nice green?

Hi, Zoë. My room looks a bit old-fashioned so I'd like to paint it. I've got exams soon and I have problems concentrating when I study there. Findlay

What about a deep shade of red? It's in fashion at the moment and many people say that red stimulates the mind. Evidence from research strongly suggests that red can help people to concentrate on detailed projects, so it could be perfect for you. However, a whole room in red will be intense and could make you feel stressed, so a low-priced solution might be to paint just one wall!

4 WRITING • A post on an advice forum



Language point: Conversational tone

1 ★ Identify the features of the posts on the advice forum.

- a emoji 3
- b bold _____
- c italic _____
- d underlined word _____
- e capitals _____

Forum: A problem shared

New posts | Register | Login | FAQ



Sophia

There's a new girl at school. I like her, but my best friend says she's boring and she won't speak to her.

Isabel

Hey Sophia

This is a ¹very awkward situation, isn't it? But it's really common ²TBH. Let's have a think. What's the problem here? I bet your best friend is feeling a bit jealous and annoyed. ³☺ What can you do? Well, for a start, you should talk to her. She ⁴*might* listen to you if you ask her to give the new girl a chance. ⁵**What do you reckon?**

TBH = to be honest

2 ★★ Read the rest of the post on the advice forum. Find examples of features 1–3 that show a conversational tone.

- 1 Questions for the reader: _____,
- 2 Question tags: _____,
- 3 Informal / conversational language: _____,

What else? You shouldn't stop being friendly to the new girl. She's nice, isn't she? Are you feeling like you can't talk to her now? Well, it's OK, you don't have to worry! Your best friend should be the person to change, shouldn't she?

And one more thing – being friendly to the new girl is a cool thing to do, cos it's difficult starting a new school. I bet she feels really welcomed by you. ☺ Anyway, good luck, and I hope your friend cheers up!

TASK

3 ★★ Read and complete the forum post with the words.

anyway ASAP bet else Hey hey is it isn't it let's reckon start thing what

Robert

We moved to Ireland for my mum's job last month. I'm trying to stay positive, but I haven't made any good friends yet. What can I do?

Gabriel

Hey Robert

This isn't an easy time for you, ¹_____? Moving away can be stressful. ☹ There must be **loads** of new things to learn. So everything must seem really strange now. But ²_____ – ³_____ think. What can you do? Well, for a ⁴_____, you could tell your family how you're feeling. Maybe they don't realize that you're upset. ⁵_____ do you ⁶_____?

What ⁷_____? Have you tried talking to anyone at school? I ⁸_____ the students would be pleased to get to know you. And are there any people your age who live near you? You should talk to them ⁹_____ – and see if they want to hang out one day. Don't worry too much about having close friends yet – it's *very* early days!

And one more ¹⁰_____ – you were right to ask for advice. You don't have to suffer in silence! It's *always* great to talk about things, ¹¹_____? Like you say, it's important to stay positive. ☺ ¹²_____, good luck with your new life, and I hope everything works out.

ASAP = as soon as possible



4 ★★ Read the situation. Write a post giving advice to Alex. Use the post in exercise 3 and the phrases in the box to help you.

I'm staying with my aunt and my cousins for the summer. I'm feeling lonely because my cousins are a few years older than me. (Alex, age 16)

good to ask for advice join a summer club
meet new people play a sport with cousins
stay cheerful talk to your aunt

4 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again. I am happy with this.

I could do this better. I can do this very well.

VOCABULARY Feelings and emotions

1 Complete the sentences with the correct form of the words in brackets.

- We felt _____ when we learned about the science of emotions. (surprise)
- Some colours are _____ for people. (relax)
- There was a real feeling of _____ at the concert. (excite)
- You can tell when people feel _____. (bore)
- The students seemed _____ when they opened the exam paper. (worry)
- My brother had a look of _____ on his face. (annoy)

I can ask and answer questions about feelings.

MY EVALUATION

READING An investigation

2 Complete the compound adjectives with the words.

blooded eyed haired left open well

- He's a good boy. He's _____-behaved.
- She's tall and blue-_____ like her dad.
- I'm _____-handed. I always write with that hand.
- There's a beautiful long-_____ rabbit in the zoo.
- Is he _____-minded? Does he like new ideas?
- That creature is a reptile. It's cold-_____.

I can identify an author's audience and intention.

MY EVALUATION

LANGUAGE FOCUS Possibility and certainty

3 Complete the sentences with the words.

can't have could be may feel may hear
might discover must have

- Evidence shows that elephants _____ feelings. Experts say that they express sadness in a number of different ways.
- Scientists think that when dolphins jump, they _____ happy, but they aren't sure.
- If you listen carefully, you _____ the dolphins making noises to communicate.
- People feel that microorganisms _____ emotions because they're too small.
- It's possible that scientists _____ more about animal emotions in the future.
- Some small creatures _____ unhappy at certain times, but we don't know for sure.

I can express possibility and certainty.

MY EVALUATION

VOCABULARY AND LISTENING Music, mood and health

4 **14** Listen to three situations. Match 1–8 to a–h.

- | | |
|------------------------------|----------------|
| 1 The swimming instructor is | a patient. |
| 2 The swimmers should | b calm down. |
| 3 Martha sounds | c excited. |
| 4 Martha wants Katie to | d concentrate. |
| 5 Katie thinks Martha should | e speed up. |
| 6 The drama teacher is very | f annoyed. |
| 7 Jack needs to | g cheer up. |
| 8 The other students have to | h slow down. |

I can identify a speaker's tone and purpose.

MY EVALUATION

LANGUAGE FOCUS Ability, advice and obligation

5 Choose the correct words.

- 1 When my dad was younger, he **can** / **could** / **will be able to** play the violin really well.
- 2 If we sit at the front tomorrow, we 'll **be able to** / **could** / **couldn't** hear the singer better.
- 3 You **have to** / **should** / **mustn't** listen to music on your bike because you can't hear the cars.
- 4 We **don't have to** / **mustn't** / **must** perform in the concert. We can choose to watch instead.
- 5 It's good to listen to classical music when you study. You **shouldn't** / **should** / **mustn't** try it.

I can talk about obligation and abilities.

MY EVALUATION 😞 😐 😊 😄

SPEAKING Talking about feelings

6 Correct the words in bold.

- Adele What's the matter? You look stressed.
 Erin I am! I found out that I failed the history test.
 Adele ¹ I really sorry to hear that.
 Erin I have to do the test again on Friday.
 Adele Oh no! You ² **might** be feeling really fed up!

 Erin Yes, I don't want to do it again.
 Adele I ³ **must** imagine.
 But listen, ⁴ **not** worry! I can help you to revise.
 Erin Thanks, Alison. That's really kind of you.
 Adele Yes, cheer ⁵ **down**!
 And ⁶ **watch** on the bright side.
 It's on Friday, so your weekend is still free.
 It's not the end of the ⁷ **life**!
 Erin Yes, you're right, Adele.
 Adele You just ⁸ **has** to think positively!

I can express sympathy and support.

MY EVALUATION 😞 😐 😊 😄

WRITING A post on an advice forum

7 Choose the correct words.

Advice FORUM

Grace

I sit near my best friend at school, but she always talks to me and I can't do my work. What can I do?



Mary

¹ Grace,
 This is an annoying situation for you, isn't it? ² have a think. For a ³, you should talk about this with your friend. Explain that you like talking to her *outside lessons* but you need to study in class. What ⁴ reckon?
 What ⁵? You could speak to another person about the situation. I ⁶ your teacher will listen and understand. Perhaps your teacher could put you next to another student sometimes?
 And one ⁷ thing, you were right to ask for help. It's always important to share problems, IMO.
⁸, good luck and I hope that everything works out for you at school.
 IMO = in my opinion 😊

- | | | |
|--------------|------------|-----------|
| 1 a Here | b Hey | c How |
| 2 a Let's | b Let us | c Let |
| 3 a starting | b starts | c start |
| 4 a are you | b did you | c do you |
| 5 a else | b other | c also |
| 6 a worry | b sure | c bet |
| 7 a another | b more | c lastly |
| 8 a Anyway | b Anything | c Anytime |

I can write a post giving advice on an internet forum.

MY EVALUATION 😞 😐 😊 😄

1 ★ Match the words with photos 1–5.

design discover experiment explore
imagine invent



invent



1



2



3



4



5

2 ★★ Match the verbs in the box with the definitions. Then write the noun form of each verb.

adapt become extinct create cure
develop test

When a scientist or designer thinks of a new idea and makes it successful. *develop* (v) *development* (n)

- When a person makes something new.
..... (v) (n)
- When a doctor or scientist makes an illness go away. (v) (n)
- When an animal or a person changes their behaviour because they are in a new situation.
..... (v) (n)
- When a scientist uses or looks at something carefully to see how well it works.
..... (v) (n)
- When an animal or a plant no longer exists.
..... (v) (n)

3 ★★ Complete the questions with discovery and invention nouns. Then choose the correct answers.



Quiz: Science and nature

NASA has an *exploration* programme for a planet in our solar system. Which one is it?

- a Mars b Jupiter c Neptune

- In 1483, Leonardo da Vinci created an early d..... for something. What was it?
a a train b a parachute c a computer
- The chameleon is an animal that can make an a..... to its body. What can it change?
a its weight b its length c its colour
- In 1876, Alexander Graham Bell created a useful new i..... What was it?
a the telephone b the radio c the television
- Which animal is in danger of e.....?
a the European rabbit b the greater flamingo
c the mountain gorilla
- Alexander Fleming made an important scientific d..... in 1928. What was it?
a the use of x-rays b penicillin
c the vaccine for polio

4 ★★★ Complete the sentences about discoveries and inventions. Use some of the words on this page and your own ideas.

Cars are essential in the modern world. I think it's hard to imagine life without *the invention of the wheel because it's so important for transport*.

- I use the internet every day.
..... are at the top of my list of useful inventions because
- Some diseases and illnesses no longer exist in the world. An important goal now is
- My smartphone always runs out of battery. I can't think of anything better than



5 LANGUAGE FOCUS • Gerunds and infinitives

1 ★ Complete the table with the gerund or infinitive form of the verbs.

do explore find live look stop

Gerund (verb + -ing)	
As a subject	Exploring the moon in 1969 was an amazing thing to do.
After prepositions	The scientists worked all night without ¹ _____.
After some verbs	I can't imagine ² _____ on another planet.
Infinitive (verb + to)	
To show purpose	The astronomers used a big telescope ³ _____ at the new planet.
After adjectives	Doctors say it won't be easy ⁴ _____ a cure for the terrible virus.
After some verbs	The astronauts have planned ⁵ _____ scientific experiments in space.

2 ★★ Complete the sentences with the gerund or infinitive form of the verbs.

buy create eat listen live start
test visit watch

Creating a new invention often takes a long time.

- _____ the Royal Observatory in Greenwich, London, is a good way to learn about the stars.
- It's important _____ all new products carefully in a design laboratory.
- Daniel turned on the TV _____ a documentary about new technology.
- _____ food with a lot of sugar and fat can be bad for you, according to scientific studies.
- My sister intends _____ an engineering course at college this September.
- Can you imagine _____ on the moon?
- I'm interested in _____ that new underwater camera, but it's expensive.
- Are you planning _____ to that podcast about designing and inventing products?



3 ★★ Complete the product review with the gerund or infinitive form of the verbs in brackets.

← × http://www.soccket.co.uk

The SOCCKET – the ball that makes electricity

WHAT IS THE SOCCKET?

Firstly, it's a ball you can use for *playing* (play) football, but it's also interesting¹ _____ (know) that it makes electricity, too! After² _____ (kick) the ball to your friends for thirty minutes, you can have enough electricity³ _____ (keep) a lamp working for two to three hours!



Who designed the SOCCKET?

Jessica O. Matthews designed the ball at Harvard University. She wanted⁴ _____ (create) a product⁵ _____ (help) make electricity in poor communities.

What are the advantages of the invention?

It's easy⁶ _____ (use) and it's a clean method of⁷ _____ (produce) electricity.⁸ _____ (use) the ball is especially fun for children – they can practise⁹ _____ (score) goals with friends, and then see how much electricity they've made.




4 ★★★ Imagine you want to get a job in science, technology or medicine. Complete the text with the ideas in the box, or your own, and the gerund or infinitive form of the verbs.

be a sound engineer / use latest technology / work with musicians / study sound engineering / find a job / meet famous people / create fantastic music

be a doctor / help people / work in a hospital / study medicine / work in a children's hospital / help children to get better / work with interesting people

One day, I'd like¹ _____
because I enjoy² _____
and I want³ _____
After⁴ _____
I plan⁵ _____
I can imagine⁶ _____
and also⁷ _____

5 VOCABULARY AND LISTENING • Life and the universe

1 ★ Choose the odd word out.

- | | | |
|------------|-----------|-----------|
| human | astronaut | alien |
| 1 gravity | life | death |
| 2 Earth | disease | sun |
| 3 universe | space | astronaut |
| 4 planet | humans | Earth |
| 5 star | meteor | species |
| 6 sun | disease | threat |

2 ★★ Complete the article with the words.

astronaut Earth gravity life planet space
stars sun universe



When British fifteen-year-old Tom Wagg did work experience at Keele University astronomy department, he made an amazing discovery – a new planet!

He was looking carefully at images of the night sky with many thousands of different ¹ when he suddenly discovered it. The planet is 1,000 light

years away from ² and it isn't in our solar system – it's in a different part of the ³ and it doesn't move around our ⁴.

Tom is intending to study physics or astrophysics at university and he'll learn all about forces like

⁵. Who knows what he'll do after that?

Perhaps he'll become a professor or even an

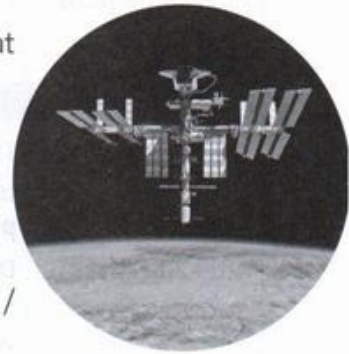
⁶ and travel into ⁷ to look for signs of ⁸ on other planets.



3 ★★ Listen to a radio programme about a science lesson. When astronaut Tim Peake was on the International Space Station (ISS), he gave a science lesson to students on Earth. Predict the answers to 1–5. Then listen to check your ideas.

The astronaut Tim Peake was travelling at 276 / 2,760 / **27,600** km an hour.

- 1 One student asked Tim about the possibility of **meteors / stars / planets** hitting the ISS.
- 2 When Tim removed his hands from the microphone, it **stayed still / moved around / fell down**.
- 3 People's hearts start to beat more **quickly / slowly / strongly** in space.
- 4 Astronauts need to do **two / six / twelve** hours of exercise every day.
- 5 The astronauts exercised by **running and swimming / cycling / playing football**.



4 ★★ Listen again. Correct the information in bold.

Tim was on the ISS for six **weeks**. months

- 1 The video call lasted **thirty** minutes. _____
- 2 Tim answered questions from students across **the USA**. _____
- 3 To see the effect of zero gravity, students told Tim to touch his **nose**. _____
- 4 Students also asked Tim to drink some **tea** to see the effect of zero gravity. _____
- 5 If astronauts didn't do exercise, their hearts would get **bigger**. _____

5 ★★ Imagine that you have a science lesson with an astronaut. Write four questions to ask him or her. Use some of the words in the box and your own ideas.

afraid of aliens / another species
death / disease find in danger of
life on other planets meteors
think a threat travel the universe
zero-gravity

Is zero gravity a threat to your health in space? _____

5 LANGUAGE FOCUS • Conditionals • *if* and *unless*

1 ★ Choose the correct words.

Type of conditional	<i>if</i> or <i>unless</i> clause	Result clause
Zero	Unless you (hold) / held things in space,	they ¹ move / moved around.
First	If you ² 'll look / look at the sky tonight,	you ³ 'll see / see the planet Jupiter.
Second	If astronauts ⁴ go / went to Venus,	they ⁵ didn't / wouldn't survive.
Third	If I ⁶ hadn't seen / didn't see that film,	I ⁷ won't / wouldn't have understood gravity.

2 ★★ Complete the zero conditional sentences with the correct form of the verbs in the box.

be become jump look not fall not stay

Did you know ...?

If you **look** at the Earth from the Space Station, you can see the the River Amazon.

- If you measure the temperature of the moon at night, it -183 °C.
- If a person on the moon, they can go six times higher than on the Earth.
- If you drop something in space, it
- If a person lives in space for a long time, he or she taller.
- Unless an astronaut sleeps in a special bed, he or she in the same place.

3 ★★ Complete the sentences with the first or second conditional form of the verbs in brackets.

If I **invented** (invent) the most intelligent robot in the world, I'd **be** (be) really famous!

- We (visit) the science museum tomorrow unless the weather (be) bad.
- I (not be) surprised if astronauts (go) to Jupiter in the next sixty years.
- Unless Monica (study) for her science exam, she (do) badly – just like last year.
- What (people / do) if a big meteor suddenly (hit) the Earth?
- He (not win) the competition next week unless he (change) his design.

4 ★★ Complete the film review with the third conditional form of the verbs in brackets.

Film review: *The Martian* Star rating: ★★★★★

If I **hadn't seen** (not see) this fascinating film, I
¹ (not learn) all about the planet Mars.

The story is about a space mission in 2035. By accident, Mark Watney (Matt Damon) is left behind on Mars by the other astronauts. Of course, they
² (not leave) him unless they
³ (think) he was dead. They later learn that he's alive, but the next mission to Mars is four years away!

To stay alive, Watney starts to grow potatoes – he
⁴ (not know) how to do this if he
⁵ (not study) plant science at university. But does he survive? Watch the film to find out!



5 ★★★ Complete the sentences with the zero, first, second or third conditional form and your own ideas.

Humans won't be able to live on Mars in the future unless **they adapt to the environment**.

- If Edward Jenner hadn't discovered vaccination in 1796,
- Unless scientists do experiments,
- If I travelled to the moon,
- Water evaporates if

5 READING • An online article



1 **★** 16 Read and listen to the online article. What do you think these words mean? Choose the correct answers.

put away – throw away / put in its usual place

- 1 festival goer – person who visits a festival / organizer of a festival
- 2 organic – recycled / made from living things
- 3 low-cost – expensive / cheap
- 4 look out for – try to find / plan to use

2 **★★** Read the article again. Write *true*, *false* or *don't know* if the article doesn't mention it.

Abandoned tents at festivals account for over 400 tonnes of rubbish a year in the UK. true

- 1 Amanda is studying design at university. _____
- 2 Amanda only created one type of tent. _____
- 3 Amanda intends to make all the tents by hand in future. _____
- 4 Amanda's university gave her a prize for her invention. _____
- 5 Amanda plans to make other biodegradable products. _____

3 **★★★** Answer the questions. Write complete sentences.

How did Amanda know about the tent problem?
She worked at festivals in the holidays.

- 1 What two reasons does the article give for people leaving their tents behind?

- 2 What was wrong with Amanda's first design?

- 3 Why are the first Comp-A-Tents expensive?

- 4 Do you think the Comp-A-Tent is a good idea? Why / Why not?

- 5 Do you think many people will buy the Comp-A-Tent? Why / Why not?

4 **★★** **VOCABULARY PLUS** Make nouns with *-ment*, *-tion* or *-ity* using these words from the article. Then use the nouns to complete the sentences.

encourage equip investigate popular
react similar

- The band's popularity increased at the festival.
- 1 My tent is nearly the same as yours. Can you see the _____?
 - 2 She created a type of camping _____.
 - 3 She did a careful _____ into the type of materials she needed to use.
 - 4 People gave her help and _____.
 - 5 We heard an excited _____ from the crowd.

<http://www.pract>

An enthusiastic inventor with a practical new idea?

If you go to popular music festivals like Glastonbury, you'll see the same thing. On the last day, everybody says 'goodbye' to their friends before starting the journey home. However, some people leave behind something important – their tent! Why? They don't want to **put it away** – they can buy a cheap one again next summer.

British university student Amanda Campbell worked at festivals in the holidays, so she'd seen people leave behind their camping equipment. She started investigating and found out that over one in five **festival goers** leave their tents at festivals. This creates over 400 tonnes of rubbish each year!

So Amanda decided to design a tent made from biodegradable materials. At first, she developed a tent from cardboard. However, when she tested and examined it, she discovered that it was very heavy to carry. She then adapted her design and experimented with **organic** materials from plants.

In the end, Amanda developed the 'Comp-A-Tent'. It's a light, waterproof tent that biodegrades in 120 days. Amanda is making the first tents by hand, so they'll cost about £100. But she hopes to produce the tents in a factory soon and they will only cost about £40 – a similar price to many **low-cost** tents.

Inventing the tent was a very positive experience for Amanda. People have reacted well to the new product and they've given her encouragement. She's won an award from her university, too. **Look out for** her tents at music festivals in the future!

Language point: *because (of), due to*

1 ★ Match 1–5 with a–e to complete the sentences.

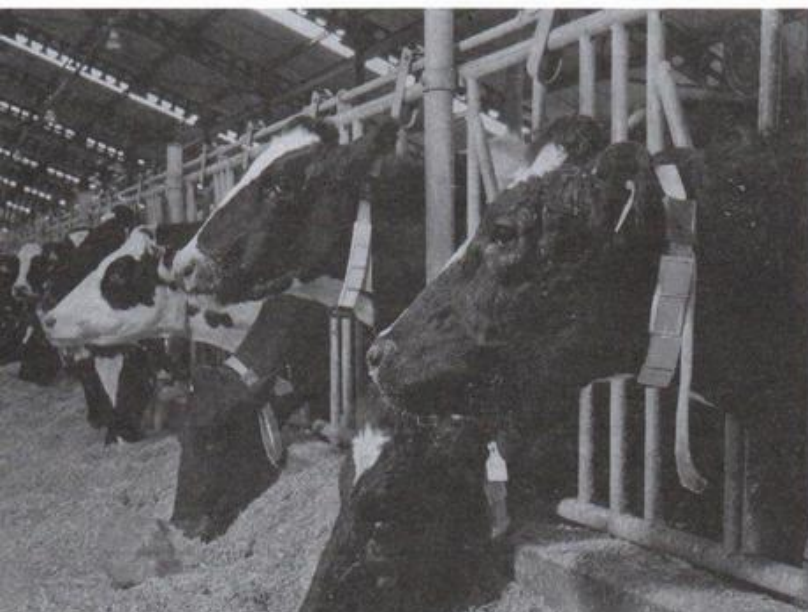
- Some governments have reduced their space programmes *b*.
- Animal testing is important _____.
- Some people are against animal testing _____.
- Scientists developed nuclear power _____.
- People worry about nuclear power _____.

- due to the problem of radioactive waste.
- because they were too expensive.
- due to animal rights concerns.
- because it creates safer products.
- because of the need for more energy.

2 ★★ Order the words to complete the sentences about factory farming.

Factory farming is necessary
(growing / population / because / is / the)
because the population is growing.

- There is more intensive farming now
(meat / for / because / demand / the / of)
- A lot of food is efficiently produced
(invention / due / the / to / factory / of / farming)
- The animals don't get exercise or sunlight
(inside / live / because / they)
- Many animals suffer in factory farms
(natural / they / because / eat / food / don't)
- I'm against factory farming
(poor / due / conditions / the / to)



TASK

3 ★★ Read and complete the opinion essay with the words in the box.

against because (x2) believe that ~~due to~~
due to finally the first place furthermore
if opinion summary unless

Do you think that nuclear power stations are a good way to make energy?

More than thirty countries around the world now have nuclear power stations *due to* the increasing demand for energy. However, I'm definitely ¹ _____ them ² _____ of concerns about cost and safety.

In ³ _____, I believe that nuclear energy is a bad idea ⁴ _____ it's usually more expensive to produce than other types of energy. ⁵ _____ it becomes cheaper, other energy sources will always be more attractive. ⁶ _____, nuclear waste is a serious problem ⁷ _____ the fact that it stays radioactive for thousands of years. I ⁸ _____ unless we stop building nuclear power stations, we'll create problems for the future.

⁹ _____, other energy sources like solar power don't have the risk of large-scale accidents. ¹⁰ _____ there weren't safer types of energy, nuclear power stations would be more popular.

In ¹¹ _____, it's my ¹² _____ that if we stop using nuclear power stations, and spend our money on solar power, we'll have a safer future with cheaper energy.

4 ★★ Write an opinion essay on the question in the box.

Do you think that factory farming is necessary today?

Include the following:

- an explanation of the situation
- your opinion and three reasons
- a summary of your arguments

Use exercises 2 and 3 and the phrases in the box below to help you:

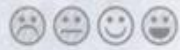
it involves intensive farming methods
farmers keep animals indoors
necessary to feed the population
wouldn't be enough food without it
cruel to animals / doesn't allow freedom
animals need better conditions / more space

5 PROGRESS REVIEW

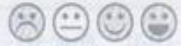
MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



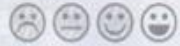
I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Discovery and invention

- 1 Complete the sentences with one of the words from each pair.

adapt / adaptation create / creation
discover / discovery explore / exploration
imagine / imagination invent / invention

- Scientists now think that there is water on Mars. That's an amazing _____.
- Ava developed some great ideas for our design project. She has a fantastic _____.
- Scientists want to _____ the Amazon and look for new types of animals and plants.
- Hezârfen Ahmed Çelebi created a new _____ in the 17th century – it was a set of special 'bird wings' that he could fly with.
- Could you _____ to living in space?
- The two governments want to work together and _____ a space programme.

I can talk about different discoveries and inventions.

MY EVALUATION

READING A presentation

- 2 Complete the sentences with the noun form of the words in brackets.

- What is your _____ about the future of space travel? (predict)
- The designers changed the product and made a big _____ to it. (improve)
- I found some fascinating _____ online about the life of Albert Einstein. (inform)
- Did the experiment take a long time because of its _____? (complex)
- The inventors got their ideas from the _____ of animals. (move)
- The design has real _____ . (simple)

I can guess the meaning of words in a text using context and previous knowledge.

MY EVALUATION

LANGUAGE FOCUS Gerunds and infinitives

- 3 Complete the dialogue with the gerund or infinitive form of the verbs in the box.

come design enter learn leave
swim watch

- Molly** Hi! Are you interested in ¹ _____ to the beach later? We're planning ² _____ from here at 4.00.
- Anna** Well, I love ³ _____ in the sea, but I can't come. I have design club after school.
- Molly** Design club? What's that?
- Anna** It's for ⁴ _____ about invention and design.
- Molly** ⁵ _____ new things sounds fun!
- Anna** Yes, why don't you join? We've created a flying robot and we're going ⁶ _____ it for a competition.
- Molly** Perhaps I'll come ⁷ _____ next week.

I can talk about my aspirations.

MY EVALUATION

VOCABULARY AND LISTENING Life and the universe

- 4 17 Listen to the radio programme about spacewalks and complete the sentences.

- Most people think that _____ are the biggest threat on a spacewalk.
- Parmitano was doing a spacewalk from the International Space Station _____ kilometres above _____.
- The problem in Parmitano's helmet was made worse because of the zero _____.
- There haven't been any deaths on spacewalks since they first started in _____.
- People can sometimes see _____ on a spacewalk. It isn't always dark.

I can listen for detailed information.

MY EVALUATION

LANGUAGE FOCUS Conditionals, *if* and *unless*

5 Complete the sentences with the correct conditional form of the verbs in brackets.

- 1 If you _____ (go) outside tonight at 11.00, you _____ (see) a meteor in the sky. (first conditional)
- 2 I _____ (run away) if I _____ (find) a spaceship in my garden. (second conditional)
- 3 Neil Armstrong _____ (not be) famous if he _____ (not walk) on the moon in 1969. (third conditional)
- 4 Unless an astronaut _____ (do) exercise, he or she _____ (become) ill. (zero conditional)
- 5 She _____ (not win) the prize unless she _____ (work) hard. (first conditional)
- 6 If you _____ (speak) to the inventor of the internet, what _____ (you / say)? (second conditional)

I can talk about possible and hypothetical situations.

MY EVALUATION 😞 😐 😊 😄

SPEAKING Giving opinions

6 Choose the correct words.

In future, should drivers pay to take their cars into the centre of big cities in order to stop pollution?

Well, it's ¹true / truth / truly that scientists are concerned about increasing pollution levels in our cities and there's ²not / nothing / no doubt in my mind that this could be a big problem in the future.

I ³'m believe / believe / belief that we all need to take this threat seriously because when you think ⁴to / around / about it, air quality affects everybody.

As ⁵far / long / best as I can see, making drivers pay at busy times to go into city centres could help the problem.

⁶In / On / Of my opinion, it would reduce the amount of traffic and pollution. Of course, I can see ⁷what / why / who some people think it's a bad idea – nobody likes paying for things! If the government made drivers pay, I ⁸doubted / doubts / doubt that it would be popular at first, but in the end, everybody would see the benefit of cleaner air.

I can discuss a topic and express my opinion in different ways.

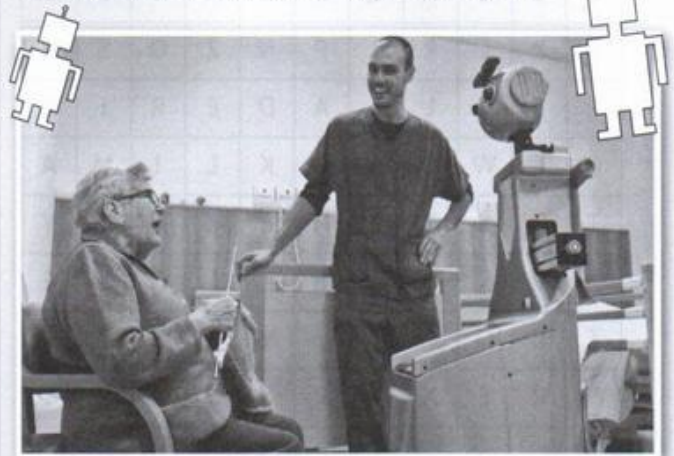
MY EVALUATION 😞 😐 😊 😄

WRITING An opinion essay

7 Complete the text with the words and phrases.

because because of the fact that
finally furthermore I believe
in favour in the first place

Do you think that creating more robots is a positive thing for the future?



A large number of companies and universities are spending money on developing new types of robots. I'm definitely ¹_____ of this, despite ²_____ it's time-consuming and expensive. ³_____, I think that creating robots is important because it can help us with the problems on our planet. For example, in many countries, people are living longer ⁴_____ improvements in medical care. ⁵_____ that in the future, robots could benefit older people by helping with work around their homes. ⁶_____, robots could do many other jobs such as looking after ill people in hospital or working in shops – the possibilities are endless. ⁷_____, it's worth noting that we already have a lot of robots in places like factories, and they're here to stay! We should welcome them ⁸_____ they will make our lives easier.

I can present my opinions about a topic in a structured way.

MY EVALUATION 😞 😐 😊 😄

6 About me

VOCABULARY • Types of people

1 ★ Find eight more words or phrases for types of people in the wordsearch.

C	N	I	N	T	R	O	V	E	R	T
O	A	F	V	T	N	V	Z	I	P	E
U	T	O	Z	U	F	U	M	O	E	A
C	U	L	K	Q	B	D	W	T	S	M
H	R	L	R	I	P	N	Z	O	S	P
P	E	O	L	E	A	D	E	R	I	L
O	L	W	Q	W	O	K	L	I	M	A
T	O	E	T	Z	H	E	Z	L	I	Y
A	V	R	S	W	F	K	L	D	S	E
T	E	O	P	T	I	M	I	S	T	R
O	R	E	X	T	R	O	V	E	R	T

Which type of person from the wordsearch ...

- likes animals and plants?
- sits and watches TV a lot?

2 ★★ Choose the correct words.

'Do you usually follow rules?' 'Yes, I'm definitely a rebel / conformist / dreamer.'

- You love talking to people at parties. You're an introvert / optimist / extrovert.
- Deniz hates rules and always fights against things. He's a follower / rebel / pessimist.
- Natalie doesn't like being in groups or crowds. She's a loner / realist / team player.
- Sasha likes telling people what to do. He's more of a leader / follower / dreamer.
- I don't like fantasy stories or science fiction. I'm a bit of a follower / leader / realist.
- Daisy has lots of ideas, but they're not practical! She's a conformist / dreamer / nature lover.



3 ★★ Complete the personality descriptions with words and phrases from exercise 1.



Born on the same day

Sophie

My cousin Joshua and I were born on the same day, but we have very different personalities! I'm shy and, to be honest, I'm a bit of an introvert, but Joshua isn't – he's a real ¹..... He's good in groups because he's a(n) ²..... But he often worries about the future so he tends to be a(n) ³..... I'm usually positive about the future – I'm more of a(n) ⁴.....

Joshua

Sophie and I have been friends since we were born! She's shy, it's true, but she always does the right thing. I always listen to her advice. She's definitely the ⁵..... in our friendship and I'm the ⁶..... Sophie loves being outdoors in the countryside – she's a(n) ⁷..... But I'm the opposite, you'll usually find me on the sofa – I'm a(n) ⁸.....!

4 ★★★ Answer the questions using some of the words on this page. Give reasons or examples.

Do you prefer to be on your own or in a group?
I prefer to be in a group of friends most of the time.
I'm more of a team player than a loner.

- What type of person are you?
.....
- Has your personality changed over time?
.....
- What type of person is your best friend?
.....
- Who is your favourite celebrity? What type of personality do you think he / she has?
.....

6 LANGUAGE FOCUS • Reflexive pronouns

1 ★ Complete the table with the words.

herself (x2) himself (x2) itself (x2) myself
 myself ourselves (x2) themselves (x2)
 yourself (x2) yourselves (x2)

Reflexive pronouns	Emphatic pronouns
Singular	
I hurt <u>myself</u> .	I took the photo ¹
You hurt ²	You took the photo ³
He / She hurt ⁴ / ⁵	He / She took the photo ⁶ / ⁷
It hurt ⁸	It took the photo ⁹
Plural	
We enjoyed ¹⁰	We made the cake ¹¹
You enjoyed ¹²	You made the cake ¹³
They enjoyed ¹⁴	They made the cake ¹⁵

2 ★★ Complete the questions with pronouns and then write R (reflexive) or E (emphatic).

- This poem is great! Did you write it yourself? **E**
- 1 Shall we design the website ourselves? **E**
 - 2 Would you call myself an extrovert? **R**
 - 3 Did you two paint this room ourselves? **E**
 - 4 How does Victoria see herself? Does she think that she's a leader or a follower? **R**
 - 5 Shall I talk to the teacher myself or will you talk to her? **R**
 - 6 Did Onur hurt himself playing basketball? **R**
 - 7 Are your friends going to introduce themselves to everybody? **E**
 - 8 Can that cat open the window by itself? **R**



3 ★★ Complete the dialogue with the pronouns in the box.

herself himself myself ourselves
 themselves yourself yourselves

- Ben** Hey! Nice bike! Did you buy it yourself?
- Leo** Hey. No, I didn't. My brother gave it to me. He built ¹..... a racing bike last year and he didn't need this bike any more.
- Ben** Wow! Your family is so clever. You always make things ².....! Where have you been today?
- Leo** I took Andy and Rose for a bike ride up the mountains. They enjoyed ³.....
- Ben** Cool. Did you go a long way?
- Leo** Yeah, about twenty km, and then we found ⁴..... near an old castle. But on the way home, Rose fell off her bike. She hurt ⁵..... a bit and her bike was broken.
- Ben** Oh no! What did you do?
- Leo** She was fine in the end. I repaired the bike ⁶..... You should join us next time!



4 ★★★ Answer the questions using complete sentences.

When was the last time that you really enjoyed yourself? *I really enjoyed myself at a huge concert in Liverpool with all my friends last month.*

- 1 Has anyone you know ever taught himself / herself to play an instrument or a sport?

- 2 Would you describe yourself as an optimist or a pessimist? Why?

- 3 Have you and your friends ever made something yourselves?

6 VOCABULARY AND LISTENING • Personality and experiences



1 ★ Choose the correct words.

Do you want the **challenging** / **challenge** of climbing Ben Nevis in Scotland? It's 1,345 metres high.

- 1 Mark liked volunteering. He thought it was a very **rewarding** / **reward** thing to do.
- 2 Jana and Eva are interested in the mountain trek. They're very **adventurous** / **adventure**.
- 3 If you like **responsible** / **responsibility**, you can be a group leader at the summer camp.
- 4 If you want to **sociable** / **socialize** with other teenagers, this is the programme for you.
- 5 You can become more **independent** / **independence** by learning to read maps.
- 6 You get up at 6 a.m. to help cook breakfast, so you need to be **easy-going** / **hard-working**.

2 ★★ Complete the blog post with the words.

benefits challenging confidence
easy-going independence reward sociable

3 ★★ 18 Listen to the radio programme and write *true* or *false*.

There are three people talking on the radio programme. *false*

- 1 The first person to speak is the presenter.
- 2 He interviews four students.
- 3 Marie Bell works in motor sports.
- 4 The students talk about work experience.
- 5 The students give some advice.
- 6 The last people to speak are the students.

4 ★★ 18 Complete the sentences with adjectives from the radio programme. Listen again and check your answers.

Marie Bell is a person who's *responsible* for work experience in the area.

- 1 Emma thought the course was a *challenging* experience, but *rewarding*, too.
- 2 Being good at maths is *beneficial* if you want a place on the course.
- 3 All the students on the course have to be *independent* with numbers.
- 4 The programme isn't for couch potatoes. You need to be *hard-working*.
- 5 One thing Chris liked about the programme was that it was a very *rewarding* experience.

5 ★★★ What would be your ideal work experience? Write a short paragraph using some of the words on this page. Use an idea from the box or one of your own.

a fashion company a football club
a large hospital the NASA space centre
a TV station a website design company

I'd like to do work experience at a zoo. I think that looking after animals would be very rewarding. Working with wild animals can be a challenge, but there would be many benefits. I'd become more confident...

TECH BLOG

By: Isaac Evans
Posted: 21st May

I've just completed a brilliant 'Creative technologies' course. If, like me, you want to gain more *confidence* in your design skills, then this could be for you.

On this course, you work with new technology to design things. It isn't easy – every day is ¹ *challenging*! You sometimes work alone so you can develop your ² *independence*. For example, I created a new app myself and it took a week to make! Of course, the big ³ *reward* was using it at the end of the week.

You also need to work in groups a lot of the time. So it really helps if you're friendly and ⁴ *sociable*, but also relaxed and ⁵ *easy-going*. I'd say that one of the major ⁶ *benefits* of this course is getting the chance to make a lot of new friends with similar interests.

6 LANGUAGE FOCUS • Relative pronouns

1 ★ Complete the table with the words.

in that (x2) where which ~~who~~ whose

Relative pronouns	
People	This is a great type of holiday for people <u>who</u> / ¹ are adventurous and independent.
Places	The small hotel ² you stay is near a beautiful river.
Things	It's important to take a small bag ³ / ⁴ isn't too heavy to carry around.
Possession	I have a friend ⁵ brother went on that incredible summer programme.
Position of prepositions	It's best to choose challenging activities that you are really interested ⁶ .

2 ★★ Choose the correct words.



HOLIDAYS

Top ten holidays for teenagers

1 Scandinavian adventure – Norway

This is an unusual experience **that** / **where** / **who** is perfect for independent teenagers ¹ **which** / **who** / **whose** are looking for something different. On most summer programmes, you have a campsite ² **where** / **which** / **that** you sleep every night. But on this holiday you'll walk and cycle across Norway. So you need to be someone ³ **which** / **whose** / **who's** into exercise! The expedition is great for nature lovers because it covers beautiful forests ⁴ **that** / **where** / **who** you see amazing plants and birds.

It's a programme ⁵ **which** / **who** / **where** started in 1987 and the leader is Karl Olsen, ⁶ **who's** / **whose** / **who** father created the very first expedition. So he has lots of experience ⁷ **who** / **whose** / **that** will help you! This unique expedition is challenging, but it's a very rewarding trip ⁸ **which** / **where** / **who** you'll remember for the rest of your life!

3 ★★★ Add *who*, *which* or *where* and then order the words to complete the sentences.

Is this the trip (interested / in / you're / really / ?) **which you're really interested in?**

- That's the camp leader (to / often / I / next / sit)
- Is Izmir the place (moved / Ezgi / to / ?)
- Here's the tent (in / we're / all / sleeping)
- Sailing is the thing (very / of / afraid / I'm)
- Is he the sociable boy (talk / to / you / ?)

4 ★★★ Correct the mistakes in bold.

Do you know the man **who's** son is an activity leader? whose

- Are you a confident person **whose** interested in challenging sports?
- If you're a teenager **who's** interests are sailing and surfing, you'll enjoy the course.
- What's the name of your friend **whose** very easy-going?
- Mr Fielding is a teacher **whose** went on the school expedition last year.
- A rebel is someone **who's** ideas are different to most other people in society.


5 ★★★ Complete the sentences using the relative pronouns *who*, *which*, *whose* and *where* and your own ideas.

Margarita is someone **who's very adventurous and and confident at sports.**

- Climbing is an activity
- My best friend is someone
- Victoria Beckham is a celebrity
- A summer camp is a place



6 READING • A magazine article

1 ★  19 Read and listen to the profile. Match paragraphs A–F with titles 1–6.

- 1 Training to be the best. **C**
- 2 What's she really like?
- 3 Special achievements
- 4 Our verdict
- 5 About Ashima
- 6 Her sport



Ashima Shiraishi

Profile

- A** Ashima Shiraishi is a teenage rock climber from New York. She's one of the best young climbers of all time and she's already broken many records.
- B** Shiraishi is an expert in bouldering, a type of rock climbing without ropes which involves climbing over boulders – very large rocks. You need to use special climbing shoes for the sport and it isn't for everyone because you can easily hurt yourself if you fall.
- C** You don't become a talented climber like Shiraishi overnight. She first started teaching herself to rock climb in Central Park, New York, at the age of six. Her Japanese parents understood that their daughter was unusual and definitely not one of life's followers. So they organized special climbing lessons for her themselves and watched her become better and better.
- D** Climbers might seem like loners, but Shiraishi has a lot of friends at school. Journalists sometimes think she's an introvert because she gives short answers to their questions. However, she's an extrovert on social media where she chats with friends and followers.
- E** Shiraishi is the youngest person ever to climb some of the most difficult types of boulders in the world. She recently spent her school holidays climbing some dangerous rocks in Santa Linya in north-east Spain, where she became the first female of any age to complete the routes.

- F** Teenagers like Shiraishi don't come along often – only once in a blue moon. In 2015, she was chosen by *Time* magazine as one of the top teenagers of the year. We're certain to see more of Shiraishi. She's already at the top of her game, but can she go any higher?



2 ★★ Which of ideas 1–6 can you find in the profile? In which paragraph are they?

Bouldering is the name of a special type of climbing that doesn't use ropes. **B**

- 1 Learning to climb is easy.
- 2 Bouldering isn't an activity that suits everybody.
- 3 Bouldering is popular with children.
- 4 You can't become a good climber quickly.
- 5 Young people like Shiraishi are rare.
- 6 Climbers tend to be sociable.

3 ★★★ Answer the questions. Write complete sentences.

What type of clothing is used for bouldering?
Special climbing shoes are used.

- 1 How and when did Shiraishi first learn to climb?
.....
- 2 What do some journalists think when they interview Shiraishi? Why?
.....
- 3 What did Shiraishi achieve in Santa Linya?
.....
- 4 Which magazine did Shiraishi appear in? Why?
.....
- 5 Why do you think the writer of the profile says that we will see more of Shiraishi?
.....

4 ★★ **VOCABULARY PLUS** Match idioms 1–6 with meanings a–f.

- 1 You're at the top of your game. **b**
 - 2 Throw in the towel.
 - 3 Give it your best shot.
 - 4 The ball is in your court.
 - 5 Come along once in a blue moon.
 - 6 Live on the edge.
- a Try as hard as you can.
b You're the best that you can be.
c Be involved in dangerous activities.
d Not happen very often.
e Give up and stop doing something.
f The next decision is your responsibility.

6 WRITING • A formal letter

Language point: Linkers

1 ★ Match 1–6 with a–f.

- 1 I'd like to work in engineering one day *d*.
 - 2 I'm keen to get some experience working on the information desk _____.
 - 3 I consider myself a confident person, _____.
 - 4 I'd be grateful for extra information _____.
 - 5 I currently attend science club _____.
 - 6 I am at school at the moment, _____.
- a but I listen to other people's ideas, too.
 - b so that I can learn to help visitors.
 - c because I like working on team projects.
 - d so it would be useful to try new technology.
 - e but I am available in the summer holidays.
 - f so that I can learn more about the role.

2 ★★ Complete the paragraphs from a formal letter with the words.

because because but (x2) so (x2) so that

The volunteer programme at the modern art gallery interests me *because* I am keen on art and design. I am going to study art and IT next year ¹ _____ I can become a graphic designer, ² _____ it would be very rewarding for me to have some work experience at a gallery.

I am an independent person, ³ _____ I also consider myself to be a team player. I am also very hard-working ⁴ _____ I would be a good team member.

I would be grateful if you could send me more information ⁵ _____ I am very interested in the programme. I am about to go on an exchange visit, ⁶ _____ I will be available from the third week of June.

TASK

3 ★★ Replace the bold words in the formal letter with the phrases.

Position: Volunteer at Surrey Nature Reserve
6th June

Dear Ms Kemp,

I am a sixteen-year-old student in Year 11. I'm writing to **ask for more** information about the volunteer programme at Surrey Nature Reserve, which was advertised on 28th May.

This programme ¹is **very interesting to me** because I am a nature lover, and ²I'd **really like** to work with professionals at the reserve. Next year, I am going to study geography and biology and I intend to become a nature conservationist one day, so it would be very rewarding to have experience in this area.

I am a hard-working and responsible person, so ³I **think** that I could be a helpful member of the team. ⁴I **see myself as** a confident person, too. For example, I currently volunteer on the reception desk at a wildlife visitor centre at weekends and I really enjoy it.

⁵I'd **appreciate it** if you could send me more information. I am about to go on a school trip to Berlin, but I will be available from 18th June.

I ⁶**hope to hear** from you.

Yours sincerely,

Farrah Ahmed



I believe I consider myself I'd be grateful
I'm keen look forward to hearing
really interests me request further

request further

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 ★★★ Write a formal letter for a volunteer role at a science or technology museum. It involves working on the information desk and showing visitors around. Use the letter in exercise 3 to help you and make notes using the grid below.

Who you are and why you are writing the letter.	
Why you are interested in the programme.	
Your personality and any relevant experience.	
Any requests for more information and details.	

6 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

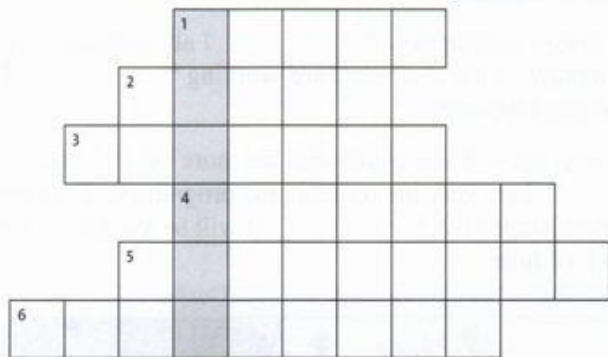
I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY Types of people

1 Complete the words for types of people using sentences 1–6. Then solve the mystery word.



- 1 I tend to do things alone. I don't like groups.
 - 2 I'm not keen on conforming to society.
 - 3 My head isn't in the clouds. I definitely like to live in the real world!
 - 4 I often use my imagination and I like stories.
 - 5 I'm not very positive about the future.
 - 6 I'm always at the centre of everything and I love talking to all my friends.
- Mystery word:

I can talk about what kind of person I am.

MY EVALUATION

READING A poem

2 Complete the idioms with the correct word. Then match 1–4 with a–d.

- 1 The is greener on the other side.
 - 2 Don't judge a by its cover.
 - 3 Stand out from the
 - 4 We don't eye to eye.
- a We sometimes have arguments.
 - b Other people's lives seem better than yours.
 - c Appearances don't always tell you everything.
 - d Try not to be the same as other people.

I can interpret ideas in a text.

MY EVALUATION

LANGUAGE FOCUS Reflexive pronouns

3 Correct the bold words in the sentences. Then write R (reflexive) or E (emphatic).

- 1 I made this paella **yourself**.
- 2 We enjoyed **themselves** on the adventure holiday.
- 3 The students carried the big tents **yourselves**. Nobody helped them.
- 4 Aren't you going to introduce **ourselves** to everyone?
- 5 Susie cut **myself** in the kitchen.
- 6 The personality quiz **herself** is fun, but I don't agree with the answers!

I can describe myself and my hobbies.

MY EVALUATION

VOCABULARY AND LISTENING Personality and experiences

4 20 Listen to the radio show. Correct the information in bold.

- 1 The second person that you can hear on the radio show is a **student**.
- 2 Amira interviews **four** students.
- 3 Amira thinks that one benefit of volunteering is that it helps with **independence**.
- 4 Rachel has become a lot more **responsible** during her time as a volunteer.
- 5 Sam thinks that you need to be really **easy-going** to volunteer at a zoo.
- 6 The **presenters** are the last people to speak on the show.

I can identify the speakers in a radio show.

MY EVALUATION

LANGUAGE FOCUS Relative pronouns

5 Complete the sentences with the words.

about where which who who's whose

- 1 He's the volunteer a nature lover.
- 2 This is the office you can learn more about work experience.
- 3 Are you the student mother organizes the music camp?
- 4 Doing new activities is something that I'm very excited
- 5 Volunteering is an experience you will always remember.
- 6 We know someone went skydiving in this area.

I can describe people, places and things.

MY EVALUATION 😞 😐 😊 😄

SPEAKING An interview

6 Complete the dialogue with the words. There are two extra words.

involves life me my myself
people question sounds suppose that
which yourself

- Interviewer** What kind of work interests you?
Jessica I'd like something which ¹ art.
- Interviewer** Tell me about ²
Jessica Let ³ see ... I see ⁴ as independent. Most ⁵ say that I'm a good leader. I'd also say ⁶ I'm a hard worker.
- Interviewer** What are your strengths?
Jessica That's a good ⁷ I'm friendly and relaxed, so I ⁸ that I'm easy-going.
- Interviewer** Tell me about a challenging experience in your ⁹
Jessica Last year I cycled twenty kilometres for charity.
- Interviewer** That sounds very positive. Would a holiday art project with children interest you?
Jessica That ¹⁰ wonderful! Thank you.

I can answer interview questions and use filler expressions when I need time to think.

MY EVALUATION 😞 😐 😊 😄

WRITING A formal letter

7 Choose the correct words.

Dear Mr Westlake,

I am a sixteen-year-old student in Year 11. I ¹ to request further information on the volunteer programme at Kirby Youth Drama Centre.

The programme really ² me ³ I take part in a lot of drama productions, and I'm ⁴ work with the theatre directors at the centre. Next year, I'm going to study drama and I plan to become an actor one day.

I consider ⁵ an independent person, so I could work on my own with small groups of students. I'm also very reliable, so I ⁶ that I could be a helpful member of the programme.

I'd be very grateful if you could email me some more information. I am ⁷ go on an exchange visit to Germany, but I will be available from 5th May.

I look forward ⁸ from you.

Danielle Costa

Danielle Costa

- | | | |
|------------------|-------------|--------------|
| 1 a write | b 'll write | c 'm writing |
| 2 a interesting | b interests | c interest |
| 3 a so that | b because | c so |
| 4 a keen to | b keen on | c intend to |
| 5 a herself | b yourself | c myself |
| 6 a 'm believing | b believe | c believed |
| 7 a aim to | b around to | c about to |
| 8 a to hearing | b to hear | c hear |

I can write a formal letter to introduce myself and request information.

MY EVALUATION 😞 😐 😊 😄

7 On the streets

VOCABULARY • City features

1 ★ Look at the map. Match labels 1–10 with places A–J.



- | | |
|-------------------------|-----------------------------|
| 1 G pedestrian walkway | 6 green space |
| 2 bike lane | 7 industrial site |
| 3 open-air cinema | 8 city centre |
| 4 skatepark | 9 sports stadium |
| 5 ancient ruins | 10 leisure facilities |

2 ★★ Match some of the places in exercise 1 with 1–6.

- Where would you go to ... ?
- go skateboarding with friends skatepark.....
- 1 watch the latest film
 - 2 watch a football match
 - 3 relax in a natural area
 - 4 take photos for a history project
 - 5 do work experience with an engineering company
 - 6 visit shops or museums

3 ★★ Complete the posts on an online forum with the words.

- bike lanes heavy traffic leisure facilities
 music venue pedestrian walkways
 public spaces railway line skatepark
 sports stadium

How can we make our area a better place for young people aged 14–18?

That's easy! At the weekend, there isn't a lot to do because there's a lack of **leisure facilities**.... Teenagers go skateboarding on the streets at the moment, so I think our town needs a ¹..... Somewhere to watch football would be cool, so what we need is a small ²..... As a massive hip-hop fan, I also wish we had a large ³..... for concerts. *Xander*

As a cyclist, I think there's one answer and that's to reduce the number of cars! At the moment, there's too much ⁴..... on the roads and there aren't enough ⁵..... for cyclists, or ⁶..... for people on foot. I also wish we had a bridge across the ⁷....., as it's dangerous to cross. I live in a very crowded area, too, and it could do with more open squares, or other ⁸..... like that. *Louisa*

4 ★★ Now write a post about where you live for the online forum. Use the posts in exercise 3 and the phrases in the box to help you.

How can we make our area a better place for young people aged 14–18?

it could do with I think my town needs
 I wish we had more there are too many / few
 there isn't / aren't enough there's a lack of
 there's too much / little what we need is

I think my town needs a new railway line. There aren't enough trains that go to the city centre and it could also do with more bike lanes and pedestrian walkways.

7 LANGUAGE FOCUS • Quantifiers



1 ★ Complete the table with the words.

not enough enough a few a little lots of
plenty ~~too many~~ too much

	Countable	Uncountable
Excess	There are too many cars on the roads.	There's 1 _____ traffic today.
Large amounts	There are ² _____ of leisure facilities in the city centre. There's ³ _____ free entertainment for children.	
Sufficient	There are ⁴ _____ green spaces for people to enjoy.	
Small amounts	There are ⁵ _____ tourist offices.	There's ⁶ _____ information.
Not sufficient	There are ⁷ _____ bike lanes.	

2 ★★ You're visiting London. Where can you hear people say these things? Choose the correct words and match 1–6 with situations a–f.

- 'There are ~~too much~~ / too many / enough people on here. Please wait for the next one.' e
- 'We've got this cool "London" T-shirt in enough / plenty of / a few colours. There are at least ten different ones.' _____
- 'We're closing very soon. So there isn't enough / a few / too many time for you to see all the dinosaurs here.' _____
- 'When there's an important match, there are a few / lots of / a little fans here.' _____
- 'Read this short leaflet about the famous paintings. There's a little / too many / too much information in that big guide book.' _____
- 'You can only see lots of / plenty of / a few lions now because most of them are asleep.' _____

- At London Zoo in Regent's Park.
- On a tour at Chelsea football stadium.
- At the Natural History Museum.
- At Camden Market.
- On a red London bus in Oxford Street.
- At the Tate Britain art gallery.



3 ★★ Correct the mistakes in bold. Tick the sentence that is correct.

Don't rush! We've got **plenty** time. plenty of

- There are **too much** things to see in the museum in one day. _____
- We've only got an hour free. We haven't got **too many** time to do the tour. _____
- It's OK, I can only see a **little** tourists in the queue for the London Eye. _____
- Melisa has **plenty of** good ideas about what to do in London. _____
- There are **lots** different places to have lunch in Covent Garden. _____
- Phil gave me a **few** advice about where to stay in London, but not very much. _____

4 ★★★ Write about a city that is popular with tourists in your country. Use quantifiers and the words in the boxes or your own ideas.

awesome places to visit big hotels
cool shops and markets fun entertainment
historic buildings nice parks to walk in

big queues cheap places to eat
crowds of tourists green spaces litter
space on public transport traffic

Positive things

There are *plenty of awesome places to visit in Prague like Charles Bridge and the Old Town Square.*

Negative things

In the summer, there are *sometimes too many crowds of tourists in the city centre.*

7 VOCABULARY AND LISTENING • Buildings and archaeology

1 ★ Choose the correct words.



build / uncover



1 bury / examine



2 remove / display



3 unearth / preserve



4 restore / locate



5 hide / destroy

2 ★★ Complete the sentences with the past participle of some of the verbs in exercise 1.

The ancient vase was unearthed by carefully brushing away the earth on top of it.

- The money was _____ by thieves in a secret room. It was only found recently.
- The coin was _____ with a microscope. The archaeologists could then see the details.
- Was his body _____ in the ground here over 1,000 years ago when he died?
- The precious Roman necklace was _____ to its original beauty and is now in a museum.
- Some hair was carefully _____ from the skeleton and taken away for testing.
- 'Where are the ancient ruins _____?' 'Next to the river. They're open to visitors every day.'

3 ★★ Read the news article 'An amazing discovery'. What type of word do you think goes in each space? Write *date*, *number* or *time*.

An amazing discovery

An incredible 600 kg of ancient Roman coins were unearthed in the town of Tomares near Seville in Spain on ¹ _____. The coins were found in ² _____ large Roman jugs and they were located just ³ _____ metre under the ground in a park. The Romans were in the Iberian peninsula for around ⁴ _____ years from 218 BC and the rare coins have been dated to the ⁵ _____ and _____.



4 ★★ 21 Now listen to the news story and complete the words in the article. Then check your answers to exercise 3.

5 ★★ 21 Listen again. Correct the information in **bold**.

The coins were unearthed by ~~road-diggers~~ construction workers.

- The coins were preserved in Roman jugs and **eleven** of those were unbroken. _____
- The workers stopped so the archaeologists could **restore** the jugs. _____
- The coins are in very good condition as they were **renovated** soon after they were made. _____
- The coins could be worth a **few thousand** euros. _____
- The coins will be sold by the museum in Seville. _____

6 ★★★ Write about things that have been discovered in your area or country using some of the words on this page. Or use the ideas in the box to write about an imaginary discovery.

by archaeologists by farmers display
examine and restore excavate
in a nearby town last year on local TV news
Roman pot silver jewellery town's museum

Last year, a beautiful Roman mosaic and some silver coins were unearthed during roadworks near ...

1 number 2 _____ 3 _____ 4 _____
5 _____

7 LANGUAGE FOCUS • Passive: past, present and future

1 ★ Complete the table with the words.

found has haven't invited isn't might
 'm preserved 're wasn't were will won't

The passive

Present

I'm / 'm not invited to the exhibition.

He is /¹ invited to the concert.

You² / aren't invited to the play.

Is he³ to the match?

Past

It was /⁴ found in the cave.

They were / weren't⁵ in Spain.

⁶ they found in the park?

Present perfect

They have /⁷ been restored.

She⁸ / hasn't been located.

Has it been⁹ ?

Future

We will /¹⁰ be discovered.

¹¹ it be displayed?

Modal

It¹² / might not be examined.

2 ★★ Complete the quiz sentences below with the correct passive form of the verbs in brackets. Then choose the correct answers.

The ancient amphitheatre in Rome is known (know) as the Colosseum / Colussus / Forum.

- 1 Tutankhamun's treasures _____ (unearth) in Greece / Egypt / Italy in 1922.
- 2 The Parthenon _____ (build) in the city of Rome / Cairo / Athens in 438 BC.
- 3 The ancient city of Machu Picchu in South America _____ (create) by the Inca / Aztec / Mayan people.
- 4 The buried ruins of the towns Herculaneum and Pompeii _____ (discover) in France / Italy / Turkey.

3 ★★ Complete the second sentence so that it has the same meaning as the first sentence. Use the passive. Only use *by* where necessary.

People don't find Roman jewellery very often.

Roman jewellery isn't found very often.

1 They will build the boat next year.

The boat _____

2 A museum might buy the vase.

The vase _____

3 They haven't renovated the old church.

The old church _____

4 The expert won't examine the gold cup.

The gold cup _____

4 ★★ Write passive questions for the underlined words. Use a question word from the box.

how many what when where who why

Where were some ancient paintings discovered?

Some ancient paintings were discovered in the southern Turkish city of Mersin.

1 _____
 The cave paintings were discovered in 1916.

2 _____
Ten cave paintings can be seen.

3 _____
 The paintings were discovered by a group of Turkish archaeologists.

4 _____
 The paintings have been admired because they show early pictures of humans dancing.

5 _____
More books about the history of cave paintings will be written in the future.

5 ★★ Look at the photo of China's Terracotta Army soldiers. Write four questions about them using the past, present and future passive.

How were the soldiers found?



1 ★ Look quickly at the online texts and choose the correct answers.

- 1 Text A comes from an online encyclopaedia / a local government website / a skateboarding fan website.
- 2 Text B comes from a social media update / a skateboarding equipment website / a review on a personal blog.

A

Home Leisure Parks and open spaces **Bridges Urban Sports Park**

Bridges Urban Sports Park, Belfast

The park was opened in 2011 and it was designed to turn an old industrial site into a public space. It is situated five minutes' walk from Belfast city centre in Little Patrick Street, BT15 1BA. The nearest car park is next door and costs £3 for the day.

The park provides some of the most modern leisure facilities in the area for skateboarding, parkour and BMXing. It is open from 7.30 a.m. to 10.00 p.m. daily.

Remember to follow these safety rules:

- Always use safety equipment (a helmet is essential).
- Make sure your equipment is in good condition.
- Avoid skating or cycling when there is water on the surfaces – they are more dangerous in wet weather.

Please note, anybody who doesn't follow the above rules will be asked to leave immediately.



B

Owen's rating: ★★☆☆☆

Here's the next stop on my tour of UK urban sports parks – and this place gets 10 out of 10 for the coolest location! It's located right under a massive motorway a few minutes from the centre of Belfast.

I got here at 9.00 a.m., so I was feeling more tired than usual, but I soon got into the action. I tried out the big rectangular bowl first – the surface was smoother than others I've used. Then I went on to the quarter pipe – well designed and awesome for BMXers like me.

There are plenty of other things to do here and I'd definitely recommend the place. The only thing I'd say is that it gets really noisy when there's loads of heavy traffic! It's worse at rush hour times, so it's best to avoid those.

2 ★★ 22 Read and listen to the online texts. Write text A or B.

In which text can you find ... ?

- A information about opening hours
- | | |
|-------------------------|-------------------------|
| 1 ... rules | 5 ... formal language |
| 2 ... personal opinions | 6 ... only facts |
| 3 ... a serious warning | 7 ... a piece of advice |
| 4 ... informal language | 8 ... BMX vocabulary |

3 ★★★ Answer the questions. Write complete sentences.

What was the site before it became an urban sports park? It was an industrial site.

- 1 What are two ways that people can reach the sports park?
.....
- 2 What type of safety equipment does everybody have to use?
.....
- 3 When is it not safe to use the facilities?
.....
- 4 What is Owen's opinion of the location? Which phrase shows this?
.....
- 5 What sport does Owen do? How do you know?
.....
- 6 What negative point does Owen make about the sports park?
.....

4 ★★ VOCABULARY PLUS Complete the sentences with the comparative or superlative form of the adjectives in brackets.

The nearest (near) skatepark is in the city centre.

- 1 I've been cycling today and I'm feeling (tired) than yesterday.
- 2 Is that (dangerous) jump that you can do on your skateboard?
- 3 That's (cool) BMX bike that I've seen for a long time.
- 4 The surface of this skatepark is a lot (smooth) than usual.
- 5 Where are (modern) leisure facilities in your area?
- 6 Those skateboarders are (bad) than us.



Language point: Prepositions and adverbs of place

1 ★ Choose the correct words.

When you walk **here** / **around** the parliament building, you understand its importance.

- 1 If you look **down** / **on** from the tower, you can see the sights of the Canadian capital, Ottawa.
- 2 The National Gallery of Canada is opposite. It's **across** / **around** the street from here.
- 3 Leave the entrance of the National Gallery and then turn **left** / **down**.
- 4 That famous building is **up** / **on** a historic site next to the river.
- 5 When you walk **inside** / **up** the spectacular building, you'll notice the paintings at once.
- 6 If visitors look **up** / **inside** at the tall monument, they'll see three statues.

2 ★★ Complete the tourist information leaflet about Ottawa with the words.

across down inside on right there up

THE PEACE TOWER

The Peace Tower *is one of* Canada's most famous **buildings**. **The tower was built in** 1922 *on* the site of the old parliament buildings which were destroyed by fire in 1916. If you stand in front of the building and **look** ¹....., you'll see a big clock high above you. If you **look left** and ²....., you'll see the parliament buildings because the tower **is located in** the centre of them. Walk ³..... the building and you'll find a special lift ⁴..... **It was installed in** 1981. This will take you up to an observation platform – it **is well worth a visit** because you can look ⁵..... the city. Look ⁶..... and you'll see many of the sights such as the National War Memorial, which **is one of the** most important **monuments** in the city.



TASK

3 ★★ Complete the tourist information leaflet with the phrases in bold from exercise 2.

The National Gallery of Canada

The National Gallery of Canada *is one of* Ottawa's most spectacular **buildings**. ¹..... gallery ²..... 1988 in a modern style. It is made from stone, wood and glass. If you ³..... up you can see the glass roof, which is 43 metres high. The gallery ⁴..... the waterfront area and you can look across to the parliament buildings. Inside the building there are paintings by many famous artists, and it ⁵.....



The Peacekeeping Monument

⁶..... when you walk out of the National Gallery and you will see the Peacekeeping Monument across the street. This contemporary structure ⁷..... most fascinating ⁸..... in Ottawa. If you look up at the top you can see a statue of three peacekeepers. ⁹..... 1992 and it is made from grey stone and metal. It commemorates the work of Canadian peacekeepers in war zones around the world.

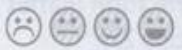


4 ★★★ Write part of an information leaflet about a famous building or monument that you have visited or would like to visit. Use the examples in exercises 2 and 3 to help you.

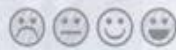
Include some of the following information:

- When it was built and where it is located.
- What style it is and what it is made from.
- What you can see if you stand in front of it.
- What you can find inside it and see from it.
- Why it is important.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



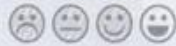
I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY City features

1 Complete the words in the online forum post.

What do you like about your town?

Our town is fun when you have free time because there are lots of ¹ facilities. The best thing is the new ² park – you'll find me there a lot! There are nice green spaces, too, and they've opened the ³ ruins where you can hang out in the summer. If you fancy going to a concert with friends, there's also a cool ⁴ venue.

There's one big problem with our town – it's quite polluted because there's always ⁵ traffic and there's air pollution, too, from the big factory at the ⁶ site to the east.

I can discuss how to improve my neighbourhood.

MY EVALUATION

READING Two online texts

2 Complete the sentences with the correct comparative or superlative form of the words in brackets.

- This article is _____ than the entry in the online encyclopaedia. (long)
- This review describes _____ concert tickets that you can buy. (expensive)
- That blogger is one of _____ travel writers on the internet. (talented)
- Which guide discusses _____ places to go skateboarding in London? (good)
- Is this description of London _____ than one you read yesterday? (formal)

I can identify and compare different genres of text.

MY EVALUATION

LANGUAGE FOCUS Quantifiers

3 Complete the dialogues with the words and phrases. There is one extra word or phrase.

enough a few a little lots
plenty of too much

- 'Shall we get on this train?' 'No, there isn't space. It's too crowded.'
- 'Is it a good time to visit the art gallery?' 'Yes, there are only _____ people here now.'
- 'Let's go to the museum.' 'Sorry, I can't hear you. There's _____ noise from the traffic.'
- 'Do you want to look in that shop?' 'Yes, there are _____ of cool clothes in the window!'
- 'We could sit in the park.' 'Good idea. There are _____ seats. We can easily find one.'

I can ask and answer questions about the quantity of things.

MY EVALUATION

VOCABULARY AND LISTENING Buildings and archaeology

4 23 Listen to the conversation. Complete the online article with words from the conversation.

Hoard found on farm

An ancient hoard was discovered last month near the town of Louth in the east of the UK. The hoard of treasure was ¹ by a local metal detector enthusiast, Alan Smith. It was ² in the middle of a field of ³.

The hoard was ⁴ in the grave of an ancient ruler around ⁵ years ago. The hoard consists of a gold necklace, two large bowls and some ancient weapons. These were ⁶ from the ground by a group of archaeologists, and they were ⁷ by experts at the British Museum. The necklace, in particular, is well ⁸ and it is worth more than £50,000.

I can predict what type of information I need to listen for.

MY EVALUATION

LANGUAGE FOCUS Passive: past, present and future

5 Write sentences in the past, present or future passive.

- 1 the coins / keep / in a jug until last year
.....
- 2 the old painting / display / next July
.....
- 3 ancient things / discover / every year
.....
- 4 the museum / not clean / on Sundays
.....
- 5 when / the Roman coins / make / ?
.....
- 6 the treasure / sell / very soon / ?
.....
- 7 the exhibit / not open / until next spring
.....
- 8 the king's body / not found / in 2011
.....

I can ask and answer questions about discoveries.

MY EVALUATION ☹️ 😐 😊 😄

SPEAKING Describing and comparing photos

6 Jake is describing the two photos. Complete the description with the phrases. There is one extra phrase.

by contrast could be the first picture
I prefer photo it looks like it's hard to
maybe it's not sure two pictures show



These ¹..... the same street, but in different years. This one is an old photo of the street a long time ago. Perhaps it was taken in the 1920s.

In ²....., there are lots of carriages with horses. ³..... see, but I don't think there are any cars at all. There's a big building in the distance – ⁴..... a cathedral, but I'm ⁵.....

There's something in the middle of the street – this could be a bridge because it goes high across the road.

⁶....., in this picture, there's only a small number of vehicles and I think there might only be one or two people – ⁷..... early in the morning. The buildings have all been renovated and they look like offices with shops under them. It seems like the bridge has been destroyed.

⁸..... A because it's busy, lively and more interesting to look at.

I can describe and compare two photos, and speculate about what they show.

MY EVALUATION ☹️ 😐 😊 😄

WRITING A tourist information leaflet

7 Choose the correct words.

The Royal Exhibition Building

The Royal Exhibition Building is ¹ones / one / some of the most famous 19th century buildings in Australia. It ²is located / located / locates in the centre of Melbourne. It ³were built / was build / was built in 1880 as a place for large exhibitions and it is still a working exhibition centre today. Parts of the building ⁴was destroyed / were destroyed / were destroy by fire in the 20th century, but the main building with its impressive roof is still standing. If you look ⁵to / up / at, you can see the large dome with a flag on the top. If you go ⁶upside / onside / inside the building, you'll find one of the latest exhibitions ⁷there / that / then. Outside you can see beautiful gardens. The place is well worth ⁸to visit / a visit / for visit.



I can write about a monument or building.

MY EVALUATION ☹️ 😐 😊 😄

8 The law

VOCABULARY • Crime and criminals

1 ★ The words are next to the wrong pictures. Match them with the correct pictures.



cybercrime
theft



vandalism



robbery



shoplifting



theft



pickpocketing

2 ★★ Match the crimes in the box with news stories 1–5. Then write the type of criminal.

burglary fraud mugging pickpocketing
trolling vandalism

Last night, shop windows were broken in the city. Police are talking to a suspect. vandalism vandal

1 **POLICE NOTICE** Thieves are operating in this area. Watch your pockets.

2 Two people stole a woman's handbag in the street at 11.00 last night.

3 Police are interviewing a teenager who wrote abusive messages online.

4 A man in his fifties used another person's credit card to buy a Rolex watch.

5 Detectives have caught a man who stole money from a house in Leeds.

3 ★★ Choose the correct words to complete the dialogue.

Amy Look at this article about bank **shoplifter** / **robber** / **thief** Martyn Weldrick. In just over a month, he committed two bank ¹**robberies** / **burglaries** / **muggings**.

Finn Wow. He was busy!

Amy Yeah, he was sent to prison for three years and nine months.

Finn That doesn't seem like enough time to me.

Amy Well, it was because he hadn't committed a criminal ²**fraud** / **trolling** / **offence** of any kind before – he was a first-time ³**offender** / **hacker** / **fraudster**.

Finn Maybe, but he wasn't sentenced for ⁴**hacking** / **shoplifting** / **cybercrime** in a supermarket or anything like that. I think his crime was much more serious.

Amy I agree, but he didn't hurt anyone, so it wasn't a violent crime like a ⁵**hacking** / **mugging** / **fraud** in the street. What do you think is the right punishment?

Finn I'm not really sure, but some people who commit crimes online, you know, ⁶**cybercriminals** / **shoplifters** / **vandals**, go to prison for longer than that.

4 ★★★ Answer the questions with the words on this page and your own ideas. Give reasons or examples for your answers.

What do you think is one of the worst crimes?
I think that mugging is one of the worst crimes because it's sometimes violent.

1 In your opinion, which type of criminals should go to prison for a long time?

2 In your opinion, which type of criminals *shouldn't* go to prison for a long time?

3 What do you think is the worst cybercrime?



8 LANGUAGE FOCUS • Reported statements

1 ★ Complete the table with the words.

could 'd had to knew was would

Direct speech	Reported speech
Present simple: 'I know the robber.'	She said that she <u>knew</u> the robber.
Present continuous: 'I'm looking for the thief.'	The man said that he <u>'s</u> looking for the thief.
Past simple / Present perfect: 'We stole / We've stolen the old lady's bag.'	They said that they <u>'d</u> stolen the old lady's bag.
can / could: 'I can / could help you.'	The boy said that he <u>'d</u> help me.
will / would: 'We'll / We would arrest him.'	They said that they <u>'d</u> arrest him.
must / have to: 'You must / have to be careful walking home.'	My mum said that I <u>'d</u> be careful walking home.

2 ★★ Choose the correct verb and complete the reported speech sentences.

'The two thieves are very dangerous criminals.'
The detective **said / told** us that the two thieves were very dangerous criminals.

- 'We're searching for two pickpockets.'
The police officers **said / told** that they _____ for two pickpockets.
- 'We saw a vandal drawing graffiti on the wall.'
They **said / told** me that they _____ a vandal drawing graffiti on the wall.
- 'You can read all about cybercrime online.'
He **said / told** us that we _____ all about cybercrime online.
- 'The police must find the muggers soon.'
They **said / told** that the police _____ the muggers soon.
- 'I've seen the fraudster on the news.'
Irina **said / told** that she _____ the fraudster on the news.
- 'You have to learn more about hackers.'
I **said / told** my grandparents that they _____ more about hackers.

3 ★★★ Complete the police notes from an interview with the woman in the headline. Use the correct form of *say* or *tell* and reported speech.

Last night, police were called to a suspected robbery at a large electronics shop in the town centre. They found a woman looking through a desk in the office behind the shop.

1 'I'll explain everything.'

2 'I work at the shop during the day.'

3 'I left my phone at work.'

4 'I'm going on holiday.'

5 'I can open the shop door because the boss gave me a key.'

6 'I'll never go to the shop at night again.'

7 'You must believe me!'

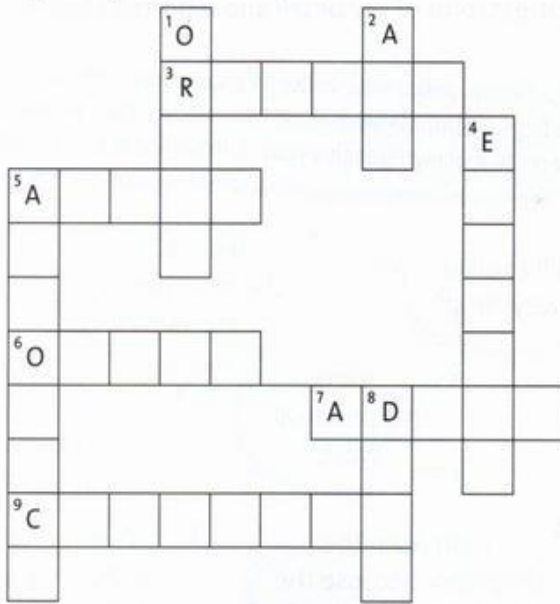
- She **said** that she would explain everything.
- She _____ me that she _____.
 - She _____ that she _____.
 - She _____ us that she _____.
 - She _____ that she _____.
 - She _____ that she _____.
 - She _____ that we _____.

4 ★★★ What have four people said to you in the last week? Use *say* or *tell*, reported speech and the words in the box or your own ideas.

brother / sister friend(s) mum / dad
neighbour teacher your classmate(s)
go like meet play see take watch

My friend Natalia told me that she'd watched the new detective series online last weekend.

- 1 ★ Complete the crossword with reporting verbs.



Down

- 1 Tell somebody that they must do something.
2 Use a question to get an answer.
4 Give a reason for something.
5 Tell a lot of people about something important.
8 Say that something is not true.

Across

- 3 Say 'no' to something. You don't want to do it.
5 Say 'yes' to something. You like the idea.
6 Say you will do something for another person.
7 Say that you have done something wrong.
9 Say that you are unhappy about something.

- 2 ★★ Choose the correct words in the news article.

The world's worst robbers?

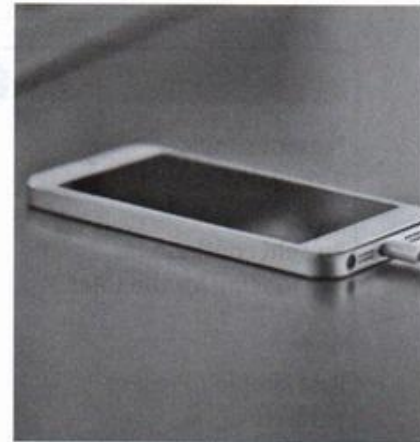
Two armed robbers in Germany were chasing a van carrying a large amount of money. They stopped the van and **asked** / **admitted** / **agreed** the driver to open the back door. At first, the driver said 'no' and **announced** / **convinced** / **refused** completely. But when the men showed the driver their guns and **explained** / **ordered** / **offered** him to open the door, he **agreed** / **convinced** / **denied**.

The robbers took a box from the van and drove away, but they'd actually stolen the first-aid kit and not the money! Later, a police officer **offered** / **told** / **explained** that his colleagues had caught the robbers and the two men had **admitted** / **agreed** / **convinced** the crime. The police officer also **ordered** / **announced** / **asked** that the two men were probably the world's worst robbers!

- 3 ★★ 24 Listen to the radio programme. Tick the words that you hear.

✓ crime

- 1 _____ jewellery thefts
2 _____ forty muggings
3 _____ neighbour
4 _____ owner
5 _____ burglar
6 _____ mobile phone
7 _____ phone battery
8 _____ police station
9 _____ prison
10 _____ explanation
11 _____ suspicion



- 4 ★★ 24 Listen again. Complete the questions and correct the mistakes in the answers.

Where did the burglary take place?

Gold Spring. Silver.

- 1 _____ did the burglary happen?
Last month. _____
2 _____ did Cody Wilkins enter the house?
Through the back door. _____
3 _____ did Mr Sullivan find Wilkins' phone?
In the bathroom. _____
4 _____ did Wilkins forget his phone?
It was broken. _____
5 _____ answered the phone and gave the police Wilkins' address? His mum. _____
6 _____ many similar robberies was Wilkins arrested for? Forty. _____

- 5 ★★ When was the last time that these things happened? Write sentences giving some details.

You offered to do something.

I offered to help my mum with the shopping last week. _____

- 1 You refused to do something.

- 2 Your teacher announced something.

- 3 Your friend admitted something.

- 4 You agreed to do something.

Reported questions

- 1 ★ Choose the correct words to complete the table.

Reported questions	
Yes / No questions	Use if or whether
'Are you worried about the crime?'	She asked if (I was) / was I worried about the crime.
'Will the police arrive quickly?'	They asked if 1 would the police / the police would arrive quickly.
'Can you describe the robber?'	They asked me whether 2 could I / I could describe the robber.
Wh- questions	Use the wh- word
'Where is the thief?'	She asked the police where 3 the pickpocket was / was the pickpocket.
'What has he stolen?'	They asked us what 4 has he / he'd stolen.
'Where are they looking for him?'	My friend asked me where 5 they were / were they looking for him.

- 2 ★★ Order the words to complete the reported questions.

'Where are you calling from?'

calling / where / was / I / from

The police officer asked me *where I was calling from* .

1 'What did you see?'

what / seen / had / we

She asked me

2 'Where did the burglar go?'

the / where / had / burglar / gone

She asked me

3 'Do you have a photo of him?'

him / if / of / photo / had / a / I

She asked me

4 'Can you identify him?'

could / we / whether / him / identify

She asked me

5 'When will you come to the station?'

would / when / station / come / the / to / we

She asked me

6 'Have you told anybody about it?'

about / told / if / we / had / anybody / it

She asked me

Reported commands, requests, offers and suggestions

- 3 ★★ Complete the sentences with the correct form of the verbs. Then write *command*, *request*, *offer* or *suggestion*.

not chase describe help not leave
speak walk write down

The shop manager asked me *to describe* the mugger's appearance. *request*

- They told me the thief. He was running too fast.
- A woman offered me pick up my things.
- My friend Angela suggested that I to the police officer.
- Radek offered to the nearest police station with me.
- The police officer asked me my address.
- He told me the police station until the interview was finished.

- 4 ★★★ Imagine the situations and what the people would do. Complete the reported questions.

Someone hacked your computer. What did your dad suggest?

He *suggested that I download security software.*

- You lost your phone in the shopping centre. What did your friend offer to do?
He
- Someone stole your camera on holiday. What did the police officer ask you to do?
She
- You saw someone drawing graffiti at school. What did your mum tell you to do?
She
- You found a bag in the school playground. What did your classmate suggest?
He





- 1 **★★** 25 Read and listen to the news stories. Tick the crimes mentioned. Then match them with the paragraph(s) they are in.

- ✓ traffic offence A, B 3 _____ burglary
 1 _____ fraud 4 _____ vandalism
 2 _____ shoplifting 5 _____ cybercrime

Crazy but true

We all do stupid things sometimes and criminals are no exception. Although the crimes described below are irresponsible, the stories behind them are amusing!

A Lee Solarski had an unusual explanation for driving his car into a post box. Although he admitted that he'd crashed, he told police that it happened because a pet tarantula had escaped in the car. Sadly for Lee, the police couldn't find the spider, decided his story was untrue and arrested him for dangerous driving.

B The police called Star Williams 'a danger to the public' after she took them on a high-speed car chase. She was driving at 120 km per hour and explained that she couldn't stop the car because her foot had got stuck on the accelerator pedal. The police didn't believe her illogical explanation and she was arrested.

C An eighteen-year-old vandal was arrested after he left a note saying 'Peter Addison was here' at the scene of the crime. Peter Addison and Mark Ridgeway damaged equipment at a children's campsite, creating thousands of pounds worth of damage. The police said that the boy's stupidity had made their job a lot easier.

D Twenty-one-year-old Charles Ray Fuller tried to cash a cheque for 360 billion dollars at a small local bank. He told the bank clerk that his girlfriend's mother had given him the cheque. The clerk was suspicious and called the police. Fuller was later arrested for fraud.

E Police caught Matthew McNelly and Joey Miller after a caller reported seeing two men with beards and masks drawn on their faces behaving suspiciously outside an apartment.



Unfortunately for the burglars, they were easily identified because they'd used permanent marker pens to draw on their faces.



- 2 **★★** Read the news stories again.

Who do you think said the following things?
 Who do you think they were speaking to?

'I crashed because a pet tarantula escaped in the car.' *Lee Solarski to the police*

- 1 'My girlfriend's mother gave me the cheque.'
 2 'I've seen two men with beards and masks drawn on their faces behaving suspiciously.'
 3 'I couldn't stop because my foot got stuck.'
 4 'Your stupidity has made our job a lot easier.'

- 3 **★★★** Answer the questions. Write complete sentences.

For what crime was Solarski arrested?

He was arrested for dangerous driving.

- 1 Why did the police call Williams dangerous?
 2 How much did the damage caused by Addison and Ridgeway cost?
 3 Why do you think the bank clerk was suspicious of Fuller?
 4 How did police identify McNelly and Miller?
 5 Which of the criminals in the article do you think is the most stupid? Why?

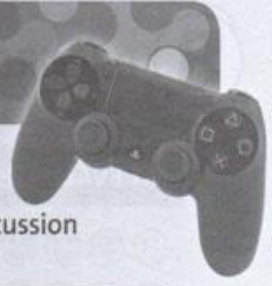
- 4 **★★** **VOCABULARY PLUS** Add the negative prefixes *im-*, *il-*, *ir-*, *un-* or *dis-* to the words in the box and complete the sentences with the words.

approved logical patient responsible true

He was very *irresponsible* to commit the crime.

- 1 He lied to the police. His story was _____.
 2 The burglars were in a hurry and they were too _____ to think of a good disguise.
 3 Everybody _____ of the criminals.
 4 She told a strange and _____ story to the police, which didn't make sense.

8 WRITING • A discussion essay



Language point: References and pronouns

- 1 ★ Match 1–6 with a–f.
- The government wants to ban violent video games for teenagers under eighteen because b.
 - The majority of young people are responsible and most of
 - Some young people aren't happy about the plan to ban particular video games so
 - Schools are worried about students not doing enough PE or exercise because they think
 - Teachers need to explain the importance of PE to parents so
 - All parents will receive information letters about the changes to PE and
- a they're complaining about it on social media.
 b they could have a negative influence.
 c these will arrive next week.
 d them don't play very violent games.
 e this problem sometimes leads to obesity.
 f they're going to speak to them soon.

- 2 ★★ Choose the correct words in the first two paragraphs of a discussion essay.

TV programmes that show violence should be banned before eleven o'clock at night. Discuss.

Some people say that violent programmes on TV should be banned because **they** / **them** / **this** are bad for children and teenagers.

One of the arguments for the ban is that violent TV programmes are too realistic and watching ¹**they** / **it** / **them** can encourage violence in real life. In addition, some people have suggested that ²**these** / **that** / **this** programmes can be addictive and ³**he** / **them** / **this** can become a problem. For instance, my friend Alistair told me that ⁴**him** / **he** / **it** was watching a violent series for three hours a day. I was worried that ⁵**them** / **it** / **these** was bad for ⁶**him** / **he** / **them**.



TASK

- 3 ★★ Read and complete the discussion essay with the words.

addition ~~against~~ arguments for hand however instance one personally

Students should do PE every day at school. Discuss.

Our school plans to introduce PE lessons every day. But is it fair to make everybody do exercise so often? There are arguments for and against this idea.

On the ¹..... hand, doing PE every day would help students to keep fit. Some students never do sport outside school. For ²....., one group of students explained that they don't have time for it. What's more, most students spend too much time in front of screens. One of the ³..... for more PE is that it could help to prevent obesity and a 'couch potato' lifestyle.

On the other ⁴....., some students complain that they don't want more PE at school because they don't enjoy the sports that are offered. In ⁵....., more PE lessons would affect the school timetable. ⁶..... example, many teachers have said that PE every day would be too much and it would reduce the time for subjects like maths, languages or science.

⁷....., I am not in favour of PE every day because it would take too much time from the school timetable.

⁸....., I think students should do PE three times a week so that they get enough exercise.



- 4 ★★ Write a discussion essay on this topic:

Video games which show violence should be banned for people under the age of eighteen.

Use the discussion essay in exercise 3 to help you and think about the following things:

- Do many teenagers play violent video games?
- What are the arguments for a ban?
- What are the arguments against a ban?
- What is your opinion and why?

8 PROGRESS REVIEW

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY Crime and criminals

1 Complete the sentences with one of the words from each pair in the box.

burglar / burglary fraud / fraudster
hacker / hacking pickpocket / pickpocketing
shoplifting / shoplifter vandalism / vandal

- A _____ took some money from my jacket when I was on the bus last week.
- The police are questioning a _____ who stole information from government computers.
- There are new cameras in the supermarket to stop people _____ from the shelves.
- A _____ found my uncle's credit card number and he used it to spend a lot of money.
- There was a _____ at my neighbour's house. The thieves took money and a TV.
- Did you hear about the _____ in town? People broke windows and drew graffiti.

I can discuss crime and punishment.

MY EVALUATION

READING A blog post

2 Add a negative prefix to the words in brackets and complete the sentences with the words.

- The Sherlock Holmes stories often have _____ endings. (expected)
- Holmes does strange things which sometimes seem _____. (responsible)
- Holmes always wants to stop people who are _____. (honest)
- Moriarty sometimes commits crimes which seem _____. (possible)
- Moriarty often _____ for a long time, but then he comes back. (appears)

I can distinguish between facts and opinion.

MY EVALUATION

LANGUAGE FOCUS Reported statements

3 Complete the sentences with *said* or *told* and reported speech.

- 'We're going to find him.' The police _____ me that they _____ him.
- 'You must be careful.' Our teacher _____ us that we _____ careful.
- 'I'll find the thief.' The detective _____ that he _____ the thief.
- 'We saw the robbery.' They _____ the man that they _____ the robbery.
- 'I can catch the vandal.' The officer _____ that she _____ the vandal.
- 'I love crime novels.' Valentina _____ that she _____ crime novels.

I can use *tell* and *say* to report speech.

MY EVALUATION

VOCABULARY AND LISTENING Reporting verbs

4 26 Listen to the news report about a crime. Then complete the sentences using the past simple form of the verbs.

admit agree ask deny order refuse

- The shop assistant _____ to give the robber the money.
- The detective _____ the man to stay down on the floor.
- At first, the man _____ being a robber.
- When people said the crime was stupid, the man _____.
- In court, the man _____ doing the robbery.
- When someone _____ him to say why he did the crime, he couldn't explain.

I can listen for key facts in a news report.

MY EVALUATION

LANGUAGE FOCUS Reported questions

5 Choose the correct words.

- The man asked if I **was** / **was I** / **am I** all right.
- The police officer asked where **they did live** / **they do live** / **they lived**.
- The shop manager came outside and offered **help** / **helping** / **to help us**.
- My friend suggested that we **to go** / **go** / **going** home at once.
- The detective told the thief **don't to move** / **not to move** / **not move**.
- We wanted to know if **he would return** / **will he return** / **he return**.

I can report what people say.

MY EVALUATION ☹️ 😐 😊 😄

SPEAKING Apologizing and explaining

6 Read the dialogue at the swimming pool. Correct the words in bold.

- Attendant Hello. ¹**Will** I have a word with you?
- Adam Yes, of course. There isn't a problem, is there?
- Attendant Yes, I'm afraid ²**to**. You do ³**realized** that it's against the rules to jump into the swimming pool, don't you?
- Adam I'm sorry. I ⁴**not** realize.
- Attendant Didn't you see the list of rules?
- Adam I'm afraid ⁵**no**.
- Attendant Well, they're clearly written on the wall over there.
- Adam It's the first time I've been here. I'm really sorry.
- Attendant All right. I'll let you ⁶**down** this time.
- Adam Thanks.
- Attendant That's OK. You won't jump into the pool again, will you?
- Adam No. It ⁷**don't** happen again.

I can check information and apologize for doing something wrong.

MY EVALUATION ☹️ 😐 😊 😄

WRITING A discussion essay

7 Choose the correct words.

Students should learn about healthy eating at school. Discuss.

My school in London plans to introduce regular lessons about healthy eating. But is it right for a school to teach students about what they should eat?

One of the arguments ¹..... the new lessons ²..... that some young people in the UK have an unhealthy diet and eat too much sugary food. ³....., they sometimes consume too many sugary drinks and this can lead to problems with their teeth. ⁴..... addition, some young people don't do enough exercise so they may put on weight, too.

On the ⁵....., some people say that students should only learn academic subjects in class. They think that school isn't the place to teach young people how to live their lives.

⁶....., I'm in ⁷..... of having a few lessons about healthy eating, but not every week. I ⁸..... suggest that students learn about this as part of their biology lessons and not as a separate subject.



- | | | |
|-----------------|---------------|----------------|
| 1 a to | b for | c with |
| 2 a be | b are | c is |
| 3 a What's more | b What's most | c What more |
| 4 a Of | b In | c On |
| 5 a other part | b other hands | c other hand |
| 6 a All in all | b Overall | c All consider |
| 7 a favour | b favourite | c favours |
| 8 a do | b won't | c would |

I can explore two sides of an argument in a formal essay.

MY EVALUATION ☹️ 😐 😊 😄

Speaking

- 1 Look at the photo below. What are the people learning about?

Reading

- 2 Read Tom's blog post. Did Tom enjoy himself last Saturday? Why / Why not?



Last Saturday, I got the chance to go to a film-making workshop with my friend Ollie. We learned how to make a short film in groups using the latest technology. All the students were really friendly and I got to know everybody over a coffee at the beginning.

From the moment that we began at nine o'clock, we learned new skills. By the time we had lunch, we had all learned how to use the cameras. After lunch, I got involved with doing the lights for my group's film. Meanwhile, Ollie was learning how to record the sound for his film.

In the end, we watched the eight films that we had made. Everybody loved my group's film called *Rainy Day!* All in all, it was a great experience and I got a lot out of it. I've just uploaded *Rainy Day* here on my blog, so you can watch it, too.

- 3 Read the blog post again. Number the events a–f in the correct order.
- The students ate lunch. ... 3
 - Tom posted the film on his blog.
 - Everybody saw all the different films.
 - Tom had a coffee with the other students.
 - Tom helped to do the lights for his film.
 - The students learned to use the cameras.

Listening

- 4 27 Listen to the conversation. Choose the correct answer.

Who is showing Emma how to use a camera?

- An assistant in a camera shop.
- A helper at a youth club.
- A teacher in a lesson at school.

- 5 27 Listen again and write *true* or *false*.

1 Emma used to borrow her brother's camera.

2 Emma has seen a camera like this before.

3 This type of camera has been around for a long time.

4 There's a tough bag to carry the camera in.

5 Emma rarely breaks things.

6 Emma makes a decision about the camera.

Writing

- 6 A TASK Write a blog post about a technology workshop that you have done, for example, about taking photos, making a website, creating a new app or developing a video game.

B THINK AND PLAN

- What kind of workshop was it and what did you learn about? Which friend did you go with? What were the other people like?
- What did you do during the day? What was your friend doing?
- What happened at the end? How did you feel?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:
I went to a ...

Paragraph 2:
During the day,
I ...

Paragraph 3:
Finally, we all ...

Internet Search

Did you know ...

the first short films were made in the 1890s? They weren't very long – often under a minute!

Find out what the famous filmmakers, the Lumière brothers, did on 28th December 1895. Why was it important?

Speaking

- 1 Read the first post on an advice forum. Do you like shopping? Why / Why not? What products do you buy?

Reading

- 2 Read the second post on an advice forum. What is Mia's attitude to the latest sports brands?

Not sure what to do!



I hang out with my friend Toby every Saturday and we have a laugh. But recently he always wants to visit the shopping centre to buy the latest sports brands. I'm not into shopping and I can't afford new things.

Ben

Hey Ben

I'm really sorry to hear about your problem but I bet there are things you could do to improve the situation. For a start, you should talk to Toby and explain everything. I'm sure he'll listen and understand.

What else? Perhaps you could suggest doing something different. You don't always have to do what he wants. What about joining a sports club together? One more thing, you must remember that most people can't always afford fashionable sports brands and, to be honest, they're a bit of a rip-off, aren't they? Anyway, good luck, I hope that everything works out for you.

Mia

- 3 Read the posts again. Choose the correct words.
- Toby / Ben likes going to the shopping centre.
 - Ben needs to **listen** / **speak** to his friend.
 - Mia thinks that Toby **will** / **won't** understand.
 - Mia says that a **minority** / **the majority** of people can't afford the latest sports brands.

Listening

- 4 28 Listen to the radio programme, *Customer Choice*. What is the mood of the presenter?
a worried b angry c calm d excited
- 5 28 Listen again. Complete the notes with one, two or three words from the radio programme.

Trainers are big business! Last year, one group of ¹ _____ in the UK sold over ² _____ pairs! There will be two changes in the future of trainers. Firstly, companies will make trainers from ³ _____ materials. One big company has already made a brand of trainer from recycled waste. Each pair had ⁴ _____ plastic bottles in it! Secondly, companies will use 3D printers to make sports shoes. These trainers will ⁵ _____ very well and they will also ⁶ _____ waste.

Writing

- 6 A TASK Read the post from an advice forum and write a reply.

It's my mum's birthday soon. I'd love to buy her some luxury products, but I haven't got much money.

Eva

B THINK AND PLAN

- What do you think? Is this situation common?
- Who could Eva talk to about this?
- What practical things should Eva do?
- What other advice can you give to Eva?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:
Don't worry, most teenagers haven't got ...

Paragraph 2:
Perhaps you could ...

Paragraph 3:
One more thing, you must / should ...

Internet Search

Did you know ...

the oldest shopping centre in the world is in Rome? It was built around 1,900 years ago!

Find out where the world's biggest shopping centre by area is. How many shops can you find there?

Speaking

- 1 Look at the photo. Which planet do you think this scene shows? What is the astronaut doing?



Reading

- 2 Read the formal letter. What would the students like Professor Stewart to do?

Dear Professor Stewart,
 We are a group of students from Blackburn School in Lancashire. In our science lessons, we have been listening to your podcasts which are on the *Science Today* website – in particular, the *Amazing Planets* series. The series interests us because we are aiming to study astronomy or astrophysics at university. We are going to start a project on Mars next month with our teacher, Ms Best. Our group is planning to focus on the exploration of this planet, and we would be very grateful if you could answer a couple of questions:

- If a spacecraft completed the long journey to Mars, where would be the best place for it to land?
- What would be the biggest challenge or threat to any human who tried to live on Mars?

We hope that you have time to answer our questions briefly! We look forward to hearing from you.
 Yours sincerely,
 David Reed, Maya Hussain and Sophia Romano

- 3 Read the letter again. Complete the questions with *how many, what, when, where, who* or *why*. Then answer them.

- 1 are the students from?
- 2 are they interested in the series?
- 3 are they going to start the project?
- 4 is their science teacher?
- 5 are they going to look at in particular?
- 6 questions do they ask?

Listening

- 4 29 Listen to the conversation between the teacher and the three students. How many students would like to go to Mars?
- 5 29 Listen again. Write *David, Maya* or *Sophia*.
- 1 isn't very keen on adventure.
 - 2 thinks that Mars could be dangerous.
 - 3 would have said 'no' to the question last year.
 - 4 thinks that people might not return.
 - 5 is worried about the long journey.
 - 6 thinks that she has the right personality to go to Mars.

Writing

- 6 A TASK You are doing a science project. Write a letter to a famous professor asking questions.

B THINK AND PLAN

- 1 Who are you? Why are you writing?
How have you heard of this famous professor?
- 2 What is your project about? Endangered animals? Cures for diseases? Meteors?
- 3 What questions would you like to ask?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:
 We are students
 from ...
 We have been
 studying ...

Paragraph 2:
 We are planning to ...
 We would be grateful if
 you could ...

Paragraph 3:
 We hope ...
 We look forward to ...

Internet Search

Did you know ...
 if you walked on Mars, you would feel lighter?
 Mars has less surface gravity than the Earth.

Find out how many days there are in a year on Mars.

Speaking

- 1 Look at the photo. What is the problem? Why does this happen? What are the effects?



Reading

- 2 Read the discussion essay. Is the student for or against the new plan?

Drivers should have to pay to come into the city centre. Discuss.

Campaigners are arguing that drivers should pay to come into our historic city centre. Driving in the city centre without paying would be an offence. However, is it fair to make people pay to use the roads of their city? There are arguments for and against this.

One argument for the idea is that heavy traffic and air pollution could be reduced. Pollution is destroying the ancient buildings which are located in our city centre. What's more, the plan could increase the number of people out on the street and on public transport, too, so we might have fewer anti-social crimes like vandalism.

On the other hand, people complain that this idea would be bad for business. They say that workers wouldn't be able to afford to drive to their offices. Also, city centre shops might have fewer customers. All in all, I'm in favour of making drivers pay. However, I would suggest that we need better public transport to have fast and easy travel for everyone.

- 3 Read the essay again. Write *true* or *false*.
- 1 Drivers in the city centre already pay.
 - 2 There are problems with old buildings.
 - 3 The student thinks the new plan might help to reduce some crimes.
 - 4 The student thinks the answer is to have better roads.

Listening

- 4 30 Listen to the local radio news. What does the local council want to ban? How many people does the reporter talk to?
- 5 30 Listen again. Correct one word in each sentence.
- 1 Offenders could have to pay up to £200.
 - 2 A small skatepark was opened last year.
 - 3 Daniella spoke to people on the buses.
 - 4 The man is worried about skateboarding.
 - 5 The man says skateboarding is good fun.
 - 6 The woman thinks skateboarders are exciting.

Writing

- 6 A TASK Write a discussion essay with the title *All cars should be banned in city centres. Discuss.*

B THINK AND PLAN

- 1 Introduce the topic. Who wants the ban?
- 2 What are the arguments in favour of this idea?
- 3 What are the arguments against?
- 4 What is your opinion and possible solution?

C WRITE Use the text in exercise 2 and the writing guide.

Paragraph 1:
... have proposed that ...

Paragraph 2:
One of the arguments for ...
is that ...

Paragraph 3:
On the other hand ...

Paragraph 4:
Personally, I am (not) in
favour of ...

Internet Search

Did you know ...
some islands such as Sark in the UK have no cars
at all?

Find out the names of three more islands around
the world that have no cars.

Present tenses

We use the present simple to talk about states and habits or things that happen regularly.

I check my social media accounts every day.

Harriet prefers the new games console.

We often use the present simple with time expressions such as *sometimes, usually, always, never*.

We use the present continuous to describe an action which is in progress at the moment of speaking.

'Where's Osman?' 'He's uploading some photos.'

I'm not checking my phone. I'm studying!

We also use the present continuous with *always* to talk about a habit or repeated action which annoys us.

My brother is always using my laptop.

We often use the present continuous with time expressions such as *now, at the moment* and *today*.

Remember that we don't use some verbs in the present continuous: *believe, belong, hate, imagine, know, like, love, prefer, remember, think, understand* and *want*.

Question forms

We use the auxiliary *do* to make questions in the present simple.

Do you download films sometimes?

Why doesn't Jake update his profile very often?

We use the auxiliary *be* to make questions in the present continuous.

Is Natalia writing a blog post?

Aren't we listening to that new Drake song?

We use the auxiliary *have* to make questions with *have got*.

Have you got an Instagram account?

Who hasn't got a lot of followers?

We use the auxiliary *can* to make questions with *can*.

Can't you post videos on this website?

Where can we find that actor's online profile?

We use the question words *what, where, which, who, why, when, how often* and *how much / many* to ask about specific information. They go at the beginning of questions.

Who do you follow on Twitter?

How can I connect to the Wi-Fi here?

Question tags

We use a positive question tag after a negative statement.

They haven't got a GPS in their car, have they?

We use a negative question tag after a positive statement.

You can get a new app for that, can't you?

When the main clause doesn't have an auxiliary verb, we form the question tag with *do*.

David likes that video game, doesn't he?

When there is an auxiliary verb, a modal verb or the verb *to be* in the main clause, we use that in the question tag.

She's chatting on Skype at the moment, isn't she?

You can't download that long film, can you?

Usage

We use question tags to invite people to agree with us or to check that something is true.

Mum needs a new phone, doesn't she?

used to

We make the affirmative of *used to* with *used to* + the infinitive.

They used to have different skills in the past.

We make the negative of *used to* with *didn't* + *use to* + the infinitive.

We didn't use to have HD TV.

We make questions with *Did* + subject + *use to* + the infinitive.

Did she use to watch satellite TV?

Usage

We use *used to* + verb to describe a habit, a state, or a repeated action in the past. The past action stopped some time ago and it is different now.

People didn't use to have computers at home.

Frequency expressions

We use frequency expressions such as *never, (not) usually, (not) often* or *(nearly) always* to say how often something happens. They usually go before simple tenses or after the verb *to be*.

I'm always interested in new digital technology.

Some longer phrases like *two or three times a week* or *every day* tell us exactly how often something happens. They go at the end of the sentence or clause.

We chat on Skype two or three times a week.

Present tenses

1 Choose the correct words.

- I **upload** / 'm uploading a video once a month.
- 'Where are Max and Ivan?' 'They 're **watching** / **watch** that new music video upstairs.'
 - We **don't understand** / 're **not understanding** how to use this app.
 - I **never check** / 'm **never checking** my phone when I'm in class.
 - Are you chatting** / **Do you chat** to your cousin on Skype once a week?
 - What video game **does Mark play** / **is Mark playing** now? It's really noisy!
 - I'm still angry with Julia. She **always uses** / 's **always using** my tablet.

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

- We live (live) in the centre of Prague.
- I _____ (download) a film now so that we can watch it tonight.
 - Tina _____ (not update) her status every day.
 - Adam usually _____ (take) the bus to school in the morning.
 - _____ your grandparents _____ (exercise) once a week?
 - Get your own social media account! You _____ always _____ (use) mine!
 - Why _____ you _____ (chat) online right now?

Question forms

3 Complete the questions with the words.

am are can can't do does has have 's

- Where can I see the photos that you uploaded?
- How much time _____ you spend online?
 - How many video games _____ you got?
 - What _____ your sister usually blog about?
 - Why _____ I get on the Wi-Fi in this café?
 - Who _____ writing that new technology blog?
 - Why _____ Harry got a new password?
 - What _____ I seeing with this VR headset?
 - Where _____ they selling those new phones?

Question tags

4 Correct the question tags in bold. Two of them are correct.

- We can use the GPS, **don't we?** can't we
- Marek hasn't got a camera, **does he?** _____
 - It didn't rain today, **did it?** _____
 - You like this film, **doesn't you?** _____
 - There isn't much time, **is it?** _____
 - They're eating dinner, **aren't they?** _____
 - I'm not too late for the party, **aren't I?** _____

used to

5 Complete the blog post with *used to* and the verbs.

come enjoy have not listen
play not practise watch

My taste in music by Gabriela

I've always loved music. I'm into singers like Ellie Goulding now and I often download her songs, but in the past I **used to have** a very different taste in music. When I was very young, I ¹ _____ the piano. A teacher ² _____ to our house and she taught me simple songs. I ³ _____ playing Mozart, but I don't like classical music now. To be honest, I ⁴ _____ the piano often – perhaps once a week. I wasn't very good at it, so I stopped. When I was twelve, I was really into boy bands – I ⁵ _____ to anything else on my MP3 player! I played One Direction songs all day and I ⁶ _____ videos of them online. I never listen to boy bands anymore – they're not my thing!

Frequency expressions

6 Order the words to make sentences.

- TV / watch / time / the / They / all
They watch TV all the time.
- on / never / Oleg and Alex / go / that / website
 - always / is / sister / social media / on / My
 - week / chat / a / they / three / times / Do / ?
 - I / stream / usually / films / don't

Past perfect

Questions	Affirmative	Negative
Had we booked our holidays in advance?	We had booked our holidays in advance.	We hadn't booked our holidays in advance.

We form the past perfect with the subject + *had* + past participle.

Usage

We use the past perfect to talk about an action in the past which finished before a more recent past action.

We went into town after we'd had lunch.

(First action = *we had lunch*;
second action = *we went into town*.)

We use *after* and *before* to link events in time, to show that one action follows another.

We took the apples back to the shop after we'd discovered that they were rotten.

Molly and Clara had eaten before they went out.

Past narrative tenses

Past simple

Questions	Affirmative	Negative
Did they play football after school?	They played football after school.	They didn't play football after school.
Did Alice go to Ireland on holiday?	Alice went to Ireland on holiday.	Alice didn't go to Ireland on holiday.

We form the past simple of regular verbs by adding *-ed* to the infinitive.

play → *played* *study* → *studied*

There are no spelling rules for past simple irregular verbs, and each one must be learned. Refer to the Irregular verbs list on page 104.

Usage

We use the past simple to describe an action which happened in the past and is completed.

I did my homework and then I went to sleep.

Past continuous

Questions	Affirmative	Negative
Was Lukas working at 7.00 p.m. yesterday?	Lukas was working at 7.00 p.m. yesterday.	Lukas wasn't working at 7.00 p.m. yesterday.
Were we exercising at the gym?	We were exercising at the gym.	We weren't exercising at the gym.

We form the past continuous with the subject + *was* / *were* + *-ing* form of the verb.

Usage

We use the past continuous to talk about an action that was in progress in the past.

'What were you doing at eight o'clock last night?'

'I was talking to my friend on Skype.'

We use the past continuous and the past simple together when one action interrupts another. We use the past continuous to describe the action in progress and the past simple for the action that interrupts it. We usually use *while* with the past continuous and *when* with the past simple.

I was searching for my keys when I found the earring.

While I was looking through my photos, I came across a postcard from my friend Jana.

Time connectors

We can use the following time connectors to indicate how different time periods link together in a narrative:

afterwards = later

before = at an earlier time

by the time = not later than that time

in the end, finally = at last

just as = at the same time as

meanwhile = at the same time as another thing is happening

the moment that = exactly at the time that

until = up to the time when

while = during the time that

Past perfect

1 Complete the sentences using the correct form of the past perfect.

We knew him. (we / meet / him / twice before)
 We **had met him twice before**.

1 I was happy when they gave me that ring.
 (it / belong to / my aunt)

2 Eva was worried. (she / not do / the work)

3 The field was dry. (it / not rain / for weeks)

4 Ben's phone was broken. (he / drop / it again)

5 We were unhappy. (we / lose / the match)

6 I got there late. (I / fall asleep / at home)

7 Sophia was excited. (what / she / find / ?)

8 We were worried. (they / get lost / ?)

Past narrative tenses

2 Complete the sentences using the correct past perfect or past simple form of the verbs.

drink not have play hear leave
 not ride see not speak not visit

My brothers looked nervous because they **hadn't ridden** on a roller coaster before.

1 Cara ate some of her sandwiches and then she the coffee.

2 I knew that song because I it last week.

3 It was nice to meet Igor yesterday. I to him before.

4 They had studied hard for the exam, so they any problems with the questions.

5 When we arrived at the bus station, the bus two minutes earlier.

6 First we went for a swim, and after that we tennis with our friends.

7 I enjoyed going to Rome on holiday. I Italy before.

8 He opened the door and the postman holding out a letter.

3 Correct the tenses in bold using the past perfect, past simple or past continuous.

I was walking along when I **was finding** some money on the ground. **found**

1 My cousin **didn't climb** a tree before.

2 Ali phoned while we **had eaten**.

3 We **had run** to the bus stop.

4 Selin was very good at cooking on the barbecue. She **used** it many times before.

5 **Were you seeing** the accident earlier?

6 Jake took a photo of me while I **hadn't smiled**.

4 Complete the message with the correct past narrative tenses of the verbs in brackets.

Hi Amelia,

Guess what? We **were tidying** (tidy) the house last week when I ¹ (come across) two boxes in the wardrobe. They ² (be) very old. They ³ (be) there for a long time and nobody ⁴ (open) them for years.

Then when I ⁵ (look) in the first box, I ⁶ (find) a very cute baby photo but I ⁷ (not recognize) the baby. While I ⁸ (look) at the photo, my mum ⁹ (come) into the room. She immediately ¹⁰ (say), 'That photo is of your cousin Amelia – before her family ¹¹ (move) to Canada.' Here's a copy of the photo with this message!

Time connectors

5 Complete the sentences with the words. There are two extra words.

as before end finally meanwhile
 that time until while

Jessie answered the phone **while** her mum was driving.

1 The moment I left school it started raining. By the I got home, I was wet.

2 They'd read the book they went to see the film, so they understood the story.

3 We were swimming in the sea, and my friend was taking photos.

4 I went to the gym but just I arrived it started to close. In the, I went home.

Present perfect

Present perfect simple

Questions	Affirmative	Negative
Have you made up your mind?	I've made up my mind.	I haven't made up my mind.
Has your sister tried out lots of sports?	My sister has tried out lots of sports.	My sister hasn't tried out lots of sports.

Usage

We use the present perfect when an action is complete.

We've played a fantastic game.

(= *We've finished it.*)

We often use the present perfect with verbs that have the idea of a short time or a single action: *stop, finish, start, cut, break, die, lose, find, buy.*

Ivan has cut his finger.

Present perfect continuous

Questions	Affirmative	Negative
Have you been travelling this month?	We've been travelling this month.	We haven't been travelling this month.
Has your dad been waiting for two hours?	My dad has been waiting for two hours.	My dad hasn't been waiting for two hours.

Usage

We use the present perfect continuous when an action isn't complete and might continue.

We've been playing a fantastic game.

(= *We haven't finished it and we'll continue playing it.*)

We often use the present perfect continuous with verbs that have the idea of a very long time or a repeated action: *learn, try, rain, play, wait, work.*

Karel and Markus have been working for ages!

for and since

We can use *for* and *since* with both the present perfect simple and continuous.

Since tells us when an action started.

He's been travelling since March.

For describes the duration of a state or action. It is followed by a period of time.

He's been travelling for five months.

Present perfect vs. past simple

We use the present perfect when we talk about unfinished time periods or when we don't mention a time period. We often use it with *this morning, this year* etc. and *for* or *since*.

I've become more confident this year.

They've decided to study business.

He's had this laptop for two years.

(= *He's still got it.*)

We use the past simple to talk about finished time periods. We use it with expressions like *when* or *ago*.

I didn't feel confident when I was younger.

We did the business course two years ago.

I had a laptop in 2016.

(= *I haven't got it now.*)

Present perfect + just, still, yet, already

We use *just* when an action has only been completed very recently. We use it in affirmative sentences, and it comes between the auxiliary verb *has / have* and the past participle.

We've just done some work experience.

We use *still* when something hasn't changed. We use it in negative sentences and it comes before *has / have*.

You still haven't made up your mind!

We use *yet* to talk about something which hasn't happened, or when we don't know if something has happened. It is used in questions and in negative sentences. It always comes at the end of the phrase.

Has Hakan changed his mind yet?

They haven't committed to the course yet.

We use *already* when an action is completed sooner than we expected. It is used in affirmative sentences, and it comes between the auxiliary verb *has / have* and the past participle.

Harry isn't here. He's already gone to school.

Expressing contrast

We use *in contrast, whereas, however* and *although* to express contrast.

I loved working in the bank. In contrast, Lee hated it.

We like history, whereas Jessica thinks it's boring.

Community work is fun. However, it's also hard work.

I didn't really like the course, although it was useful.



Present perfect; for and since

1 Complete the dialogues using the present perfect simple or continuous form of the verbs in the box.

break buy join lose play read wait

'Why isn't Yusef at football practice today?'
'He's **broken** his leg. He fell off his bike.'

- 1 'I really enjoyed that book.'
'Yes, it's great! I _____ it for two weeks, but I still have 100 more pages to go!'
- 2 'Why are you angry?'
'My sister _____ my necklace!'
- 3 'When is the next bus?'
'We don't know! We _____ at this bus stop for a long time now. We're bored!'
- 4 'Emma needs to do her homework.'
'Yes. She _____ that video game since two o'clock. She should stop now!'
- 5 'Are you in any school clubs this year?'
'Yes, I _____ the drama club.'
- 6 'When's your brother's birthday?'
'It's today. Look at this brilliant present that I _____ for him.'

2 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and *for* or *since*.

It hasn't been raining (not rain) for very long. Only fifteen minutes.

- 1 I _____ (learn) German _____ September. I'll continue studying it next year.
- 2 They _____ (know) Stephen _____ years.
- 3 You _____ (not listen) to me _____ the last ten minutes!
- 4 My mum _____ (not hear) that song _____ she was young.
- 5 _____ (you / stand) here _____ hours? It's late now.
- 6 _____ (Martina / have) that phone _____ her birthday?
- 7 She _____ (get ready) _____ almost two hours now!
- 8 He _____ (love) table tennis _____ he was very young.

Present perfect vs. past simple

3 Correct the mistakes in **bold**. Tick the one correct sentence.

- Irem ~~has changed~~ her mind yesterday. changed
- 1 So far, I ~~didn't enjoy~~ this film. _____
 - 2 We've ~~started~~ the course a week ago. _____
 - 3 Since March, I ~~took up~~ running. _____
 - 4 He's ~~found~~ a new job in 2015. _____
 - 5 Did Ian ~~leave~~ school last year? _____

Present perfect + just, still, yet, already

4 Order the words to make sentences.

- haven't / The / players / yet. / hesitated
The players haven't hesitated yet.
- 1 has / just / home. / arrived / Olga

 - 2 gone. / Abigail and Luca / already / have

 - 3 still / We / decided. / haven't

 - 4 hasn't / started / film / yet. / The

 - 5 won / They / just / have / competition / the

Expressing contrast

5 Complete the sentences with phrases a–e. Put the verbs into the past simple.

- Fred dropped out of the photography course, whereas we continued.
- 1 The work experience was quite difficult.

 - 2 Everybody thought that the answer was correct,

 - 3 It was really hot inside the classroom.

 - 4 I learned French at the language school,

- a although / we not be sure
b however / I learn a lot from it
c in contrast / it feel cold outside
d whereas / my friend study Italian there
e ~~whereas / we continue~~

Definite and zero article

We use the definite article *the*:

- 1 when we talk about something specific and when it is clear what is meant.

*Where's Melanie? She's at the office.
(We know which office.)*

- 2 when we have mentioned something before.

He's bought a luxury watch. The watch was expensive.

- 3 with the names of geographical features (rivers, mountain ranges, seas, oceans).

*Tony is on holiday in the Alps.
She lived near the Elbe river.*

- 4 with some countries which are plural nouns or whose name includes *Kingdom, States* or *Republic*.

The Elbe is a river in the Czech Republic.

We *don't* use the definite article *the*:

- 1 when we talk about things in general.

Luxury brands are always popular with consumers.

- 2 with the names of sports, most countries, cities, languages, years and days of the week.

*He played ice hockey in Russia in 2016.
They went to Istanbul on Friday.*

- 3 with places that are institutions (hospital, university, prison, etc.).

He finished school and went to university.

Future forms

will

Questions	Affirmative	Negative
Will we shop differently in a few years' time?	We'll shop differently in a few years' time.	We won't shop differently in a few years' time.

We form sentences with *will* using subject + *will / won't* + infinitive (without *to*).

Usage

We use *will*:

- 1 to make predictions about the future.
People will buy most things online in the future.
- 2 to talk about spontaneous decisions and to make offers.
I'll help you order those clothes from the website.

going to

Questions	Affirmative	Negative
Is she / Are they going to buy new clothes?	She's / They're going to buy new clothes.	She isn't / They aren't going to buy new clothes.

We form sentences with *be going to* using subject + (negative) *be + going to* + infinitive.

Usage

We use *going to* when we plan or intend to do something in the future, but there isn't necessarily an exact date or time.

*He's going to buy his favourite brand of trainers.
We aren't going to study another language.*

Future continuous

Questions	Affirmative	Negative
Will we be waiting at the shopping centre?	We'll be waiting at the shopping centre.	We won't be waiting at the shopping centre.

We form the future continuous with subject + *will / won't + be + -ing* form of the main verb.

Usage

We use the future continuous for an activity that will be in progress at a certain point in the future.

This time next week, I'll be shopping in London.

Present simple and continuous

We use the present simple for future events which are part of a timetable.

The plane from Bodrum arrives at seven o'clock.

We use the present continuous for future plans that have a specific time or day.

I'm playing tennis with Angela on Sunday.

Conjunctions: **not only ... but also, both ... and, as well as**

We use *not only ... but also* and *both ... and* to say that something has two qualities.

*That handbag is not only practical but also versatile.
This product is both cheap and well designed.*

We use *as well as* when we add more information.

He plans to study marketing as well as advertising.

Definite and zero article

1 Choose the correct words.

I love basketball / the basketball, but I'm not very good at it!

- Louise is studying at **university** / **the university**.
- In general, **people** / **the people** drink a lot of coffee nowadays.
- Oranges** / **The oranges** in this shop are very good value.
- Are they going to that indie rock concert on **Saturday** / **the Saturday**?
- Daniel went down **Amazon** / **the Amazon** by boat in **2016** / **the 2016**.
- Have you ever been to **Greece** / **the Greece**?

2 Complete the sentences with the definite article *the* where necessary.

We drink orange juice every morning. We always buy the best brand.

- Our youth hostel in Vienna was next to River Danube.
- Did you play tennis on Sunday?
- Andy's apartment is in centre of Bursa. It's on second floor.
- Do you know name of man who lives next door to you?
- I went on holiday to Andes in 2015.
- We're travelling to United Kingdom next Monday for a holiday.

Future forms

3 Write affirmative (+) or negative (-) sentences, or questions (?).

We'll come to the shopping centre with you. (-)
We won't come to the shopping centre with you.

- Lily isn't going to buy those trainers. (?)
- I won't be travelling this time tomorrow. (+)
- They'll enjoy that new film. (-)
- Will they be playing volleyball at 3.00? (+)
- Is John visiting his family this Saturday? (-)
- The bus arrives in Manchester at 5.30. (?)

4 Complete the sentences with *will* or *going to* and the verbs.

help not like live phone
plan start not watch

- 'I can't open this door.' 'We'll help you.'
- Rosa has decided to learn to play the flute. She next week.
 - Don't buy that perfume for your mum. She definitely it.
 - 'I feel very ill. I the doctor.'
 - We a holiday today.
 - I think most people in cities in the year 2050.
 - David has changed his mind about the cinema. He that film later.

5 Complete the sentences with the present simple, present continuous or future continuous form of the verbs in brackets.

- Peter's cooking dinner this evening. (cook)
- At 5.00, we (get) on the plane.
 - The show (start) at 7.30.
 - I (meet) Ann at 12.30 today.
 - Our train (leave) at 2.00.
 - What time (you / come) to my house this evening?
 - What (you / do) next weekend?

Conjunctions: *not only ... but also*, *both ... and*, *as well as*

6 The bold words are in the wrong place in the sentences. Correct the sentences.

These products are useful and attractive **both**.
These products are both useful and attractive.

- This car isn't only great but convenient **also**.
- I bought a new coat a pair of jeans **as well as**.
- This jacket is available **both** in blue and red.
- I went to the shops and played **too** football.
- This hat is not cheap **only** but also practical.
- She often buys **as well** shoes **as** bags.



Possibility and certainty

There is only one form of *may*, *might*, *could*, *can* and *must* for all the subject pronouns.

I / You / He / She / It / We / You / They might be feeling stressed.

After *may*, *might*, *could*, *can't* and *must*, we use the infinitive without *to*.

Animals may feel sad when another animal dies.

We might learn more about this in the future.

Usage

We use *may*, *might* or *could* + infinitive to say that something is possible, but not certain. *May*, *might* and *could* have the same meaning.

We don't use *couldn't* when we talk about possibility.

Experts might learn more about the feelings of animals. (= We aren't certain.)

That scientist could be surprised by the results of the research.

(= We aren't certain.)

We use *must* + infinitive to say that we feel something is certain.

Your dog must be tired after such a long walk.

We use *can't* + infinitive to say that we feel something is impossible.

The animals are happily running around, so they can't be too stressed.

Ability: *can*, *could*, *be able to*

	Affirmative	Negative
Present	I can run fast.	He can't concentrate.
Past	You could run fast.	We couldn't concentrate.
Future	She'll be able to run fast.	I won't be able to concentrate.

There is only one form of *can*, *could* and *will be able to* for all the subject pronouns.

I / You / He / She / It / We / You / They can swim very well.

We use *can* and *could* with the infinitive of the verb without *to*.

I couldn't play the piano when I was younger.

We use *be able to* with modal verbs.

I might be able to play that song on the piano.

Usage

We use *can*, *could* and *will be able to* to express someone or something's ability to do something, or to say what is possible in a particular situation.

I'm playing on the games console at the moment, but you can use it after me.

I couldn't read very well when I was five.

I won't be able to come later because I'm ill.

Advice and obligation: *should*, *must*, *have to*

There is only one form of *should* and *must* for all the subject pronouns.

I / You / He / She / It / We / You / They shouldn't listen to very loud music.

I / You / He / She / It / We / You / They must follow the school rules.

The third person singular affirmative form of *have to* is *has to*.

We have to read the article about music at home.

She has to go to her music lessons on Tuesdays.

We use the auxiliary *do* to form the negative of *have to*: *don't have to* / *doesn't have to*.

We don't have to go to school on Sundays.

He doesn't have to do homework on Mondays.

Usage

We use *should* to give advice.

You should listen to classical music when you study.

You shouldn't watch TV when you're studying.

We use *must* and *have to* to talk about obligations, for example, a rule or a law.

You must wear a cycle helmet. It's very important.

You mustn't cycle on the pavement. It isn't allowed.

We often use *must* to talk about something that the speaker decides is necessary.

You must do your homework now.

You mustn't be late for school.

We usually use *have to* when other circumstances make something necessary.

She has to go to the bakery.

(= Because she hasn't got any bread.)

We use *don't have to* to talk about something that it is not necessary to do.

I don't have to do any homework today.

(= Because I did it all yesterday.)

Possibility and certainty

1 Choose the correct words.

Sienna looks annoyed. She **must** / **might** be angry with us, but we aren't sure.

- 1 My neighbour has won a lot of money on the lottery. He **might** / **must** be really happy!
- 2 Deniz and Kadir **may** / **must** play tennis with us later, but they haven't phoned yet.
- 3 The postman always comes at exactly this time. It **might** / **must** be him at the door.
- 4 Your answer to the maths question is 28. That **must** / **can't** be right. It needs to be over 30.
- 5 'Is that Gemma at the bus stop?' 'Yes, it **can't** / **might** be her.'
- 6 Justin Bieber is doing a concert in town. There's a chance that I **could** / **can't** see him.

Ability: can, could, be able to

2 Complete the sentences with the affirmative or negative form of can, could and will be able to and the verb in brackets.

My brother is learning to drive. He'll **be able to take** me to school one day! (take)

- 1 We had a terrible start to our holiday. We _____ the hotel in the dark. (find)
- 2 That actor is amazing. He _____ a lot of different roles. (play)
- 3 Our grandfather was a talented athlete. He _____ at the age of three. (swim)
- 4 I'm not very good at this new video game! I _____ the rules. (understand)
- 5 Emily has broken her leg. She _____ far on our trip next week. (walk)

3 Complete the dialogue with the correct form of can, could and be able to.

- Ben** Look at me in this photo on the beach when I was six. I was afraid to go in the sea because I **couldn't** swim.
- Sara** You look very worried! I ¹ _____ go in the sea without any problems at that age because I'd had swimming lessons. But I ² _____ dive or jump in.
- Ben** I ³ _____ believe that I used to be afraid of the water!
- Sara** Ha ha! Yes, you've really changed. You ⁴ _____ swim so well now and you're great at cycling, too.

Ben Thanks! I'm going to keep training and next year I might ⁵ _____ enter that triathlon in town.

Sara Cool! ⁶ _____ we _____ come and watch you do it?

Advice and obligation: should, must, have to

4 Correct the mistakes in bold.

You **not have to** pay for this book. It's free.
 You **don't have to pay for this book.** It's free.

- 1 Jennifer **have to** do an exam later.

- 2 Vadim **shoulds** concentrate more in class.

- 3 **Have we** to read this for our homework?

- 4 You **must to** improve your fitness.

- 5 We **don't must** run in the corridors at school.

5 Complete the email with the words.

doesn't have to ~~don't have to~~ have to
 must mustn't should shouldn't

NEW PRINT DELETE REPLY REPLY ALL FORWARD

Sent: Thu 15th July 11:49

Hi Jasmine,
 I'm excited about the school holidays – it's great that we **don't have to** wake up early for six whole weeks! My mum is happy, too – she ¹ _____ shout 'Hurry up, Ellen!' every morning! It's so cool that you're going to Australia. Do you ² _____ get up early to go to the airport? I visited my cousins in Australia last year and we left our house at 4.30 a.m.! Don't forget to prepare for the flight. It's best to wear comfortable clothes – you ³ _____ wear tight things. Also, you ⁴ _____ try to sleep – it's a good idea on a long flight. We saw amazing animals in Australia – kangaroos, koalas and a few snakes. You ⁵ _____ be very careful of the snakes – some are poisonous and you ⁶ _____ go near them! Have a lovely time! I can't wait to see your photos!
 Ellen

Gerunds and infinitives

The gerund is the *-ing* form of a verb. We use gerunds:

- 1 as the subject of a sentence.
Running is good exercise for the human body.
- 2 after prepositions.
Astronauts must train before going into space.
- 3 after certain verbs, including *avoid, can't stand, complete, dislike, don't mind, enjoy, finish, imagine, like, miss, practise, put off, recommend, regret, spend time, start, stop, waste time.*
Can you imagine living on a different planet?

The infinitive is the *to* or base form of a verb. We use infinitives:

- 1 to explain the purpose of an action.
We used the telescope to look at the moon.
- 2 after adjectives.
It's interesting to talk about the universe.
- 3 after certain verbs including *aim, decide, help, hope, intend, learn, need, plan, teach, tend, want.*
Esther wants to study astrophysics.

Conditionals, *if* and *unless*

Conditional sentences have two parts: the *if* clause and the main clause. The *if* clause establishes the condition and the main clause establishes the result.

The *if* clause can come in the first or second half of the sentence. If it is second, we don't use a comma.

If we don't experiment, we won't learn.
We won't learn if we don't experiment.

We can use *unless* to express *if not*.

I won't become a doctor unless I study.
(= *I won't become a doctor if I don't study.*)

Zero conditional

We form the zero conditional with *if* + subject + present simple, + subject + present simple.

If you heat water, it evaporates.
Does the liquid change if you mix it?

Usage

We use the zero conditional to talk about facts and situations that are always true.

If astronauts don't exercise in space, they become ill.
If you do exercise, you get fit.

First conditional

We form the first conditional with *if* + subject + present simple, + subject + *will / won't* + a verb without *to*.

If you look outside, you'll see the stars.
If I go out, will I see the meteor shower?

Usage

We use the first conditional to talk about a likely or possible situation in the future.

If it rains later, we won't see the stars.

Second conditional

We form the second conditional with *if* + subject + past simple, + subject + *would / wouldn't* + a verb without *to*.

If I became an inventor, I'd create a robot.
If I learned about gravity, would I pass the test?

Usage

We use the second conditional to talk about present or future situations which are unlikely or unreal.

I'd do some experiments if I went to Mars.

Third conditional

We form the third conditional with *if* + subject + past perfect, + subject + *would have / wouldn't have* + past participle.

If he hadn't broken the telescope, he wouldn't have gone home early.
If she'd arrived in class on time, would she have seen the experiment?

Usage

We use the third conditional to make a hypothesis about the past, to talk about things that didn't happen.

I would have studied last night if I'd known there was an exam.
(= *I didn't know there was an exam so I didn't study last night.*)

because (of), due to

We use *because of* and *due to* to say that something happened 'as a result of something'. We use *because* to give reasons.

Note that *because* is followed by subject + verb and *because of* and *due to* are followed by nouns.

They travel because they like to explore.
They didn't travel because of the accident.
The accident was due to bad weather.



Gerunds and infinitives

- 1 Complete the sentences with the gerund or infinitive form of the verbs in the box.

become find ~~play~~ study visit walk
watch

...*Playing*... my favourite video game,
World of Warcraft, is always exciting.

- We intend the Kennedy Space Center on our trip to Florida next year.
- I'm enjoying design at school.
- Is it very difficult in a spacesuit?
- Doctors hope a cure for the disease in the near future.
- Is this plant in danger of extinct?
- science fiction films on TV is a good way to relax.

- 2 Rewrite the sentences so that the meaning is the same. Use a gerund or an infinitive form.

Learning about the planets is fun.

It's fun to *learn about the planets*.

- Billy wants to design products.
Billy is interested in
- Exploring new places is exciting.
It's exciting
- They aim to go to the new museum soon.
They plan
- Adrian's hobby is inventing things.
Adrian really enjoys
- We can't do the maths exercise.
It's impossible
- Can you use the microscope well?
Are you good at

Conditionals

- 3 Write sentences with the zero, first, second or third conditional.

unless / we / read / this book, / we / not understand / the discovery

(1st) *Unless we read this book, we won't understand the discovery.*

- I / not be afraid / if / I / meet / an alien
(2nd)
- if / you / mix / red and blue, / it / make / purple
(zero)

- they / not produce / that new invention / unless / it / be / cheap
(1st)

- if / he / not drop / the phone, / it / not break
(3rd)

- if / you / see / a meteor, / what / you / do / ?
(2nd)

if and unless

- 4 Complete the sentences with *if* or *unless* and the correct form of the verb in brackets to make zero, first, second or third conditional sentences.

..... *Unless* we spend more on space exploration, we *won't learn* (not learn) about the universe.

- they (know) Marina's phone number, they would invite her, too.
- He can't see very well he (wear) his glasses – he always needs them.
- I (come) to your party yesterday I hadn't been so ill.
- there (be) a problem, the astronauts will go into space tomorrow at 9.00.
- Humans wouldn't have walked on the moon in 1969 people (not create) space programmes.

because (of), due to

- 5 Put the words in the correct order.

scientist / That / famous / is / because / developed / she / cure / new / a

That scientist is famous because she developed a new cure.

- late / arrived / He / due / problem / to / a
.....
- because / astronaut / The / left / threat / the / of
.....
- invention / the / liked / We / useful / it / because / was
.....
- the / became / ill / People / disease / of / because
.....
- to / due / was / success / Her / work / hard
.....

Reflexive pronouns

Subject pronouns	Reflexive and emphatic pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns when the subject and the object of the verb are the same.

Mark taught himself to play the guitar.
(subject = Mark; object = Mark)

We use them to talk about reflexive actions.

Alara bought herself a new phone.
They made themselves some breakfast.

We use emphatic pronouns to emphasize the person or thing that does the action.

I spoke to the manager myself.
(= Nobody spoke to the manager for me.)
We finished all the work ourselves.
(= Nobody helped us to finish it.)

Relative pronouns

Relative pronoun	Refers to
who or that	people
which or that	objects or ideas
where	places
whose	possessions

We use relative pronouns to add information about a person, object or place to a sentence.

The player who won the competition was very confident.
There's a challenging summer programme near here which is excellent for teenagers.
This is the shop where I did my work experience.

We use the relative pronoun *whose* to indicate possession.

We saw the group leader - her husband is a teacher.
We saw the group leader whose husband is a teacher.
Do you know the writer - his book is a bestseller?
Do you know the writer whose book is a bestseller?

Be careful not to confuse *whose* and *who's*.

That's the boy whose group I was in at summer camp.
(= I was in his group at summer camp.)

That's the boy who's (= who is) a bit of a loner.

If a preposition is used in the same sentence as a relative pronoun, it goes at the end of the clause.

She's the easy-going girl who I talked to.

This is the town which I was born in.

Anastasia and Selin are the friends who I went shopping with.

Linkers

We use *because*, *but*, *so* and *so that* to link ideas.

We use *because* to give a reason for an action.

I volunteered at a primary school because I like working with children.
(= reason for first clause)

We use *so* to explain a result.

I like working with children so I volunteered at a primary school.
(= result of first clause)

We use *so that* to talk about the purpose of an action.

I'm working hard so that I can pass my exams.
(= in order that I can pass my exams)

We use *but* to show a contrast of ideas.

He taught himself to paint, but he isn't very good at it.

Reflexive pronouns

1 Complete the dialogues with the words.

herself himself itself myself myself
ourselves themselves yourself yourselves

- 'Be very careful with that knife.'
'Don't worry. I won't cut myself.'
- 1 'Is Alex an introvert or an extrovert?'
'I think he's an introvert. He doesn't express
..... very much.'
- 2 'Don't touch those hot plates, Ann and Liza.
You might burn'. 'OK.'
- 3 'Who are those new students?'
They're Dominic and Richard. They introduced
..... to me yesterday.'
- 4 'I'm sorry about breaking your camera.'
'Don't blame It wasn't your fault.'
- 5 'My sister fell over in the street yesterday.'
'Oh no, did she hurt?'
- 6 'Did you and your family have a good holiday
in Croatia?' 'Yes, thanks! We really enjoyed
.....'
- 7 'What's the matter with your cat?'
'It has a sore leg. It injured last week.'
- 8 'Who taught you to play the cello?'
'Nobody did. I taught

2 Choose the correct words.

Marina is hard-working. She learned to speak French **yourself** / **herself** / **themselves**.

- 1 Your painting is fantastic! Did you do it all
himself / **myself** / **yourself** without any help?
- 2 'Can I help you two in the kitchen?'
'No. We'll do the cooking **yourselves** /
themselves / **ourselves**. We love it!'
- 3 I make notes about school work at home. I
like writing things down **myself** / **himself** /
yourself.
- 4 That horse is clever! It opened the door
ourselves / **themselves** / **itself**!
- 5 'Did you help your friends to write this?'
'No, they wrote the story **yourselves** /
ourselves / **themselves**.'
- 6 Ed Sheeran is very talented. He writes a lot of
his songs **ourselves** / **himself** / **itself**.
- 7 My sister bought **himself** / **herself** / **itself** a
laptop to use at university.

Relative pronouns

3 Match 1–6 with a–f to make sentences.

- 1 That's the girl f.....
2 Look at the house
3 Here's the shop
4 Harry is the new student
5 This is the stadium
6 They're my cousins
a where you watch rugby.
b which sells great clothes.
c where my friend lives.
d who's very confident.
e who are both nature lovers.
f whose sister is a bit of a rebel.

4 Complete the sentences with *who*, *which*, *where*, *whose* or *who's*.

- Malta is an island which has lovely beaches.
- 1 A pessimist is a person thinks that bad
things are going to happen.
- 2 Is that the boy father is an inventor?
- 3 Here's the British Museum you can see
that new exhibition.
- 4 My brother is an introvert quite shy.
- 5 Are you interested in books have
challenging ideas?
- 6 She's the director film won an Oscar.
- 7 Antalya is a city has a lot of unusual
shops.
- 8 Have you been to that small market
you can buy unusual food?

Linkers

5 Order the words to make sentences.

- because / don't / They / rules / obey / rebels / they're
They don't obey rules because they're rebels.
- 1 introverts, / socializing / We're / but / like / we
.....
- 2 studied / Megan / medicine / that / she / so /
become / doctor / a / could
.....
- 3 understand / I / didn't / asked / I / so / teacher / my
.....
- 4 hungry / eaten / He's / hasn't / because / he
.....

Quantifiers

too much and *too many*

We use *too much* with uncountable nouns and *too many* with countable nouns. *Too much* and *too many* mean more than is desirable or necessary.

There are too many visitors at the museum today.

There's too much noise outside.

lots of, *plenty of*

We use *lots of* and *plenty of* with countable and uncountable nouns. They mean a large amount or large number of something.

We visited lots of different places in London.

We had plenty of time at Buckingham Palace.

enough

We use *enough* with countable and uncountable nouns. *Enough* means as much / many as you need.

Tara had enough money, so she bought a ticket.

a few and *a little*

We use *a few* and *a little* to mean a small amount but enough of something.

There are a few tickets left. I think we can get one.

There's a little time before the show. Let's buy something to drink quickly.

Passive: past, present and future

Present passive

We use subject + *be* in the present simple + the past participle of the verb to form the present passive.

From time to time, old coins are discovered by builders.

We use subject + negative *be* in the present simple + the past participle of the verb to form the negative present passive.

Most of the time, Roman coins aren't found in very large numbers.

Past passive

We use subject + *be* in the past simple + the past participle of the verb to form the past passive.

The time capsule was buried in 1890.

We use subject + negative *be* in the past simple + the past participle to form the negative past passive.

The time capsule wasn't dug up until 2016.

Present perfect passive

We use subject + *be* in the present perfect + the past participle of the verb to form the present perfect passive.

A Roman villa has been unearthed.

We use subject + negative *be* in the present perfect + the past participle to form the negative present perfect passive.

The villa hasn't been opened to the public yet.

Future and modal passives

We use subject + *will be* + the past participle of the verb to form the future passive.

The treasure will be found one day.

We use subject + *won't be* + the past participle of the verb to form the negative future passive.

The gold coin won't be sold.

We use subject + modal verb + (*not*) *be* in the infinitive + past participle to form the passive with modal verbs.

That famous queen must be buried near here.

The body might not be discovered for a long time.

Passive: questions

We use *be* + subject + past participle to form questions in the present and past passive. The short answer uses the corresponding form of *be*.

'Is the ancient vase displayed in the museum?'

'No, it isn't.'

'Were the ancient vases unearthed near here?'

'Yes, they were.'

We use *have / has* + subject + *been* + past participle to form questions in the present perfect passive. The short answer uses *have / has*.

'Has the treasure been displayed in the museum?'

'Yes, it has.'

We use *Will* + subject + *be* + past participle to form questions in the future passive. The short answer uses *will*.

'Will the rare coins be displayed here?'

'Yes, they will.'

We can use question words at the beginning of any of the passive questions in the examples above.

When will the rare coins be displayed here?'

Prepositions and adverbs of place

Prepositions and adverbs of place tell us where something happens.

Adverbs such as *around*, *down*, *on* and *inside* usually come after a verb.

We walked around the building.

We walked down to the valley.

Prepositions are usually followed by a noun.

There was a big mural around the wall.

There was an old clock inside the tower.

Quantifiers

1 Order the words to make sentences.

of / lots / There / big / are / London / in / theatres
There are lots of big theatres in London.

1 see / can / Tourists / plenty / shows / of

2 the / of / few / actors / famous / are / A

3 enough / got / time / We've

4 water / We / little / have / a

5 money / tickets / are / much / too / The

2 Complete the sentences with the words.

enough a few a little plenty of
 too many too much

There is **plenty of** room for everybody at this table. Come and sit here!

1 I can't buy that cool guide book. I haven't got _____ money.

2 There are _____ players in your team. One of them needs to sit down and watch.

3 Monica has got _____ euros, but not many. I'll give her some of mine.

4 I've got _____ maths homework. I don't think I'll finish it by tomorrow.

5 Teresa can speak _____ French, so we'll be OK on our trip to Paris.

Passive: past, present and future

3 Complete the passive sentences with the affirmative or negative of *be*.

This post office **was** opened in 1875.

1 If you look inside the book, it _____ written in German. It's in English.

2 That castle _____ restored next year. It'll look absolutely fantastic.

3 Those souvenirs _____ sold in the gift shop. You need to buy them online.

4 The paintings _____ discovered last year. It was two years ago.

5 I think that the ancient statue might _____ repaired soon.

6 The exhibition _____ opened next week.

4 Complete the sentences with the present, past or future passive form of the verbs in the box.

discover give open restore sell
 unearth write

The ancient jewellery **was unearthed** in an old garden not far from Ephesus.

1 The new football stadium _____ by the president in June next year.

2 The body of the ancient Egyptian queen _____ in an old tomb in the 1920s.

3 These amazing books on archaeology _____ for £10 online now.

4 This old building _____ by experts last year and it looks beautiful again.

5 Free information _____ to all tourists when they arrive at the museum.

6 In the near future, all museum guide books _____ in three different languages.

5 Write passive questions. Use *it* or *they*.

That Roman villa wasn't discovered last year.

When **was it discovered** ?

1 The museum won't be built in the city centre. Where _____ ?

2 These small lemons aren't grown in Turkey. Where _____ ?

3 This old house wasn't destroyed by fire. How _____ ?

4 The purse hasn't been stolen for the money. Why _____ ?

5 This museum isn't cleaned every day. When _____ ?

Prepositions and adverbs of place

6 Correct the words in bold.

If you walk in a circle **across** the building, you'll see the beautiful gardens. **around**

1 Open the box and look **here**. You'll find an old ring there. _____

2 The monument is just **left** the road. It's directly on the other side from here. _____

3 If you look **down**, you can see a tall tower above you. _____

4 Walk into that room at the end of the long corridor. The coins are displayed **here**. _____

Reported statements

Direct speech	Reported speech
Present simple 'I feel afraid.'	Past simple He said that he felt afraid.
Present continuous 'We're shopping in town.'	Past continuous They said that they were shopping in town.
Past simple 'You did the bank robbery.'	Past perfect She said that I'd done the bank robbery.
Present perfect 'I've seen a burglary before.'	Past perfect He said that he'd seen a burglary before.
will / would 'I'll stop the thief.'	would She said that she would stop the thief.
can / could 'We can find the vandals.'	could They said that they could find the vandals.
must / have to 'I must catch the hacker.'	had to She said that she had to catch the hacker.

Usage

We use reported speech to report what someone has said, without quoting their exact words.

We use *tell* and *say* to report statements.

We always use an object after *tell*.

I told the police that I hadn't seen the burglars.

Our neighbours told us that they could help.

We use *say* when there is no object.

The woman said that she'd lost her phone.

NOT ~~The woman said us that she'd lost her phone.~~

Reported questions

'Why are you calling the police?' they asked.

They asked me why I was calling the police.

'Did you see the crime?' the detective asked.

The detective asked us if we'd seen the crime.

When we report a question, the word order is different from direct questions. We don't use question marks in reported questions. The rules for changing the verb tenses are the same as with affirmative and negative reported speech.

We report *yes / no* questions with *if* or *whether*.

'Can you explain?' (Yes, I can. / No, I can't.)

→ He asked me if I could explain.

'Have they agreed?' (Yes, they have. / No, they haven't.)

→ She asked us whether they'd agreed.

With questions that contain a question word, we repeat the question word.

'How old are you?' → They asked me how old I was.

Usage

We use reported questions to report what someone has asked, without quoting their exact words.

Reported commands, requests, offers and suggestions

We use *ask* for reported requests and *tell* for reported commands. We use *ask / tell* + object + (not) infinitive (with *to*).

The police officer asked us to report the robbery.

My teacher told me not to interrupt her.

We use *offer* for reported offers. We use *offer* + (not) infinitive (with *to*).

They offered to look for the vandals.

We use *suggest that* for reported suggestions. We use *suggest* + *that* + verb.

He suggested that we watch TV this evening.

Usage

We use reported commands, requests, offers and suggestions to report what someone has said, without quoting their exact words.

References and pronouns

We can use references and pronouns to avoid repetition when we speak or write. The most common pronouns are subject and object pronouns.

Subject pronouns refer to the subject of a sentence.

Object pronouns refer to the object and come after verbs and prepositions.

Kenan saw the thieves. → He saw them.

The thieves didn't see Kenan. → They didn't see him.

We also use the demonstrative pronouns *this* (singular) and *these* (plural) to refer to things.

The government has created a plan to reduce cybercrime and people consider this to be a good idea.

The criminals sold phones but these were stolen.



Reported statements

1 Complete the reported speech sentences with the correct form of the verb.

'I won't do it again,' promised Clara.
Clara promised that she wouldn't do it again.

- 1 'I can run after the robber!' said Jack.
Jack said that he _____ after the robber.
- 2 'They took all the money,' explained Maya.
Maya explained that they _____ all the money.
- 3 'They aren't coming,' announced Tom.
Tom announced that they _____.
- 4 'I must find the criminals,' said the woman.
The woman said that she _____ the criminals.
- 5 'The burglar hasn't broken the door,' said Ann.
Ann said that the burglar _____ the door.
- 6 'I have to catch the vandals,' said the man.
The man said that he _____ the vandals.
- 7 'I'll explain about the shoplifting,' Jason agreed.
Jason agreed that he _____ about the shoplifting.
- 8 'We feel in danger,' said the boys.
The boys said that they _____ in danger.

2 Complete the sentences with the correct form of *say* or *tell*, then choose the correct words.

The thieves said that they (d) / 've / 's stolen two bags last week.

- 1 The policeman _____ him that there **had been / was / were** more crime recently.
- 2 I _____ our neighbours that I **won't / 'll / 'd** speak to the police about the problem.
- 3 Gemma _____ yesterday that she **'s / 'd / 've** lost her new sunglasses.
- 4 The detective _____ that he **'s / were / was** working on an important crime last summer.
- 5 Dmitry _____ me that he **had to / have to / must** complain about the vandalism.
- 6 I _____ my friend Lale that she **could / can / 'll** borrow my new crime novel.
- 7 Arthur Conan Doyle always _____ that he **enjoys / enjoyed / enjoy** writing the Sherlock Holmes novels.

Reported questions

3 Order the words to complete the questions.

Have the burglars gone?
had / the / if / burglars / gone
They asked us _____ if the burglars had gone.

- 1 Do you want any help?
wanted / if / any / help / we
Our neighbours asked us _____.
- 2 Why are you running?
running / was / I / why
The man asked me _____.
- 3 Did you tell the police?
police / had / the / told / I / if
She asked me _____.
- 4 What are you going to do?
what / were / we / do / to / going
They asked us _____.
- 5 Can you look for the camera?
could / if / look / camera / the / for / I
Leah asked me _____.

Reported commands, requests, offers and suggestions

4 Complete the sentences with the correct form of the verbs in the box.

cook describe play not talk
not wake up watch

- The police asked us to describe the mugger.
- 1 Lucy suggested that we _____ tennis later.
 - 2 My dad asked me _____ the dinner.
 - 3 The teacher asked us _____ in the exam.
 - 4 Martin suggested that we _____ a film.
 - 5 My mum told me _____ late.

References and pronouns

5 Correct the mistakes in bold.

- We saw the pickpockets but **them** ran away. they
- 1 The offender tried to leave the country but the detectives caught **he**.
 - 2 The police looked at the pictures and said 'Them paintings here are stolen.'
 - 3 Teachers want to ban mobiles at school and we think that **these** plan is good.
 - 4 Carla phoned earlier and told I about a serious robbery in the centre of town.

Phonetic symbols

Vowels

/i/	happy
/ɪ/	it
/i:/	he
/æ/	flag
/ɑ:/	art
/e/	egg
/ɜ:/	her
/ɒ/	not
/ɔ:/	four
/ʊ/	look
/u:/	you
/ə/	sugar
/ʌ/	mum
/eɪ/	day
/aɪ/	why
/ɔɪ/	noisy
/aʊ/	how
/əʊ/	go
/ɪə/	here
/eə/	wear
/ʊə/	tourist

Consonants

/p/	pen
/b/	big
/t/	two
/d/	dog
/k/	can
/g/	good
/tʃ/	beach
/dʒ/	job
/f/	food
/v/	very
/θ/	think
/ð/	then
/s/	speak
/z/	zoo
/ʃ/	she
/z/	television
/h/	house
/m/	meat
/n/	now
/ŋ/	sing
/l/	late
/r/	radio
/j/	yes
/w/	we










Starter unit

3D projector (n) /ˌθriːˌdiːˌprɒˈdʒektə(r)/
 abroad (adv) /əˈbrɔːd/ **OW**
 account (n) /əˈkaʊnt/ **OW**
 app (n) /æp/
 balance (n) /ˈbæləns/ **OW**
 borrow (v) /ˈbɒrəʊ/ **OW**
 calculator (n) /ˈkælkjuleɪtə(r)/
 cartoon (n) /kɑːˈtuːn/
 chat (v) /tʃæt/ **OW**
 check (v) /tʃek/ **OW**
 comment (n) /ˈkɒment/ **OW**
 connect (v) /kəˈnekt/ **OW**
 device (n) /dɪˈvaɪs/ **OW**
 digital (adj) /ˈdɪdʒɪtl/ **OW**
 download (v) /ˌdaʊnˈləʊd/
 exist (v) /ɪgˈzɪst/ **OW**
 follow (v) /ˈfɒləʊ/ **OW**
 free (adj) /friː/ **OW**
 games console (n) /ˈgeɪmz kɒnsəʊl/
 GPS (n) /ˌdʒiː piː ˈes/
 HD TV (n) /ˌeɪtʃ diː tiː ˈviː/
 latest (adj) /ˈleɪtɪst/ **OW**
 link (n) /lɪŋk/ **OW**
 mention (v) /ˈmenʃn/ **OW**
 necessity (n) /nəˈsesəti/
 network (n) /ˈnetwɜːk/ **OW**
 online (adv) /ˌɒnˈlaɪn/ **OW**
 password (n) /ˈpɑːswɜːd/
 post (v) /pəʊst/ **OW**
 profile (n) /ˈprəʊfaɪl/
 real (adj) /riəl/ **OW**
 remote control (n) /rɪˌməʊt kənˈtrəʊl/
 request (n) /rɪˈkwest/ **OW**
 reset (v) /ˌriːˈset/
 satellite TV (n) /ˌsætələɪt ˌtiː ˈviː/
 selfie (n) /ˈselfiː/
 share (v) /ʃeə(r)/ **OW**
 spellchecker (n) /ˈspeltʃekə(r)/
 spend (time) (v) /spend (ˈtaɪm)/ **OW**
 stream (v) /striːm/ **OW**
 style (n) /stɑɪl/ **OW**
 survey (n) /ˈsɜːveɪ/ **OW**
 technology (n) /tekˈnɒlədʒi/ **OW**
 teenager (n) /ˈtiːneɪdʒə(r)/
 translator (n) /trænsˈleɪtə(r)/
 update (v) /ˌʌpˈdeɪt/
 upload (v) /ˌʌpˈləʊd/
 video calling (n) /ˈvɪdɪəʊ kɔːlɪŋ/
 vinyl record (n) /ˌvaɪnl ˈrekɔːd/
 VR headset (n) /ˌviː əː ˈhedset/
 wearable (adj) /ˈweərəbl/
 website (n) /ˈwebsaɪt/ **OW**

Unit 1








accept (v) /əkˈsept/ **OW**
 action (n) /ˈækʃn/ **OW**
 action figure (n) /ˈækʃn fɪɡə(r)/
 actively (adv) /ˈæktɪvli/ **OW**
 address (v) /əˈdres/ **OW**
 afterwards (adv) /ˈɑːftəwɜːdz/ **OW**
 adopt (v) /əˈdɒpt/ **OW**































almost (adv) /ˈɔːlməʊst/ **OW**
 amazingly (adv) /əˈmeɪzɪŋli/
 anecdote (n) /ˈænɪkdəʊt/
 apologize (v) /əˈpɒlədʒaɪz/ **OW**
 asleep (adj) /əˈsliːp/ **OW**
 attic (n) /ˈætɪk/
 background (n) /ˈbækgraʊnd/ **OW**
 beg (v) /beg/
 belong to (phr v) /bɪˈlɒŋ tuː tə/ **OW**
 bottle (n) /ˈbɒtl/ **OW**
 brand new (adj) /ˌbrænd ˈnjuː/
 cannon (n) /ˈkænən/
 capsule (n) /ˈkæpsjuːl/
 careful (adj) /ˈkeəfl/ **OW**
 childhood (adj) /ˈtʃaɪldhʊd/
 circle (n) /ˈsɜːkl/ **OW**
 civil war (n) /ˌsɪvl ˈwɔː(r)/
 civilization (n) /ˌsɪvələɪˈzeɪʃn/
 clip (n) /klɪp/
 club (n) /klʌb/ **OW**
 coin (n) /kɔɪn/ **OW**
 come across (phr v) /ˌkʌm əˈkrɒs/ **OW**
 common (adj) /ˈkɒmən/ **OW**
 container (n) /kənˈteɪnə(r)/ **OW**
 content (n) /ˈkɒntent/ **OW**
 cover (v) /ˈkʌvə(r)/ **OW**
 cry (v) /kraɪ/ **OW**
 crypt (n) /kript/
 cupboard (n) /ˈkʌbəd/ **OW**
 cute (adj) /kjuːt/
 damaged (adj) /ˈdæmɪdʒd/ **OW**
 definitely (adv) /ˈdefɪnətli/ **OW**
 desperate (adj) /ˈdespəreɪt/ **OW**
 desperately (adv) /ˈdespəreɪtli/ **OW**
 detail (n) /ˈdeɪtɪl/ **OW**
 dirty (adj) /ˈdɜːti/ **OW**
 disappointing (adj) /ˌdɪsəˈpɔɪntɪŋ/ **OW**
 document (n) /ˈdɒkjumənt/ **OW**
 dramatic (adj) /drəˈmætɪk/ **OW**
 dramatically (adv) /drəˈmætɪkli/ **OW**
 earring (n) /ˈɪəriŋ/
 easily (adv) /ˈiːzɪli/ **OW**
 easy (adj) /ˈiːzi/ **OW**
 ending (n) /ˈendɪŋ/ **OW**
 emotional (adj) /ɪˈməʊʃənl/ **OW**
 emotionally (adv) /ɪˈməʊʃənəli/ **OW**
 empty (adj/v) /ˈempti/ **OW**
 engage (v) /ɪnˈgeɪdʒ/ **OW**
 engineer (n) /ˌendʒɪˈnɪə(r)/ **OW**
 entrance (n) /ˈentrəns/ **OW**
 event (n) /ɪˈvent/ **OW**
 eventful (adj) /ɪˈventfl/
 eventually (adv) /ɪˈventʃuəli/ **OW**
 explosive (n) /ɪkˈsplɒsɪv/
 far away (adj) /ˌfɑːr əˈweɪ/
 fashionable (adj) /ˈfæʃnəbl/ **OW**
 feel (v) /fiːl/ **OW**
 fight (v) /faɪt/ **OW**
 final (n) /ˈfaɪnl/ **OW**
 finally (adv) /ˈfaɪnəli/ **OW**
 find (v) /faɪnd/ **OW**
 fisherman (n) /ˈfɪʃmən/
 forget (v) /fəˈget/ **OW**



































forever (adv) /fə'revə(r)/ 
 fragile (adj) /'frædʒaɪl/
 framed (adj) /'freɪmd/ 
 fresh (adj) /'frefʃ/
 genre (n) /'ʒɒnrə/
 get (sth) back (phr v) /,get ... 'bæk/
 get rid of (phr v) /,get 'rɪd əv/
 girlfriend (n) /'gɜ:lfrend/ 
 graceful (adj) /'grɛɪsfl/
 gun (n) /gʌn/ 
 historic (adj) /hɪ'stɔrɪk/
 hook (n) /hʊk/ 
 identify (v) /aɪ'dentɪfaɪ/ 
 image (n) /'ɪmɪdʒ/
 immense (adj) /ɪ'mens/
 include (v) /ɪn'klu:d/ 
 informative (adj) /ɪn'fɔ:mətɪv/
 instructive (adj) /ɪn'strʌktɪv/
 keep (v) /ki:p/ 
 kid (n) /kɪd/ 
 lake (n) /leɪk/ 
 leave (v) /li:v/ 
 live (adj) /laɪv/ 
 lock (v) /lɒk/ 
 look back (on) (phr v) /,lʊk 'bæk (ɒn)/
 look forward to (phr v) /,lʊk 'fɔ:wəd tu,
 tə/ 
 lose (v) /lu:z/ 
 luckily (adv) /'lʌkɪli/
 lucky (adj) /'lʌki/ 
 marry (v) /'mæri/ 
 meanwhile (adv) /'mi:nwaɪl/ 
 member (n) /'membə(r)/ 
 memorabilia (n) /,memə'reɪbiə/
 memorize (v) /'meməraɪz/
 memory stick (n) /'meməri stɪk/
 metal (adj) /'metl/ 
 mixed (adj) /mɪkst/ 
 moon (n) /mu:n/ 
 net (n) /net/ 
 noisily (adv) /'nɔɪzɪli/ 
 novel (n) /'nɒvl/ 
 object (n) /'ɒbdʒɪkt/ 
 offer (n) /'ɒfə(r)/ 
 old-fashioned (adj) /,əld 'fæʃnd/ 
 on board /,ɒn 'bɔ:d/
 orphanage (n) /'ɔ:fənɪdʒ/
 pack (v) /pæk/ 
 panic (v) /'pænɪk/
 part (n) /pa:t/ 
 perform (v) /pə'fɔ:m/ 
 personal (adj) /'pɜ:sənəl/ 
 picnic (n) /'pɪknɪk/
 popular (adj) /'pɒpjələ(r)/ 
 probably (adv) /'prɒbəbli/ 
 property (n) /'prɒpəti/ 
 professor (n) /prə'fesə(r)/ 
 rare (adj) /reə(r)/ 
 reason (n) /'ri:zn/ 
 recognize (v) /'rekəɡnaɪz/ 
 remember (v) /rɪ'membə(r)/ 
 remind (sb of) (phr v) /rɪ'maɪnd/ 
 regret (v) /rɪ'ɡret/ 
 repair (v) /rɪ'peə(r)/ 










romantic (adj) /rəʊ'mæntɪk/ 
 rotten (adj) /'rɒtn/
 rural (adj) /'rʊərəl/ 
 sadly (adv) /'sædli/ 
 safety (n) /'seɪfti/ 
 sailor (n) /'seɪlə(r)/ 
 satellite (n) /'sætələɪt/
 science-fiction (adj) /,saɪəns 'fɪkʃn/
 search (v) /sɜ:tʃ/ 
 secret (adj) /'si:kret/ 
 sentimental (adj) /,sentɪ'mentl/ 
 show (n) /ʃəʊ/ 
 slow (adj) /sləʊ/ 
 slowly (adv) /'sləʊli/ 
 smelly (adj) /'smeli/
 soldier (n) /'səʊldɪə(r)/ 
 souvenir (n) /,su:və'nɪə(r)/
 special (adj) /'speʃl/ 
 straight (adv) /streɪt/ 
 stupidly (adv) /'stju:pɪdli/
 suddenly (adv) /'sʌdənlɪ/ 
 survive (v) /sə'vaɪv/ 
 teddy bear (n) /'tedi beə(r)/
 thankfully (adv) /'θæŋkfəli/
 thought (n) /θɔ:t/ 
 tidy (v) /'taɪdi/ 
 tough (adj) /tʌf/ 
 toy (n) /tɔɪ/ 
 treasure (v) /'treʒə(r)/
 trip (n) /trɪp/ 
 undamaged (adj) /ʌn'dæmɪdʒd/
 unpopular (adj) /ʌn'pɒpjələ(r)/
 upset (adj) /ʌp'set/ 
 used (adj) /ju:zd/ 
 useful (adj) /'ju:sl/ 
 useless (adj) /'ju:sləs/ 
 valuable (adj) /'væljuəbl/ 
 village (n) /'vɪlɪdʒ/ 
 wallet (n) /'wɒlɪt/ 
 wander (v) /'wɒndə(r)/ 
 war (n) /wɔ:(r)/ 
 watch (n) /wɒtʃ/ 
 waterfall (n) /'wɔ:təfɔ:l/
 weapon (n) /'wepən/ 
 wristband (n) /'rɪstbænd/
 wood (n) /wʊd/ 
 wooden (adj) /'wʊdn/ 
 worth (v) /wɜ:θ/ 
 worthless (adj) /'wɜ:θləs/

Unit 2

accustomed (to) (adj) /ə'kʌstəmd (tu,
 tə)/
 active (adj) /'æktɪv/ 
 advantage (n) /əd'vɑ:ntɪdʒ/ 
 aim (n) /eɪm/ 
 alternative (n) /ɔ:l'tɜ:nətɪv/ 
 angrily (adv) /'æŋgrɪli/ 
 available (adj) /ə'veɪləbl/ 
 avoid (v) /ə'vɔɪd/ 
 be held /,bi: 'held/
 be in two minds /,bi: ɪn ,tu: 'maɪndz/
 be part of /,bi: 'pa:t əv/

beyond (adv) /bɪ'jɒnd/ 
 bit (n) /bɪt/ 
 calculate (v) /'kælkjuleɪt/ 
 caravan (n) /'kærəvæn/
 care (n / v) /keə(r)/ 
 careers advice (n) /kə'riəz ədvaɪs/
 careless (adj) /'keələs/ 
 cave (n) /keɪv/
 certificate (n) /sə'tɪfɪkət/ 
 change my mind /,tʃeɪndʒ ,maɪ 'maɪnd/
 charity (n) /'tʃærəti/ 
 chef (n) /ʃef/
 chemical (n) /'kemɪkl/ 
 citizen (n) /'sɪtɪzn/ 
 clear (adj) /kliə(r)/ 
 commit (v) /kə'mɪt/ 
 community (n) /kə'mju:nəti/ 
 consider (v) /kən'sɪdə(r)/ 
 contact (v) /'kɒntækt/ 
 coordinator (n) /kəʊ'ɔ:dɪneɪtə(r)/
 crime (n) /kraɪm/ 
 decision (n) /dɪ'sɪʒn/ 
 decisive (adj) /dɪ'saɪsɪv/
 degree (n) /dɪ'ɡri:/ 
 dependent (adj) /dɪ'pendənt/
 disadvantage (n) /,dɪsəd'vɑ:ntɪdʒ/ 
 disposable (adj) /dɪ'spəʊzəbl/
 drop out (phr v) /,drɒp 'aʊt/ 
 effort (n) /'efət/ 
 encyclopaedia (n) /ɪn,sæklə'pi:diə/
 environmental studies (n pl)
 /ɪn,vaɪrən,məntl 'stʌdɪz/
 error (n) /'erə(r)/ 
 express (v) /ɪk'spres/ 
 fairly (adv) /'feəli/ 
 far (adj) /fɑ:(r)/ 
 fearful (adj) /'fiəfl/
 fearless (adj) /'fiələs/
 focus (v) /'fəʊkəs/ 
 forensic scientist (n) /fə'rensɪk
 'saɪəntɪst/
 forensics expert (n) /fə'rensɪks ɛkspɜ:t/
 frankly (adv) /'fræŋkli/
 gain (v) /geɪn/ 
 general election (n) /,dʒenrəl ɪ'lekʃn/
 get a lot out of /,get ə 'lɒt aʊt əv/
 get back (phr v) /,get 'bæk/
 get in (phr v) /,get 'ɪn/
 get in touch /,get ɪn 'tʌtʃ/
 get into (phr v) /,get 'ɪntu, 'ɪntə/
 get involved with /,get ɪn'vɒlvd wɪð/
 get on with (phr v) /,get 'ɒn wɪð/
 get ready /,get 'reɪdi/
 get the chance /,get ðə 'tʃɑ:ns/
 get to know /,get tə 'nəʊ/
 get together with (phr v) /,get tə'geðə
 wɪð/
 get used to /,get 'ju:st tu, tə/
 government (n) /gʌvən'mənt/ 
 haircut (n) /'heəkʌt/
 harmful (adj) /'hɑ:mfl/ 
 harmless (adj) /'hɑ:mləs/ 
 hesitate (v) /'hezɪteɪt/ 























hobby (n) /'hɒbi/ 
 homeless (adj) /'həʊmləs/
 however (adv) /'haʊəvə(r)/ 
 hurry (v) /'hʌri/ 
 impact (n) /'ɪmpækt/ 
 in favour /ɪn 'feɪvə(r)/
 indecisive (adj) /,ɪndɪ'saɪsɪv/
 indicate (v) /'ɪndɪkeɪt/ 
 involved (adj) /ɪn'vɒlvd/ 
 jar (n) /dʒɑ:(r)/
keep my options open /,ki:p maɪ 'ɒpʃnz əʊpən/
 lean towards (phr v) /'li:n təwə:dz/
 lecture (n) /'lektʃə(r)/ 
 literature (n) /'lɪtrətʃə(r)/ 
 local (adj) /'ləʊkl/ 
 majority (n) /mə'dʒɔrəti/ 
make up my mind /,meɪk ʌp maɪ 'maɪnd/
 manage (v) /'mænɪdʒ/ 
 modern (adj) /'mɒdn/ 
 moneyless (adj) /'mʌnɪləs/
 near (adj) /nɪə(r)/ 
 nomad (n) /'nɒməd/
 not bother (v) /,nɒt 'bɒðə(r)/
 opportunity (n) /,ɒpə'tju:nəti/ 
 organization (n) /,ɔ:gənə'zeɪʃn/ 
 organize (v) /'ɔ:gənaɪz/ 
 own (v) /əʊn/ 
 packaging (n) /'pækɪdʒɪŋ/ 
 part-time (adv) /,pɑ:t 'taɪm/
 participate (v) /pɑ:'tɪsɪpeɪt/
 patiently (adv) /'peɪfntli/
 pause (v) /pɔ:z/ 
 period (n) /'pɪəriəd/ 
 politics (n pl) /'pɒlətɪks/ 
 possible (adj) /'pɒsəbl/ 
 postpone (v) /pə'spəʊn/
 prepare (v) /prɪ'peə(r)/ 
 projectile (n) /prə'dʒektajl/
 propose (v) /prə'pəʊz/ 
put off (phr v) /,pʊt 'ɒf/
 questionnaire (n) /,kwɛstʃə'neə(r)/
 quietly (adv) /'kwaɪətli/ 
 raise (v) /reɪz/ 
 reuse (v) /,ri:'ju:z/
 reckon (v) /'rekən/ 
 report (n) /rɪ'pɔ:t/ 
rush into (phr v) /,rʌʃ 'ɪntu, 'ɪntə/
 salt (n) /sɔ:lt, sɒlt/ 
 scooter (n) /'sku:tə(r)/
 seaside (n) /'si:said/
 shelter (n) /'feltə(r)/ 
 shocked (adj) /ʃɒkt/ 
 similar (adj) /'sɪmələ(r)/ 
 social (adj) /'səʊʃl/ 
 statistics (n pl) /stə'tɪstɪks/
stick with (phr v) /'stɪk wɪð/
take my time /,teɪk maɪ 'taɪm/
 take part in /,teɪk 'pɑ:t ɪn/
 take up (phr v) /,teɪk 'ʌp/ 
 tasteful (adj) /'teɪstfl/
 tasteless (adj) /'teɪstləs/
 team-building (adj) /'ti:m bɪldɪŋ/

telegram (n) /'telɪgræm/
 thankful (adj) /'θæŋkfl/
(not) think twice /,(nɒt), θɪŋk 'twɑ:ɪs/
 thoughtful (adj) /'θɔ:tfl/
 thoughtless (adj) /'θɔ:tləs/
 totally (adv) /'təʊtəli/ 
 train (v) /treɪn/ 
 transition (n) /træn'zɪʃn/
try out (phr v) /,traɪ 'aʊt/
 undecided (adj) /,ʌndɪ'saɪdɪd/
 varied (adj) /'veəriəd/ 
 voice (n) /vɔ:ɪs/ 
 vote (v) /vəʊt/ 
 wait (v) /weɪt/ 
 waste (n) /weɪst/ 
 wasteful (adj) /'weɪstfl/
 wonderful (adj) /'wʌndəfl/ 
 work experience (n) /'wɜ:k ɪkspɪəriəns/

 zero-waste (adj) /,zi:əʊs 'weɪst/

Unit 3

























































advertisement (n) /əd'vɜ:tɪsmənt/ 
 advertising (n) /'ædvətaɪzɪŋ/ 
 afford (v) /ə'fɔ:d/ 
 appeal (to) (v) /ə'pi:l (tu, tə)/
 appreciate (v) /ə'pri:ʃieɪt/ 
 barcode (n) /'bɑ:kəʊd/
 bargain (n) /'bɑ:gən/ 
 believe (v) /bɪ'li:v/ 
be worth /,bi: 'wɜ:θ/
 blogger (n) /'blɒgə(r)/
 brand (n) /brænd/ 
 business (n) /'bɪznəs/ 
 can (n) /kæn/ 
 cash (n) /kæʃ/ 
 ceremony (n) /'serəməni/ 
 changing room (n) /'tʃeɪndʒɪŋ ru:m/
 checkout (n) /'tʃekəʊt/
 clothes retailer (n) /'kləʊðz ri:teɪlə(r)/
 combination (n) /,kɒmbɪ'neɪʃn/ 
 comedian (n) /kə'mi:diən/
 company (n) /'kʌmpəni/ 
 consumer (n) /kən'sju:mə(r)/ 
 convenient (adj) /kən'vi:nɪənt/ 
 cost (v) /kɒst/ 
 customer (n) /'kʌstəmə(r)/ 
 delicious (adj) /dɪ'lɪʃəs/
 deliver (v) /dɪ'lɪvə(r)/ 
 delivery (n) /dɪ'lɪvəri/ 
 detect (v) /dɪ'tekt/
 dose (n) /dəʊs/
 downside (n) /'daʊnsaɪd/
 drone (n) /drəʊn/
 earn (v) /ɜ:n/ 
 effective (adj) /ɪ'fektɪv/ 
 equipment (n) /ɪ'kwɪpmənt/ 
 equivalent (adj) /ɪ'kwɪvələnt/ 
exchange (v) /ɪks'tʃeɪndʒ/ 
 exotic (adj) /ɪg'zɒtɪk/
 facial recognition (n) /,feɪʃl rekəg'nɪʃn/
 fit (v) /fɪt/ 
 fragrance (n) /'freɪgrəns/























gamer (n) /'geɪmə(r)/ 
 genuinely (adv) /'dʒenjuɪnli/ 
 gift (n) /gɪft/ 
 habit (n) /'hæbɪt/ 
 haunted house (n) /,hə:ntɪd 'haʊs/
 hit (n) /hɪt/ 
 influence (v) /'ɪnfluəns/ 
 influencer (n) /'ɪnfluənsə(r)/
 ink (n) /ɪŋk/ 
 item (n) /'aɪtəm/ 
 label (n) /'leɪbl/ 
 light (adj) /laɪt/ 
 make-up (n) /'meɪk ʌp/ 
 marketing (n) /'mɑ:kɪtɪŋ/ 
 massive (adj) /'mæsɪv/ 
 measure (v) /'meʒə(r)/ 
 medical problem (n) /'medɪkl prɒbləm/
 minimum (adj) /'mɪnɪməm/ 
 mountain range (n) /'maʊntən reɪndʒ/
 nasty (adj) /'nɑ:sti/
 obviously (adv) /'ɒbvɪəsli/ 
 occasionally (adv) /ə'keɪʒnəli/ 
 online marketing (n) /,ɒnlaɪn 'mɑ:kɪtɪŋ/
 original (adj) /ə'rɪdʒənəl/ 
 overnight (adv) /,əʊvə'nait/
 perfume (n) /'pɜ:fju:m/
 pineapple (n) /'paɪnæpl/
 pitch (n) /pɪtʃ/ 
 portable (adj) /'pɔ:təbl/
 premiere (n) /'premɪə(r)/
 price (n) /praɪs/ 
 printer (n) /'prɪntə(r)/ 
 prize (n) /praɪz/ 
 producer (n) /prə'dju:sə(r)/ 
 product (n) /'prɒdʌkt/ 
 promote (v) /prə'məʊt/ 
 promoter (n) /prə'məʊtə(r)/
 puzzle (n) /'pʌzl/
 reach (v) /ri:tʃ/ 
 realistic (adj) /,ri:ə'lɪstɪk/ 
 receipt (n) /rɪ'si:t/ 
 recommend (v) /,rekə'mend/ 
 rent (v) /rent/ 
 retailer (n) /'ri:teɪlə(r)/
 return (v) /rɪ'tɜ:n/ 
 rip-off (n) /'rɪp ɒf/
 robot (n) /'rəʊbɒt/
 saffron (n) /'sæfrən/
 save (v) /seɪv/ 
 scan (v) /skæn/
 scanner (n) /'skænə(r)/
 scent (n) /sent/
 set (v) /set/ 
 seem (v) /si:m/ 
 shelf (n) /felf/ 
 shelves (n pl) /felvz 
 shop assistant (n) /'ʃɒp əsɪstənt/
 sincere (adj) /sɪn'sɪə(r)/ 
 size (n) /saɪz/ 
 slipper (n) /'slɪpə(r)/
 special offer (n) /,speʃl 'ɒfə(r)/
 specialist (n) /'speʃəlist/ 
 spend (v) /spend/ 

spice (n) /spaɪs/ 
 status symbol (n) /'steɪtəs sɪmbl/ 
 steal (v) /sti:l/ 
 stick (v) /stɪk/ 
 stuff (n) /stʌf/ 
 subscriber (n) /səb'skraɪbə(r)/ 
 suit (v) /su:t/ 
 topic (n) /'tɒpɪk/ 
 trolley (n) /'trɒli/ 
 try on (phr v) /,traɪ 'ɒn/ 
 tutorial (n) /tju:'tɔ:riəl/ 
 unisex (adj) /'ju:nɪseks/ 
 value (n) /'vælju:/ 
 vary (v) /'veəri/ 
 venom (n) /'venəm/ 
 verdict (n) /'vɜ:dɪkt/ 
 versatile (adj) /'vɜ:sətəl/ 
 view (n) /vju:/ 
 violent (adj) /'vaɪələnt/ 
 virtual store (n) /,vɜ:tʃuəl 'stɔ:(r)/ 
 vlogger (n) /'vlɒgə(r)/ 
 window shopping (n) /'wɪndəʊ ʃɒpɪŋ/ 




Unit 4






























affect (v) /ə'fekt/ 
 afraid (adj) /ə'freɪd/ 
 aggressive (adj) /ə'gresɪv/ 
 allergic (adj) /ə'lɜ:dʒɪk/ 
 amazed (adj) /ə'meɪzd/ 
 anger (n) /'æŋgə(r)/ 
 angry (adj) /'æŋgrɪ/ 
 annoyance (n) /ə'nɔɪəns/ 
 annoyed (adj) /ə'nɔɪd/ 
 annoying (adj) /ə'nɔɪɪŋ/ 
 anxiety (n) /æŋ'zaɪəti/ 
 argument (n) /'ɑ:gjʊmənt/ 
 assertive (adj) /ə'sɜ:tɪv/ 
 author (n) /'ɔ:θə(r)/ 
 behaviour (n) /bɪ'heɪvjə(r)/ 
 bored (adj) /bɔ:d/ 
 boredom (n) /'bɔ:dəm/ 
 boring (adj) /'bɔ:rɪŋ/ 
 bother (v) /'bɒðə(r)/ 
 bothered (by) (adj) /'bɒðəd (baɪ)/ 
 bright side /'braɪt saɪd/ 
 broken-hearted (adj) /,brʊkən 'hɑ:tɪd/ 
 calm down (phr v) /,kɑ:m 'daʊn/ 
 captive (adj) /'kæptɪv/ 
 cheer up (phr v) /,tʃɪər 'ʌp/ 
 cold-blooded (adj) /,kəʊld 'blʌdɪd/ 
 concentrate (v) /'kɒnsntreɪt/ 
 considerate (adj) /kən'sɪdərət/ 
 convey (v) /kən'veɪ/ 
 dead (adj) /ded/ 
 disgust (n) /dɪs'gʌst/ 
 disgusted (adj) /dɪs'gʌstɪd/ 
 disgusting (adj) /dɪs'gʌstɪŋ/ 
 distract (v) /dɪ'strækt/ 
 doubt (v) /daʊt/ 
 driving test (n) /'draɪvɪŋ test/ 
 embarrassed (adj) /ɪm'bærəst/
 embarrassing (adj) /ɪm'bærəsɪŋ/











embarrassment (n) /ɪm'bærəsmənt/ 
 embrace (v) /ɪm'breɪs/ 
 end of the world /,end əv ðə 'wɜ:ld/ 
 endorphin (n) /en'dɔ:fɪn/ 
 evidence (n) /'eɪdɪns/ 
 exactly (adv) /ɪg'zæktli/ 
 excited (adj) /ɪk'saɪtɪd/ 
 excitement (n) /ɪk'saɪtmənt/ 
 exciting (adj) /ɪk'saɪtɪŋ/ 
 fear (n) /fɪə(r)/ 
 fed up (phr v) /,fed 'ʌp/ 
 fire (n) /'faɪə(r)/ 
 forum (n) /'fɔ:rəm/ 
 frightened (adj) /'fraɪnd/ 
 frightening (adj) /'fraɪnɪŋ/ 
 furnace (n) /'fɜ:nɪs/ 
 hang out with (phr v) /,hæŋ 'aʊt wɪð/ 
 have a laugh with (sb) /,hæv ə 'lɑ:f wɪð/ 
 hill (n) /hɪl/ 
 hug (v) /hʌg/ 
 hurt (adj) /hɜ:t/ 
 improve (v) /ɪm'pru:v/ 
 increase (v) /ɪn'kri:s/ 
 intelligence (n) /ɪn'telɪdʒəns/ 
 IQ (n) /,aɪ 'kju:/ 
 law (n) /lɔ:/ 
 left-handed (adj) /,left 'hændɪd/ 
 lick (v) /lɪk/ 
 mammal (n) /'mæml/ 
 mechanical (adj) /mə'kæntɪkl/ 
 melodic (adj) /mə'lɒdɪk/ 
 mood (n) /mu:d/ 
 motorist (n) /'mɔ:tərɪst/ 
 note (v) /nəʊt/ 
 observe (v) /əb'zɜ:v/ 
 obvious (adj) /'ɒvɪəs/ 
 open-minded (adj) /,əʊpən 'maɪndɪd/ 
 open country (n) /,əʊpən 'kʌntri/ 
 pain (n) /peɪn/ 
 peaceful (adj) /'pi:sfl/ 
 philosopher (n) /fə'lɒsəfə(r)/ 
 psychologist (n) /saɪ'kɒlədʒɪst/ 
 reduce (v) /rɪ'dju:s/ 
 relaxation (n) /,rɪ:læks'eɪʃn/ 
 relaxed (adj) /rɪ'lækst/ 
 relaxing (adj) /rɪ'læksɪŋ/ 
 research (v) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/ 
 reserves (n pl) /rɪ'zɜ:vz/ 
 respect (v) /rɪ'spekt/ 
 sadness (n) /'sædnəs/ 
 shark (n) /ʃɑ:k/ 
 ship (n) /ʃɪp/ 
 simply (adv) /'sɪmpli/ 
 sing along (phr v) /,sɪŋ ə'lɒŋ/ 
 slightly (adv) /'slaɪtli/ 
 slow down (phr v) /,sləʊ 'daʊn/ 
 speed up (phr v) /,spi:d 'ʌp/
 stress (n) /stres/
 stressed (adj) /strest/
 stressful (adj) /'stresfl/
 surprise (n) /sə'praɪz/
 surprised (adj) /sə'praɪzd/

surprising (adj) /sə'praɪzɪŋ/ 
 support (n) /sə'pɔ:t/ 
 sympathetic (adj) /,sɪmpə'tetɪk/ 
 sympathy (n) /'sɪmpəθi/ 
 tease (v) /ti:z/ 
 telepathic (adj) /,telɪ'pæθɪk/ 
 therapy (n) /'θerəpi/ 
 tone (n) /təʊn/ 
 traffic light (n) /'træfɪk laɪt/ 
 trial (n) /'traɪəl/ 
 trick (n) /trɪk/ 
 trouble (n) /'trʌbl/ 
 turn down (phr v) /,tɜ:n 'daʊn/ 
 turn off (phr v) /,tɜ:n 'ɒf/ 
 turn on (phr v) /,tɜ:n 'ɒn/ 
 turn up (phr v) /,tɜ:n 'ʌp/ 
 volume (n) /'vɒlju:m/ 
 wasp (n) /wɒsp/ 
 work out (phr v) /,wɜ:k 'aʊt/ 
 worried (adj) /'wʌrɪd/ 
 worrying (adj) /'wʌrɪɪŋ/ 
 worry (n) /'wʌrɪ/ 

Unit 5
















accelerate (v) /ək'seləreɪt/ 
 adapt (v) /ə'dæpt/ 
 adaptation (n) /,ædæp'teɪʃn/ 
 aerodynamic (adj) /,eəəʊdaɪ'næmɪk/ 
 alien (n) /'eɪliən/ 
 aluminium (n / adj) /,æljə'mɪnɪəm/ 
 anatomy (n) /ə'nætəmi/ 
 antibiotic (n) /,æntɪbaɪ'ɒtɪk/ 
 aspiration (n) /,æspə'reɪʃn/ 
 astronaut (n) /'æstrənɔ:t/ 
 beak (n) /bi:k/ 
 become extinct /bɪ,kæm ɪk'stɪŋkt/ 
 biomimicry (n) /,baɪəʊ'mɪmɪkri/ 
 brainstorm (v) /'breɪnstɔ:m/ 
 branch (n) /brɑ:ntʃ/ 
 burn (v) /bɜ:n/ 
 captain (n) /'kæptɪn/ 
 clinic (n) /'klɪnɪk/ 
 code (n) /kəʊd/ 
 complex (adj) /'kɒmpleks/ 
 create (v) /kri'eɪt/ 
 creation (n) /kri'eɪʃn/ 
 cure (n / v) /kjʊə(r)/ 
 dark (n) /dɑ:k/ 
 death (n) /deθ/ 
 design (n / v) /dɪ'zaɪn/ 
 develop (v) /dɪ'veləp/ 
 development (n) /dɪ'veləpmənt/ 
 dinosaur (n) /,dɪnə'sɔ:(r)/ 
 discover (v) /dɪ'skʌvə(r)/ 
 discovery (n) /dɪ'skʌvəri/ 
 disease (n) /dɪ'zi:z/ 
 drug (n) /drʌg/ 
 duel (n) /'dju:əl/ 
 Earth (n) /ɜ:θ/ 
 efficient (adj) /ɪ'fɪʃnt/ 
 elegant (adj) /'elɪgənt/
 elite (adj) /eɪ'li:t/
 enemy (n) /'enəmi/

epidemic (n) /'epɪ'demɪk/
 essential (adj) /'esɪnʃl/ 
 experiment (n/v) /ɪk'sperɪmənt/ 
 exploration (n) /,eksplə'reɪʃn/
 explore (v) /ɪk'splɔ:(r)/ 
 extinction (n) /ɪk'stɪŋkʃn/
 face (v) /feɪs/ 
 fix (v) /fɪks/ 
 flat (adj) /flæt/ 
 flexibility (n) /,fleksə'bɪləti/
 flexible (adj) /'fleksəbl/
 fool (n) /fu:l/
 forest (n) /'fɒrɪst/ 
 fossil (n) /'fɒsl/
 goal (n) /gəʊl/ 
 gravity (n) /'grævəti/
 ground (n) /graʊnd/ 
 guinea pig (n) /'ɡɪni piɡ/
 human (n) /'hju:mən/ 
 imagination (n) /ɪ,mædʒɪ'neɪʃn/ 
 imagine (v) /ɪ'mædʒɪn/ 
 imitate (v) /'ɪmɪteɪt/
 implant (v) /ɪm'plɑ:nt/
 innovate (v) /'ɪnəveɪt/
 innovation (n) /,ɪnə'veɪʃn/
 inspiration (n) /,ɪnspə'reɪʃn/
 inspire (v) /ɪn'spaɪə(r)/
 invent (v) /ɪn'vent/ 
 invention (n) /ɪn'venʃn/ 
 kind-hearted (adj) /,kaɪnd'hɑ:rtɪd/
 lens (n) /lenz/
 life (n) /laɪf/ 
 light (n) /laɪt/ 
 logical (adj) /'lɒdʒɪkl/ 
 make sense /,meɪk'sens/ 
 meteor (n) /'mi:tiə(r)/
 microbot (n) /'maɪkrəbɒt/
 microchip (n) /'maɪkrəʊtʃɪp/
 mimic (v) /'mɪmɪk/
 mind (n) /maɪnd/ 
 mobile (adj) /'məʊbaɪl/ 
 nature (n) /'neɪtʃə(r)/ 
 pharmacist (n) /'fɑ:məsɪst/
 planet (n) /'plænit/ 
 podcast (n) /'pɒdkɑ:st/
 practical (adj) /'præktɪkl/ 
 predict (v) /prɪ'dɪkt/ 
 previous (adj) /'pri:vɪəs/ 
 primitive (adj) /'prɪmətɪv/
 protection (n) /prə'tekʃn/ 
 radar (n/adj) /'reɪdɑ:(r)/
 resistant (adj) /rɪ'zɪstənt/
 risky (adj) /'rɪskɪ/
 robotics (n pl) /rəʊ'bɒtɪks/
 scale (n) /skeɪl/ 
 selfish (adj) /'selfɪʃ/
 shape (n) /ʃeɪp/ 
 simple (adj) /'sɪmpl/ 
 skyscraper (n) /'skaɪskreɪpə(r)/
 slide show (n) /'slaɪd ʃəʊ/
 solar panel (n) /,səʊlə'pænl/
 solution (n) /sə'lju:ʃn/ 
 space (n) /speɪs/ 
 species (n) /'spi:ʃi:z/










star (n) /stɑ:(r)/ 
 structure (n) /'strʌktʃə(r)/ 
 sun (n) /sʌn/ 
 telescope (n) /'telɪskəʊp/
 test (n/v) /test/ 
 texture (n) /'tekstʃə(r)/
 threat (n) /θret/ 
 underwater (adj) /,ʌndə'wɔ:tə(r)/ 
 unicorn (n) /'ju:nɪkɔ:n/
 universe (n) /'ju:nɪvɜ:s/ 
 ventilate (v) /'ventɪleɪt/
 waste (n/v) /weɪst/ 
 wheel (n) /wi:l/ 
 wing (n) /wɪŋ/ 
 zoobotics (n pl) /zu:'bɒtɪks/
 zoology (n) /zu:'ɒlədʒi/

Unit 6

adventure (n) /əd'ventʃə(r)/ 
 adventurous (adj) /əd'ventʃərəs/
 beneficial (adj) /,benɪ'fɪʃl/
 benefit (n/v) /'benɪfɪt/ 
 breathe (v) /bri:ð/ 
 bully (n) /'bʊli/
 challenge (n/v) /'tʃælɪndʒ/ 
 challenging (adj) /'tʃælɪndʒɪŋ/ 
 character-building (adj) /'kærəktə'bilɪŋ/
 chill out (phr v) /,tʃɪl'aʊt/
 chore (n) /tʃɔ:(r)/
 complicated (adj) /'kɒmplɪkeɪtɪd/ 
 confidence (n) /'kɒnfɪdəns/ 
 confident (adj) /'kɒnfɪdənt/ 
 conform (v) /kən'fɔ:m/
 conformist (n) /kən'fɔ:mɪst/
 confused (adj) /kən'fju:zd/ 
 couch potato (n) /'kaʊtʃ'pəteɪtəʊ/
 crowd (n) /kraʊd/ 
 day dreaming (n) /'deɪ dri:mɪŋ/
 dreamer (n) /'dri:mə(r)/
 easy-going (adj) /,i:zi'gəʊɪŋ/
 expect (v) /ɪk'spekt/ 
 extraordinary (adj) /ɪk'strɔ:dnəri/ 
 extrovert (n) /'ekstrəvɜ:t/
 follower (n) /'fɒləʊə(r)/
 grateful (adj) /'ɡreɪtfl/ 
 hands-on experience (n) /,hændz'ɒn'ɪk'spɪəriəns/
 hard-working (adj) /,hɑ:d'wɜ:kɪŋ/
 hate (n) /heit/ 
 hippy (n) /'hɪpi/
 independence (n) /,ɪndɪ'pendəns/ 
 independent (adj) /,ɪndɪ'pendənt/ 
 inhabitant (n) /ɪn'hæbɪtənt/
 introvert (n) /'ɪntrəvɜ:t/
 institute (n) /'ɪnstɪtju:t/ 
 involve (v) /ɪn'vɒlv/ 
 judge (v) /dʒʌdʒ/ 
 keen (on) (adj) /'ki:n(ɒn)/ 
 landscape (n) /'lændskeɪp/ 
 leader (n) /'li:də(r)/ 
 location (n) /ləʊ'keɪʃn/ 
 loneliness (n) /'ləʊnlɪnəs/

loner (n) /'ləʊnə(r)/
 mentoring (n) /'mentɔ:ɪŋ/
 nature-lover (n) /'neɪtʃə'lʌvə(r)/
 nerd (n) /nɜ:d/
 nursery (n) /'nɜ:səri/
 optimist (n) /'ɒptɪmɪst/
 outlook (n) /'aʊtlʊk/
 pessimist (n) /'pesɪmɪst/
 poser (n) /'pəʊzə(r)/
 proud (adj) /praʊd/ 
 realist (n) /'ri:əlɪst/
 rebel (n) /'rebl/
 rebellious (adj) /rɪ'beljəs/
 reflect (v) /rɪ'flekt/ 
 reliable (adj) /rɪ'laɪəbl/
 request (v) /rɪ'kwest/ 
 requirement (n) /rɪ'kwaɪəmənt/ 
 responsibility (n) /rɪ'spɒnsə'bɪləti/ 
 responsible (adj) /rɪ'spɒnsəbl/ 
 reward (n/v) /rɪ'wɔ:d/ 
 rewarding (adj) /rɪ'wɔ:dɪŋ/ 
 rocket (n) /'rɒkɪt/
 skill (n) /skɪl/ 
 sociable (adj) /'səʊʃəbl/
 socialize (v) /'səʊʃəlaɪz/
 stand out (phr v) /,stænd'aʊt/ 
 suitable (adj) /'su:təbl/ 
 sunshine (n) /'sʌnʃaɪn/
 task (n) /tɑ:sk/ 
 team player (n) /'ti:m'pleɪə(r)/
 teamwork (n) /'ti:mwɜ:k/
 vacancy (n) /'veɪkənsɪ/
 voluntary (adj) /'vɒləntri/
 volunteer (n) /,vɒlən'tɪə(r)/
 warn (v) /wɔ:n/ 
 way (n) /weɪ/ 
 wild (adj) /waɪld/ 
 wildlife (n) /'waɪldlaɪf/

Unit 7

accidental (adj) /,æksɪ'dentl/ 
 amphitheatre (n) /'æmfɪθɪə(r)/
 ancient ruin (n) /,eɪnfənt'ru:ɪn/
 arch (n) /ɑ:tʃ/
 archaeology (n) /,ɑ:ki'ɒlədʒi/
 avenue (n) /'ævənju:
 bike lane (n) /'baɪk leɪn/
 build (v) /bɪld/ 
 bullet hole (n) /'bʊlɪt həʊl/
 bury (v) /'beri/ 
 capacity (n) /kə'pæsəti/ 
 century (n) /'sentʃəri/ 
 chatty (adj) /'tʃæti/
 city centre (n) /,sɪti'sentə(r)/
 confirm (v) /kən'fɜ:m/ 
 construct (v) /kən'strʌkt/ 
 contemporary (adj) /kən'tempərəri/ 
 crowded (adj) /'kraʊdɪd/ 
 DNA (n) /,di:en'eɪ/
 demolish (v) /dɪ'mɒlɪʃ/
 destroy (v) /dɪ'strɔɪ/ 
 dish (n) /dɪʃ/ 
 display (v) /dɪ'spleɪ/ 

distinctive (adj) /dɪ'stɪŋktɪv/
 elevated (adj) /'elɪvətɪd/
 examine (v) /ɪg'zæmɪn/ **OM**
 excavate (v) /'ekskeɪt/
 factory (n) /'fæktəri/ **OM**
 feature (n) /'fi:tʃə(r)/ **OM**
 graffiti (n) /grə'fi:tɪ/
 green space (n) /'gri:n speɪs/
 hawk (n) /hɔ:k/
 heavy traffic (n) /,hevi 'træfɪk/
 hide (v) /haɪd/ **OM**
 host (v) /hɔst/ **OM**
 incredible (adj) /ɪn'kredəbl/
 industrial site (n) /ɪn'dʌstriəl saɪt/
 inspect (v) /ɪn'spekt/
 install (v) /ɪn'stɔ:l/ **OM**
 jug (n) /dʒʌg/
 lack (n) /læk/ **OM**
 kill (v) /kɪl/ **OM**
 legendary (adj) /'ledʒəndri/
 leisure facilities (n pl) /'leɪzə fə'sɪlətɪz/
 litter (n) /'lɪtə(r)/
 lit up (adj) /,lɪt 'ʌp/
 locate (v) /ləʊ'keɪt/ **OM**
 major (adj) /'meɪdʒə(r)/ **OM**
 match (n) /mætʃ/ **OM**
 monument (n) /'mɒnjumənt/
 mud (n) /mʌd/ **OM**
 mural (n) /'mjuərəl/
 music venue (n) /'mju:zɪk venju:/
 musician (n) /mju:'zɪfɪn/ **OM**
 oasis (n) /əʊ'eɪsɪs/
 open-air cinema (n) /,əʊpən ,eə 'sɪnəmə/
 owner (n) /'əʊnə(r)/ **OM**
 partially (adv) /'pɑ:ʃəli/
 pedestrian walkway (n) /pə,destriən
 'wɔ:kweɪ/
 proclamation (n) /,prɒklə'meɪʃn/
 proposal (n) /prə'pəʊzl/ **OM**
 pub (n) /pʌb/ **OM**
 public space (n) /,pʌblɪk 'speɪs/
 railway line (n) /'reɪlweɪ laɪn/
 reconstruct (v) /,ri:ˌkən'strʌkt/
 remove (v) /rɪ'mu:v/ **OM**
 renovate (v) /'renəveɪt/
 replace (v) /rɪ'pleɪs/ **OM**
 replica (n) /'replɪkə/
 restore (v) /rɪ'stɔ:(r)/ **OM**
 retractable (adj) /rɪ'træktəbl/
 scare away (phr v) /,skeə ə'weɪ/
 several (adj) /'sevrəl/ **OM**
 site (n) /saɪt/ **OM**
 skatepark (n) /'skeɪtpɑ:k/
 skater (n) /'skeɪtə(r)/
 skeleton (n) /'skelɪn/
 spectacular (adj) /spek'tækjələ(r)/
 speculate (v) /'spekjuleɪt/
 speed (v) /spi:d/ **OM**
 spire (n) /'spaɪə(r)/
 sports stadium (n) /'spɔ:ts stɛdɪəm/
 statue (n) /'stætʃu:/ **OM**
 suburbs (n pl) /'sʌbɜ:bz/
 technique (n) /tek'ni:k/ **OM**

transform (v) /træns'fɔ:m/ **OM**
 tunnel (n) /'tʌnl/ **OM**
 uncover (v) /ʌn'kʌvə(r)/
 unearth (v) /ʌn'ɜ:θ/
 unique (adj) /ju:'ni:k/ **OM**
 vibrant (adj) /'vaɪbrənt/
 Viking ship (n) /'vaɪkɪŋ ʃɪp/
 youth (n) /ju:θ/ **OM**

Unit 8










abusive (adj) /ə'bjʊ:sɪv/
 access (v) /'ækses/ **OM**
 admit (v) /əd'mɪt/ **OM**
 agree (v) /ə'ɡri:/ **OM**
 alarm (n) /ə'lɑ:m/ **OM**
 alive (adj) /ə'laɪv/ **OM**
 announce (v) /ə'naʊns/ **OM**
 arrest (v) /ə'rest/ **OM**
 ask (v) /ɑ:sk/ **OM**
 ban (n) /bæn/ **OM**
 bank manager (n) /'bæŋk mænɪdʒə(r)/
 boss (n) /bɒs/ **OM**
 burglar (n) /'bɜ:glə(r)/
 burglary (n) /'bɜ:gləri/
 command (n) /kə'mɑ:nd/ **OM**
 convince (v) /kən'vɪns/ **OM**
 complain (v) /kəm'pleɪn/ **OM**
 criminal (n) /'krɪmɪnl/ **OM**
 crown (n) /kraʊn/ **OM**
 cyberbullying (n) /'saɪbəbʊlɪŋ/
 cybercrime (n) /'saɪbəkraɪm/
 cybercriminal (n) /'saɪbəkɪmɪnl/
 decade (n) /'dekeɪd/ **OM**
 deny (v) /dɪ'naɪ/ **OM**
 dishonest (adj) /dɪs'ɒnɪst/ **OM**
 disturb (v) /dɪ'stɜ:b/ **OM**
 diving bell (n) /'daɪvɪŋ bel/
 dominoes (n pl) /'dɒmɪnəʊz/
 drill (v) /drɪl/
 episode (n) /'epɪsɔd/
 escape (v) /ɪ'skeɪp/ **OM**
 explain (v) /ɪk'spleɪn/ **OM**
 fair (adj) /feə(r)/ **OM**
 float (v) /fləʊt/ **OM**
 free (v) /fri:/ **OM**
 fraud (n) /frɔ:d/
 fraudster (n) /'frɔ:dstə(r)/
 gang (n) /gæŋ/
 guard (n) /gɑ:d/ **OM**
 guilty (adj) /'ɡɪltɪ/ **OM**
 hack (v) /hæk/
 hacker (n) /'hækə(r)/
 hacking (n) /'hækɪŋ/
 harsh (adj) /hɑ:f/
 illegal (adj) /ɪ'li:gl/ **OM**
 immature (adj) /,ɪmə'tjuə(r)/
 infamous (adj) /ɪnfəməs/
 irregular (adj) /ɪ'regjələ(r)/
 irresponsible (adj) /,ɪrɪ'spɒnsəbl/
 jail cell (n) /'dʒeɪl sel/
 jewel (n) /'dʒu:əl/
 justice (n) /'dʒʌstɪs/ **OM**
 life savings (n pl) /,laɪf 'seɪvɪŋz/

loyal (adj) /'ləɪəl/ **OM**
 martial art (n) /,mɑ:fl 'ɑ:t/
 masked (adj) /mɑ:skt/
 missing (adj) /'mɪsɪŋ/ **OM**
 mugger (n) /'mʌgə(r)/
 mugging (n) /'mʌgɪŋ/
 mystery (n) /'mɪstri/ **OM**
 newsreader (n) /'nju:zri:də(r)/
 nuisance (n) /'nju:sns/
 offence (n) /ə'fens/ **OM**
 offender (n) /ə'fendə(r)/
 offer (v) /'ɒfə(r)/ **OM**
 order (v) /'ɔ:də(r)/ **OM**
 pickpocket (n) /'pɪkpɒkɪt/
 pickpocketing (n) /'pɪkpɒkɪtɪŋ/
 prison (n) /'prɪzn/ **OM**
 prison sentence (n) /'prɪzn sentəns/
 punishment (n) /'pʌnɪʃmənt/ **OM**
 quality (n) /'kwɒləti/ **OM**
 quick (adj) /kwɪk/ **OM**
 refuse (v) /rɪ'fju:z/ **OM**
 reminder (n) /rɪ'maɪndə(r)/
 reporter (n) /rɪ'pɔ:tə(r)/
 rescue (v) /'reskjʊ:/ **OM**
 resource (n) /rɪ'sɔ:s, rɪ'zɔ:s/ **OM**
 ring (v) /rɪŋ/ **OM**
 robber (n) /'rɒbə(r)/
 robbery (n) /'rɒbəri/
 ruin (v) /ru:ɪn/ **OM**
 safety deposit box (n) /,seɪftɪ drɪ'pɒzɪt
 bɒks/
 secretly (adv) /'si:kɹətli/ **OM**
 security system (n) /sɪ'kjʊərəti sɪstəm/
 series (n) /'sɪəri:z/ **OM**
 shoplifter (n) /'ʃɒplɪftə(r)/
 shoplifting (n) /'ʃɒplɪftɪŋ/
 sign (n) /saɪn/ **OM**
 signposted (adj) /'saɪnpəʊstɪd/
 silent (adj) /'saɪlənt/ **OM**
 sound (v) /saʊnd/ **OM**
 spaceman (n) /'speɪsmæn/
 suggestion (n) /sə'dʒestʃən/ **OM**
 surprise (v) /sə'praɪz/ **OM**
 theft (n) /θeft/
 thief (n) /θi:f/ **OM**
 threatening (adj) /'θretɪŋ/ **OM**
 troll (n) /trɒl/
 trolling (n) /'trɒlɪŋ/
 unbelievable (adj) /,ʌnbɪ'li:vəbl/
 unexpected (adj) /,ʌnɪk'spektɪd/ **OM**
 unfortunate (adj) /ʌn'fɔ:tʃənət/ **OM**
 unlock (v) /,ʌn'lɒk/
 vandal (n) /'vændl/
 vandalism (n) /'vændəlɪzəm/
 vault (n) /vɔ:lt/
 version (n) /'vɜ:ʃn/ **OM**
 victim (n) /'vɪktɪm/ **OM**
 wonder /'wʌndə(r)/ **OM**


English Plus Options

Extra listening and speaking










Unit 1

advert (n) /'ædvɜ:t/ 
 blonde (adj) /blɒnd/ 
 brilliant (adj) /'brɪljənt/ 
 building (n) /'bɪldɪŋ/ 
 destination (n) /,destɪ'neɪʃn/ 
 familiar (adj) /fə'mɪliə(r)/ 
 fantastic (adj) /fæn'tæstɪk/ 
 pop music (n) /'pɒp mjuzɪk/ 
 sightseeing (n) /'saɪtsi:ɪŋ/ 

Unit 2

classic (adj) /'klæsɪk/ 
 free entry (n) /,fri: 'entri/ 
 hire (n) /'haɪə(r)/ 
 horror (adj) /'hɒrə(r)/ 
 instead (adv) /ɪn'sted/ 
 midnight (n) /'mɪdnaɪt/ 
 split up (phr v) /,splɪt 'ʌp/ 







Unit 3

change (n) /tʃeɪndʒ/ 
 cookie (n) /'kʊki/ 
 deal with (phr v) /'di:l wɪð/ 
 muffin (n) /'mʌfɪn/ 
 overcharge (v) /,əʊvə'tʃɑ:dʒ/ 
 owe (v) /əʊ/ 
 packet (n) /'pækɪt/ 
 terribly (adv) /'terəbli/ 
 wrongly (adv) /'rɒŋli/ 



Unit 4




blues (n) /blu:z/ 
 classical (n) /'klæsɪkl/ 
 debut album (n) /,deɪbjʊ: 'ælbəm/ 
 dirt (n) /dɜ:t/ 
 due to (v) /'dju: tu, tə/ 
 gig (n) /gɪg/ 
 heavy metal (n) /,hevi 'metl/ 
 hip hop (n) /'hɪp hɒp/ 
 jazz (n) /dʒæz/ 
 mixture (n) /'mɪkstʃə(r)/ 
 number one (n) /,nʌmbə 'wʌn/ 
 rap (n) /ræp/ 
 release (v) /rɪ'li:s/ 
 rhythm (n) /'rɪðəm/ 
 rock (n) /rɒk/ 
 stone (n) /stəʊn/ 

Unit 5












artificial (adj) /,ɑ:tɪ'fɪʃl/ 
 award (n) /ə'wɔ:d/ 
 edible (adj) /'edəbl/ 
 passionate (adj) /'pæʃənət/ 
 spoon (n) /spu:n/ 
 winner (n) /'wɪnə(r)/ 

Unit 6






lazy (adj) /'leɪzi/ 
 likeness (n) /'laɪknəs/ 

look like (v) /'lʊk laɪk/ 
 relationship (n) /rɪ'leɪʃnʃɪp/ 
 take after (phr v) /,teɪk 'ɑ:ftə(r)/ 

Unit 7



































central (adj) /'sentrəl/ 
 climbing wall (n) /'klaɪmɪŋ wɔ:l/ 
 cost (n) /kɒst/ 
 decoration (n) /,dekə'reɪʃn/ 
 lighting (n) /'laɪtɪŋ/ 
 occasion (n) /ə'keɪʒn/ 
 opening (n) /'əʊpɪŋ/ 
 seating (n) /'si:tɪŋ/ 
 sound system (n) /'saʊnd sɪstəm/ 
 upside (n) /'ʌpsaɪd/ 
 waterfront (adj) /'wɔ:təfrʌnt/ 

















Unit 8

awful (adj) /'ɔ:fl/ 
 delete (v) /dɪ'li:t/ 
 locker (n) /'lɒkə(r)/ 
 properly (adv) /'prɒpəli/ 
 report (v) /rɪ'pɔ:t/ 




























Curriculum Extra

Unit 1









anthropology (n) /,ænrə'pɒlədʒi/ 
 architecture (n) /'ɑ:kɪtektʃə(r)/ 
 artefact (n) /'ɑ:tɪfækt/ 
 colonial period (n) /kə'ləʊniəl pɪəriəd/ 
 communication (n) /kə,mju:nɪ'keɪʃn/ 
 criticism (n) /'krɪtɪsɪzəm/ 
 cultural (adj) /'kʌltʃərəl/ 
 custom (n) /'kʌstəm/ 
 enjoyment (n) /ɪn'dʒɔɪmənt/ 
 ethnography (n) /eθ'nɒgrəfi/ 
 exhibit (n) /ɪg'zɪbɪt/ 
 fascinating (adj) /'fæsɪneɪtɪŋ/ 
 historical (adj) /hɪ'stɔ:rikl/ 
 indigenous (adj) /ɪn'dɪdʒənəs/ 
 man-made (adj) /,mæn 'meɪd/ 
 method (n) /'meθəd/ 
 native (adj) /'neɪtɪv/ 
 natural (adj) /'nætʃrəl/ 
 natural history (n) /,nætʃrəl 'hɪstri/ 
 on display /,ɒn dɪ'spleɪ/ 
 on show /,ɒn 'ʃəʊ/ 
 preserve (v) /prɪ'zɜ:v/ 
 religious (adj) /rɪ'lɪdʒəs/ 
 role (n) /rəʊl/ 
 speciality (n) /,speʃi'æləti/ 
 textile (n) /'tekstaɪl/ 
 tool (n) /tu:l/ 
 traditional (adj) /trə'dɪʃənəl/ 
 typical (adj) /'tɪpɪkl/ 
 Unit 2
 act (v) /ækt/ 
 appearance (n) /ə'piərəns/ 
 break / keep a promise /,breɪk, 'ki:p ə
 'prɒmɪs/ 
 cheat (v) /tʃi:t/ 
 civic (adj) /'sɪvɪk/ 

consequence (n) /'kɒnsɪkwəns/ 
 deceive (v) /dɪ'si:v/ 
 delighted (adj) /dɪ'laɪtɪd/ 
 dilemma (n) /dɪ'lemə/ 
 dishonestly (adv) /dɪs'hɒnɪstli/ 
 emotion (n) /ɪ'məʊʃn/ 
 envious (adj) /'enviəs/ 
 ethical (adj) /'eθɪkl/ 
 extremely (adv) /ɪk'stri:mli/ 
 identity (n) /aɪ'dentəti/ 
 moral value (n) /,mɒrəl 'vælju:/ 
 negative (adj) /'negətɪv/ 
 particularly (adj) /pə'tɪkjələli/ 
 personality (n) /,pɜ:sə'næləti/ 
 principle (n) /'prɪnsəpl/ 
 trust (v) /trʌst/ 
 unfair (adj) /,ʌn'feə(r)/ 






Unit 3

abandon (v) /ə'bændən/ 
 banknote (n) /'bæŋknəʊt/ 
 barter (v) /'bɑ:tə(r)/ 
 bartering system (n) /'bɑ:tərɪŋ sɪstəm/ 
 cashless (adj) /'kæʃləs/ 
 cheque (n) /tʃek/ 
 civilized world (n) /,sɪvəlaɪzd 'wɜ:ld/ 
 contactless payment (n) /,kɒntæktləs
 'peɪmənt/ 
 contribute (v) /kən'trɪbjʊ:t/ 
 currency (n) /'kʌrənsɪ/ 
 e-banking (n) /'i:bæŋkɪŋ/ 
 evolve (v) /ɪ'vɒlv/ 
 gradually (adv) /'grædʒuəli/ 
 grain (n) /greɪn/ 
 guarantee (v) /,gærən'ti:/ 
 hunter (n) /'hʌntə(r)/ 
 imitation (n) /,ɪmɪ'teɪʃn/ 
 likely (adv) /'laɪkli/ 
 mark (n) /mɑ:k/ 
 money transfer (n) /'mʌni trænʃɜ:(r)/ 
 official (adj) /ə'fɪʃl/ 
 payment (n) /'peɪmənt/ 
 service (n) /'sɜ:vɪs/ 
 shell (n) /ʃel/ 
 spread (v) /spred/ 
 surface (n) /'sɜ:fɪs/ 
 trade (v) /treɪd/ 

Unit 4

calorie (n) /'kæləri/ 
 electrical impulse (n) /ɪ,lektɪrɪkl 'ɪmpʌls/ 
 molecule (n) /'mɒləkjʊ:l/ 
 neuron (n) /'njuərɒn/ 
 neurotransmitter (n) /'njuərəʊtrænzmɪtə(r)/ 
 purpose (n) /'pɜ:pəs/ 
 receptor (n) /rɪ'septə(r)/ 
 synapse (n) /'sainæps/ 

Unit 5

antibody (n) /'æntɪbɒdi/ 
 attenuate (v) /ə'tenjuet/ 
 compulsory (adj) /kəm'pʌlsəri/ 
 contact (n) /'kɒntækt/ 
 deadly (adj) /'dedli/ 

eradicate (v) /ɪ'reɪdɪkeɪt/
 immunity (n) /ɪ'mju:nəti/
 immunize (v) /ɪ'mju:nəz/
 infection (n) /ɪn'fekʃn/ **OM**
 injection (n) /ɪn'dʒɛkʃn/
 intervention (n) /,ɪntə'venʃn/
 microorganism (n)
 /,maɪkrəʊ'ɔ:gənɪzəm/
 orally (adv) /'ɔ:rəli/
 pathogen (n) /'pæθədʒən/
 react (v) /ri'ækt/ **OM**
 toxin (n) /'tɒksɪn/
 toxoid (adj) /'tɒksɔɪd/
 vaccine (n) /'væksɪn/
 weaken (v) /'wi:kən/
 white blood cell (n) /,waɪt 'blʌd sel/

Unit 6

encouragement (n) /ɪn'kʌrɪdʒmənt/
OM
 impatiently (adv) /ɪm'peɪfntli/ **OM**
 in need of /ɪn 'ni:d əv/
 neighbourhood (n) /'neɪbəhʊd/ **OM**
 not mind (v) /,nɒt 'maɪnd/
 particular (adj) /pə'tɪkjələ(r)/ **OM**
 possession (n) /pə'zɛʃn/ **OM**
 servant (n) /'sɜ:vənt/ **OM**
 set (v) /set/ **OM**
 surrounding (adj) /sə'raʊndɪŋ/ **OM**
 unmarried (adj) /,ʌn'mærɪd/
 well known (adj) /,wel 'nəʊn/

Unit 7

air quality (n) /'eə kwɒləti/
 checkerboard (n) /'tʃekəbɔ:d/
 constant (adj) /'kɒnstənt/ **OM**
 flooding (n) /'flʌdɪŋ/ **OM**
 foundation (n) /faʊn'deɪʃn/ **OM**
 inadequate (adj) /ɪn'ædɪkwət/
 lay out (phr v) /,leɪ 'aʊt/
 layout (n) /'leɪaʊt/
 lively (adj) /'laɪvli/ **OM**
 megacity (n) /'megəsɪti/
 natural disaster (n) /,nætʃrəl dɪ'zɑ:stə(r)/
 risk (n) /rɪsk/ **OM**
 shanty town (n) /'ʃænti taʊn/
 smog (n) /smɒg/
 spare (adj) /speə(r)/ **OM**
 splendid (adj) /'splendɪd/
 surrounded (by) (adj) /sə'raʊndɪd (baɪ)/
OM
 sweep (v) /swi:p/ **OM**
 vulnerable (adj) /'vʌlnərəbl/

Unit 8

accuser (n) /ə'kju:zə(r)/
 civil (adj) /'sɪvl/ **OM**
 corruption (n) /kə'rʌpʃn/
 court (n) /kɔ:t/ **OM**
 equal (adj) /'i:kwəl/ **OM**
 minimum wage (n) /,mɪnɪmə 'weɪdʒ/
 prove (v) /pru:v/ **OM**
 right (n) /raɪt/ **OM**
 rule (v) /ru:l/ **OM**
 slave (n) /sleɪv/

Culture**Unit 1**

astonishing (adj) /ə'stɒnɪʃɪŋ/
 attention (n) /ə'tenʃn/ **OM**
 bizarre (adj) /bɪ'zɑ:(r)/
 chronicler (n) /'krɒnɪklə(r)/
 clipping (n) /'klɪpɪŋ/
 everyday (adj) /'evrɪdeɪ/
 hoarder (n) /'hɔ:də(r)/
 junk mail (n) /'dʒʌŋk meɪl/
 mummified (adj) /'mʌmɪfaɪd/
 onwards (adj) /'ɒnwədz/
 ordinary (adj) /'ɔ:dɪnri/ **OM**
 postage stamp (n) /'pəʊstɪdʒ stæmp/
 ribbon (n) /'rɪbən/
 spotlight (n) /'spɒtlaɪt/
 summarize (v) /'sʌməraɪz/
 toenail (n) /'təʊneɪl/
 wrapping paper (n) /'ræpɪŋ peɪpə(r)/

Unit 2

anarchic (adj) /ə'nɑ:kɪk/
 authority (n) /ə:'θɒrəti/ **OM**
 bin bag (n) /'bɪn bæɡ/
 chain (n) /tʃeɪn/ **OM**
 characterized (adj) /'kærəktəraɪzd/
 conventional (adj) /kən'venʃənəl/ **OM**
 desire (n) /dɪ'zɑɪə(r)/ **OM**
 direct (adj) /dɪ'rekt/ **OM**
 disappear (v) /,dɪsə'pɪə(r)/ **OM**
 disillusioned (adj) /,dɪsɪ'lu:ʒnd/
 DIY (do-it-yourself) (n) /,di: əɪ 'waɪ/
 economic (adj) /,i:kə'nɒmɪk/ **OM**
 element (n) /'elɪmənt/ **OM**
 ethic (n) /'eθɪk/
 figure (n) /'fɪɡə(r)/ **OM**
 free-thinking (adj) /,fri:'θɪŋkɪŋ/
 freedom (n) /'fri:dəm/ **OM**
 fundamental (adj) /,fʌndə'mentl/ **OM**
 gender equality (n) /'dʒendə rɪkwɒləti/
 hairstyle (n) /'heəstaɪl/
 hopeless (adj) /'həʊpləs/
 ideology (n) /,aɪdɪ'ɒlədʒi/
 individual (n) /,ɪndɪ'vɪdʒuəl/ **OM**
 leather jacket (n) /,leðə 'dʒækɪt/
 lip (n) /lɪp/ **OM**
 mainstream (adj) /'meɪnstri:m/
 metal stud (n) /,metl 'stʌd/
 Mohican (n) /məʊ'hi:kən/
 movement (n) /'mu:vmənt/ **OM**
 padlock (n) /'pædlɒk/
 piercing (n) /'pɪəsɪŋ/
 political (adj) /pə'lɪtɪkl/ **OM**
 punk (n) /pʌŋk/
 reaction (n) /ri'ækʃn/ **OM**
 reject (v) /rɪ'dʒekt/ **OM**
 ripped (adj) /rɪpt/
 shock (v) /ʃɒk/ **OM**
 sleeveless (adj) /'sli:vləs/
 slogan (n) /'sləʊɡən/
 spiky (adj) /'spɪki/
 subculture (n) /'sʌbkʌltʃə(r)/

trend (n) /trend/ **OM**
 typically (adv) /'tɪpɪkli/ **OM**
 unconventional (adj) /,ʌnkən'venʃənəl/
 unemployment (n) /,ʌnɪm'plɔɪmənt/
OM
 working-class (adj) /,wɜ:kɪŋ 'klɑ:s/

Unit 3

consumer spending (n) /kən,sju:mə
 'spendɪŋ/
 consumerism (n) /kən'sju:məɪzəm/
 destruction (n) /dɪ'strʌkʃn/ **OM**
 ecological (adj) /,i:kə'lɒdʒɪkl/
 frenzy (n) /'frenzi/
 inequality (n) /,ɪnɪ'kwɒləti/
 long term (n) /,lɒŋ 'tɜ:m/
 meaningless (adj) /'mi:nɪŋləs/
 natural resource (n) /,nætʃrəl 'rɪsɜ:s/
 obesity (n) /əʊ'bi:səti/
 over-consumption (n) /,əʊvə
 kən'sʌmpʃn/
 purchase (n) /'pɜ:tʃəs/ **OM**
 rubbish heap (n) /'rʌbɪʃ hi:p/
 short term (n) /,ʃɔ:t 'tɜ:m/
 suffer (from) (v) /'sʌfə(r) (frəm, frɒm)/
 transport (v) /træn'spɔ:t/ **OM**

Unit 4

arrogant (adj) /'ærəɡənt/
 character (n) /'kærəktə(r)/ **OM**
 comedy (n) /'kɒmədi/ **OM**
 comedy sketch (n) /'kɒmədi sketʃ/
 feel-good (adj) /'fi:l gud/
 humour (n) /'hju:mə(r)/ **OM**
 interpret (v) /ɪn'tɜ:prɪt/ **OM**
 irony (n) /'aɪrəni/
 loser (n) /'lu:zə(r)/
 make fun (v) /,meɪk 'fʌn/
 offensive (adj) /ə'fensɪv/ **OM**
 optimistic (adj) /,ɒptɪ'mɪstɪk/
 rarely (adv) /'reəli/ **OM**
 sitcom (n) /'sɪtkɒm/
 unkind (adj) /,ʌn'kaɪnd/ **OM**

Unit 5

base (n) /beɪs/ **OM**
 candidate (n) /'kændɪdət/ **OM**
 carbon dioxide (n) /,kɑ:bən daɪ'ɒksaɪd/
 crew (n) /kru:/
 extract (v) /ɪk'strækt/
 generate (v) /'dʒenəreɪt/ **OM**
 landing (n) /'lændɪŋ/ **OM**
 launch (n) /lɔ:ntʃ/ **OM**
 Martian (adj) /'mɑ:ʃn/
 outpost (n) /'aʊtpəʊst/
 process (n) /'prəʊses/ **OM**
 real-life (adj) /,ri:əl 'laɪf/
 settlement (n) /'setlmənt/
 split (v) /splɪt/ **OM**

Unit 6

access (n) /'ækses/ **OM**
 anonymous (adj) /ə'nɒnɪməs/
 audience (n) /'ɔ:diəns/ **OM**
 deeply (adv) /'di:pli/ **OM**

digital media (n) /,dɪdʒɪtl 'mi:diə/
 feedback (n) /'fi:dbæk/
 growth (n) /grəʊθ/ **Om**
 immigration (n) /,ɪmɪ'greɪʃn/
 inhibited (adj) /ɪn'hɪbɪtɪd/
 light-hearted (adj) /,laɪt 'hɑ:tid/
 literary (adj) /'lɪtərəri/
 obtain (v) /əb'teɪn/ **Om**
 offline (adj) /,ɒf'laɪn/
 open-mike event (n) /,əʊpən 'maɪk
 ɪvent/
 perspective (n) /pə'spektɪv/
 phenomenon (n) /fə'nɒmɪnən/
 poet (n) /'pəʊɪt/
 poetry (n) /'pəʊətri/ **Om**
 point of view (n) /,pɔɪnt əv 'vju:
 publish (v) /'pʌblɪʃ/ **Om**
 racism (n) /'reɪsɪzəm/
 revolution (n) /,revə'lju:ʃn/ **Om**
 score (n) /skɔ:(r)/ **Om**
 search engine (n) /'sɜ:tʃ ɛndʒɪn/
 self-conscious (adj) /,self 'kɒnʃəs/
 slam (n) /slæm/

Unit 7

approach (v) /ə'prəʊtʃ/ **Om**
 Bronze Age (n) /'brɒnz eɪdʒ/
 carved (adj) /kɑ:vd/
 construction (n) /kən'strʌkʃn/ **Om**
 dresser (n) /'dresə(r)/
 exposed (adj) /ɪk'spəʊzd/ **Om**
 hairpin (n) /'heərɪn/
 hunted (adj) /'hʌntɪd/ **Om**
 inhabited (adj) /ɪn'hæbɪtɪd/
 investigation (n) /ɪn'vestɪ'geɪʃn/ **Om**
 mainland (n) /'meɪnlænd/
 mysterious (adj) /mɪ'stɪəriəs/ **Om**
 needle (n) /'ni:dl/ **Om**
 outline (n) /'aʊtlaɪn/ **Om**
 passageway (n) /'pæsɪdʒweɪ/
 pot (n) /pɒt/ **Om**
 remarkable (adj) /rɪ'mɑ:kəbl/ **Om**
 reveal (v) /rɪ'vi:l/ **Om**
 severe (adj) /sɪ'vɪə(r)/ **Om**
 Stone Age (n) /'stəʊn eɪdʒ/

Unit 8

ankle tag (n) /'æŋkl tæg/
 combine (v) /kəm'baɪn/ **Om**
 community service (n) /kə,mju:nəti
 'sɜ:vɪs/
 conditions (n pl) /kən'dɪʃnz/ **Om**
 control (v) /kən'trəʊl/ **Om**
 curfew order (n) /'kɜ:fju: ɔ:də(r)/
 electronic tag (n) /ɪ,lek.trɒnɪk 'tæg/
 electronic tagging (n) /ɪ,lek.trɒnɪk
 'tægɪŋ/
 injure (v) /'ɪndʒə(r)/ **Om**
 licence (n) /'laɪsns/ **Om**
 mug (v) /mʌg/
 overcrowded (adj) /,əʊvə'kraʊdɪd/
 probation (n) /prə'beɪʃn/
 punishment (n) /'pʌnɪʃmənt/ **Om**
 redecorate (v) /,ri:'dekəreɪt/
 reoffend (v) /,ri:ə'fend/

restorative justice (n) /rɪ,stɔ:rətɪv
 'dʒʌstɪs/
 sentence (v) /'sentəns/ **Om**
 shoot (v) /ʃu:t/ **Om**
 soft option (n) /'sɒft ɒpʃn/
 staff (n) /stɑ:f/ **Om**
 suspended sentence (n) /sə'spendɪd
 'sentəns/
 terrified (adj) /'terɪfaɪd/
 unpaid (adj) /,ʌn'peɪd/
 young offender (n) /,jʌŋ ə'fendə(r)/

Project**Unit 1**

be into /,bi: 'ɪntu, 'ɪntə/
 break up (phr v) /,breɪk 'ʌp/
 cut off (phr v) /,kʌt 'ɒf/
 supply (n) /sə'plaɪ/ **Om**
 text (v) /tekst/ **Om**

Unit 2

achieve (v) /ə'tʃi:v/ **Om**
 aim (v) /eɪm/ **Om**
 business card (n) /'bɪznəs kɑ:d/
 ice-cold (adj) /,aɪs 'kəʊld/
 racquet (n) /'rækɪt/
 talent (n) /'tælənt/

Unit 5

desert island (n) /,dezət 'aɪlənd/
 divided (adj) /dɪ'vaɪdɪd/ **Om**
 lifespan (n) /'laɪfspæn/
 light bulb (n) /'laɪt bʌlb/
 pictogram (n) /'pɪktəgræm/
 symbol (n) /'sɪmbəl/ **Om**

Unit 6

book (v) /bʊk/ **Om**
 bungee jump (n) /'bʌndʒɪ dʒʌmp/
 creativity (n) /,kri:ɪ'tɪvəti/
 generosity (n) /,dʒenə'rɒsəti/
 lend (v) /lend/ **Om**
 optimism (n) /'ɒptɪmɪzəm/
 point (n) /pɔɪnt/ **Om**

Literature**Unit 4**

base (on) (v) /beɪs (ɒn)/ **Om**
 encourage (v) /ɪn'kʌrɪdʒ/ **Om**
 fascinated (by) (adj) /'fæsɪneɪtɪd (baɪ)/
 laboratory (n) /lə'bɒrətəri/ **Om**
 mast (n) /mɑ:st/
 monster (n) /'mɒnstə(r)/
 murderer (n) /'mɜ:dərə(r)/

Unit 8

affection (n) /ə'fekʃn/ **Om**
 beyond the reach /bɪ,jɒnd ðə 'ri:tʃ/
 fairy (n) /'feəri/
 potion (n) /'pəʊʃn/
 convent (n) /'kɒnvənt/
 claim (v) /kleɪm/ **Om**

interfere (v) /,ɪntə'fɪə(r)/ **Om**
 lover (n) /'lʌvə(r)/ **Om**
 mistakenly (adv) /mɪ'steɪkənli/
 nightfall (n) /'naɪt fɔ:l/
 permission (n) /pə'mɪʃn/ **Om**
 sigh (n/v) /saɪ/
 songbird (n) /'sɒŋbɜ:d/

Starter unit

Frequency expressions

I **never** download films.
I **(don't) usually** play games online.
I **(don't) often** look at news websites.
I **(nearly) always** go to places with free Wi-Fi.
I watch films **two or three times a week / every day**.

Unit 1

Telling an anecdote

Have I told you about the time I ... ?
It was the day of ...
I remember feeling ...
And that's it!
All in all it was / wasn't a ... experience.
Luckily / Thankfully / Sadly, ...

Describing an eventful day

It all started at / when ...
The moment that ...
By the time ...
Meanwhile, ...
When we finally ...
Amazingly, ...
In the end, ...

Unit 2

Talking about decisions

It's up to you.
I'm in two minds.
I'm leaning towards ...
What are your options?
Which do you reckon (is best)?
Have you thought of / considered ... ?
The good thing about ... is that ...

Presenting the results of a survey

Those in favour said that ...
Those against commented that ...
People who said 'yes' / 'no' think that ...
All in all, the results indicate that ...
Most people / the majority of people ...
An equal number of people thought that ...

Unit 3

Giving a presentation

I'd like to talk to you about ...
Let me start by showing you ...

First of all, it's ...

As you can see, ...

Another advantage is that ...

It's also worth mentioning that ...

Finally, one big advantage of ...

I think you'll agree that ...

Describing and recommending products

This will appeal to ...

If you're a ..., you'll love this.

It's (not) recommended for ..., though.

The only downside is that ...

The best thing about it is ...

I think that it'll be ...

Unit 4

Expressing sympathy and support

I'm (really) sorry / sad / surprised / amazed to hear that.

You must feel ...

I can imagine.

Cheer up. / Calm down.

Look on the bright side.

Don't worry.

It's not the end of the world.

You just have to ...

Conversational phrases

Hey.

Let's ...

For a ...

What do you ... ?

... else?

I bet / I reckon ...

And one more ...

Anyway, ...

Unit 5

Giving opinions: avoiding repetition

I believe / don't believe (that) ...

In my opinion, ...

I doubt that ...

There's no doubt (in my mind) that ...

It's true / It isn't true that ...

I can / can't see why people think that ...

As far as I can see, ...

If / When you think about it, ...

Explaining a point of view

I'm (definitely) in favour of / against ...

In the first place, ...

Furthermore, ...

Finally, ...

However, ...

In summary, ...

It's my opinion that ...

Unit 6

Giving answers in an interview

I'd like to do something that involves ...

I see myself as / I suppose I'm a(n) ...

That's a good question.

Let me see, ...

I'd say / Most people say that I'm ...

A (challenging) experience in my life was when ...

Writing a formal letter

Dear ...

I'm writing to ...

I'd be grateful if you could ...

I look forward to ...

Yours sincerely, ...

Unit 7

Describing and comparing photos

These two pictures show ...

In the first picture, there are ...

It's hard to see, but I don't think there are ...

It looks like ..., but I'm not sure.

By contrast, in this picture, there's ...

Maybe it's ...

This could be a ... because ...

Describing a building or monument

... is one of ... buildings / monuments.

Look right / left / up / down.

The ... was built / installed in ...

It is located in ...

... is well worth a visit.

Unit 8

Apologizing and explaining

Could I have a word with you?

You know / realize that ... is against the rules, don't you?

I'm afraid so / not.

I didn't realize.

I'll let you off this time.

It won't happen again.

Writing a discussion essay

One of the arguments for ... is ...

On the one hand, ... On the other hand, ...

In addition, ...

For instance / example, ...

However, ...

Personally, I am (not) in favour of ...

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/, /wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
born /bɔ:n/	born /bɔ:n/	born /bɔ:n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
deal /di:l/	dealt /delt/	dealt /delt/
do /du:/	did /dɪd/	done /dʌn/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feel /fi:l/	felt /felt/	felt /felt/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
know /nəʊ/	knew /nju:/	known /nəʊn/
lend /lend/	lent /lent/	lent /lent/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
spend /spend/	spent /spent/	spent /spent/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə(r)/	wore /wɜ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/


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